



STD-03215 Ph-253267/9800043510
Nahata Jogendranath Mondal Smriti Mahavidyalaya
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ESTD: 1985



1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

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Department of Bengali CROSS CUTTING ISSUES

1. GENDER—**RED**
2. ENVIRONMENT—**GREEN**
3. ETHICS - **YELLOW**
4. HUMAN RIGHTS—**BLUE**

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA
North 24 Pgs, W.B.

Teaching Plan: 2022-23

Department: BENGALI (HONOURS)

Semester - 1

Course Code: BNGPCOR01T

Course Title: প্রাচীন ও মধ্যযুগের বাংলা

সাহিত্যের ইতিহাস

Core Course: Credit – 6, FM - 75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester
CC1,UNIT-1 অষ্টম থেকে পঞ্চদশ শতক	SUJOY MONDAL	18	75+15=90
CC1,UNIT-2 মঙ্গলকাব্যের ধারা	SOMA DEBNATH	19	
CC1,UNIT-3 অনুবাদ সাহিত্যের ধারা	PINTU DEBNATH	19	
CC1,UNIT-4 ত্যাগ চৈতন্য জীবনী সাহিত্য, নাথ সাহিত্য	PRITILATA DAS	19	
CC2,UNIT-1 বৈষ্ণব পদাবলী	ASHIT MONDAL	19	DO
CC2,UNIT-2 শাক্তপদাবলী	PINTU DEBNATH	18	
CC2,UNIT-3 চন্দীমঙ্গল(ব্যোধ খণ্ড)	INDRAJET BISWAS	19	
CC2,UNIT-4 চৈতন্য ভাগবত	Dr. KAKALI BHOWMIK	19	

Teaching Plan: 2022-23
Department: BENGALI (GENERAL) **Semester - 1**
Course Code: DSC/GE **Course Title: প্রাচীন ও মধ্যযুগের বাংলা সাহিত্যের**

ইতিহাস

Core Course: Credit – 6, FM - 75

UNIT-1 বৌদ্ধধর্ম, বৌদ্ধ সংস্কৃতি চর্চা	S.M	18	75+15=90
UNIT-2 আর্য-অনার্য সংস্কৃতি ও তার সমন্বয়ের ইতিহাস	I.B	19	
UNIT-3 বৈষ্ণব, শাক্ত, নাথ সাহিত্য ও সংস্কৃতি চর্চা	A.M	19	
UNIT-4 বাংলা কবি, টপ্পা, আখড়াই, হাফ আখড়াই, খেউড় গানের চর্চা	S.D	19	

Teaching Plan: 2022-23
Department: BENGALI (HONOURS) **Semester - 2**
Course Code: BNGPCOR01T **Course Title: □□□□□□□□□□**
Core Course: Credit – 6, FM - 75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester
CC3,UNIT-1. □□□□□□ □□□□□□ □□□□□□ □□□□ □□□□□□ □□□□□□ □□□□□□□□ □□□□□□□□□□, □□□□□□ □□□□□□ □□□□□□□□, □□□□□□□□□□ □□□□□□□□, □□□□, □□□□□□□□, □□□□□□□□, □□□□□□ □□□□□□□□, □□□□□□□□□□ □□□□□□□□, □□□□□ □□□□□ □□□□□□, □□□□□□□□, □□□□□□□ □ □□□□□□□□□□ □□□□□ □□□□□ □□□□□□□□□□□□□□ □□□□□	IB	19	75+15=90
CC1,UNIT-2 □□□□□□, □□□□□□, □□□□□□, □□□□□□ □□□□□□, □□□□□ □□□□□, □□□ □□□□□, □□□□□□□□, □□□□□□ □□□□□□□□ □□□□□, □□□□□□ □□□□□□□□ □□□□□□□□ □□□□□□□□ □□□□□□ □	PLD	19	

		classes (in hours)	
CC5,UNIT-1. ආරම්භක ආරක්ෂණ (ආරක්ෂණය, ආරක්ෂණය) ආරක්ෂණ ආරක්ෂණ ආරක්ෂණය ආරක්ෂණ)	SD	18	75+15=90
CC5,UNIT-2 ආරක්ෂණ ආරක්ෂණ ආරක්ෂණය	SD	19	
CC5,UNIT-3 ආරක්ෂණ ආරක්ෂණ, ආරක්ෂණ ආරක්ෂණය ආරක්ෂණය ආරක්ෂණ	AM	19	

CC6,UNIT-1 ආරක්ෂණ ආරක්ෂණය ආරක්ෂණය	PLD	19	75+15=90
CC6,UNIT-2 ආරක්ෂණය ආරක්ෂණය- ආරක්ෂණය, ආරක්ෂණය	KB	18	
CC6,UNIT-3 ආරක්ෂණය ආරක්ෂණය ආරක්ෂණය,	IB	19	
CC6,UNIT -4 ආරක්ෂණ ආරක්ෂණය - ආරක්ෂණය	SM	19	
CC5,UNIT-4 ආරක්ෂණ ආරක්ෂණය ආරක්ෂණයSD	AM	19	

CC7,UNIT -1 ආරක්ෂණය ආරක්ෂණය-- ආරක්ෂණය	PD	19	75+15=90
CC7,UNIT -2 ආරක්ෂණය ආරක්ෂණය- ආරක්ෂණය	KB	19	
CC7,UNIT -3 ආරක්ෂණ ආරක්ෂණය ආරක්ෂණය ආරක්ෂණය	SM	18	

CC7,UNIT -4	IB	19	
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Teaching Plan: 2022-23
Department: BENGALI () Semester - 3
Course Code: GE III (DSC BNGGCOR03T Course Title:
Core Course: Credit – 6, FM - 75

Semester - 3(MIL)

CC3 , UNIT-1	AM	19	75+15=90
CC3, UNIT-2	KB	19	
CC3, UNIT-3	PD	19	
CC3, UNIT-4	SD,SM	18	

UNIT-1	PLD/KB	20	75 HOURS
UNIT-2	IB	20	
UNIT-3	PD/AM	20	

UNIT-4	SD/SM	15	
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SEC;1

UNIT-1	AM	15	30HOURS
UNIT-2	AM	15	

Teaching Plan: 2022-23
 Department: BENGALI (HONOURS) Semester - 4
 Course Code: Course Title:
 Core Course: Credit – 6, FM - 75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester
CC8,UNIT-1	SOMA DEBNATH	19	75+15=90
CC8,UNIT-2	ASHIT MONDAL	18	
CC8,UNIT-3	SUJOY MONDAL	19	
CC8,UNIT-4	SOMA DEBNATH	19	
CC9,UNIT-1	KB	19	DO
CC9,UNIT-2	SM	19	
CC9,UNIT-3	KB	18	
CC9,UNIT-4	PD	19	

CC10,UNIT-1 □□□□□ □□□□□ □ □□□□□□ □□□□□□	IB	18	75+15=90 HOURS
CC10,UNIT-2 □□□□□ □□□□□□□ □ □□□□□□□□□□□ □□□□□□	PLD	09	
CC10,UNIT-3 □□□□□ □□□□□□□□ □□□□□□□□□□ □□□□□	AM	10	
CC10,UNIT-4 □□□□□□□ □□□□□□□□□□□ □□□□□	IB	19	

Teaching Plan: 2022-23
 Department: BENGALI (HONOURS) Semester - IV
 Course Code: Course Title:
 Core Course: Credit – 6, FM - 75

Course Content	Teacher Name	Unit wise number of classes(in hours)	Teaching Days in a semester
CC11,UNIT-1 □□□□□□□□□□□ □□□□□□□□□□□□ □□□□□□□	PRITILATA DAS	18	75+15=90
CC11,UNIT-2 □□□□□□□□□ □□□□□□□□□□□□ □□□□ □□□□	SUJOY MONDAL	19	
CC11,UNIT-3 □□□□□□□□ □□□□□□□□□□□□□ □□□□□□□	PINTUn DEBNATH	19	
CC11,UNIT-4 □□□□□ □□□□□□□□□□□□□ □□□□□□□□ □□□□	Dr. KAKALI BHOWMIK	19	
CC12,UNIT-1 □□□□□□□□□□ □□□□□ □□□□ □□□□□□□ (□□□□□□□□□ □□□□ □□□□)	SD	18	DO
CC12,UNIT-2 □□□□□ □□□-□□ □□□□□□ □□□□□ (□□□□□□□□ □□□□ □□□□),	SM	19	
CC12,UNIT-3 □□□□□□□□ □□□□□□□□□ □□□□□ □□□□□□□ (□□□□□ □□□□ □□□□□ - □□ □□□□ □ □□□ □□□□ □□□□□□□ □□□□□□□□ - □□□□□□□□□ □□□□ □□□□)	PLD	19	

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Teaching Plan: 2022-23
Department: BENGALI (DSE-IB) Semester - IV
Course Code: Course Title:
Core Course: Credit – 6, FM – 75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester
<p style="text-align: center;">UNIT-1</p> <p>□□□□□□ □□□□ □□□□□□□□ (□□□□□□□□ □□□□</p>	SD	18	75+15=90
<p style="text-align: center;">UNIT-2</p> <p>□□□□□□□□□□ □□□□ □□□□□□ (□□□□□□□□ □□□□□)</p>	PLD	19	
<p style="text-align: center;">UNIT-3</p> <p>□□□□ □□□□□ □□□□□□□ (□□□□□□□□ □□□□□),</p>	KB	19	
<p style="text-align: center;">UNIT-4</p> <p>□□□□□□□□□ □□ □□□□□ □□□□□ (□□□□□□□□ □□□□□)</p>	SM	19	

Teaching Plan: 2022-23
Department: BENGALI (HONOURS) Semester - VI
Course Code: BNGPCOR01T Course Title:
Core Course: Credit – 6, FM - 75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester
<p>CC13,UNIT-1</p> <p>□□□□□□□ □□□□□□□□□ □□□□□□</p>	ASHIT MONDAL	18	75+15=90
<p>CC13,UNIT-2</p> <p>□□□□□□ □□□□□□□□□ □□□□□□</p>	INDRAJIT BISWAS	19	
<p>CC13,UNIT-3</p>	INDRAJIT BISWAS	19	

□□□□□□ □□□□□□□□ □□□□□□,			
CC13,UNIT-4 □□□□□□ □□□□□□□□ □□□□□□ -	PRITILATA DAS	19	
CC14,UNIT-1 □□□□□□□□□□ □□□□ □□□□□□□□□□ □□□□□□□□□□	KB	18	DO
CC14,UNIT-2 □□□□□□□□□□ □□□□□ □□□□□□ □□□□□□□□ □□□□□	PD	19	
CC14,UNIT-3 □□□□□ □□□□□□ □□□□ - □□□□□ □□□□□□□□	SD	19	
CC14,UNIT-4 □□□□□□ □□□□□□□□ - □□ □□□□□□, □□ □□□□□□ □□□□□□	KB	19	

DSE-1 UNIT-1 □□□□□ □□□□□□□□ □□□□□□□□□□□□ □□□□□ □□□□□□ (□□□□□□□□□□ □□□□□ □□□□□□□□)	S.M	18	75+15=90
DSE-1 UNIT-2□□□□□□□□□□□□□□□□□□ □□□□□ □□□□□□□□□□□□□□	I.B	19	
DSE-1 UNIT-3 □□□□ □□□□ -- □□□□□□□ □□□	A.M	19	
DSE-1 UNIT-4 □□□□□□□□□□□□ □□□□□□□□□□ □□□□□□□□□□ □□□□□	S.D	19	

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARK
DSE-2 UNIT-1 □□□□□ □□□□□□□□□□□□ □□□□□□□□□□ □□□□□□ □ □□□□□□ □□□□□□ □□□□□□□□ □□□□	AM	18	75+15=90	‘□□□□□□ □□□□□□□□□□□□ □□□□□□’—□□ □□□□□□□□□□ □□□□ Special lecture

DSE-2 UNIT-2 [REDACTED] [REDACTED] [REDACTED]	AM	19		
DSE-2 UNIT-3 [REDACTED] [REDACTED]	KB	19		
DSE-2 UNIT-4 [REDACTED] [REDACTED]	SM	19		

Teaching Plan: 2022-23

Department: **BENGALI (GEN)** Semester - **VI**

Course Code: **BNGGDSE1DT** Course Title:

Core Course: **Credit – 6, FM – 75**

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester
DSE-IDT UNIT-1 [REDACTED] [REDACTED]	KB,AM	19	75+15=90
DSE-IDT UNIT-2 [REDACTED]	SM	18	
DSE-IDT UNIT-3 [REDACTED]	KB	19	
DSE-IDT UNIT-4 [REDACTED]	PLD	19	



STD-03215 Ph-253267/9800043510
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E-mail: info.nahatajnmsm@gmail.com
Website: www.nahatajnmsm.ac.in
ESTD: 1985



CROSS CUTTING ISSUES

WEST BENGAL STATE UNIVERSITY (WBSU)
B.COM. GENERAL COURSE CBCS, 2018-19
Semister-wise Break up of Cross Cutting Issues

-  GENDER
-  ENVIRONMENT
-  ETHICS
-  HUMAN RIGHTS

SEM-1

Course Code	Course Title	Course Type	Credit	Marks
Financial Accounting I FACGCOR01T	Paper-I: Introduction to Accounting Standard, Insurance claim for loss of stock and for loss of profit.	Core-1	6	75
Principles & Practice of Management: FACGCOR02T	Paper-II: Introduction	Core – 2	6	75
	English-1		6	75

	Environmental Science	Ability Enhancement Compulsory Course – 1	2	25
		Semester Total	20	250

Notes: **Students must opt for FACGCOR01T and FACGCOR02T for Finance Specialization, FACGDSE03T and FACGDSE04T for Marketing Specialization and FACGDSE05T and FACGDSE06T for Systems Operation Specialization.**

Semester II

Course Code	Course Title	Course Type	Credit	Marks
Cost & Management Accounting FACGCOR03T	Paper III: Labour Employee Cost And Incentive systems,	Core-3	6	75
Business Mathematics & Statistics FACGCOR04T	Paper IV:	Core – 4	6	75
Cost & Management Accounting FACGCOR03T	Paper III: Costing Methods	Core-5	6	75
	English-2		6	75
	English Modern Indian Language		2	25
		Semester Total	20	250

** Generic Elective (GE): Students of Commerce General should take Generic Elective –2 from other disciplines.

Semester III

Course Code	Course Title	Course Type	Credit	Marks
Business Regulatory Framework FACGCOR05T	Paper-V: The Indian Contract Act,1872)	Core-5	6	75
Financial Accounting II FACGCOR06T	Paper VI:	Core – 6	6	75
Information Technology & its Business Application FACSSEC01M	Paper VII: Impact of information technology on business	Core- 7	2	25
	Indian Modern Language-1		6	75
		Semester Total	20	250

** Generic Elective (GE): Students of Commerce General should take Generic Elective –3 from other disciplines.

Semester IV

Course Code	Course Title	Course Type	Credit	Marks
Tax Returns & Filing of Tax Returns FACSSEC02M	Paper VIII: E-filing of Tax Returns	Core- 8	2	25
Direct & Indirect Taxation FACGCOR07T	Paper IX: Goods & Service Tax	Core – 9	6	75
BUSINESS ECONOMICS FACGCOR08T	Paper X:: Demand & Supply	Core- 10	6	75
	Modern Indian Language-2		6	75
		Semester Total	20	250

** Generic Elective (GE): Students of Commerce should take one subjects as Generic Elective from other disciplines.

Semester V

Course Code	Course Title	Course Type	Credit	Marks
Auditing FACGGEC01T	Paper XI: Audit Report and Certificate	Core-11	6	75
Entrepreneurship Development FACSSEC03M	Paper XII::: Introduction, Entrepreneurship and Micro, Small and Medium Enterprises, Sustainability of Entrepreneurship	Core – 12	2	25
Consumer Behaviors & Customer Relationship Management FACGDSE03T	Paper I: Consumer Behavior – Concept and Overview, Sales Management Process, Salesmanship and Buyers' Behavior:	Core – 13	6	75
Product & Pricing Management and Marketing Communication FACGDSE04T	Paper II: New Product Development, Pricing, Advertising Process	Core – 14	6	75
		Semester Total	20	250

Semester VI

Course Code	Course Title	Course Type	Credit	Marks
Marketing Management & Human Resource Management FACGGEC02T	Paper XIII: Physical Distribution & Promotion, Fundamentals of HRM, Acquisition & Development of Human Resource	Core-15	6	75
Business Communication & e-commerce FACSSEC04M	Paper XIV: E-Commerce, Digital Payment	Core – 16	2	25
Retail Management and Marketing of Services FACGDSE09T	Paper XV: Service Marketing in Non-profit and profit Organizations	Core-17	6	75
Rural Marketing and International Marketing FACGDSE10T	Paper VI:: Rural Products & Organizations – Different Types	Core-17	6	75
		Semester Total	20	250

Total credits: 120

Total marks: 1500

NAHATA J.N.M.S.MAHAVIDYALAYA
North 24 pgs
Teaching Plan: 2022-23
Department: Commerce; Sem: I
Course Code: FACGCOR01T, Course Title: Financial Accounting I
Core Course:..... Credit - 6 FM - 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
<p><u>Introduction:</u></p> <p>Nature of accounting; Users of accounting information; Qualitative characteristics of accounting information.</p> <ul style="list-style-type: none"> • Double entry book keeping system – Basic accounting equation, meaning of assets, liabilities, equity, revenue and expenses. <p>Accounting Cycle - Recording of transaction:</p> <p>Journal, Ledger and preparation of Trial Balance.</p> <ul style="list-style-type: none"> • Bases of accounting; Cash Basis and Accrual Basis. • Basic concepts and conventions: entity, money measurement, going concern, cost, realization, accruals, periodicity, consistency, prudence (conservatism), materiality, matching and full disclosures. 		05		
<p><u>Determination of business income:</u></p> <p><u>Revenue recognition:</u> Meaning of revenue; objective; timing of recognition. Recognition of expenses.</p> <p><u>Inventories:</u> meaning. Significance of</p>		15		

<p>inventory valuation. Lower of cost or market rule; Inventory ascertainment and reconciliation.</p> <p><u>The nature of depreciation:</u> Accounting concept of depreciation-- Factors in the measurement of depreciation--Methods of computing depreciation: Straight Line Method and Diminishing Balance Method; Disposal of depreciable assets; Change in estimate and method of charging depreciation.</p> <p><u>Accounting for depreciation:</u> Asset-depreciation, Asset-provision. Reserves and provisions: Meaning; Objective;</p> <p><u>Types & Accounting:</u> Capital and revenue expenditures and receipts(general introduction only). Adjustment and rectification entries</p>				
<p><u>Introduction to Accounting Standard:</u></p> <p>Financial Accounting Standards:Concept, Benefits, Procedure for issuing accounting standards in India.Need for a global standard, IFRS (concept only).</p> <p>Concept of accounting theory; Relation with practice; GAAP; Capital – Capital Maintenance concepts; Limitations of Historic Cost accounting; Introduction to Fair Value accounting .</p>		15		
<p>Final accounts of Trading Concern:</p> <p>Preparation of financial statements of sole proprietorship business entities from a trial balance – Manufacturing, Trading, P/L A/c and Balance Sheet.</p>		15		
<p>Financial Statements from Incomplete records and of NPO:</p> <p>Preparation of financial statements:</p>		15		

a) from incomplete records b) of non-profit organization.				
<p>Accounting for special sales transaction:</p> <p>Consignment: Basic features; Difference with sales. Recording in the books of Consignor – at cost & at invoice price, Valuation of unsold stock; Ordinary commission. Treatment and valuation of abnormal & normal loss. Special commission; Del cruder commission (with and without bad debt) Concept of Consignment Debtors; Recording in the books of Consignee. Accounting for sale on approval.</p> <p>Sectional and Self balancing ledger:</p> <p>Concept of sectional balancing, Self balancing Ledger: advantages; Recording process; preparation of Adjustment accounts.</p> <p>Insurance claim for loss of stock and for loss of profit: Loss of stock: Physical & ownership concept; Concept of under-insurance and average clause; Computation of claim – with price change; Consideration of unusual selling line; price reduction etc. Loss of profit: Concept – Insured & uninsured standing charges, GP rate, Short sales and increased cost of working, Average clause and computation of claim (simple problems).</p>		25		

Course Code: FACGCOR02T, Course Title: Principles & Practice of Management
Core Course:..... Credit – 6 FM – 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
Unit 1. Introduction:		20		

Management - Concept, Importance, Functions; Management as profession; Management as Science and Art, Universality of management; Levels of management; Managerial tasks and skills. Different Schools of Management Thought: Classical School--- Contributions of Taylor and Fayol; Neo-classical School--- Human Relations approach and Behavioural Science approach.				
Unit 2. Planning: Concept, Importance, Types, Steps, Barriers to effective planning and remedial measures; Strategic Planning---Concept; Forecasting Concept, Techniques.		10		
Unit 3. Organizing: Concept, Importance, Principles, Departmentation – Need, Basis, Principles; Delegation of Authority Elements, Steps, Barriers; Centralization and Decentralization of Authority; Span of Management; Concept and determining factors.		20		
Unit 4: Directing and Staffing: Concept of directing, Importance of directing, Leadership: Concepts, Importance, Types, Leadership Traits, Tannenbaum & Schmidt’s Model, Blake & Mouton Model, Staffing: Concept & importance.		20		
Unit 5. Motivation, Co-ordination and Control: Motivation: Concepts, Importance, McGregor, Maslow and Herzberg theory of motivation, Co-ordination & Control: Concepts, Significance, Principles, Techniques, Steps, Control: Concepts, Importance and tools.		20		

Teaching Plan: 2022-23
Department: Commerce; Sem: II
Course Code: FACGCOR03T, Course Title: Cost & Management Accounting
Core Course:..... Credit – 6 FM – 75

Course Content	Teacher’s Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
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<p>Introduction: Definition of costing, Objectives of Cost Accounting And Management Accounting, Cost Accounting Vs. Management Accounting, Installing a good Cost Accounting System, Essentials of good Cost Accounting System, Cost concepts, terms and classification of costs: Cost, cost object, types of cost, classification of costs, Direct and Indirect cost, Element wise, Function wise, Behavior wise , Sunk Cost, Opportunity cost, Costing Methods and Techniques (introduction only)</p>		10		
<p>Materials: Purchase of materials: Organization, Purchase procedure, Documentation, Determination of material purchase costs. Storage of materials: Need of storage, location and types, Functions of store keeper, requisition, receipt and issue and transfer of materials, storage record, accounting for material cost. Material Costs: Materials Control: Organization Tools: JIT purchase ; various stock levels; EOQ and ABC Analysis; Periodic Inventory; Perpetual inventory, Physical Verification; Discrepancies of stock and their treatment, Methods of Pricing Material Issues: FIFO,LIFO and Weighted Average, Treatment of Normal and Abnormal Loss of materials.</p>		10		
<p><u>Labour Employee Cost And Incentive systems:</u> Introduction, Recording Labour cost: Attendance and Pay roll Procedures (Time-Keeping, Time-Booking, Payroll procedure, payment of Wages- Piece rate , Differential piece rate , Time rate); Idle Time(Causes and treatment in Cost Accounting). Overtime (its effect and treatment in Cost Accounting) Labour Turnover(causes , impact and methods of calculating labourturn over). Main Principles for sound system of wage incentive shames, labour utilization ; System of wage payment and incentives (Halsey, Halsey-Weir, Rowan and</p>		15		

Emerson). Systems of Incentive Schemes for indirect Worker; Component of wages cost for costing purpose.				
Overhead and Cost statement: Introduction: Definition, classification of overhead. Cost Statement- Functional and Behavioral. Manufacturing overheads: Allocation and Apportionment of overhead; Absorption of overhead; various methods and their application; treatment of under absorption/over-absorption of overheads. Administration and Selling & Distribution Overheads and their charging: an introduction only. Preparation of Cost Sheet and estimation		20		
Cost Bookkeeping: Non-Integrated System: Meaning & Features; Ledgers Maintained ; Accounts prepared ; General/ Cost Ledger Adjustment Accounts; Meaning of closing balance in various accounts; Disadvantages. Reconciliation: Need for reconciliation; Items causing differences between Cost and Financial profits and their reconciliation.		10		
Costing Methods: Job Costing (Job Cost Cards and data bases, collecting direct costs of each job, Attributing overhead costs to jobs, Application of job-costing), Batch Costing. Contract Costing- Progress payments, Retention money, Escalation clause, Contract accounts ,Accounting for material, Accounting for plant used in a contract, Contract profit and Balance Sheet entries. Service Costing and output costing: Introduction; Motor Transport Costing only. Process Costing: Meaning, Features, Process Vs. Job costing, Principles of cost ascertainment for materials, Labour & Overhead; Normal Loss and Abnormal Loss and Gain and preparation of Process Accounts. Inter process profit (Simple cases).		25		

Course Code: FAGCOR04T, Course Title: Business Mathematics & Statistics
Core Course:..... Credit – 6 FM – 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
Unit 1: Set Theory: Definition of Set and its presentation. Different types of Sets- Null Sets, Finite & Infinite Sets, Subsets, Universal Set, Power Set etc. Set Operations- Laws of Algebra of Sets, Venn diagram.		04		
Unit 2: Matrices and Determinants: Definition of a matrix, Types of matrices; Equality, Addition, Subtraction, and Multiplication; Transpose of a matrix; Determinant of a square matrix, Values of determinants up to third order; Properties of Determinants, minors and co-factors, Adjoint of a Matrix, Elementary row and column operations, Inverse of a matrix; Solution of a system of linear equations (having unique solution and involving not more than three variables) using matrix inversion Method and Cremer's Rule.		10		
Unit 3: Basic Mathematics for Finance: Functions and their types-linear, quadratic, polynomial, exponential, logarithmic; Concepts of limit and continuity of a function. Concept of differentiation; Rules of differentiation-simple standard forms. Maxima and Minima of functions (involving first and second order differentiation) relating to cost, revenue and profit. Different types of Interest Rates, concept of Present Value- Present Value and Annuity, Compounding & Discounting, amount of Annuity -Valuation of Simple Loans.		20		
Unit 4: Basics of Statistics: Collection, classification of data, Primary & Secondary data, Tabulation of data, Graphs and charts, Frequency		05		

distribution, Diagrammatic presentation of frequency distribution.				
Unit 5: Measure of Central Tendency & Dispersion: Measures of Central Tendency including arithmetic mean, geometric mean and harmonic mean: properties and applications; mode and median. Measures of Variation: absolute and relative. Range, quartile deviation and mean deviation; Variance and Standard deviation: calculation and properties.		15		
Unit 6: Bivariate Analysis: Simple Linear Correlation Analysis: Meaning, and measurement. Karl Pearson's coefficient and Spearman's rank correlation. Simple Linear Regression Analysis: Regression equations and estimation. Relationship between Correlation and regression coefficients.		20		
Unit 7: Time-based Data: Index Numbers and Time-Series Analysis: Meaning and uses of index numbers; Construction of index numbers: Aggregative and average of relatives – simple and weighted, Components of time series; additive and multiplicative models; Trend analysis: Finding trend by moving average method and Fitting of linear trend line using principle of least squares.		16		

Teaching Plan: 2022-23
Department: Commerce; Sem: III
Course Code: FACGCOR05T, Course Title: Business Regulatory Framework
Core Course:..... Credit - 6 FM - 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
The Indian Contract Act, 1872: a) Contract – meaning, characteristics and kinds, Essentials of a valid contract. b) Offer and acceptance (Definition, Rules, Communication and Revocation of offer and acceptance)		20		

<p>c) Consideration (Definition, Elements, Types, Rules), “No Consideration No Contract” and its exceptions; Capacity to Parties (Definition and Types)</p> <p>d) Consent, Free consent, Coercion, Undue Influence, Fraud, Misrepresentation, Mistake</p> <p>e) Legality of objects and Consideration</p> <p>f) Void and Voidable agreements - Definition, Types and Distinction.</p> <p>g) Discharge of a contract – Modes of discharge, Breach and Remedies against breach of contract</p> <p>h) Specific Contracts - Contingent contracts, Quasi, Contract of Indemnity, Guarantee, Bailment, Pledges.</p>				
<p>The Sales of goods Act,1930:</p> <p>a) Contract of sale, meaning and difference between sale and agreement to sell.</p> <p>b) Conditions and warranties</p> <p>c) Transfer of ownership in goods including sale by a non-owner</p> <p>d) Unpaid seller – meaning, rights of an unpaid seller against the goods and the buyer.</p>		10		
<p>The Partnership Laws:</p> <p>a. Definition – Partner, Partnership.</p> <p>b) Nature and Characteristics of Partnership.</p> <p>c) Types of Partners.</p> <p>The Partnership Act, 1932:</p> <p>d) Registration of a Partnership Firms and consequences of non-registration.</p> <p>e) Rights and Duties of Partners.</p> <p>f) Dissolution of firms – meaning and grounds.</p> <p>The Limited Partnership Act, 2008:</p> <p>g) Definition.</p> <p>h) Salient Features of LLP.</p> <p>i) Advantages and disadvantages of LLP.</p> <p>j) Differences between LLP and Partnership, LLP and Company.</p> <p>k) Incorporation of LLP.</p>		20		

<p>The Negotiable Instrument Act,1881:</p> <p>a) Definition, Features, Types, Parties of Negotiable Instruments: Promissory Note, bill of exchange, Cheque (Definition and Types).</p> <p>b) Endorsement: Types of Endorsement</p> <p>c) Holder and Holder in Due Course, Privileges of Holder in Due Course.</p> <p>d) Dishonour of Negotiable Instruments: Modes, Consequences, Notice of Dishonour; Noting and Protesting</p> <p>e) Discharge of Negotiable Instruments: Meaning and Modes</p>		20		
<p>The Consumers Protection Act,1986:</p> <p>a) Objectives and features of Consumers Protection Act.</p> <p>b) Definitions – Complainant, Complaint, Consumer, Consumer Dispute, Defect, Deficiency, District Forum, Person.</p> <p>c) Unfair trade practices.</p> <p>d) Consumer Protection Council (Central, State and District – their constitutions and objectives).</p> <p>e) Consumer Dispute Redressal Agencies: Composition and jurisdiction of District forum, State Commission and National Commission.</p>		10		
<p>Electronic Commerce Act,1998:</p> <p>a) Definitions: Computer, Electronic signature,Internet, Information.</p> <p>b) Formation and Validity of Electronic Contracts (e-contracts) (Section 15)</p> <p>c) Effectiveness between parties (Section16).</p>		10		

Course Code: FACGCOR06T, Course Title: Financial Accounting II
Core Course:..... Credit – 6 FM – 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
<p>Partnership Accounts – I:</p> <p>Profit and Loss Appropriation</p>		20		

<p>Accounts: Capital & Current A/C, Correction of appropriation items with retrospective effect.</p> <p>Change in Constitution of Firm: Change in profit sharing ratio, Admission, Retirement, Retirement cum Admission – treatment of Goodwill, revaluation of assets and liabilities (with/without alteration of books), treatment of reserves and adjustment relating to capital, treatment of Joint Life Policy, Death of a Partner.</p>				
<p>Partnership Accounts – II:</p> <p>Accounting for Dissolution of Firm: Insolvency of one or more partner, Consideration of private estate and private liabilities, Piecemeal distribution (Surplus Capital basis and Maximum Possible Loss Basis). Conversion of Partnership into Limited Company.</p>		25		
<p>Branch Accounting: Concept of Branch, Types of Branches.</p> <p>Synthetic Method - Preparation of Branch Account, Branch Trading & P/L Account (at cost and at invoice price) – normal and abnormal losses.</p> <p>Analytical Method – Preparation of Branch Stock Adjustment Account (at cost and at invoice price)- normal and abnormal losses.</p>		10		
<p>Hire Purchase and Installment Payment System: Meaning, Difference with Installment payment system, Allocation of Interest. Partial and Complete Repossession. Concept of Operating and Financial Lease (Theory only).</p>		13		
<p>Departmental Accounts:</p> <p>Concept, Objectives of preparation of departmental accounts. Apportionment of common cost, Preparation of Departmental Trading & P/L Account, Consolidated Trading & P/L Account, Inter departmental transfer of goods at cost; cost plus and at selling price and elimination of unrealized profit.</p>		10		
<p>Investment Accounts:</p> <p>Preparation of Investment Account – treatment of brokerage, STT, cum and ex – interest, Valuation of Investment under FIFO and Average method. Preparation of Investment Account for Shares (with Right Shares, Bonus Shares and Sale of Right). Transfer of securities (Simple problem).</p>		12		

Course Code: FACSSEC01M; Course Title: Information Technology & its Business Application
Core Course:..... Credit – 2 FM – 25

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
<p>Module I:</p> <p>Information Technology and Its Application in Business (Theory)</p> <p>Unit 1: Information Technology and Business:</p> <p>Concepts of data, information and computer based information system, impact of information technology on business [business data processing, intra-organizational and inter-organizational communication by using network technology, business process outsourcing and knowledge process outsourcing], types of Information System-Transaction Processing System (TPS), Management Information System (MIS), Decision Support System (DSS), Knowledge Management System (KMS) and their Implementation at managerial levels [operational, tactical and strategic].</p>		15		
<p>Module II</p> <p>Information Technology and Its Application in Business (Practical)</p> <p>Unit 1: Word Processing:</p> <p>Working with word document- Editing text, Find and Replace text, Formatting, Spell check, Autocorrect, Auto text; Bullets and numbering, Tabs, Paragraph Formatting, Indent, Page Formatting, Header and footer, Macros, Drop cap; Tables: Inserting, Filling and formatting a Table, Inserting Pictures and Video; Mail Merge- including linking with Database, Printing documents. Creating Business Documents using the above facilities.</p>		05		
<p>Unit 2: Preparing Presentations:</p> <p>Basics of presentations: Slides, Fonts, Drawing, Editing; Inserting: Tables, Images, texts, Symbols, Media; Design; Transition;</p>		05		

Animation, Hyperlink and Slideshow. Creating Business Presentations using above facilities.				
Unit 3: Spreadsheet and Computerized Accounting & Spreadsheet Functions: Managing worksheets- Formatting, Entering data, Editing, and Printing a worksheet; Handling operators in formula, Project involving multiple spreadsheets, Organizing Charts and graphs, Pivot Table. Mathematical [SUMIF, SQRT, SUBTOTAL, SUMPRODUCT etc.], Statistical [AVERAGE, STDEV, VAR, CORRELATION, REGRESSION etc.], Financial [PMT, RATE, PV, FV, NPER, IRR, NPV, Data Table Etc.] Logical [AND, OR, IF etc.], Date and Time, lookup and reference, Database and Text functions. Tally- Basic Features.		20		

Teaching Plan: 2022-23
Department: Commerce; Sem: IV
Course Code: FACSSEC02M, Course Title: Tax Returns & Filing of Tax Returns
Core Course:..... Credit – 2 FM – 25

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
UNIT 1: Income Tax Returns: a) PAN and TAN- Procedure for application of PAN/TAN; Defective Return, Revised Return, Belated Return, Provisions regarding TDS from salary, interest on securities, horse racing, lottery. b) Advance Tax (simple problems). c) Interest- Interest u/s 234A, 234B, 234C, (simple problems). d) Different Forms of Returns. e) Different TDS Returns.		15		
UNIT 2: E-filing of Tax Returns: a) Preparation and submission of the Income Tax Returns (ITR-1 and ITR-2) offline/online for individual taxpayer, EVC. b) View form 26AS, Upload return, View e-file returns, e-verification. c) Use of e-tax calculator (including interest calculation u/s 234A, 234B, 234C). d) E-Pay tax (Challan No. ITNS 280 and ITNS 281)		30		

e) e-TDS Return filing. Notes: For Project Work - Assignment based on each and every topic should be prepared.				
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Course Code: FAGCOR07T, Course Title: Direct & Indirect Taxation
Core Course:..... Credit - 6 FM - 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
Module I: Income Tax: UNIT 1: a) Basic Concepts of Direct and Indirect Taxes: Definitions under IT Act: Assessee, Previous year, Assessment year, Person, Income, Sources of income, Heads of income, Gross total income, Total income; b) Residential Status and Incidence of Tax of Individual Assessee; c) Exempted income – u/s 10(1), 10(10), 10(10A), 10(10AA), 10(10D), 10(11), 10(12), 10(13A), 10(14), 10(15), 10(34), 10(35), 10(38).		15		
UNIT 2: Computations of Taxable Income under the head: a) Salaries and b) Income from House Property.		20		
UNIT 3: a) Profits and Gains of Business or Profession: [sec. 28, 32, 36(1), 36(1)(ii), 36(1)(iii), 36(1)(vii), 37, 40A(3), 43B]; b) Capital Gains: Meaning and types of capital assets, simple computation of STCG and LTCG; c) Income from Other Sources: Basis of		20		

charge excluding deemed dividend.				
UNIT 4: Set off and carry forward of losses; Deductions u/s 80 - 80C, 80CCC, 80CCD, 80CCE, 80D, 80E, 80G, 80GG, 80TTA; Rebate u/s 87A; Computation of total income and tax liability of individual assessee.		15		
UNIT 5: Filing of Returns: Due date of filing return, different types of returns, PAN, TDS – Basic Concept; Different types of assessment (Basic concepts only); Advance tax for individuals – due dates for advance payment of tax.		05		
Module 2: Goods & Service Tax UNIT 6: Goods and Services Tax – Concept, GST council; Pre- and post-GST indirect tax structure in India; Types of GST – Central GST, State/UT GST and Integrated GST; Rates of GST; Registration; Meaning of taxable event; Meaning of goods and services; Supply of goods and services; Input tax, Input tax credit for payment of SGST, CGST, UTGST and IGST ; Reverse Charge – Meaning; Composition Levy – Meaning, advantages and disadvantages of Composition Levy, Payment of GST and filing of returns.		15		

Course Code: FAGCOR08T, Course Title: BUSINESS ECONOMICS
Core Course:..... Credit – 6 FM – 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
Unit 1: Consumer Theory: Indifference curve approach: Consumer's preferences; Budget line; Consumer's equilibrium; Income consumption curve, Price consumption curve and the derivation of demand curve for a commodity (Normal, Inferior, Giffen); Hicksian decomposition of price Effect into income and substitution effect.		18		
Unit 2: Demand & Supply: (a) Demand and Supply: Law of demand, Determinants of demand, Movements vs. shift in demand curve, Exceptions to the law of demand, Determinants of Supply, Movement along a supply curve vs. shift in		18		

supply curve; Market equilibrium and price determination. (b) Measurement of various Elasticity of demand, Elasticity of supply.				
Unit 3: Production and Cost: (a) Production: Concept of production and production function, Homogeneous production function; Law of variable proportions; Isoquant: definition and properties, Return to scale. (b) Costs: Costs in the short run and in the long run.		12		
Unit 4: Market Structure: (a) Perfect Competition: Assumptions -- Theory of a firm under perfect competition, Demand and Revenue, Equilibrium of the firm in the short run and long run. (b) Monopoly: Short-run and long-run equilibrium of monopoly firm, Concept of supply curve under monopoly, Allocation inefficiency and dead-weight loss monopoly, Price discrimination. (c) Imperfect Competition: Difference between perfect competitions, monopoly and imperfect competition; (i) Monopolistic Competition: Assumptions; Short run and Long run Equilibrium. (ii) Oligopoly, Duopoly – basic characteristics.		20		
Unit 5: National Income: National Income Accounting, Concepts of GDP, GNP, NNP, NDP, Real and Nominal, National Income, Circular flow of income.		12		
Unit 6: Money and Inflation: Concept of demand for and supply of money - Quantity theory of money and Keynesian theory of demand for money, Measures of money supply, High powered money, Concept of Inflation, Demand-pull and cost push theories of inflation, Monetary and fiscal policies to control inflation.		10		

Teaching Plan: 2022-23
Department: Commerce; Sem: V
Course Code: FACGGEC01T, Course Title: Auditing
Core Course:..... Credit – 6 FM – 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
Unit –I: Introduction: Auditing: Introduction, meaning, objectives, basic principles and techniques, advantages and limitations, classification of audit. Audit planning and procedures - relevant documents. Internal control-internal check and internal audit, vouching and verification of Assets and liabilities (including relevant SAP's)		20		
Unit-II: Audit of Companies: Audit of limited companies: Company auditor-qualifications and disqualifications, Appointment, Rotation, Removal, Remuneration , Rights and Duties , Auditor's Report , Liabilities of Statutory Auditors under the Companies Act , 2013. Divisible profits and dividend with special reference to depreciation, provisions and reserves as per Companies Act, 2013.		25		
Unit-III: Audit Report and Certificate : Audit Report- Definition, features, scope, value of Auditors Report , difference between Audit Report and Certificate, Types of Audit Report, Contents of Audit Report as per Companies Act, 2013, True and Fair View.		15		
Unit- IV: Audit of different Institutions: Audit of Educational Institutions, Library, Hospital, Club, Hotel, Transport Company and co-operative societies. Audit of Local Govt. Gram Panchayat, Panchayat –Samity and Zilla Parishad, Municipality and Municipal Corporation.		15		
Unit-V: Special Areas of Audit: Special features of Cost Audit, Management Audit, Fax Audit, Social Audit, Environmental Audit, Energy Audit.		15		

Course Code: FACSSEC03M, Course Title: Entrepreneurship Development

Core Course:..... Credit – 2 FM – 25

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
<p>Unit-I: Introduction:</p> <p>Meaning, elements, determinants and importance of entrepreneurship and creative behaviour; Dimensions of entrepreneurship: intrapreneurship, technopreneurship, cultural entrepreneurship, international entrepreneurship, netpreneurship, ecopreneurship, and social entrepreneurship.</p>		?		
<p>Unit-II: Entrepreneurship and Micro, Small and Medium Enterprises:</p> <p>Basic concept of business houses, Role of business houses and family business in India; The contemporary role models in Indian business: their values, business philosophy and behavioural orientations; Conflicts in family business and its resolution.</p>		?		
<p>Unit-III: Sustainability of Entrepreneurship:</p> <p>Public and private system of stimulation, support and sustainability of entrepreneurship; Role of Central Government and State Government in promoting entrepreneurship; Requirement, availability and access to finance, marketing assistance, technology, and industrial accommodation, Role of industries/entrepreneur's associations and self-help groups; The concept, role and functions of business incubators, angel investors, venture capital and private equity fund.</p>		?		
<p>Unit-IV: Sources of business ideas and tests of feasibility:</p> <p>Significance of writing the business plan/ project proposal; Contents of business plan/ project proposal; Designing business processes, location, layout, operation, planning & control; preparation of project report; Project submission/ presentation and appraisal thereof by external agencies, such as financial/non financial institutions.</p>		?		
<p>Unit-V: Mobilization of Resources:</p> <p>Mobilizing resources for start-up Accommodation and utilities; Preliminary contracts with the vendors, suppliers, bankers, principal customers: Basic start-up problems.</p>		?		

Course Code: FACGDSE03T, Course Title: Consumer Behaviors & Customer

Relationship Management

Core Course: Credit – 6 FM – 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
<p>Unit 1: Consumer Behavior – Concept and Overview:</p> <p>Concept of Consumer Behaviors, model of consumer decision-making- input, process, output. Steps in the process need identification, information search, evaluation of alternatives, purchase decision, post-purchase behavior.</p>		20		
<p>Unit 2: Factors Affecting Consumer Behavior:</p> <p>Internal: Needs and motives, perception, learning, attitudes, personality and lifestyle. External: Family, Reference groups, social class and culture.</p>		20		
<p>Unit 3: Consumer Versus Organizational Buying Behavior:</p> <p>Characteristics, Consumer versus organizational buying behavior, factors affecting organizational buying behavior.</p>		05		
<p>Unit 4: Sales Force Management:</p> <p>Objectives, Strategies, Structure, Size of Sales Force; Compensation of Sales Force. Recruitment, Selection, Placement, Transfer, Training and Development, and Grievance, Handling of Sales Force; Motivating, Leading and Communicating with the Sales Force; Performance Evaluation of Sales Force.</p>		15		
<p>Unit 5: Sales Management Process:</p> <p>Nature and Importance; Personal Selling as a Career; Steps in Personal Selling Prospecting, Pre-approach and qualifying. Methods of Approaching a Customer; Presentation Planning, Process and Styles; Handling Customer Objections; Types of Objections; Negotiations- Bargaining approaches, Bargaining Strategies and Tactics during Negotiation.</p>		15		
<p>Unit 6: Salesmanship and Buyers' Behavior:</p> <p>Functions and Qualities of a Salesman; Understanding Buyer Behavior and Buyer-</p>		15		

Seller Interactions; Product knowledge; Customer Knowledge; Relationship Management, Types of Selling; Effective Sales Process; Executing and Following up of Sales Order.				
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Course Code: FACGDSE04T, Course Title: Product & Pricing Management and Marketing Communication.

Core Course:..... Credit – 6 FM – 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
Unit 1: Product: Meaning & concept of Product, features, importance, classification, Levels of Product Service: Meaning & features. Classification of Services. Product Mix – length, width, depth, consistency, BCG Matrix. PLC - concept, features and strategies, uses and limitations, different shapes of PLC.		10		
Unit-2: New Product Development: New Product- Definition, stages of New Product Development, factors affecting new product development, adoption process, diffusion of industrial innovation. New Product failure- reasons, test marketing – definition, advantages and disadvantages. Meaning & functions of Packaging, packaging strategies, packing notes and packing lists, Package Aesthetics, legal & ethical aspects of packaging, features of good packaging. Concept & Importance of Branding, Brand Selection Process; strategies, brand positioning, brand repositioning strategies, leader positioning and follower positioning.		20		
Unit-3: Pricing: Concept & Importance of Pricing, features of pricing, factors determining effective pricing, process of price setting, pricing objectives and methods, resale price maintenance – concept, advantages, disadvantages, importance of		15		

price in consumer buying process, various aspects of service pricing, price cartel, Pricing in Indian context, regulatory price environment.				
Unit 4: Marketing Communications: Concept & Importance of Marketing Communication, Steps involved in the process of Communication, Barriers to Marketing Communication, Marketing Communication Mix: Concept & Elements, Concept and Importance of Advertising, Sales Promotion, Personal Selling & Publicity, Advertising Media: Types. New Trends in Marketing Communication.		15		
Unit-5: Advertising Process: Advertising Appeal, Copy Writing, Headline, Illustration, Message, Copy Type, Campaign Planning, Different Types of Media, Media Planning, Scheduling, Advertising. Agency Roles, Relationships with Clients, Role of Advertising Department, Measuring Advertising Effectiveness, Legal and Ethical Aspects of Advertising.		15		
Unit 6: Sales Promotion: Meaning, Nature and Function, Types, Sales Promotion Techniques (Sample Distribution), Coupon, Price off, premium plan, Consumer contests, Displays Demonstration, Trade Fairs and Exhibitions, Role of Sales force, Limitation of Sales Promotion.		15		

Teaching Plan: 2022-23
Department: Commerce; Sem: VI
Course Code: FACGGE02T, Course Title: Marketing Management &
Human Resource Management.
Core Course:..... Credit – 6 FM – 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
Module: I – Marketing Management: Unit – 1: Introduction to Marketing Management: Marketing Management: Definition, Nature & Importance. Distinction between selling &		15		

marketing. Traditional & Modern Concept of marketing. Concept of Marketing Environment: Micro & Macro environment of marketing. Marketing Mix: Concept & Elements. Consumer Behavior: Meaning, Nature & Importance. Consumer decision making Process. Market Segmentation: Concept, Definition & Importance. Bases of Market segmentation. Factors determining Market Segmentation.				
Unit – 2: Product & Pricing: Product: Meaning & importance, Classification, Product Mix. Product life Cycle: Definition, Stages, Marketing Strategies in each stage. New product Development Process. Concept & Importance of Branding, Packaging, labeling. Price & Pricing: Concept & importance, Pricing methods & policies. Factors to be considered in pricing of a product.		15		
Unit – 3: Physical Distribution & Promotion: Distribution Channels: Meaning and Importance, Types of Distribution Channel. Factors determining choice of Distribution Channel. Promotion: Meaning & Importance, Promotion Mix- Elements. Concepts of Advertising, Salesmanship , Sales promotion & Publicity. Functions of advertising, essential qualities of Good salesmen.		15		
Module: II Human Resource management (HRM): Unit – 4: Fundamentals of HRM: Meaning and concept of HRM. Evolution & Developments of HRM (in brief). Nature, objectives, importance, scope and functions of HRM, Job Analysis – Definition, Human resource planning- Definition, features, objectives and needs. Levels of Human resource planning. Process of Human resource planning in an organization.		15		
Unit – 5: Acquisition & Development of Human Resource: Recruitment of Human resources – Sources (internal & external) Advantages and disadvantages of internal and external sources of recruitment. Selection of Human resources – Definition, concept , significance and steps involved in selection process. Needs, objectives, and benefits of Training and Development. Difference between training and education. Different Training		15		

methods, their comparative advantages and disadvantages. A brief idea of staff welfare programmes and fringe benefits.				
Unit – 6: Maintenance of Human Resource: Job evaluation- Definition, Objectives, procedures and advantages. Job Analysis- Definition, uses , process, purpose methods and aspects (Job description & Job specification). Performance Appraisal - Meaning, objectives, methods of appraisal (brief concept of all traditional and modern methods along with their advantages and disadvantages). Potential Appraisal – objectives and requirements, Remuneration System. Industrial Relations- definition features & objectives, Factors influencing industrial relations. Conditions for sound industrial relations. Importance of industrial relations. Systems approach to industrial relations.		15		

Course Code: FACSSEC04M, Course Title: Business Communication & e-commerce
Core Course:..... Credit – 2 FM – 25

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
Module: I- Business Communication: Introduction: Definition, objectives, importance, elements, process, forms, models, principles of effective communication, barriers to communication and remedial measures.				
Types of Communication: Formal and informal communication, Grapevine, Characteristics of corporate communication, Characteristics of corporate communication, Communication network.				
Tools of Communication: Emergence of communication technology, Modern Forms of communication, Fax, Email, Video Conferencing.				
Drafting: Notice, Circular, Resolution & Minutes, Report, CV writing, Business letter writing- Offer letter, Quotation, Status enquiry, Confirmation, Execution, Refusal and cancellation of order, Recommendation, Credit collection, Claim,				

Bank loan.				
Module: II- E-Commerce:				
Introduction: E-Commerce-meaning, nature, concepts, types, Advantages of E-commerce; forces behind e-commerce, e-governance [meaning, types, significance, and real life examples].				
E-commerce business models: Concept, Type: Business to Consumer (B to C), Business to Business (B to B), Business to Government (B to G), Consumer to Consumer (C to C), Consumer to Business(C to B)				
Digital Payment: Methods of e-payments [Debit Card, Credit Card, Smart Cards, e-Money],electronic or digital wallet, digital signature (procedures, working and legal provisions), payment gateways [Core Banking Solution or CBS, Mobile Payment, UPI, NCPI, International Payments], Online banking [meaning, concepts, importance, electronic fund transfer, automated clearing house, automated ledger posting], risks involved in e-payments.				
New Trends in E-Commerce: Social Commerce-concept, definition, features; Digital Marketing-definition, objectives, methods, limitations; Advertisement in Social Media objectives, advantages and disadvantages, procedures.				

Course Code: FACGDSE09T, Course Title: Retail Management and Marketing of Services.

Core Course:..... Credit – 6 FM – 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
<u>Module I: Retail Management:</u> Introduction to Retail Management: Meaning/Definition of Retail Management; Importance; Functions. Retail Formats: Concept; Types of Retailing – Multi Channel Retailing, Single.		20		

Retailing in India: Present scenario of retailing in India; Factors determining Growth of Retailing in India; Impact of Retail in Nation's Economy.				
Pricing in Retail: Concept of Pricing in Retailing; Factors affecting Retail Pricing; Importance of Retail Pricing.		15		
Promotion in Retail: Need and Objective of Promotional Mix in Retailing; Promotional Mix and Strategy development; Customer Relationship Management.		10		
Module II: Marketing of Services: Introduction to Services Marketing – Overview: Concept of services; Types; Function; Nature; Characteristics; Understanding Services Customers; Impact of service marketing in the economy of a country. Managing Services Quality; Relationship marketing – Concept; Service Communication Mix; Communication Strategy.		10		
Issues in Marketing Mix of Services: Service- Product or Packages; Pricing in Services; Place in Services; Promotion of Service; People in Services; Physical Evidence; Process Management.		15		
Service Marketing in Non-profit and profit Organizations: Travel and Tourism; Financial Services; Information Technology Services; Media Services; Health Care Services; Educational Services.		15		

Course Code: FACGDSE10T, Course Title: Rural Marketing and International Marketing.

Core Course:..... Credit – 6 FM – 75

Course Content	Teacher's Name	Unit wise no. of classes (In hour)	Teaching Days in a semester	Remarks
Unit 1: Rural Marketing – An Overview: Concept, scope and importance, rural vs. urban marketing, Current trends in Rural Markets in India. Characteristics, Attitude and		20		

Behavior, Buying patterns and factors influencing rural consumer.				
Unit 2: Rural Products & Organizations – Different Types : Types of products – seeds, fertilizers, agro chemicals and their markets, Role of Government and other Organizations in Marketing Agricultural Products. Types of Cooperative marketing, Structure of co-operations, Problems of Rural Marketing and Agricultural Marketing.		25		
Unit 3: International Marketing – An Overview: Definition of international marketing, domestic vs. international marketing, process of internationalization, EPRG framework.		10		
Unit 4: International Marketing Environment: Economic -cultural – culture and its characteristics, influence of culture on consumption decisions, political and legal environment.		10		
Unit 5: International Marketing Strategy & Documentation: International product life cycle, branding, Promotion strategies, standardization versus adaptation; Distribution: methods of entry into foreign markets, foreign market channels; International pricing methods: transfer pricing, dumping, countertrade, factors affecting pricing. Process of importing and exporting; Documentation: certificate of origin, bill of lading, letter of credit.		25		



STD-03215 Ph-253267/9800043510

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CROSS CUTTING ISSUES

NAHATA JNMS MAHAVIDYALAYA

WEST BENGAL STATE UNIVERSITY

North 24 Parganas, W.B.

B.A. Computer Science- GENERAL CBCS: 2018-19

GENDER: 

ENVIRONMENT: 

ETHICS: 

HUMAN RIGHTS: 

Semester – I (General)

Course Code: CMSGCOR01T /Course Title: Problem Solving with Computer

Core Course: Credit – 6, FM - 75

Course Content

Computer Fundamentals: Introduction to Computers: Characteristics of Computers, Uses of computers, Types and generations of Computers.

Basic Computer Organization - Units of a computer, CPU, ALU, memory hierarchy, registers, I/O devices.

Planning the Computer Program: Concept of problem solving, Problem definition, Program design, Debugging, Types of errors in programming, Documentation.

Techniques of Problem Solving: Flowcharting, decision table, algorithms, Structured programming concepts, Programming methodologies viz. top-down and bottom-up programming.

Overview of Programming: Structure of a Python Program, Elements of Python

Introduction to Python: Python Interpreter, Using Python as calculator, Python shell, Indentation. Atoms, Identifiers and keywords, Literals, Strings, Operators (Arithmetic operator, Relational operator, Logical or Boolean operator, Assignment, Operator, Ternary operator, Bit wise operator, Increment or Decrement operator).

Creating Python Programs: Input and Output Statements, Control statements (Looping whileLoop, for Loop, Loop Control, Conditional Statement- if...else, Difference between break, continue and pass).

Structures: Numbers, Strings, Lists, Tuples, Dictionary, Date & Time, Modules, Defining Functions, Exit function, default arguments.

Introduction to Advanced Python: Objects and Classes, Inheritance, Regular Expressions, Event Driven Programming, GUI Programming.

GENDER: 

ENVIRONMENT: 

ETHICS: 

HUMAN RIGHTS: 

Semester – II (General)

Course Code: CMSGCOR02T/ Course Title: Database Management Systems

Core Course: Credit – 6, FM - 75

Course Content

Introduction to Database Management Systems: Characteristics of database approach, datamodels, DBMS architecture and data independence.

Entity Relationship and Enhanced ER Modeling: Entity types, relationships, SQL-99: Schema Definition, constraints, and object modeling.

Relational Data Model: Basic concepts, relational constraints, relational algebra, SQLqueries.

Database design: ER and EER to relational mapping, functional dependencies, normal forms up to third normal form.

GENDER: 

ENVIRONMENT: 

ETHICS : 

HUMAN RIGHTS: 

Semester – III (General)

Course Code: CMSGCOR03T/ Course Title: Operating Systems

Core Course: Credit – 6, FM - 75

Course Content

Introduction: System Software, Resource Abstraction, OS strategies.

Types of operating systems - Multiprogramming, Batch, Time Sharing, Single user and Multiuser, Process Control & Real Time Systems.

Operating System Organization: Factors in operating system design, basic OS functions, implementation consideration; process modes, methods of requesting system services – system calls and system programs.

Process Management : System view of the process and resources, initiating the OS, process address space, process abstraction, resource abstraction, process hierarchy, Thread model

Scheduling: Scheduling Mechanisms, Strategy selection, non-pre-emptive and pre-emptive strategies.

Memory Management: Mapping address space to memory space, memory allocation strategies, fixed partition, variable partition, paging, virtual memory

GENDER: 

ENVIRONMENT: 

ETHICS: 

HUMAN RIGHTS: 

Semester – IV (General)

Course Code: CMSGCOR04T/ Course Title: Computer System Architecture

Core Course: Credit – 6, FM - 75

Course Content

Introduction: Logic gates, boolean algebra, combinational circuits, circuit simplification, flip-flops and sequential circuits, decoders, multiplexors, registers, counters and memory units.

Data Representation and basic Computer Arithmetic: Number systems, complements, fixed and floating point representation, character representation, addition, subtraction, magnitude comparison.

Basic Computer Organization and Design: Computer registers, bus system, instruction set, timing and control, instruction cycle, memory reference, input-output and interrupt.

Central Processing Unit: Register organization, arithmetic and logical micro-operations, stack organization, micro programmed control.

Programming the Basic Computer: Instruction formats, addressing modes, instruction codes, machine language, assembly language, input output programming.

Input-output Organization: Peripheral devices, I/O interface, Modes of data transfer, direct memory access

GENDER: 

ENVIRONMENT: 

ETHICS: 

HUMAN RIGHTS: 

Semester - V (General)

Course Code: CMSGDSE01T/ Course Title: Programming in Java

Core Course: Credit - 6, FM - 75

Course Content

Introduction to Java: Features of Java, JDK Environment

75 Lectures

Object Oriented Programming Concept Overview of Programming, Paradigm, Classes, Abstraction, Encapsulation, Inheritance, Polymorphism, Difference between C++ and JAVA

Java Programming Fundamental: Structure of java program, Data types, Variables, Operators, Keywords, Naming Convention, Decision Making (if, switch), Looping (for, while), Type Casting
Classes and Objects: Creating Classes and objects, Memory allocation for objects, Constructor, Implementation of Inheritance, Implementation of Polymorphism, Method Overloading, Method Overriding, Nested and Inner classes

Arrays and Strings: Arrays, Creating an array, Types of Arrays, String class Methods, StringBuffer methods.

Abstract Class, Interface and Packages: Modifiers and Access Control, Abstract classes and methods, Interfaces, Packages Concept, Creating user defined packages

Exception Handling: Exception types, Using try catch and multiple catch, Nested try, throw, throws and finally, Creating User defined Exceptions.

File Handling: Byte Stream, Character Stream, File IO Basics, File Operations, Creating file, Reading file, Writing File

Applet Programming: Introduction, Types Applet, Applet Life cycle, Creating Applet, Applet tag

Semester - V (General)

Course Code: CMSGDSE02T/ Course Title: Discrete Structures

Core Course: Credit - 6, FM - 75

Course Content

Introduction: Introduction to Sets, Finite and Infinite Sets, Unaccountably Infinite Sets. Introduction to Functions and relations, Properties of Binary relations, Closure, Partial Ordering Relations.

Unit-II: Pigeonhole Principle, Permutation and Combinations, Mathematical Induction, Principle of Inclusion and Exclusion.

Unit-III: Asymptotic Notations

Recurrence Relations: Introduction, Generating Functions, Linear Recurrence Relations with constant coefficients and their solution.

Graphs Theory: Basic Terminology of Graphs, Models and Types, Multigraphs, Weighted Graphs, Graph Representation. Graph Isomorphism Graph Connectivity, Euler and Hamiltonian Paths and Circuits, Planar Graphs, Graph Coloring, Basic Terminology of Trees, Properties of Trees, Spanning Trees.

Inference Theory: Introduction, Logical Connectives, Well Formed Formulas, Tautologies, Equivalence

GENDER: 

ENVIRONMENT: 

ETHICS: 

HUMAN RIGHTS: 

Semester - VI (General)

Course Code: CMSGDSE03TCourse Title: Software Engineering.

Core Course: Credit - 6, FM - 75

Course Content

Software Process: Introduction, S/W Engineering Paradigm, life cycle models (water fall, incremental, spiral, evolutionary, prototyping, object oriented), System engineering, computer based system, verification, validation, life cycle process, development process, system engineering hierarchy.

Software requirements: Functional and non-functional, user, system, requirement Engineering process, feasibility studies, requirements, elicitation, validation and management, software prototyping, prototyping in the software process, rapid prototyping techniques, user interface prototyping, S/W document. Analysis and modeling, data, functional and behavioral models, structured analysis and data dictionary.

Design Concepts and Principles: Design process and concepts, modular design, Design heuristic, design model and document, Architectural design, software architecture, data design, architectural design, transform and transaction mapping, user interface design, user interface design principles. Real time systems, Real time software design, system design, real time executives, data acquisition system, monitoring and control system.

Software Configuration Management: The SCM process, Version control, Change control, Configuration audit, SCM standards.

Software Project Management: Measures and measurements, S/W complexity and Science measure, size measure, data and logic structure measure, information flow measure.

Estimations for Software Projects, Empirical Estimation Models, Project Scheduling.

Testing: Taxonomy of software testing, levels, test activities, types of s/w test, black box Testing testing boundary conditions, structural testing, test coverage criteria based on data flow, mechanisms, regression testing, testing in the large. S/W testing strategies, strategic approach and issues, unit testing, integration testing, validation testing, system testing and debugging.

GENDER: 

ENVIRONMENT: 

ETHICS: 

HUMAN RIGHTS: 

Semester – VI (General)

Course Code: CMSGDSE04/ Course Title: Computer Networks.

Core Course: Credit – 6, FM - 75

Course Content

Basic concepts: Components of data communication, standards and organizations, Network Classification, Network Topologies; network protocol; layered network architecture; overview

of OSI reference model; overview of TCP/IP protocol suite.

Physical Layer: Cabling, Network Interface Card, Transmission Media Devices- Repeater, Hub, Bridge, Switch, Router, Gateway.

Data Link Layer: Framing techniques; Error Control; Flow Control Protocols; Shared media protocols - CSMA/CD and CSMA/CA.

Network Layer: Virtual Circuits and Datagram approach, IP addressing methods – Subnetting; Routing Algorithms (adaptive and non-adaptive)

Transport Layer: Transport services, Transport Layer protocol of TCP and UDP

Application Layer: Application layer protocols and services – Domain name system, HTTP, WWW, telnet, FTP, SMTP

Network Security: Common Terms, Firewalls, Virtual Private Networks



Department of Defence Studies
 NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA
Department: B.A. Defence Studies Programme (DSC/DSE)
 Institution integrates crosscutting issues relevant to Gender, Ethics, Human Rights,
 Environment into the Curriculum.

GENDER	ENVIRONMENT	ETHICS	HUMAN RIGHTS
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Name of the Programme	Course Code	Course Name	Course Contents	Issues addressed	How the course contents related to Cross cutting issues
B.A. General CBCS Defence Studies SEM-I	DFSGCOR01T	India's National Security Policies	Unit-1 National Security- Unit-2 National Morale- Unit-5 Non-Alignment	Unit-1 Human Rights Unit-2 Ethics Unit-5 Ethics	Directly related
B.A. General CBCS Defence Studies SEM-II	DFSGCOR02T	Indian History of War	Unit-1 War Unit-4 Battle of Panipat-I	Unit-1 Ethics Unit-4 Ethics	
B.A. General CBCS Defence Studies SEM-III	DFSGCOR03T	Modern Strategic Thoughts	Unit-1 Kautilya-King and Army	Unit-1 Ethics	
B.A. General CBCS Defence Studies SEM-IV	DFSGCOR04T	Military Geography	Unit-2 Geographical Factors Affecting War- Climate, Location Unit-3 Jungle War, Desert War	Unit-2 Environment Unit-3 Environment	Directly related Directly related
B.A. General CBCS Defence Studies SEM-V	DFSGDSE01T	India and her Neighbours	Unit-2 India-Pakistan Strategic Partnership Unit-3 India-Bangladesh relation	Unit-2,3 Ethics	
B.A. General CBCS Defence Studies SEM-VI	DFSGDSE03T	Defence Organisation of India			

NAHATA JOGENDRANATH MONDAL SMRITI
MAHAVIDYALAYA

Department: Defence Studies (GE)

Institution integrates crosscutting issues relevant to

Gender, Ethics, Human Rights, Environment in to the Curriculum

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Name of the programme	Course Code	Course Name	Course Contents	Issues addressed	How the course contents related to Cross cutting issues
B.A. General CBCS Defence Studies SEM-5	DFSGGEC01T	Global Security Challenges	1.Environmental Security b) Pollution, Global Warming, Water security,	1.Environment	Directly related
			5.Health Security- Epidemic Diseases-Swine flu, Bird flu, Ebola, Food Security	5. Environment	Directly related
B.A. General CBCS Defence Studies SEM-6	DFSGGEC02T	Global Security Issues	1.Global Security-	1.Environment	Directly related

NAHATA JOGENDRANATH MONDAL SMRITI
MAHAVIDYALAYA

Department: Defence Studies (SEC)

Institution integrates crosscutting issues relevant to

Gender, Ethics, Human Rights, Environment in to the Curriculum

Name of the programme	Course Code	Course Name	Course Contents	Issues addressed	How the course contents related to Cross cutting issues
B.A. General CBCS Defence Studies SEM-3	DFSSSEC01M	Consumer Protection Rights	2. Consumer Rights	2. Human Rights	Directly related
B.A. General CBCS Defence Studies SEM-4	DFSSSEC02M	Road safety & Rights	2. Road Safety & National Security 6. License System of Vehicles and Motor Vehicles Act and Rules. WB Safe Drive Safe Life.	2. Ethics, Human Rights	Directly related
B.A. General CBCS Defence Studies SEM-5	DFSSSEC03M	Introduction to Human Rights	Unit-2 Civil and Political Rights Unit-4 Rights of the Juveniles and Child Labour & Old People- Protection of Rights to Health.	2. Human Rights 4. Human Rights	Directly related Directly related
B.A. General CBCS Defence Studies SEM-6	DFSSSEC04M	Disaster Management	Unit-2 Types of Disaster Unit-3 Disaster Preparedness	2. Environment 3. Ethics	Directly related Directly related



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Department of Economics

Gender, Ethics, Human Rights, Environment in to the Curriculum

Sl. No.	Name of The Programme	Course Code	Course Name	Issue Addressed	Course Contents
1	three year B.A. /B.Sc. degree course Under CBCS semester system	DSC-3 (COGCOR03T)/ GE Course-3 (COHGEC03T)	Development Economics	Professional Ethics	Basic Concepts of Development: Meaning of growth and development, Distinction between Economic Growth and Economic Development
2	three year B.A. /B.Sc. degree course Under CBCS semester system	DSC-3 (COGCOR03T)/ GE Course-3 (COHGEC03T)	Development Economics	Gender	Gender Related Issues—concept of GDI & instances of Gender Discrimination in the society
3	three year B.A. /B.Sc. degree course Under CBCS semester system	DSC-4 (COGCOR04T) Sem-4: GE Course-4(COHGEC04T)	Indian Economy	Human Values	Role of trade union and social security measures in India.
4	three year B.A. /B.Sc. degree course Under NEP-2020	Sem-1: DSC-1 (COGCOR01T) Sem-1: GE Course-1 (COHGEC01T)	Introductory Microeconomics	Do	Role of Trade Union in Wage Determination under Competitive Set up.
5	three year B.A. /B.Sc. degree course Under CBCS semester system	DSC-4 (COGCOR04T) Sem-4: GE Course-4(COHGEC04T)	Indian Economy	Environment and Sustainability	New agricultural policy; Green revolution and its prospects Land reforms and its appraisal. Effects of GATT on Indian Agriculture.



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CROSS CUTTING ISSUES

WEST BENGAL STATE UNIVERSITY

SYLLABUS OF EDUCATION HONOURS & GENERAL UNDER CBCS MODE, 2018-19

There will be six semesters in the three-year B.A. Honours in Education. The syllabus consists of 14 Core (C) Courses, 4 Discipline Specific Elective Courses (DSE), 4 Generic Elective (GE) Courses [to be taken from the pool of Generic Elective Courses], 2 Ability Enhancement Compulsory Courses (AECC), and 2 Skill Enhancement Courses (SEC).

- GENDER
- ENVIRONMENT AND SUSTAINABILITY INTO THE CURRICULAM
- PROFESSIONAL ETHICS
- HUMAN VALUES

SEMESTER WISE COURSE STRUCTURE IN CREDITS

TOTAL SEMESTER - 6

TOTAL CREDITS = 140

SEMESTER -I

Course Code	Course Title	Credit	Marks
EDCACOR01T	Educational Philosophy	6	75
EDCACOR02T	Educational Psychology	6	75
Generic Electives (GE1)	Other than Education	6	75
AECC	Environmental Studies	2	25
Total in Semester -I		20	250

SEMESTER II

Course Code	Course Title	Credit	Marks
EDCACOR03T	Educational Sociology	6	75
EDCACOR04T	Pedagogy	6	75
Generic Electives (GE2)	Other than Education	6	75
AECC	English/Hindi/MIL	2	25
Total in Semester -II		20	250

SEMESTER III

Course Code	Course Title	Credit	Marks
EDCACOR05T	Education in pre independence India	6	75
EDCACOR06T	Education in post independence India	6	75
EDCACOR07T	Contemporary Issues	4	50
EDCACOR07P	Field Tour & Report writing	2	25
Generic Electives (GE3)	Other than Education	6	75
SEC I (EDCSSEC01M)	Skill development for social awareness	2	25
Total in Semester -III		26	325

SEMESTER IV

Course Code	Course Title	Credit	Marks
EDCACOR08T	Educational Management	6	75
EDCACOR09T	Basics of Educational Research and Evaluation	6	75
EDCACOR10T	Statistics in Education	4	50
EDCACOR10P	Statistics Practical	2	25
Generic Electives (GE4)	Other than Education	6	75
SEC II (EDCSSEC02M)	Development of observational skills	2	25
Total in Semester -IV		26	325

SEMESTER V

Course Code	Course Title	Credit	Marks
EDCACOR11T	Guidance and Counselling	6	75
EDCACOR12T EDCACOR12P	Educational Technology Basic ICT	4 2	50 25
DSE 1 & 2 (EDCADSE01T) (EDCADSE02T) (EDCADSE03T)	Choose any 2: 1. Women Education 2. Teacher Education 3. Life Skill Education	6+6	75×2
Total in Semester -V		24	300

SEMESTER VI

Course Code	Course Title	Credit	Marks
EDCACOR13T	Curriculum Studies	6	75
EDCACOR14T	Special Education	6	75
DSE 3 & 4 (EDCADSE04T) (EDCADSE05T) (EDCADSE06T)	Choose any 2: 4. Value Education 5. Peace Education 6. Environmental Education	6+6	75×2
Total in Semester -VI		24	300

PROPOSED SCHEME FOR CBCS IN EDUCATION HONOURS (following WBSU structure)

SEM	CORE COURSE (14)	Elective Discipline (DSE) 4	Elective Generic (GE) 4	Ability Enhancement Compulsory Course (AECC) 2	Skill Enhancement Course (SEC) 2	Total Credit
1	C 1: Educational Philosophy (EDCACOR01T)			Envmnt. Sc		20
	C 2: Educational Psychology (EDCACOR02T)					
2	C 3: Educational Sociology (EDCACOR03T)			English/MIL Communication		20
	C 4: Pedagogy (EDCACOR04T)					
3	C 5: Education in pre independence India (EDCACOR05T)				SEC-1 Skill development for social	
	C 6: Education in post					

	<p>independence India (EDCACOR06T)</p> <p>C7: Contemporary Issues (EDCACOR07T)</p> <p>Field Tour & Report Writing (EDCACOR07P)</p>				<p>awareness (EDCS SEC01 M)</p>	26
4	<p>C 8: Educational Management (EDCACOR08T)</p> <p>C 9: Basics of Educational Research & Evaluation (EDCACOR09T)</p> <p>C10: Statistics in Education (EDCACOR10T)</p> <p>Statistics Practical (EDCACOR10P)</p>				<p>SEC-2</p> <p>Developme nt of observ ationa l skills (EDCSS EC02M)</p>	26
5	<p>C 11: Guidance & Counselling (EDCACOR11T)</p> <p>C12: Educational Technology (EDCACOR12T)</p> <p>Basic ICT (EDCACOR12P)</p>	<p>DSE-1 & DSE- 2: Choose any 2: a) Women education (EDCADSE01T) b) Teacher Education (EDCADSE02T) c) Life Skill Education(EDCADSE03T)</p>				24
6	<p>C 13: Curriculum Studies (EDCACOR13T)</p> <p>C 14: Special Education (EDCACOR14T)</p>	<p>DSE - 3 & DSE - 4 Choose any 2: (a) Value Education (EDCADSE04T) (b) Peace Education (EDCADSE05T (c) Environmental Education</p>				

		(EDCADSE06T)				24
	14	4	4	2	2	140

Distribution of courses in different semesters for Undergraduate course in Arts
(Humanities/Social Sciences) / Commerce

Semester	Core	DSE	GE	AECC	SEC	Total credit
I	DSC 1A DSC 2A English			Environmental Studies		20
II	DSC 1B DSC 2B English			English/MIL Communication		20
III	DSC 1C DSC 2C MIL				SEC 1	20
IV	DSC 1D DSC 2D MIL				SEC 2	20
V		DSE 1A DSE 2A	GE 1		SEC 3	20
VI		DSE 1B DSE 2B	GE 2		SEC 4	20
Total number of courses	12	4	2	2	4	120

SEMESTER 1

EDCACOR01T: EDUCATIONAL PHILOSOPHY

6 credit

FULL MARKS – 75

Unit1 Concept and scope of education (20L)

- a. Concept and scope of education, concept of modern education w.r.t. Delor's Commission, child centricism.
- b. Concept of different forms of education – informal, formal, non-formal and open education.
- c. Functions of education – individual and social development, Human Resource Development.

Unit2 Philosophical bases in education (34L)

- a. Philosophy in education – philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.
- b. Western philosophical thoughts and their influence on education – Idealism, Naturalism, Pragmatism and Existentialism.
- c. Indian philosophical thoughts and their influence on education – Sankhya, Yoga, Jainism, Buddhism and Islamic.

Unit3 National values and role of education (9L)

- a. Values as enshrined in the Indian constitution – democracy, secularism, equality and justice.
- b. Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350.

Unit4 Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching) (12L)

- a. Rabindranath Tagore
- b. Swami Vivekananda
- c. John Dewey
- d. Bertrand Russell

Selected References:

- Aggarwal J.C and Gupta S (2008), Great Philosophers and Thinkers on Education, Shipra Publications, New Delhi.
- Aggarwal, J.C. (2008), Theory and Principles of Education, Vikash Publishing House, New Delhi.
 - *Bandyopadhyay, A (2005); SikshaDarshan O SikshaNeeti, B.B.KunduGrandson, Kolkata.*
 - Brubacher, J.S. (1969); Modern Philosophies of Education, McGraw Hill, New Delhi.
 - Dewey, J. (1961); Philosophy of Education, Little Field- Adams & Co., New Jersey.
- Ghanta, R and Das, B.N (2006); Foundations of Education, Neelkamal Publishers Pvt.Ltd., New Delhi.
 - *Ghosh, S (2010); SiksharDarshanikBhitti, Banerjee Publishers, Kolkata.*
 - *Halder, G. & Sharma, P. - ShikshaTatta O ShikshaNiti, Banerjee Publishers, Kolkata*
 - *Mondal, M. (2008); Sikshadarshan O Sikshabijnan, Calcutta University.*
 - *Pal, A.K. (2013); SikshaDarshanarRuprekha, Classic Books; Calcutta*
- Pathak, R.K. (2009); Philosophical and Sociological Foundation of Education, Kanishka Publishers Distributors, New Delhi.
- Purkait, B. R. (1995); Great Educators and their Philosophies, New Central Book Agency, Kolkata.
 - Purkait, B.R (2000); Principles and Practices of Education, New Central Book Agency, Kolkata.
 - *Roy, S. (2007); SikshaTatwa O SikshaDarshan, Soma Book Agency, Calcutta.*
 - Uddin, A. and Das, S. (2008), SikshaDarsan, *UpamaPrakason*, Dhaka

EDCACOR02T: EDUCATIONAL PSYCHOLOGY

6 credit

FULL MARKS - 75

Unit:1	Introduction to educational psychology (15L)
a.	Introduction to educational psychology, relation between education and psychology
b.	Introduction to neuro-physiological bases of human behavior-structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception
Unit 2	Psychology of human development and education (20L)
a.	Human development-concept, principles, types and stages
b.	Cognitive development (Piaget) and its significance in education
c.	Moral development (Kohlberg) and its significance in education
d.	Psycho-social development (Erikson) and its significance in education
e.	Personality - concept, types (Jung, Adler), personality development by Freud
Unit 3	Intelligence and creativity (20L)
a.	Intelligence - concept and scope
b.	Theories of intelligence - Guilford, Gardener, Sternberg
c.	Creativity - concept, scope and characteristics of creative person
d.	Relationship between intelligence, creativity and education
Unit 4	Psychology of learning (20L)
a.	Learning - concept and scope
b.	Factors influencing learning - attention, maturation, motivation and emotion (concept only)
c.	Theories of learning: Pavlov, Skinner, Bandura and Vygotsky

Selected References:

- Adhikari, S.R. - *SikshayMonobidya, Classique Books, Kolkata.*
- Aggarawal. J.C.- Essentials of Educational Psychology, Vikash Publishing house Pvt. Ltd.
- ArunGhosh-Shiksha-ShraiMonobigyan; *Educational Enterprises, Kolkata*
- Chauhan. S.S. - Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.
- Dandapani, S. - A text Book of Advanced Psychology, Anmol Publications. New Delhi.
- Diane. E., Papalia and Sally Wendkos Olds - Human Development: McGraw-Hill.
- Elizabeth, B., Hurlock,- Child Development, McGraw-Hill Book Company.
- Fernandes, M.M. - The Advanced Educational Psychology: Psychology of theLearner: Himalaya Publishing House, Mumbai.
- Hilgard, E.R. & Bower, G.H. - Theories of Learning, Prentice-Hall of India, New Delhi.
 - Kundu, C.H. and Tutoo, D.N. - Educational Psychology, Sterling Publication.
 - Mangal S.K. – Advanced Educational Psychology; Prentice Hall of India Pvt. Ltd. New Delhi.
 - PramodbandhuSengupta&Prasanta Sharma -*ShikshaManobigyan; BanerjeePublishers, Kolkata.*
 - Siddik, A.B. (2006), Manovigyan, *SahityaKosh*, Dhaka.
 - *Sushil Ray -ShikshaManovidya.Soma Book Agency; Kolkata.*

SEMESTER II

EDCACOR03T: EDUCATIONAL SOCIOLOGY

6 credit

FULL MARKS - 75

Unit:1 Introduction to educational sociology (19L)

- a. Educational sociology – concept, scope.
- b. Relationship between education and sociology.
- c. Education as a social process – social system, socialization, social groups (primary, secondary, tertiary), social mobility.

Unit 2 Culture and education (18L)

- a. Culture – concept, interrelationship between education and culture, importance of folk culture in education.
- b. The concept of ‘Unity in Diversity’ , cultural lag, cultural conflict, acculturation.

- c. National Integration, International Understanding.

Unit 3 Education and social development (20L)

- a. Social development in India – Sanskritisation, Modernisation, Globalisation.
b. Education for sustainable development – concept, need, report of the Brundtland Commission.

Unit 4 Social issues and education (18L)

- a. Education for poverty eradication
b. Inclusive education
c. Child rights and abuses

Selected References:

- Aggarwal, J.C. (2008), Education for Values, Environment and Human Rights, *Shipra Publication, New Delhi*.
- Ahuja, R – Social Problems in India; Rawat Publication; Jaipur.
- Ali, A.F.I, (2006), Samajtata, *Novel Publishing House, Dhaka*.
- Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata.
- *Bhattacharya, D - Siksha O Samajtatwa, Pearson, New Delhi*.
- Bhattacharya, D. C – Sociology; Vijaya Publishing House Kolkata.
- Brown, F.J. - Educational Sociology; Prentice Hall Inc;
- Chakraborty, J.C. - Educational Sociology, Publishers Distributors, New Delhi.
- Chattoraj, S. (2011), SikshamukhiSamajVigyan, *Central Library, Kolkata*.

- Ganguly, R and Mainuddin, S.A.H, (2008), Contemporary Indian Society, *PHILearning Pvt,Ltd, New Delhi*.
- Gisbert, P. - Fundamentals of sociology.
- Jayaram, N – Sociology of Education in India; Rawat Publication; Jaipur.
- Madan, G.R, (1997), Indian Social Problem, Vol- 1, *AlliedPublishersLtd*.
- *Mahapatra, A.K - BharaterSamajikSamashya; Suhrid Publication, Kolkata*
- *Mahapatra, A.K - BishaySamajtatwa; Indian Book Concern, Kolkata*.
- Sharma, S.N – Philosophical and Sociological Foundations of Education; Kanishka
- Sharma, Y.K – Sociological Philosophy of Education; Kanishka Publishers
- Talesra H- Sociological Foundations of Education, Kanishka Publishers Distributors,

- Tarafdar, M – SikshaShrayeeSamajBigjnan; K Chakraborty Publication, Kolkata

EDCACOR04T: PEDAGOGY

6 credit

FULL MARKS - 75

Unit Introduction to pedagogy (20L)

1

- Pedagogy – concept, scope; relationship between learning and teaching
- Bases of pedagogy – philosophical, sociological and psychological
- Pedagogy vs Andragogy

Unit Pedagogy as the science of teaching (20L)

2

- Teaching – concept, scope, principles and functions
- Teaching as a process – input, process and output
- Levels of teaching – autonomous, memory, understanding, reflective

Unit Pedagogy of teaching - learning (15L)

3

- Teaching – learning of 3 R's
- Teaching – learning of verbal conditioning
- Teaching – learning of psychomotor skill

Unit Applications of pedagogy in class room (20L)

4

- Teaching – learning of principles and concepts
- Teaching – learning of problem solving
- Teaching – learning of knowledge construction

Selected References:

- Chakraborty, P.K. (2012), SikshaManovigyan O SikhonPrakria, *WestBengalStateBookCouncil*.
- Chauhan, S.S. (1979). Innovations in Teaching-Learning Process, Vikash Publishing House Private Ltd., New Delhi.
- De Cecco, J.P. & Crawford, W (1977). The Psychology of Learning and Instruction: Educational Psychology; Prentice-Hall of India, New Delhi.
- Orlich, D.C., et.al. (1990). Teaching Strategies. D. C. Heath & Co., Lexington, Massachusetts.
- Walker, M. (2010). Educational Philosophy and Theory, Wiley-Blackwell

SEMESTER III

EDCACOR05T: EDUCATION IN PRE-INDEPENDENCE INDIA

6 credit

FULL MARKS -

75

Unit 1 Development of education in ancient and medieval India (20L)

Salient features of Brahmanic, Buddhist and Islamic education w.r.t:

- a. Aims of education
- b. Curriculum and method of teaching
- c. Centres of learning: Nabadwip, Nalanda, Agra

Unit 2 Development of education under East India Company (20L)

- a. Charter Act of 1813
- b. Macaulay Minute
- c. Bengal renaissance – nature, characteristics
- d. Contributions of Rammohan, Derozio, Vidyasagar

Unit 3 Development of education under British rule (20L)

- a. Wood's Despatch (1854)
- b. Hunter Commission (1882-83)
- c. Curzon's Policy (1902)

Unit 4 Development of education from 1917-1947 (15L)

- a. Calcutta University Commission (1917- 1919)
- b. Basic Education Policy

EDCACOR06T: EDUCATION IN POST-INDEPENDENCE INDIA

6 credit

FULL MARKS - 75

Unit 1 Development of education from 1947-1953 (15L)

a.	University Education Commission (1948-49)
b.	Secondary Education Commission (1952-53)
Unit 2	Development of education from 1964-1968 (20L)
a.	Indian Education Commission (1964-66)
b.	National Policy on Education, 1968
Unit 3	Development of education from 1986-1992 (20L)
a.	National Policy on Education, 1986
b.	Programme of Action, 1992
Unit 4	Development of education from 1993 onwards (20L)
a.	Sarva Shiksha Mission
b.	Right to Education Act, 2009

EDCACOR07T: CONTEMPORARY ISSUES

Unit 1	Traditional issues (10L)
a.	Language problems
b.	Problems of technical and vocational education
Unit 2	Social issues (17L)
a.	Problems of education of backward classes
b.	Problems of adult and non formal education
Unit 3	Educational issues (18L)

- a. Problems of equalization of educational opportunities
- b. National Curricular Framework, 2009

Selected References:

- Aggarwal, J.C. (2013); Recent Development And Trends in Education, Shipra Publications, New Delhi.
 - Banerjee, J.P. (2010); BharatiyaSiksharItihas, Central Library, Kolkata.
- Bhakta, B.B. (1996), BharatiyaSiksharRuprekha, A AA KaKhaPrakasani, Rita Book Agency, Kolkata
 - Chaube, S. (2010); History And Problems of Indian Education, Agrawal Publication, Agra.
- Chauhan, C.P.S. (2010); Modern Indian Education: Policies, Progress, and Problems, Kanishka Publishers, New Delhi.
 - Ghosh, R. (2012); AdhunikBharaterSiksharVikash, Soma Book Agency, Kolkata.
 - Gupta, A.(2013); Education in the 21st Century, Shipra Publications, New Delhi.
- Halder, G.D. & Sharma, P. (2010); AdhunikBharatiyaSiksharVikash, Banerjee Publishers, Kolkata.
- Purkait, B.R. (1992), Milestone in Ancient & Medieval Indian Education, *New Central Book Agency*, Kol-9.
- Purkait, B.R. (1992), Milestone in Modern Indian Education, *NewCentralBookAgency*, Aggarwal, J.C. (2010); Educational Reforms in India, Shipra Publications, New Delhi.

- Ahuja, R. (2010); Social Problems in India; Rawat Publication; Jaipur.
- Halder, K & Nath, G. (2014); Bharatiya Sikshar Samprotik Bishoy, K. Chakraborty Publications, Kolkata.
 - Mukhopadhaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014); Bharater Sikshar Chalaman Ghatanaboli, Aheli Publishers, Kolkata.
 - Pal, D. (2014); Bharatiya Sikshay Samprotik Ghatanaboli, Rita Publishers, Kolkata Kolkata.

EDCACOR07P: Field Tour and Report Writing

2 credit

FULL MARKS - 25

One place from the list has to be visited:

Philosophical Importance-

1. Shantiniketan (Philosophy of Tagore)
2. Belur & Narendrapur (Philosophy of Vivekananda)
3. Gandhi dham in Gujrat (Philosophy of Gandhiji)

Psychological Importance-

1. Central Institute of Psychiatry, Ranchi
2. Pavlov Mental Hospital
3. NIMH (National Institute of Mentally Handicapped) & NIHH (National Institute of Hearing Handicapped) in Bon-Hooghly, and IICP (Indian Institute of Cerebral Palsy) in Taratala.

Historical Importance-

1. Nalanda in Rajgir
2. AMU (Aligarh Muslim University) in U. P.
3. BHU (Benaras Hindu University) in U.P.
4. Asiatic Society and National Library in Kolkata
5. Gour in Malda
6. Jorasanko in Kolkata
7. Birsingha in Midnapur
8. Serampore and Bandel for Missionary Activities
9. Hazarduary in Mursidabad

Unit 1: Planning

- a. Aims & Objectives of Field Study
- b. Selection of Place mentioning it's importance.
- c. Group formation & distribution of work.

Unit 2: Execution of Journey

- a. Visit the place with proper attendance sheet.
- b. Photo Session
- c. Note down & Describing the special features.

Unit 3: Reporting (within 500 words)

The report of Field study to be developed in an A-4 size file, with real photos based on following:

- 1) Title
- 2) Objectives
- 3) Date and Place of Journey including the mode of conveyance
- 4) Description of the place mentioning it's educational importance
- 5) Comments.

SEMESTER IV

EDCACOR08T: EDUCATIONAL MANAGEMENT

6 credits

Full Marks - 75

Unit:1 Educational Management (20L)

- a. Educational management – concept, nature, need and scope
- b. Types of educational management – centralized, decentralized, authoritarian, democratic, dynamic and laissez faire
- c. Supervision and inspection – concept, scope, difference between supervision and inspection

Unit 2 Leadership and management (18L)

- a. Leadership in management – concept, scope, significance, characteristics of an effective leader in education
- b. Total Quality in educational management

Unit 3 Agencies of educational management (18L)

- a. Ministry of Human Resource Development
- b. Agencies of education (Centre and State) - UGC, NCERT, SCERT, WBSCHE

Unit 4 Planning and Management (14L)

- a. Planning - concept, need, types
- b. Resource management in educational institutions - concept and aspects of resource management
- c. Management Information System (MIS)

Selected References:

- Aggarwal, J.C. (2007); Educational Administration and Management: Principles & Practices, DOABA House, New Delhi.
- Chakraborty Dilip, (2004), Sikshagata Babosthapana O Parikalpana, K. Chakraborty Publications. Kolkata.
- Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.
- Chattopadhyay, Saroj, (2007), VidyalayaSangothan O SikshaPrasango, NewCentral BookAgency, Kolkata.
- Das, B.C., Sengupta, D., & Roy, P.R. (2005); SikshayBabostapana, West Bengal State Book Council, Kolkata.
- Dash, B.N. (2013); School Organisation Administration and Management, Neelkamal Publications, New Delhi.
- Mohanty, J. (2012); Educational Administration, Management, and School Organization, Deep & Deep Publication Pvt Ltd, New Delhi.
- Pal, D. (2014); SikshaBabostapana, Rita publications, Kolkata.
- Rahaman, M. (2009), Education of Administration, PravatiLibray, Dhaka.
- Roy Sushil, (2009), Sikshan O SikshaPrasanga, SomaBookAgency, Kolkata.

EDCACOR09T: BASICS OF EDUCATIONAL RESEARCH AND EVALUATION

6 credits

Full Marks - 75

Unit:1 Preliminary concepts on research methodology (20L)

- a. Research - concept, nature, need for educational research
- b. Types of research - fundamental, applied, action, historical, descriptive, qualitative, quantitative
(concept only)
- c. Research related terminologies - data, population, sample, variable (dependent, independent, intermittent)

Unit 2 Sampling and hypothesis (15L)

- a. Sampling - meaning, nature
- b. Types of sampling - random, stratified, cluster (definition, characteristics, uses)
- c. Research hypothesis - meaning, nature, types

Unit 3 Evaluation and Measurement (15L)

- a. Evaluation - concept, scope, principles and importance
- b. Measurement - nature, characteristics, difference between evaluation and measurement
- c. Scales of measurement

Unit 4 Standardization of a test (20L)

- a. Test - educational and psychological (concept, classification), criteria of a good test
- b. Reliability - concept, characteristics, causes of low reliability, determination of reliability
(various types)
- c. Validity - concept, causes of low validity, types, determination of validity

EDCACOR10T: STATISTICS IN EDUCATION

4 credits

Full Marks - 50

Unit:1 Statistics - Basic concept (15L)

- a. Statistics - concept, scope, uses of statistics in psychology and education
- b. Organization and tabulation of data
- c. Graphical representation of data - bar graph, frequency polygon, histogram, pie chart, ogive -
drawing, uses

Unit:2 Descriptive Statistics (25L)

- a. Measures of central tendency - concept, properties, uses, calculation
- b. Measures of variability - concept, types (concept), uses, calculation of SD, QD, variance
- c. Normal Probability Curve - concept, characteristics, uses; skewness and kurtosis

Unit:3 Inferential Statistics (10L)

- a. PP, PR - concept, calculation, uses
- b. Correlation - concept, types, significance - rank difference, product moment

EDCACOR10P: STATISTICS IN EDUCATION

2 credits

Full Marks - 25

Unit 1: Data Collection. [5 Class-hours]

- a. Introduction to Data: Definition, types, uses.
- b. Collection of Data: To collect relevant data of two set of Achievement Test from respective
colleges or neighbourhood institutions (sample size 50).

Unit 2: Data Analyses by any excel/ software and manual both. [20Class-hours]

- a. Determination of Central Tendency & Variability (Range, SD, QD)
- b. Graphical Representation of Data: Frequency Polygon, Ogive.
- c. Comparison between two sets of data: Correlation (**only software calculation**)
- Rank

difference and product moment.

The report of statistical practical should be based on the following steps -

- 1) Title
- 2) Objectives
- 3) Description of Samples
- 4) Statistical Formulae
- 5) Tabulation of Data
- 6) Calculation and Analysis
- 7) Discussion/Interpretation,
- 8) Inference.

Documentation in terms of both soft and hard copies are to be preserved for final examination.

Selected References:

- Ahmed, A.A.A. (2012); Sikshay Gabeshana Paddhati, Pravati Library, Dhaka.
- Best & Khan (2010); Research in Education, Pearson, Prentice Hall, Delhi.
- Chakrabarty, A. (2014); SikshayParimap O Mulyan, Classique Books, Kolkata.
- Chattopadhyay, K.D. (2009); Samajik Gabeshana O Prakriya, Arambag Book House, Kolkata.
- Dhali, S. (2009), SikshayParimap O Mullayan, *Pravati Library*, Dhaka.
- Jamaluddin, M and Chowdhury, M.S, (1998), SikshaMullayan O Nirdesana, *Banglaacademy, Dhaka*.
- Kaul, L. (2012); Methodology of Educational Research, Vikash Publishing House Pvt Ltd. New Delhi.
- Mangal&Mangal, (2013); Research Methodology in Behavioural Sciences, PHI Learning Pvt Ltd. New Delhi.
- Pal, D. (2015); Research Methodology And Statistical Technique, Rita Book Agency, Kolkata.
- Bhat, S, &Chakrabarty, S.C. (2013); Research Methodology And Statistics in Education, Aaheli Publishers, Kolkata.
- Das, N.G. (2011), Statistical Methods (Vol.II), *Tata McGraw Hill Education Private Limited*, New Delhi.
- Garrett, H.E. (1981), Statistics in Psychology & Education, *VakilsFefferandSimonsLtd*, Mumbai.
- Guilford, J.P. (1954). Psychometric Methods, *Tata McGraw Hill Education Private Limited*, New Delhi.
- Mangal, S.K. (2008); Statistics In Education & Psychology, PHI Learning Pvt Ltd. New Delhi.
- Rahaman,L, Khan, A. K. M. S, and Das, S. (2012), Research Methodology & Statistics, *GranthaKutir*, Dhaka.
- Roy, Sushil. (2005), Mullayan: Niti O Kousal, *SomaBookAgency*, Kolkata.
- S. Kaberi, (2012), Statistics In Education & Psychology, Asian Books Pvt Ltd. New Delhi.
- Sidhu, K.S. (2007); Statistics In Education & Psychology, Sterling Publishers Pvt Ltd. New Delhi.

EDCACOR11T: Guidance and Counselling

6 credits

Full Marks - 75

Unit 1 Guidance - basic concept (15L)

- a. Guidance - meaning, definition, scope, need and importance
- b. Different types of guidance - educational, vocational and personal (nature, purpose and functions)

Unit 2	Counseling - basic concept (15L)
a.	Counseling - meaning, nature, scope, types (directive, non directive, eclectic, individual and group counseling)
b.	A brief introduction to approaches of counseling - directive, authoritarian, psychoanalytic, humanistic and behavioristic
Unit 3	Adjustment and Maladjustment (23L)

- a. Concept of adjustment - definition, scope, need for adjustment; criteria of good adjustment
- b. Concept of maladjustment - types, problem behavior in adolescent stage, mental disorder (schizophrenia and paranoia)

Unit 4 Testing and Diagnosis (22L)

- a. Basic data necessary for guidance
- b. Psychological testing - personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)

Selected References:

- Dutta, G & Nag, S. (2014); SangatibidhaneNir deshana O Paramarshadan, Rita Publications, Kolkata.
- Ghosh, S.K. (2013); SikshaySangatiApa sangati O N ir deshana, Classique Books, Kolkata.

- Kochhar, S.K. (2000), *Guidance and Counselling in College & Universities*, *Sterling Publishers Pvt. Ltd.* New Delhi.
- Pal, A.K. (2014); *Guidance & Counseling*, Abhijeet Publications, New Delhi.
- Pal, D. (2010); *Nir deshana O Paramarsha*, Central Library, Kolkata.
- Roychowdhury, A. (2001), *ManuserMon*, *West Bengal State Book Council*.
- Rao, N.(2000) *Guidance & Counselling*. Tata McGraw Hill, New Delhi.

EDCACOR12T: Educational Technology

4 credits

Full Marks -

50

Unit 1 Educational Technology (15L)

- Concept, nature, scope and limitations of educational technology
- Approaches to educational technology - hardware, software, systems approach

Unit 2 Communication (17L)

- Concept, components, classification and barriers
- One basic classroom oriented model,i.e., linear and its significance in education

Unit 3 Instructional Technology(18L)

- Mass instructional techniques - seminar, symposium, workshop, panel discussion
- Personalized instructional techniques - programme learning (linear), microteaching, mastery
learning, computer assisted instruction (CAI)

EDCACOR12P: BASIC ICT

2 credits

Full Marks - 25

Unit 1: Computer and its components (5L)

- Opening and shutting down of computer: Outlook of Desktop & Laptop - Different parts of computer - Different Cables to join the ports - Power switch of UPS, CPU, & Monitor - Steps to opening & shutting down the Computer.

- b. Identification of different components of a computer:

Basic introduction of computer - Classification - Different components - Input devices - Output devices - Storage devices - Bit & Byte Concept - Data Transfer devices (Bluetooth & Wi-Fi).

Unit 2: DTP Operation.(7L)

- a. Typing words: Creating new file - Typing - Opening & Saving the file - Copy, Cut & Paste.
- b. Font: Names - Sizes - Styles (Bold, Italic & Underline).
- c. Paragraph: Align Text (Left, Right, Centre, Justifying) - Line Spacing - Bullets formation - Numbering.
- d. Page Set Up: Margins - Orientation - Sizes - Columns.
- e. Insert: Tables (Drawing, Erasing, & Formatting) - Page Numbering - Adding Pictures & Symbols.
- f. Printing: Print Set Up - Landscape & Portrait - Page Range - Zooming - Copies.

Unit 3: Excel Operation.(6L)

- a. Introduction: Basic ideas of Data Sheets & Cells - Data Typing - Opening & Saving the file - Designing.
- b. Data Editing: Sort - Filter - Insert - Functions (Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, & Correlation).
- c. Charts & Graphs (2D & 3D Modes): Column - Line - Pie - Bar - Area - Scatter.

Unit 4: Oral Presentation with PPT (7L)

- a. Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any Survey/Case study/Experiment or any relevant topic from syllabus.

- b. Interaction (at least 2 minutes) on the above topic.

- c. The report of PPT presentation (within 500 words) should be based on following steps - 1) Title, 2) Objectives, 3) Date of presentation, 4) Description of study, 5) Interpretation, 6) Comments

Selected References:

- Aggarwal, J.C. (2002), Essentials Of Educational Technology, *Vikash Publishing House Pvt.Ltd.* New Delhi- 110032.
- Chattaraj, S.P, (2005); SikshaPrajuktividyā, Cental Library, Kolkata.
- Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, New Delhi.
- Rao, U. (2005); Educational Technology, Himalaya Publishing House, Mumbai.
- Sen, M.K. (2010); SikshaPrajuktiBijnan, Soma Book Agency, Kolkata.
- Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, Nw Delhi.

SEMESTER-V

Any two out of three courses will be selected which are given below:

DSE-1 & DSE-2

1. Women Education
2. Teacher Education
3. Life Skill Education

EDCADSE01T - WOMEN EDUCATION

6 credits

Full Marks - 75

75 lectures

Unit-1: Introduction to Women Education (10 L)

- a. Women Education—meaning, nature and scope.
- b. Necessities of women Education.

Unit-2: Historical Development of Women Education in India (20 L)

- a. Development of Women Education in ancient, mediaeval and British period (from 1600 to 1947)
- b. Development of Women Education in post-independence period: Recommendations of various Commission and Committee for the development of Women Education.

Unit-3: Problems of Women Education in India. (20 L)

- a. Probable Remedial measures to solve the problems of Women Education with reference to NPE 1986, 1992 and 2019.
- b. Role of Teacher in popularizing Women Education.

Unit - 4: Women Rights in India (25 L)

- a. Constitutional Rights - Article 15, 16, 23, 39, 42, 51, 243.
- b. Legal Rights - Domestic Violence Act (2005), National Commission for Women Act (1990), Sexual Harassment of Women at Workplace Act (2013).

EDCADSE02T - TEACHER EDUCATION

6 credits

Full Marks - 75

75 lectures

Unit-1: An Introduction to Teacher Education (15L)

- a. Teacher Education-meaning, nature and scope.
- b. Aims and objectives of Teacher Education in Elementary, Secondary and Higher Secondary levels.

Unit-2: Teacher and Teaching (15L)

- a. Functions of teacher, characteristics of an ideal teacher, role of teacher at present context.
- b. Definition and characteristics of teaching, teaching as a profession. Ethics of a teacher.

Unit-3: Historical Development of Teacher Education in India (20 L)

- a. Development of Teacher Education in pre independent India: Wood's Despatch to Wood-Abbot Report
- b. Development of Teacher Education in post –independence period: Recommendations of various Commission and Committee for the development of Teacher Education.

Unit-4: Trends in methodology of teaching (25 L)

- a. Teaching models: Advance Organizer Model, Concept Attainment Model
- b. Micro teaching, Simulated teaching.

EDCADSE03T - LIFE SKILL EDUCATION

6 credits

Full Marks - 75

75 lectures

Unit-1: An Introduction to Life Skills and Education (15 L)

- a. Life Skills – Definition, characteristics, types (personal, interpersonal, writing, numeracy).
- b. Life Skill Education—Meaning, nature, characteristics, types & scope. Necessities of Life-skill Education at present context

Unit-2: Role of the Agencies of Education in Life Skill Education (20 L)

- a. Role of educational institutes, parents, teachers and the Governments (central and State).
- b. Role of NGOs in imparting Life skill Education (with special emphasis on physical, social, emotional and cognitive development) in primary, secondary and higher education.

Unit-3: Issues in Life Skill Education (14)

- a. Problems related to life skills education- Domestic violence, juvenile delinquency in Primary and Secondary levels.
- b. Preparation of life skill curriculum in school and colleges.

Unit-4: Acts related to Life Skill Education (26L)

- a. POCSO (2012)
- b. Domestic Violence Act (2005)

SEMESTER VI

EDCACOR13T: CURRICULUM STUDIES

6 credits Full Marks – 75

Unit 1 Introduction to Curriculum(17L)

a.	Meaning, nature, scope of curriculum
b.	Relationship among curriculum, syllabus, content
c.	Types of curriculum – brief introduction (definition and example only)
d.	Basic sources of curriculum – philosophical, socio-cultural, psychological
Unit 2	Aims and objectives of curriculum (15L)

- a. Need to form aims and objectives of curriculum
- b. Areas of educational objectives: Bloom’s taxonomy (Cognitive only)

Unit 3 Development of curriculum (26L)

- a. UGC model of curriculum development:
CBCS
- b. Factors of curriculum development

Unit 4 Evaluation of curriculum (20L)

- a. Meaning and purpose of curriculum evaluation
- b. Approaches of curriculum evaluation: formative and summative
- c. Scientific model of curriculum evaluation – Stenhouse’s model

Selected References:

- Aggarwal, J.C. (2010); Curriculum Development, Shipra Publications, New Delhi.
- Bhalla, N. (2010); Curriculum Development, Author Pess, Delhi.
- Bhattacharya, D. (2015); PathyakramCharcha O Mulyan, Alpana Enterprises, Kolkata.
- Chakrabarty, P.K. (2014); PathyakramNeeti O Nirman, Classique Books, Kolkata
- Chakraborty, S. (2014); Curriculum Development, Shova, Kolkata.
- Ehsan, M.A. (2010); SikshakramUnnayan:Neeti O Paddhati, Lipica Books, Dhaka.
- Samad, A.(2011); Curriculum Studies, Pravati Library, Dhaka.
- Srivastava, H.S. (2006); Curriculum & Method of Teaching, Shipra Publishers, New Delhi.
- Talla, M (2012), Curriculum Development: Perspective, Principles and Issues, *Pearson, Dorling Kindersley Pvt.Ltd.*
- Yadav, Y.P. (2006); Fundamentals of Curriculum Design, Sri SaiPrintographers, New Delhi.

EDCACOR14T: SPECIAL EDUCATION

6 credits

Full Marks - 75

Unit 1	Introduction to Special Education (14L)
a.	Special education - concept, nature, objectives and characteristics
b.	Inclusive education - concept, types. Is inclusion a viable alternative?
Unit 2	Development and organization of special education in India (13L)
a.	Development of special education in India
b.	Organization and administration of special education in India
Unit 3	Gifted and slow learners (12L)

- a. Gifted children - definition, classification, identification, needs, problems, educational support for them

- b. Slow learners - definition, classification, identification, needs, problems, educational support for them

Unit 4 Types of exceptionalities w.r.t. Definition, characteristics, classification, causes, prevention and remedial measures (20L)

- a. Visual impairment
b. Auditory impairment
c. Mental retardation

Selected References:

- Aggarwal, R. & Rao, B.V.L.N. (2008); Education for Disabled Children, Shipra Publications, New Delhi.
- Debnath, D. & Debnath, A.K. (2010); Byatikram Dharmi Shishu O Tar Siksha, Rita Publications, Kolkata.
- Jaman, S.S, and Nanda, B.(2010), Exceptional Children, *Mowla Brothers*, Dhaka.
- Mangal & Mangal, (2015); Special Education, PHI Learning Pvt Ltd. New Delhi.
- Mithu, A. & Michael, B. (2005); Inclusive Education: From Rhetoric to Reality, Viva Books Pvt Ltd. New Delhi.
- Nanda, B.P. (2013); Bishes Chahida Sampanna Shishu, Classique Books, Kolkata.
- Nanda, B.P. (2014); Sikshay Ekibhaban, Classique Books, Kolkata.
- Panda, K.C. (2000), Education of Exceptional Children, *Vikash Publishing House Pvt.Ltd.*

Semester-VI

Any two out of three courses will be selected which are given below:

DSE-3 & DSE- 4

1. Value Education
2. Peace Education
3. Environmental Education

EDCADSE04T - Value Education

6 credits

Full Marks - 75

75 lectures

Unit-I: An introduction to Values (10 L)

- a. Value - Meaning, nature and importance.
- b. Classification of value -Indian and Western context.

Unit-2: Values from different perspectives (20 L)

- a. Philosophy, History, Environment, Literature, Religion and Education (concept, nature, importance).
- b. Democratic and Universal Human Values - Concept, nature and importance.

Unit-3: Value Crises (25 L)

- a. Value Crises - Definition, nature and characteristics.
- b. Causes of Value crises with respect to Social, Economic and Political life, preventive measures of value crises.

Unit-4: Value Education (20 L)

- a. Value Education - meaning, nature, approaches. Learning experiences in value education through imitation, indoctrination, inculcation and internalization.
- b. Role of parents, teachers, mass-media in inculcating values

EDCADSE05T -Peace Education

6 credits

Full Marks - 75

75 lectures

Unit-1: An introduction to Peace Education (10 L)

- a. Peace - meaning, characteristics, scope and importance.
- b. Peace Education - Concept, nature and importance.

Unit-2: Barriers of Peace Education (20 L)

- a. Psychological, Socio-cultural, Political Barriers
- b. Preventive measures to overcome the barriers of Peace Education; functions and role of UNESCO.

Unit-3: Factors Responsible for Disturbing individual Peace (20 L)

- a. Psychological, Social & Cultural
- b. Violence in home and educational institutions

Unit-4: Role of Peace Education present context (25 L)

- a. Role of education to maintain peace; approaches promoting peace among individuals.
- b. Learning experiences in peace education through imitation, indoctrination, inculcation and internalization.

EDCADSE06T - Environmental Education

6 credits

Full Marks - 75

75 lectures

Unit-1: Introduction to Environmental Education (10 L)

- a. Environmental Education- meaning, characteristics, components and scope.
- b. Necessities to study Environmental Education.

Unit-2: Introduction to Eco system (15 L)

- a. Eco system-Concept, types, components, interrelations of components, energy flow in Eco system.
- b. Role of Education in Eco-system.

Unit-3: Environmental Pollution (20 L)

- a. Environmental Pollution - definition, types, causes, classification, preventive and curative measures.
- b. Role of Education to combat various environmental pollution; functions of CPCB (Central Pollution Control Board).

Unit-4: Environmental Awareness (30 L)

- a. Concept and need for environmental awareness, role of the agencies of education in promoting environmental awareness.
- b. Some environmental movements - Narmada Bachao Andolan (NBA), Chipko Movement, Silent Valley Movement.

SEMESTER - I (B.A General)

DSC 1A (EDCGCOR01T) / GE 1(EDCHGE01T) Philosophical Foundation of Education

6 credits

Full Marks-75

Unit-I: Concept and Scope of Education (20L)

- a. Concept nature and scope of Education;
- b. Factors of Education

Unit 2: Forms and Aims of Education (20L)

- a. Forms of Education - Informal, Formal and Non-formal and Open Education;
- b. Aims of Education - Individualistic, Socialistic & Democratic view of Education.

Unit-3 Values & Education (20L)

- a. Value-Definition, characteristics, types
- b. Relation between values and education, importance of values in education

Unit - 4: Great Educators (15L)

- a. R. N. Tagore,
- b. F. W. A. Froebel

(References as in EDCACOR01T)

SEMESTER II

DSC 1B (EDCGCOR01T) / GE 2(EDCHGE02T) Psychological Foundation of Education

6 credits

Full Marks-75

Unit 1: Introduction to Educational Psychology (15L)

- a. Relationship between Psychology and Education
- b. Educational Psychology- concept, nature of Educational Psychology & contribution of Educational Psychology

Unit 2: Psychology of Human Development and Education (20L)

- a. Human Development - concept, principles, types and stages.
- b. Concept of Physical, Motor, Cognitive, Moral development and its significance in Education

Unit 3: Attention and Memory (20L)

- a. Concept, nature and determinants of attention
- b. Concept and process of memorization, causes of forgetting.

Unit 4: Personality & Education (20L)

- a. Personality-concept, characteristics & types
- b. Psychoanalytic theory by Freud

SEMESTER III

DSC 1C (EDCGCOR03T) / GE 3(EDCHGE03T) Development of Education & Educational Policies

6 credits

Full Marks-75

Unit 1: Development of Education 1813 to 1947 (15L)

- a. Charter Act of 1813
- b. Wood's dispatch
- c. Hunter Commission

Unit 2: Development of Education from 1947 to 1970 (20L)

(Brief Outlines of the recommendations only)

- a. University Education Commission, 1948-49.
- b. Secondary Education Commission, (Mudaliar), 1952-53.
- c. Indian Education Commission, (Kothari), 1964-66.

Unit 3: Development of Education from 1970 - 2000 (20L)

- a. National Education policy 1986
- b. PWD Act, 1995
- c. National Education policy 2000

Unit 4: Development of Education from 2000-2016 (20L)

- a. SSM, 2002
- b. RUSA
- c. NPE, 2016 (pre primary stage only)

SEMESTER - IV

DSC 1D (EDCGCOR04T) / GE 4(EDCHGE04T) Evaluation in Education

6 credits

Full Marks-75

Unit 1: Evaluation (15L)

- a. Concept, principles and importance of evaluation
- b. Comparison between evaluation and measurement

Unit 2: Tools and Techniques of Evaluation (20L)

- a. Scales of measurement
- b. Tools of evaluation - Questionnaire, Interview, Observation, & CRC (characteristics, advantages and disadvantages).

Unit 3: Educational tests (20L)

- a. Educational test-concept, types & characteristics of a good test
- b. Difference between educational & psychological tests

Unit 4: Statistics (20L)

- a. Statistics - concept, utility, score, tabulation.
- b. Measures of central tendency - concept, properties, uses, calculation
- c. Measures of variability - concept, types (concept), uses, calculation of SD.

SEMESTER V: CHOOSE ANYONE FROM THE FOLLOWING

DSE 1A (EDCGDSE01T) Sociological Foundation of Education

Unit - 1: Educational Sociology (20L)

- a. Concept and nature of Sociology
- b. Nature and scope of Educational Sociology, relation between Education and Sociology.

Unit - 2: Socialisation (20L)

- a. Social group - Concept (Meaning & Nature), Type and Role of Education in Social groups.
- b. Social Change - Concept (Meaning & Nature), Type and Role of Education.

Unit 3: Social agency & Education (20L)

- a. Social agency-concept, nature & types
- b. Role of family & school as a social agency of Education

Unit - 4: Emerging Social Issues in India (15L)

- a. Population Explosion
- b. Poverty and Education

DSE 1A (EDCGDSE02T) Psychology of Learning

Full Marks-75

Unit 1: Intelligence (15L)

- a. Intelligence - concept and scope, measurement of intelligence
(Basic concept of group and individual test, verbal and nonverbal test, 1937 Scale of intelligence)
- b. Theories of Intelligence - Guilford, Gardner

Unit 2: Learning and Related factors (20L)

- a. Learning - definition, characteristics and types
- b. Factors influencing learning - memorization, attention, emotion and motivation.

Unit 3: Theories of learning (20L)

- a. S-R Theories (Concept of Thorndike, Skinner & Pavlov)
- b. Cognitive learning by Gestalt

Unit 4: Creativity (20L)

- a. Creativity - concept, scope and characteristics of creative persons.
- b. Measurement of creativity - Passi, TTCT

(References as in EDCGCOR01T)

SEMESTER VI

Choose any one from the following

**DSE1B (EDCGDSE03T) Ancient Indian Education
&Contemporary Issues in Indian Education**

6 credits
Full Marks-75

Unit 1: Development of education in Ancient India (20L)

- a. Brahmanic Education- aims, curriculum and method of education

- b. Buddhistic Education- Aims, curriculum and method of education

Unit 2: Social Issues: 1986 till date (20L)

- a. Problems of Education of Backward Classes w.s.r.t. SC/ST/OBC/MC

- b. Problems of Women Education.

Unit 3: Current Issues (20L)

- a. Problems of Equalization of Educational Opportunities.
- b. Structure and Functions of UGC, NCTE, NAAC and NCERT

Unit 4: Contemporary Acts on Education (15L)

- a. RTEA,2009

- b. PWD

(References as in EDCACOR07T)

DSE 1B (EDCGDSE03T) Guidance and Counseling in Education

6 credits

Full Marks-75

Unit 1: Adjustment and Maladjustment (20L)

a. Concept of adjustment - definition, scope, need for adjustment, criteria of good

adjustment; defense mechanisms.

b. Concept of maladjustment - causes, types w.r.t. adolescence

Unit 2: Guidance (20L)

a. Guidance - meaning, definition, scope, need and importance of guidance.

b. Different types of guidance - educational, vocational and personal (nature, purpose, functions).

Unit 3: Counseling (20L)

a. Meaning, nature, scope and importance of counseling, difference between guidance and counseling.

b. Types of counseling - directive, non-directive, eclectic, individual and group counseling.

Unit 4: Data & techniques for guidance and counselling (15L)

a. Basic data necessary for guidance

b. Techniques of data collection for guidance

(References as in EDCACOR11T)

GE FOR EDUCATION (GENERAL)

**GE - 1: TEACHER EDUCATION IN INDIA
(EDCGGECO1T)**

6 credits

75 marks

Unit-1: Teacher Education - Basic Concept (20L)

- a) Teacher Education -definition, objectives and importance
- b) Development of Teacher Education in India - Ancient, Medieval, British and Post -independence period (upto Kothari Commission)

Unit-2: Teacher Education in India (20L)

- a) Pre-service and In-service Teacher Education in India - objectives, functions, advantages & disadvantages
- b) Teacher Education through Distance Mode-objectives, agencies, advantages and disadvantages

Unit-3: Administration of Teacher Education in India (20L)

- a) Teacher training Institutes-Primary and Secondary levels— functions, problems and solutions
- b) Agencies of Teacher Education - NCERT, NCTE, CTE (brief history and functions)

Unit-4: Modern concept in teacher Education (15)

- a) Enhancement of Professional Capacity (EPC)- concept, types, importance
- b) School Internship -concept, characteristics, importance

Reference Books

1. Radha mohan(2017):Teacher Education, Delhi, PHI Learning Private Limited
2. Mohanty Jagannath(2015): Teacher Education, New Delhi, Deep & Deep Publications Pvt. Ltd.
3. Sharma Sashi Prova (2017):Teacher Education, New Delhi, Kaniska Publishers and Distributors
4. Bhattacharya Dibyendu and Sinha, Arun Kumar(2018):Teacher Education and Pedagogy, Kolkata, Alpana

GE-2 : INCLUSIVE EDUCATION IN INDIA (EDCGGECO2T)

6 credits

75 marks

Unit-1: Inclusive Education - Basic Concept (15L)

- a) Inclusive Education—meaning, nature and importance
- b) Development of Inclusive Education -in British and post independence period

Unit-2: Adult and Social Education (20L)

- a) Meaning, nature, importance of Adult & Social Education; relationship between adult and social education
- b) National Adult Education Programme (NAEP), National Literacy Mission (NLM)

Unit-3: Special Education (20L)

- a) Special Education - meaning, nature and importance
- b) RCI, NIOH, NIMH, NIVH - brief history, objective and functions

Unit-4: Issues in Inclusive Education (20L)

- a) Barriers and facilitators in Inclusive Education- Psychological, Social and Ethical.
- b) Role of technology in inclusive classroom-aids, appliances and remedial teaching.

Reference Books

1. Agarwal Rashmi and Rao,BVLN(2015):Education for Disabled Children,New Delhi,Shipra
2. Mangal, S.K (2017):Educating Exceptional Children, New Delhi, PHI Learning Private Limited
3. Nanda, Bishnu Pada (2015): Sikshay Ekibhaban, Kolkata, Classique Books

SEC-1 (FOR B.A. EDUCATION HONOURS AND B.A. GENERAL STUDENTS)

2 credits

50 marks

DEVELOPMENTAL SKILL FOR SOCIAL AWARENESS (EDCSSEC01M)

Unit-1: Social Awareness - Basic Concept

- (a) Meaning and nature of Social Awareness, Social Backwardness and Social Advancement.
- (b) Need for development of Social Awareness, types of social awareness programme.

Unit-2: Planning of Social Awareness Programme

- (a) Planning and execution of a Social Awareness Programme.
- (b) Relationship among I.Q., E.Q. and social awareness.

Unit-3: Skill development in social awareness

- (a) Organization and Participation in a Social Awareness Programme conducted by NCC, NSS or by the
College. (Child Labour and Abuse, RTE, HIV/AIDS, Traffic Awareness and Literacy Programme.

References:

1. Ahuja, R.: Social Problems in India; Rawat Publications. Jaipur.
2. Bernard, L. L.: An Introduction to Social Psychology.
3. Mahapatra, A.K.: Bishay Samajtatwa; Indian Book Concern, Kolkata.
4. Robert, L. Selman.: The Promotion of Social Awareness.

SEC-2: DEVELOPMENT OF OBSERVATIONAL SKILL (EDCSSEC02M)

2 credits

50 marks

Unit-1: Observation - Basic Concept

- (a) Meaning, nature and characteristics of Observation.
- (b) Classification of Observation, Advantages and Disadvantages of Observation.

Unit-2: Planning of Observational Skill

- (a) Planning and execution of observation.
- (b) Recording and interpretation of observed data.

Unit-3: Developing Observational Skill

- (a) Direct visit to a socio-cultural event (Book Fair, Local Cultural Fair, Market Survey).
- (b) Writing a Report on the Visit.

References:

1. Ahemed, AAA.: Sikshya Gabesana Padhati; Pravti Library, Dhaka.
2. Aggarwal, J. C.: Guidance and Counseling in Education; Vikash Publishing House. New Delhi.
3. JamalUddin , M. and Choudhury, M.S.: Sikshya Mulyayana O Nirdeshana; Bangla Academy, Dhaka.
4. Pal, D.: Nirdeshana O Paramarshadan; Central Library, Kolkata.
5. Kahn & Best,: Research in Education; Pearson Prentice hall of India, New Delhi.
6. Kochhar, S.K.: Guidance and Counseling in Colleges and University;Sterling Publishers, New Delhi.
7. Koul, Lokesh.: Methodology of Educational Research; Vikash Publishing, New Delhi.

SEM-V PURE GENERAL STUDENTS IN EDUCATION

SEC- 3

Collection and Analysis of Statistical Data.

Unit-1. Data Collection

- (a) Introduction to Data- Meaning, Types and Uses of Data.
- (b) Collection of Data (N=50)

Unit- 2. Data Analysis and Interpretation.

- (a) Preparation of Frequency Distribution Table.
- (b) Calculation of Mean, Median, Mode, SD and QD.
- (c) Interpretation of Results.

References:

1. Chakraborty, A.:Sikshya Parimap O Mulyayan, Classiqe Books, Kolkata.
2. Koul, L.: Methodology of Educational Research, Vikash Pub House New Delhi.
3. Pal, D.: Research Methodology and Statistical Techniques,Rita Boo Agency, Kol.
Roy, Sushil.: Mullayan: Niti O Kousal, Soma Book agency, Kol

SEC- 4

Development of Environmental Awareness.

Unit-1. Environmental Awareness-Basic Concepts.

- (a) Meaning and Nature of Environmental Awareness.
- (b) Need, Importance and types of Environmental Awareness training.

Unit-2. Skill Development in Environmental Awareness.

- (a) Planning and execution of Environmental Awareness Programme.
- (b) Organization and Participation in an of Environmental Awareness Programme such as Tree Plantation, Swachha Bharat Abhijan, Nirmal Bangla Abhijan and Clean Drive Programme etc.
- (c) Reporting on the Programme.

References:

1. Ahuja, R.: Social Problems in India, Rawat Pub., Jaipur, Raj.
2. Bernard, L. L.: An Introduction to Social Psychology.
3. Mohapatra, A. k.: Bishay Samaj Tatwa, Indian Book Concern, Kol.
4. Murthy, D.B.N.: Environmental Awareness and Protection.



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Department of English

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

Department English

Institution integrates crosscutting issues relevant to

Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Colour Scheme:

- GENDER
- ENVIRONMENT
- ETHICS
- HUMAN RIGHTS

COMBINED ENGLISH SYLLABUS, 2023, for Semester 1 to Semester 6

B.A. (Hons) English under NEP

DS 1: HISTORY OF ENGLISH LITERATURE

Unit 1. Middle English period to Jacobean Age

Unit 2. Neoclassical period

Unit 3. Romantic Age

Unit 4. Victorian Age

Unit 5. Modern period to beginnings of Postmodernism

Unit II

Cavalier Poetry; Christian Allegories in Restoration Age; Neoclassicism; Periodical Writing; Sentimentalism; Poetry of Sensibility

Unit III

Wordsworth on poetic diction; Negative Capability; Esemplastic Imagination; Novel of Manners; Gothic Novel; Historical Novel

Unit IV

'Condition of England' Novels; Darwinism; Victorian Compromise; Pre-Raphaelite Poetry; Aestheticism; The Victorian New Woman; Naturalistic Drama; Celtic Revival; Fin de siècle

Unit V

War Poetry; The 30's Poets; Poetic Drama; Movement Poets; Kitchen Sink Drama; Absurdism

B.A. (Gen) English under NEP

MA 1: THE INDIVIDUAL & SOCIETY

Unit 1 – Caste/Class

Premchand – ‘Deliverance’; Omprakash Valmiki – extract from *Joothan*

Unit 2 – Gender

Eunice D'Souza – ‘Marriages are made’

Virginia Woolf - ‘Shakespeare’s Sister’

Unit 3 – Race

Langston Hughes – ‘Harlem’;

Maya Angelou – ‘Still I Rise’

Unit 4 – Violence and War

Wilfred Owen – ‘Dulce et decorum est’

Amitav Ghosh - ‘The Ghosts of Mrs. Gandhi’

Unit 5 – Living in a Globalized World

Imtiaz Dharker- ‘At the Lahore Karhai’

Naomi Klein- ‘The Brand Expands’//

B.A. (Hons) English under CBCS , SEM- II

CORE 3

HONOURS – INDIAN WRITING IN ENGLISH

Group A- Poetry

H.L.V. Derozio–Freedom to the Slave

Michael Madhusudan Dutt–I Stood in Solitude

Kamala Das- Introduction

K. Ramanujan–Another View of Grace

Nissim Ezekiel–The Night of the Scorpion

Jayanta Mahapatra-Hunger

Group B- Fiction

Novel: R.K.Narayan–The Guide

Short Stories:

Shashi Deshpande–The Intrusion

Ruskin Bond - Tiger, Tiger, Burning Bright

Salman Rushdie - The Free Radio

Group C–Drama

Girish Karnad - Tughlaq

CORE 4 HONOURS:

BRITISH POETRY & DRAMA (14 TH -17TH C)

Group B. Poetry:

Geoffrey Chaucer–Prologue (lines 1-42)

Shakespeare - Sonnets: 30, 130

Donne - Cannonization

Marvell - To His Coy Mistress

Group C Drama:

William Shakespeare-Macbeth

William Shakespeare- Twelfth Night

AECC:

ENGLISH COMMUNICATION

1. Language of Communication:

- i. Types and modes of communication
- ii. Personal, social and business

2. Speaking Skills

- i. Dialogue
- ii. Group Discussion
- iii. Interview

3. Reading and Understanding

- i. Comprehension ii. Summary, Paraphrasing

4. Writing Skills

- i. Writing Reports
- ii. CV Writing
- iii. Writing Emails
- iv. Correspondence: Personal, Official & Business

LCC:

Language through literature

All the World's a Stage –William Shakespeare

Three Years She Grew - William Wordsworth

Wild Swans at Coole - William Butler Yeats

Sympathy - Paul Laurence Dunbar

The Model Millionaire - Oscar Wilde

The Lottery Ticket - Anton Chekov

A Cup of Tea - Katherine Mansfield

After Twenty Years - O. Henry

DSE/GE:

GENERIC ELECTIVE

Dalit Voices
Writing in English
Womanspeak

SEM- III

B.A. (Hons & Gen) SKILL ENHANCEMENT COURSE under CBCS ,

SKILL ENHANCEMENT COURSE (SEC)

(ENGSSEC01M):

1. Knowing the Learners i. Characteristics of a Good Language Learner ii. Factors behind Success/Failure behind Language Learning
2. Teaching and Learning Basic Language skills i. Listening, Speaking, Reading and Writing- Basics of Skill Development
3. Approaches and Methods of English Language Teaching i. Grammar-Translation Method ii. Direct Method iii. Communicative Approach
4. Materials for Language Teaching i. Materials for Teaching Four language Skills (LSRW) ii. Using the Textbook iii. Using authentic Materials iv. Using Teaching Aids

HONOURS SEMESTER 3

CORE 5:

AMERICAN LITERATURE

Group A- Poetry

Anne Bradstreet – 'The Prologue' Walt Whitman – 'Passage to India' (lines 1–68) Langston Hughes – 'The Negro Speaks of Rivers' Alexie Sherman Alexie – 'Crow Testament'; 'Evolution'

Group B- Fiction

Novel: Tonny Morrison - *Beloved*

Short Stories: Edgar Allan Poe – 'The Purloined Letter' William Faulkner – 'Dry September' Nathaniel Hawthorne – 'The Ambitious Guest'

Group C- Drama

Tennessee Williams - *A Street Car Named Desire*

CORE 6:

POPULAR LITERATURE

Group A

Lewis Carroll - *Through the Looking Glass*

Group B

Agatha Christie - *The Murder of Roger Ackroyd* J.K. Rowling - *Harry Potter and the Philosopher's Stone*

Group C

Shyam Selvadurai - *Funny Boy* Herge - *Tintin in Tibet*

CORE 7:

BRITISH POETRY & DRAMA (17th -18th C)

Group A

John Milton - *Paradise Lost* Book I

Alexander Pope - *The Rape of the Lock* (Cantos I, II & III)

Group B

Aphra Behn - *The Rover* John Webster - *The White Devil*

B.A. (Hons & Gen) English under CBCS , SEM- III

GE3/DSC3:

NOVELS & PLAYS

Novel – Dickens - *Oliver Twist* Drama – Shakespeare - *The Merchant of Venice*

SEMESTER 4

CORE 8

HONOURS:18TH C BRITISH LITERATURE

Group A. Poetry.

Samuel Johnson, 'London'; Gray, 'Elegy Written in a Country Churchyard';

Blake, 'Introduction', 'The Lamb', 'The Tyger' from *Songs of Innocence and of Experience*.

Group B. Drama

William Congreve, *The Way of the World*

Group C. Fiction:

Jonathan Swift, *Gulliver's Travels* BK.3 & 4.

CORE 9

HONOURS: BRITISH ROMANTIC LITERATURE

Group A.

Poetry

William Wordsworth- 'Tintern Abbey';

S.T. Coleridge- 'Kubla Khan,'

P.B. Shelley- 'Ode to the West Wind'

John Keats— 'Ode on a Grecian Urn'

Group B:

Fiction & Non-fiction:

Horace Walpole-*The Castle of Otranto*

Charles Lamb, *Dream Children, The Superannuated Man*

CORE 10

HONOURS:

19TH CENTURY BRITISH LITERATURE

Group A. Poetry

Tennyson- 'Ulysses'

Robert Browning - 'My Last Duchess'

Christina Rossetti -- 'The Goblin Market'

Matthew Arnold- 'Dover Beach'

Group B. Novel

Jane Austen - *Pride and Prejudice*

Charles Dickens - *David Copperfield*

B.A. (Hons & Gen) English under CBCS , SEM- IV

GENERIC ELECTIVE

(ENHGEC04T /ENGGCOR04T)

Essay:

'Sir Roger at Home'-Joseph Addison

'The Seaside'—Robert Lynd

Short Fiction:

'The Last Leaf'—O. Henry

'Tiger in the Tunnel'—Ruskin Bond

Poetry:

'The Solitary Reaper'—William Wordsworth

'Road Not Taken'—Robert Frost

'Goodbye Party for Miss Pushpa T.S.'—Nissim Ezekiel

'A River'—A.K. Ramanujan

SKILL ENHANCEMENT COURSE

(ENGSSEC02M)

CREATIVE WRITING

Group A.

Unit 1. What is Creative Writing

Unit.II. The Art and Craft of Writing.

Unit III. Modes of Creative Writing.

Group B.

Unit IV. Writing for the Media.

Unit. V. Preparing for Publication.

HONOURS SEMESTER 5

CORE 11: WOMEN'S WRITING

Group A: Poetry

Emily Dickinson - 'I cannot live with you' Sylvia Plath - 'Daddy' 'Lady Lazarus' Eunice De Souza - 'Advice to Women' 'Bequest'

Group B: Fiction

Jean Rhys - *The Wide Sargasso Sea* Charlotte Perkins Gilman – 'The Yellow Wallpaper'

Katherine Mansfield – 'Bliss'

Group C: Non-fiction

Mary Wollstonecraft, *A Vindication of the Rights of Woman*

Rassundari Debi, excerpts from *Amar Jiban*

Pandita Ramabai – 'A Testimony of our Inexhaustible Treasures'

CORE 12:

EARLY 20TH CENTURY BRITISH LITERATURE

Group A: Poetry

W.B. Yeats - 'Lake Isle of Innisfree', 'Sailing to Byzantium'

T.S. Eliot - 'The Love Song of J. Alfred Prufrock'

Wilfred Owen - 'Spring Offensive'

Rupert Brooke - 'Peace'

W.H. Auden - 'Musée des Beaux Arts'

Group B: Fiction

Joseph Conrad - *Heart of Darkness*

D.H. Lawrence *Sons and Lovers*

Virginia Woolf *To the Lighthouse*

DSE1:

OLD ENGLISH LITERATURE, PHILOLOGY, RHETORIC & PROSODY

Group A: Old English Literature

- Old English Heroic Poetry- Background of the age, culture, structure of the epic, style, theme - *Beowulf*.
- Non-epic, secular, elegiac poetry, theme, style, social picture, language, style; 'Deor's Lament'
- Christian poetry- 'Caedmon's Hymn'; Cynewulf, 'Dream of the Rood'
- Old English Prose - An overview

Group B: Philology

Unit I.

● Indo-European family of Languages, Scandinavian influence, French influence, Latin & Greek influence, Impact of the Bible, Influence of Shakespeare, American Influence

● The following topics to be covered in

● short notes:

Native resources; hybridism; Johnsonese; Malapropism; monosyllabism; back-formation

● Word notes:

alms, assassination, window, pram, bishop, dream, gospel, mob, kindergarten, pea

Unit II.

Growth & Structure of Indian English (Only word notes)

● Understanding of the formation of Indian English words through the processes of Loan words, Loan translations, Hybridism, Adaptations, and Diffusions

● Through Word notes: peon, guru, lathi-charge, tiffin-box, military hotel, 420, communal, out of station, batchmate, and match box

Group C: Rhetoric & Prosody Rhetoric

DSE 2: LITERARY TYPES & TERMS

Group A: Literary types Tragedy Comedy Novel

Group B: Literary Terms Terms related to Poetry - lyric, ballad, ode, sonnet, elegy, pastoral

Terms related to Drama - aside, antihero, conflict, dramatic irony, masque, three unities

Terms related to Fiction -bildungsroman, character, point of view, epistolary technique, picaresque, stream of consciousness

ENGLISH GENERAL SEMESTER 5

DSE01T: LITERARY TYPES & TERMS

Group A: Literary Types • Tragedy • Comedy • Novel

Group B: Literary Terms Symbol, Epic, Poetic Justice, Dramatic Irony, Chorus, Protagonist, Antagonist, Flat and Round Character, Omniscient narrator, Stream of consciousness, Plot

B.A. (Hons & Gen) English under CBCS , SEM- V

ENGGEC01M:

MEDIA AND COMMUNICATION

Unit I: Introduction to Mass Communication 1. Mass Communication and Globalization 2. Forms of Mass Communication Topics for Student Presentation: a. Case studies on current issues of Indian journalism b. Performing street plays c. Writing pamphlets and posters, etc. d. Creating an advertisement/visualization e. Enacting an advertisement in a group f. Creating jingles and taglines g. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio h. Writing news reports/book reviews/film reviews/TV program reviews/interviews i. Editing articles j. Writing an editorial on a topical subject

Unit II: Advertisement 1. Types of advertisements 2. Advertising ethics 3. How to create advertisements/storyboards

Unit III: Media Writing 1. Script writing for TV and Radio 2. Writing News Reports and Editorials 3. Editing for Print and Online Media

Unit IV: Introduction to Cyber Media and Social Media

- 1.Types of Cyber Media
2. The Impact of Social Media

SEMESTER 6

CORE 13

HONOURS: MODERN EUROPEAN DRAMA

Plays:

1. Henrik Ibsen- *A Doll's House*
2. Bertolt Brecht -*The Good Woman of Setzuan*
3. Samuel Beckett -*Waiting for Godot*
4. Eugene Ionesco- *Rhinoceros*

CORE 14 HONOURS:

POSTCOLONIAL LITERATURE

Group A. Poetry

- Pablo Neruda-- 'Tonight I can Write'
Derek Walcott --'A Far Cry from Africa'
David Malouf --'Revolving Days'
Mamang Dai --'Small Towns and the River'

Group B. Fiction

Novels:

- Chinua Achebe--*Things Fall Apart*
Gabriel Garcia Marquez-- *Chronicle of a Death Foretold*

Short Fiction:

- Bessie Head - 'The Collector of Treasures'
Ama Ata Aidoo - 'The Girl who can'
Grace Ogot - 'The Green Leaves'

HONOURS DSE4: LITERARY THEORY

1. MARXISM
2. FEMINISM
3. STRUCTURALISM
4. POSTCOLONIALISM

HONOURS DSE 5: PARTITION LITERATURE

Group A. Poetry

1. Faiz Ahmad Faiz, 'For Your Lanes, My Country'
2. Amrita Pritam, 'I say Unto Waris Shah'
3. Gulzar, 'Toba Tek Singh'

Group B. Novel

1. Khuswant Singh—*Train to Pakistan*
2. Intizar Husain --*Basti*

Group C. Short Fiction

3. a) Dibyendu Palit, 'Alam's Own House' b) Manik Bandopadhyay, 'The Final Solution'
c) Sa'adat Hasan Manto, 'Cold Meat' d) Lalithambika Antharajanam, 'A Leaf in the Storm'

B.A. (Gen) English under CBCS , SEM-VI

ENGGDSE04T:

SOFT SKILLS

SOFT SKILLS

1. Teamwork
2. Emotional Intelligence
3. Employability Skills
4. Workplace Etiquette
5. Problem Solving Skills
6. Learning skills (attitude, aptitude, motivation, confidence)

ENGGEC02T:

GENDER & HUMAN RIGHTS

Group A.

Unit I: History of International Human Rights Movements & Gender Movements, Conventions and Agencies

Group B

Unit II: Human Rights Violation and their Redressal Unit III: Literature and Human Rights. Selected text - Mulk Raj Anand 'Untouchable'.

Group C

Unit IV: Gender Rights Violation and their Redressal

Unit V: Gender and Literature. Selected texts - Mahasweta Devi-- 'Draupadi'



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CROSS CUTTING ISSUES

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Pgs, W.B.

Teaching Plan: 2022-23

Department: GEOGRAPHY Semester -I

Course Code: GEOACOR01T

Course Title: Geotectonic and Geomorphology

- GENDER
- ENVIRONMENT
- ETHICS
- HUMAN RIGHTS

4 Credits, 50 Marks [60 classes]

Semester-I (75+75 Marks)

Course Content	Teacher Name	REMARKS
Unit I: Geotectonics		
1. Earth's tectonic and structural evolution with reference to geological time scale	JS	
2. Earth's interior with special reference to seismology. Isostasy: Models of Airy and Pratt	BM	
3. Plate Tectonics as a unified theory of global tectonics: Processes and landforms at plate margins and hotspots	BM	
4. Folds and Faults—origin and types	PP	
Unit II: Geomorphology		
5. Degradational processes: Weathering, mass wasting and resultant landforms	PP	
6. Development of river network and landforms on uniclinal and folded structures	PP	
7. Development of landforms on granites, basalts and limestone	AB	
8. Coastal processes and landforms	JS	

9. Glacial and Glacio-fluvial processes and landforms	JS	
10. Aeolian and Fluvio-Aeolian processes and landforms	JS	
11. Models on landscape evolution: Views of Davis, Penck and Hack	BM	

GEOACOR01P – Geotectonic and Geomorphology

2 Credits, 25 Marks [60 classes]

Course Content	Teacher Name	REMARKS
1. Megascopic identification of (a) mineral samples: Bauxite, calcite, chalcopryrite, feldspar, galena, gypsum, hematite, magnetite, mica, quartz, talc, tourmaline; and (b) rock samples: Granite, basalt, dolerite, laterite, limestone, shale, sandstone, conglomerate, slate, phyllite, schist, gneiss, quartzite, marble	BM	
2. Interpretation of geological maps with unconformity and intrusions on uniclinal and folded structures	JS	

GEOACOR02T – Cartographic Techniques

4 Credit, 50 Marks [60 classes]

Course Content	Teacher Name	REMARKS
1. Maps: Classification and types. Components of a map	BM	
2. Concept and application of scales: Plain, comparative, diagonal and vernier.	BM	
3. Survey of India topographical maps: Reference scheme of old and open series. Information on the margin of maps.	PP	
4. Coordinate systems: Polar and Rectangular	PP	
5. Concept of generating globe and UTM projection	AB	
6. Grids: angular and linear systems of measurement	JS	
7. Map projections: Classification, properties and uses	JS	

GEOACOR02P – Cartographic Techniques (Lab) □

2 Credits, 25 Marks [90 classes]

Course Content	Teacher Name	REMARKS
1. Graphical construction of scales: Plain, Comparative, Diagonal and Vernier.	BM	
2. Construction of projections: Polar Zenithal Stereographic, Simple Conic with two standard parallels, Bonne's, Cylindrical Equal Area, and Mercator's.	PP	
3. Delineation of drainage basin from Survey of India topographical map. Construction and interpretation of relief profiles (superimposed, projected and composite), relative relief map, slope map (Wentworth), and stream ordering (Strahler) on a drainage basin.	JS	
4. Correlation between physical and cultural features from Survey of India topographical maps using transect chart.	JS	

N.B. *The mid-term examination will be conducted by the college in September end and the End-Semester examination will be completed by December, 2018.*

Teaching Plan: 2022-23**Department: GEOGRAPHY****Semester -II****Course Code: GEOACOR03T****Course Title: Human Geography****Core Course: Credit-6, FM- 75, 90 Classes**

Course Content	Teacher Name	REMARKS
1. Nature, scope and recent trends. Elements of Human Geography	BM	
2. Approaches to Human Geography; Resource, Locational, Landscape, Environmental	BM	PPT
3. Concept and classification of race; ethnicity	JS	
4. Space, society and cultural regions (language and religion)	JS	
5. Evolution of human societies: Hunting and food gathering, pastoral nomadism, subsistence farming and industrial society	PP	

6. Human adaptation to environment: Eskimo, Masai and Maori	PP	
7. Population growth and distribution, composition; demographic transition	PP	
8. Population–Resource regions (Ackerman)	JS	
9. Types and patterns of rural settlements	BM	

GEOACOR04T – Cartograms and Thematic Mapping □

4 Credits, 50 Marks [60 classes]

Course Content	Teacher Name	REMARKS
1. Concepts of rounding, scientific notation, logarithm and anti-logarithm, natural and log scales	DC	
2. Diagrammatic representation of data: Line, Bar, Isopleths	PP	
3. Representation of area data: Dots and spheres, proportional circles and Choropleth	PP	
4. Preparation and interpretation of land use land cover maps	JS	
5. Preparation and interpretation of socio-economic maps	JS	
6. Bearing: Magnetic and true, whole-circle and reduced	BM	
7. Basic concepts of surveying and survey equipment: Prismatic Compass, Dumpy Level, Theodolite	BM	

GEOACOR04P – Cartograms and Thematic Mapping (Lab) □

2 Credits, 25 Marks [60 classes] **Thematic maps:**

Course Content	Teacher Name	
1. Choropleth showing density of population	PP	
Dots and Spheres diagram showing distribution of rural and urban population.	JS	
Proportional pie-diagrams representing economic data and land use data	BM	
2. Traverse survey using prismatic compass Profile survey using dumpy Level	BM	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

NAHATA, NORTH 24 PGS

Department: Geography

Semester -III

Course Code: GEOACOR05T

Course Title: Climatology

Core Course: Credit –6, FM - 75

4 Credits, 50 Marks [60 classes]

Course Content	Teacher Name	
Unit I: Elements of the Atmosphere		
1. Nature, composition and layering of the atmosphere	PP	
Insolation: controlling factors. Heat budget of the atmosphere	PP	
2. Temperature: horizontal and vertical distribution. Inversion of temperature: types, causes and consequences	BM	
3.Greenhouse effect and importance of ozone layer	BM	
Unit II: Atmospheric Phenomena and Climatic Classification		
Condensation: Process and forms. Mechanism of precipitation: Bergeron-Findeisen theory, collision and coalescence. Forms of precipitation	JS	
Air mass: Typology, origin, characteristics and modification	JS	
Fronts: warm and cold; frontogenesis and frontolysis	JS	
Weather: stability and instability; barotropic and baroclinic conditions	AB	
Circulation in the atmosphere: Planetary winds, jet stream, index cycle	PP	
Tropical and mid-latitude cyclones	PP	
Monsoon circulation and mechanism with reference to India	AB	
Climatic classification after Köppen, Thornthwaite (1955) and Oliver	BM	

GEOACOR05P – Climatology
2 Credits, 25 Marks [60 classes]

Course Content	Teacher Name	REMARKS
1. Interpretation of daily weather map of India (any two): Pre-Monsoon, Monsoon and Post- Monsoon	JS	
2. Construction and interpretation of hythergraph and climograph (G. Taylor)	BM	
3. Construction and interpretation of Wind Rose	BM	
4. A Project File, comprising of one exercise from each of the following is to be prepared and submitted	JS	

GEOACOR06T – Geography of India
Credits, 75 Marks [90 classes]

Course Content	Teacher Name	
Unit I: Geography of India		
Tectonic and stratigraphic provinces, physiographic divisions	BM	
Climate, soil and vegetation: Characteristics and classification	PP	
Population: Distribution, growth, structure and policy	JS	
Tribes of India with special reference to Gaddi, Toda, Santal and Jarwa	PP	
Agricultural regions. Green revolution and its consequences	BM	
Mineral and power resources distribution and utilization of iron ore, coal, petroleum and natural gas	AB	
Industrial development: Automobile and Information Technology	BM	
Regionalization of India: Physiographic (R.L. Singh) and economic (P. Sengupta)	JS	
Unit II: Geography of West Bengal		
Physical perspectives: Physiographic divisions, forest and water resources	AB	
Resources: Agriculture, mining, and industry	BM	
Population: Growth, distribution and human development	PP	
Regional Issues: Darjeeling Hills and Sundarban	JS	

GEOACOR07T – Statistical Methods in Geography

4 Credits, 40 Marks [60 classes]

Course Content	Teacher Name	REMARKS
Unit I: Frequency Distribution and Sampling		
1. Importance and significance of statistics in Geography	BM	
2. Discrete and continuous data, population and samples, scales of measurement (nominal, ordinal, interval and ratio),	DC	
3. Sources of geographical data for statistical analysis	JS	
4. Collection of data and formation of statistical tables	JS	
5. Sampling: Need, types, and significance and methods of random sampling	DC	
6. Theoretical distribution: Frequency, cumulative frequency, normal and probability	BM	
Unit II: Numerical Data Analysis		
7. Central tendency: Mean, median, mode, partition values	DC	
8. Measures of dispersion range: mean deviation, standard deviation, coefficient of variation	DC	
9. Association and correlation: Rank correlation, product moment correlation	DC	
10. Regression: Linear and non-linear	JS	
11. Time series analysis: Moving average	DC	

GEOACOR07P – Statistical Methods in Geography (Lab)

2 Credits, 25 Marks [60 classes]

Course Content	Teacher Name	REMARKS
1. Construction of data matrix with each row representing an areal unit (districts/blocks/ <i>mouzas</i> / towns) and	DC	

corresponding columns of relevant attributes		
2. Based on the above, a frequency table, measures of central tendency and dispersion would be computed and interpreted using histogram and frequency curve.	BM	
3. From the data matrix a sample set (20%) would be drawn using, random, systematic and stratified methods of sampling and locate the samples on a map with a short note on methods used	JS	
4. Based on the sample set and using two relevant attributes, a scatter diagram and linear regression line would be plotted and residual from regression would be mapped with a short interpretation.	JS	

Department: GEOGRAPHY
Semester -IV
Course Code: GEOACOR08T
Course Title: Regional Planning and Development □
Core Course: Credit –6, FM - 75

6 Credits, 75 Marks [90 classes]

Course Content	Teacher Name	REMARKS
Unit I: Regional Planning		
1. Concept of regions: Types of regions and their delineation	PP	
2. Regional Planning: Types, principles, objectives, tools and techniques	JS	
3. Need for regional planning in India, multi- level planning in India	JS	
4. Metropolitan concept and urban agglomerations	BM	
Unit I: Regional Development		
5. Concepts of growth and development, growth versus development	BM	
6. Indicators of development: Economic, social and environmental	BM	PPT
7. Human development: Concept and measurement	JS	
8. Theories and models for regional development: Cumulative causation (Myrdal)	JS	

9. Theories and models for regional development: Stages of development (Rostow), growth pole model (Perroux).	BM	
10. Concept and causes of underdevelopment	PP	
11. Regional development in India: Disparity and diversity	PP	
12. Need and measures for balanced development in India	BM	

GEOACOR09T — Economic Geography □

6 Credits, 75 Marks [90 classes]

Course Content	Teacher Name	Remarks
Unit I: Concepts		
1. Meaning and approaches to Economic Geography.	PP	
2. Concepts in Economic Geography: Goods and services, production, exchange and consumption	PP	
3. Concept of economic man, theories of choices	BM	
4. Economic distance and transport costs	JS	
Unit II: Economic Activities		
5. Concept and classification of economic activities	PP	
6. Factors affecting location of economic activity with special reference to agriculture (Von Thünen), and industry (Weber).	BM	
7. Primary activities: Agriculture, forestry, fishing and mining	BM	
8. Secondary activities: Manufacturing (cotton textile, iron and steel), concept of manufacturing regions, special economic zones and technology parks	BM	
9. Tertiary activities: Transport, trade and services	PP	
10. Agricultural systems: Case studies of tea plantation in India and mixed farming in Europe	BM	
11. Transnational sea-routes, railways and highways with reference to India	JS	
12. International trade and economic blocs: WTO, GATT and BRICS: Evolution, structure and functions	DC	

GEOACOR10T—Environmental Geography □

4 Credits, 50 Marks [60 classes]

Course Content	Teacher Name	REMARKS
1. Geographers' approach to environmental studies	BM	
2. Concept of holistic environment and systems approach	BM	
3. Ecosystem: Concept, structure and functions	JS	
4. Space–time hierarchy of Environmental problems: Local, regional and global	JS	
Environmental problems and policies		
5. Environmental pollution and degradation: Land, water and air	PP	
6. Urban environmental issues with special reference to waste management	PP	
7. Environmental policies – National Environmental Policy, 2006, Earth Summits (Stockholm, Rio, Johannesburg)	BM	
8. Global initiatives for environmental management (special reference to Montreal Protocol, Kyoto Protocol, Paris Climate Summit)	BM	

GEOACOR10P—Environmental Geography □

2 Credits, 25 Marks [60 classes]

Course Content	Teacher Name	REMARKS
1. Preparation of questionnaire for perception survey on environmental problems	JS	
2. Preparation of check-list for Environmental Impact Assessment of an urban / industrial project	JS	
3. Interpretation of air quality using CPCB / WBPCB data	BM	

GEOSSEC02M – Advanced Spatial Statistical Techniques □

2 Credits, 25 Marks [30 classes]

Course Content	Teacher Name	REMARKS
1. Probability theory, probability density functions with respect to Normal, Binomial and Poisson distributions and their geographical applications.	DC	
2. Sampling: Sampling plans for spatial and non-spatial data, sampling distributions. Sampling estimates for large and small samples tests involving means and proportions.	DC	
3. Correlation and Regression Analysis: Rank order correlation and product moment	DC	

correlation; linear regression, residuals from regression, and simple curvilinear regression. Introduction to multi-variate analysis.		
4. Time Series Analysis: Time Series processes; Smoothing time series; Time series components.	DC	

Department: GEOGRAPHY
 Semester -V
 Course Code: GEOACOR11T
 Course Title: Fieldwork and Research Methodology
 Core Course: Credit –6, FM - 75

SYLLABUS-GEOGRAPHY-HON-SEMESTER-V-WBSU
GEOACOR11T – Fieldwork and Research Methodology
 4 Credits, 50 Marks [60 classes]

Course Content	Teacher Name	REMARKS
Unit I: Research Methodology		
1. Research in Geography: Meaning, types and significance	BM	
2. Literature review and formulation of research design	DC	
3. Defining research problem, objectives and hypothesis.	DC	
4. Research materials and methods	DC	
5. Techniques of writing scientific reports: Preparing notes, references, bibliography, abstract and keywords	DC	
Unit II: Fieldwork		
Fieldwork in Geographical studies: Role and significance. Selection of study area and objectives. Pre-field academic preparations. Ethics of fieldwork	JS	PPT
6. Field techniques and tools: Observation (participant, non participant), questionnaires (open, closed, structured, non-structured). Interview	JS	
7. Field techniques and tools: Landscape survey using transects and quadrants, constructing a sketch, photo and video recording.	JS	
8. Positioning and collection of samples. Preparation of	DC	

inventory from field data.		
9. Post-field tabulation, processing and analysis of quantitative and qualitative data	DC	

GEOACOR11P – Fieldwork and Research Methodology (Lab)

2 Credits, 25 Marks [60 classes] [JS]

Every student needs to participate in fieldwork and prepare a field report according to the following guideline, failing which he/she will not be evaluated for Core P11.

Course Content	Teacher Name	Remarks
Each student will prepare a report based on primary data collected from field survey and secondary data collected from different sources.	BM/JS/PP	
Students will select either one rural area (<i>mouza</i>) or an urban area (municipal ward) for the study, with the primary objective of evaluating the relation between physical and cultural landscape.	BM/JS/PP	
The fieldwork should be completed within seven days.	BM/JS/PP	
The report should be handwritten in English on A4 size paper in candidate's own words within 5,000 words (Introductory Chapter: 1000 words; Physical Aspects: 1500 words; Socio-economic Aspects: 1500 words; Concluding Chapter: 500 words, approximately) excluding tables, photographs, maps, diagrams, references and appendices.	BM/JS/PP	
Maps and diagrams should not exceed 15 pages.	BM/JS/PP	
All sections of the report should contain relevant maps, diagrams and photographs using primary and secondary data, clearly citing sources.	BM/JS/PP	
A copy of the bound report, duly signed by the concerned teacher, will be submitted during examination.	BM/JS/PP	

Course Content	Teacher Name	Teaching hours in a Semester
Cyclone/Thunderstorm	PP	
Landslide	JS	
Flood	BM	
Coastal / Riverbank erosion	BM	
Fire	AB	
Industrial Accident	PP	
Structural collapse	AB	

GEOACOR14P – Disaster Management

2 Credits, 25 Marks [60 classes]

GEOACOR14T – Disaster Management

4 Credits, 50 Marks [60 classes]

Course Content	Teacher Name	
Unit I: Concepts		
1. Classification of hazards and disasters	BM	
2. Approaches to hazard study: Risk perception and vulnerability assessment. Hazard paradigms.	PP	
3. Responses to hazards: Preparedness, trauma and aftermath. Resilience and capacity building.	AB	
4. Hazards mapping: Data and geospatial techniques (for hazards enlisted in Unit II and Core 14P)	JS	
Unit II: Hazard-specific Study with focus on India		
1. Earthquake: Factors, vulnerability, consequences and management	BM	
2. Landslide: Factors, vulnerability, consequences and management	JS	
3. Tropical Cyclone: Factors, vulnerability, consequences and management	PP	

4. Riverbank erosion: Factors, vulnerability, consequences and management	BM	
5. Radioactive fallout: Factors, vulnerability, consequences and management	AB	

3. Department Specific Elective Subjects Syllabus

GEOADSE01T– Soil and Biogeography

6 Credit, 75 Marks [90 classes]

Course Content	Teacher Name	Remarks
Unit I: Soil Geography		
1. Factors of soil formation. Man as an active agent of soil transformation.	PP	
2. Soil profile. Origin and profile characteristics of Lateritic, Podzol and Chernozem soils	PP	
3. Definition and significance of soil properties: Texture, structure and moisture,	PP	
4. Definition and significance of soil properties: pH, organic matter and NPK	JS	
5. Soil erosion and degradation: Factors, processes and mitigation measures	JS	
6. Principles of soil classification: Genetic and USDA. Concept of land capability and its classification.	AB	
Unit II: Biogeography		
7. Concepts of biosphere, ecosystem, biome, ecotone, community, niche, succession and ecology	BM	

8. Concepts of trophic structure, food chain and food web, Energy flow in ecosystems	BM	
9. Geographical extent and characteristic features of: Tropical rain forest, Taiga and Grassland biomes	JS	
10. Bio-geochemical cycles with special reference to carbon dioxide and nitrogen	AB	
11. Spatial distribution of world fauna.	JS	
12. Measures for conservation of bio-diversity in India: Man and Biosphere Programme	AB	

GEOADSE03T –Population Geography, 75 Marks 6 Credit

Course Content	Teacher Name	Remarks
Unit I: Population Dynamics		
1. Development of Population Geography as a field of specialization. Relation between population geography and demography. Sources of population data, their level of reliability and problems of mapping.	PP	
2. Population distribution: density and growth. Classical and modern theories in population distribution and growth, Demographic transition model.	PP	
3. World patterns determinants of population distribution and growth. Concept of optimum population.	BM	
4. Population distribution, density and growth profile in India.	JS	
Unit II: Population and Development		
5. Concepts of Age-Sex Composition; Rural and Urban Composition; Literacy and education	AB	
6. Measurements of fertility and mortality. Concept of cohort and life table	AB	
7. Population composition of India: Urbanization and Occupational structure.	AB	
8. Migration: Causes and types	PP	
9. National and international patterns of migration with reference to India.	PP	
10. Population and development: population-resource regions. Concept of human development index and its components.	BM	
11. Population policies in developed and less developed countries. India's population policies, population and environment, implication for the future.	JS	
12. Contemporary Issues – Ageing of Population; Declining Sex Ratio; Population and environment dichotomy, HIV/AIDS.	JS	

Department: GEOGRAPHY
Semester -VI
Course Code: GEOACOR13T
Course Title: Evolution of Geographical Thought □
Core Course: Credit –6, FM - 75

GEOACOR13T – Evolution of Geographical Thought □

6 Credits, 75Marks [90 classes]

Course Content	Teacher Name	Remarks
Unit I: Nature of Pre-Modern Geography		
1. Development of Geography: Contributions of Greek and Chinese geographers	BM	
2. Impact of ‘Dark Age’ in Geography and Arab contributions	PP	
3. Geography during the age of ‘Discovery’ and ‘Exploration’ (contributions of Columbus, Vasco da Gama, Magellan, Thomas Cook)	JS	
4. Transition from cosmography to scientific Geography (contributions of Bernard Varenius and Immanuel Kant). Dualism and Dichotomies (Ideographic vs. Nomothetic, Physical vs. Human, Regional vs. Systematic, Determinism vs. Possibilism)	BM	
Unit II: Foundations of Modern Geography and Recent Trends		
5. Evolution of Geographical thoughts in Germany, France, Britain and United States of America	BM	
6. Contributions of Humboldt and Ritter	PP	
7. Contributions of Richthofen, Hettner, Ratzel and Vidal deLaBlaché	PP	
8. Trends of geography in the post-World War-II period: Quantitative Revolution, systems approach	JS	
9. Evolution of Critical Geography: Behavioural, humanistic and radical.	AB	
10. Changing concept of time-space in geography in the 21st Century	AB	

* **90hrs lecture and 15 hrs tutorials**

GEOACOR14T – Remote Sensing and GIS

4 Credits, 50 Marks [60 classes]

Course Content	Teacher Name	Remarks
Unit I: Remote Sensing		
1. Principles of Remote Sensing (RS): Types of RS satellites and sensors	PP	
2. Sensor resolutions and their applications with reference to IRS and Landsat missions	BM	
3. Preparation of False Colour Composites from IRS LISS-3 and Landsat TM and OLI data.	JS	
4. Principles of image correction and interpretation. Preparation of inventories of land use land cover (LULC) features from satellite images.	JS	
Unit II: Geographical Information Systems and Global Navigation Satellite System		
5. Concept of GIS and its applicability; GIS data structures: types: spatial and non-spatial, raster and vector	BM	
6. Principles of preparing attribute tables and data manipulation and overlay analysis	JS	
7. Principles of GNSS positioning and waypoint collection	JS	
8. Transferring waypoints to GIS. Area and length calculations from GNSS data.	JS	

GEOACOR14P – Remote Sensing and GIS

2 Credits, 25 Marks [60 classes]

Course Content	Teacher Name	Remarks
1. Georeferencing of maps and images using Open Source software	BM	
2. Preparation of FCC and identification of features using standard FCC and other band combinations	JS	
3. Digitization of features. Data attachment, overlay and preparation of annotated thematic maps (Choropleth, Pie Chart and Bar Graphs).	BM	

GEOADSE04T – Hydrology and Oceanography

6 Credits, 75 Marks [90 classes]

Course Content	Teacher Name	Remarks
Unit-I: Hydrology		
1. Systems approach in hydrology. Global hydrological cycle: Its physical and biological role	JS	
2. Run off: controlling factors. Infiltration and evapotranspiration. Run off cycle	PP	
3. Drainage basin as a hydrological unit. Principles of water harvesting and watershed management	BM	
4. Groundwater: Occurrence and storage. Factors controlling recharge, discharge and movement	PP	
Unit-II: Oceanography		
5. Major relief features of the ocean floor: characteristics and origin according to plate tectonics	JS	
6. Physical and chemical properties of ocean water	BM	
7. Water mass, T–S diagram	PP	
8. Ocean temperature and salinity: Distribution and determinants	BM	
9. Marine resources: Classification and sustainable utilisation	BM	
10. Sea level change: Types and causes	JS	

* 90hrs lecture and 15 hrs tutorials

GEOACOR14T – Disaster Management

5 Credits, 50 Marks [60 classes]

Course Content	Teacher Name	Remarks
Unit I: Concepts		
6. Classification of hazards and disasters	BM	
7. Approaches to hazard study: Risk perception and vulnerability assessment. Hazard paradigms.	PP	
8. Responses to hazards: Preparedness, trauma and aftermath. Resilience and capacity building.	AB	
9. Hazards mapping: Data and geospatial techniques (for hazards enlisted in Unit II and Core 14P)	JS	
Unit II: Hazard-specific Study with focus on India		
10. Earthquake: Factors, vulnerability, consequences and	BM	Remarks

management		
11. Landslide: Factors, vulnerability, consequences and management	JS	
12. Tropical Cyclone: Factors, vulnerability, consequences and management	PP	
13. Riverbank erosion: Factors, vulnerability, consequences and management	BM	
14. Radioactive fallout: Factors, vulnerability, consequences and management	AB	

Teaching Plan: 2022-23
Department: GEOGRAPHY (GEN) Semester -I
Course Code: GEOGCOR01T Course Title: Physical Geography
Core Course: Credit –6, FM -75

GEOGCOR01T– Physical Geography
Credit, 75 Marks [90 classes]

Course Content	Teacher Name	Remarks
Unit I: Geotectonics and Geomorphology		
1. Physical Geography – Definition and Scope, Components of Earth System.	JS	
2. Internal Structure of Earth based on Seismic Evidence, Plate Tectonics and its associated Features.	BM	
3..Influence of rocks on topography: Limestone and Granite	PP	
4. Evolution of landforms under fluvial process, Normal Cycle of Erosion of Davis	BM	
5. Formation of erosional and depositional landforms by coastal and Aeolian processes	PP	
Unit II: Climatology and Oceanography		
Insolation and HeatBalance.	PP	

Horizontal and Vertical distribution of temperature and pressure	BM	
Planetary wind system, characteristics of Monsoon and Tropical Cyclone	JS	
Climatic Classification: Köppen	BM	
Hydrological Cycle, Ocean Bottom Relief Features, ocean currents.	JS	

Teaching Plan: 2022-23
Department: GEOGRAPHY (GEN) Semester -II
Course Code: GEOACOR03T Course Title: Human Geography
Core Course: Credit –6, FM -75

Geography General (B.Sc.)-Sem. II-Gen
Distribution of Courses across Semesters for Geography General (B.Sc.)

Semester	Course Code	Title	Credit	Marks	Remarks
II Core (DSC-1B)	GEOGCOR02T	Human Geography			

GEOGCOR02T–Human Geography
6 Credit, 75 Marks [90 Classes]

Course Content	Teacher Name	REMARKS
Unit I-Population and Social Geography		
1. Factors of Growth and Distribution of World Population. Demographic Transition Theory.	PP	
2. World Population Composition: Age, Gender and Literacy.	PP	Special lecture from sociology departmental faculty
11. Migration: Types, Causes And Consequences.	PP	
12. Space and Society: Cultural Regions; Race; Religion and Language	AB	
13. Contemporary Social Issues: Illiteracy and Poverty	BM	
Unit II-Economic and Settlement Geography		

14. Sectors of the Economy: Primary, Secondary, Tertiary and Quaternary	PP	
15. Types of Agriculture: Intensive Subsistence Rice Farming, Plantation Agriculture (Tea and Coffee)	JS	
16. Location, Problems and Prospects of Indian Industries—Cotton Textile, Petroleum Refining, Locomotive	BM	
17. Types and Patterns of Rural Settlements	JS	
18. Classification of Urban Settlements; Trends and Patterns of World Urbanization	JS	

* 90hrs lecture and 15 hrs tutorials

Teaching Plan: 2022-23

Department: GEOGRAPHY (GEN) Semester -III

Course Code: GEOGCOR03T Course Title: General Cartography

Core Course: Credit –6, FM -75

GEOGCOR03T –General Cartography

4 Credits, 50 Marks [60 classes]

Course Content	Teacher Name	Remarks
Cartographic Techniques		
1. Concept of map scale: Types and Application. Reading distances on a map.	BM	
2. Map Projections: Criteria for choice of projections. Attributes and properties of: Zenithal Gnomonic Polar Case, Zenithal Stereographic Polar Case, Cylindrical Equal Area, Mercator's Projection, Bonne's Projection. Concept of UTM projection	PP	
3. Survey of India topographical maps: Reference scheme of old and open series. Information on the margin of maps.	JS	
4. Representation of Data– Symbols, Dots, Choropleth, Isopleth and Flow Diagrams, Interpretation of Thematic Maps.	BM/PP	

GEOGCOR03P –General Cartography

2 Credits, 25 Marks [60 classes]

Course Content	Teacher Name	Remarks
Cartographic Techniques		
1. Graphical construction of Scales: Plain and Comparative. [14]	BM	
2. Construction of projections: Zenithal Gnomonic Polar Case, Zenithal Stereographic Polar Case, Cylindrical Equal Area, Mercator's Projection, Bonne's Projection. [30]	PP	
3. Construction and interpretation of relief profiles from Survey of India topographical map — superimposed, projected and composite, relative relief map, slope map (Wentworth), and Correlation between physical and cultural features from Survey of India topographical maps using transect chart.	JS	

Skill Enhancement Course Syllabus

(For both Honours and General courses)

GEOSSEC01M – Remote Sensing

2 Credits, 25 Marks [30 classes]

Course Content	Teacher Name	Remarks
1. Principles of Remote Sensing (RS): Classification of RS satellites and sensors	PP	
2. Sensor resolutions and their applications with reference to IRS and Landsat missions, image referencing schemes and data acquisition.	JS	

3. Preparation of False Colour Composites from IRS LISS-3 and Landsat TM and OLI data. Principles of image rectification and enhancement.	JS	
4. Principles of image interpretation and feature extraction. Preparation of inventories of land use land cover features from satellite images.	JS	

Geography General (B.Sc.)-Sem.-IV-Gen
Core (DSC 1D) GEOGCOR04T Environmental Geography
GEOGCOR04T – Environmental Geography
6 Credits, 75 Marks [90 classes]

Course Content	Teacher Name	Remarks
Unit-I: Concepts		
1. Environmental Geography: Concepts and Approaches	PP	PPT
2. Human-Environment Relationship in Equatorial, Desert, Mountain and Coastal Regions	AB	PPT
3. Concept of Holistic Environment and System Approach	BM	PPT
4. Ecosystem: Concept, Structure and Functions	JS	
Environmental Problems and Policies		
5. Environmental Problems and Management: Air Pollution; Water pollution, Biodiversity Loss; Solid and Liquid Waste.	PP	MODEL PRESENTATION
6. Environmental problems and management: Desertification and Soil Erosion	JS	SPECIAL LECTURE
7. Environmental Programmes and Policies: Developed Countries; Developing Countries.	BM	PPT
8. New Environmental Policy of India.	BM	PPT

*** 90hrs lecture and 15 hrs tutorials**

GEOSSEC02M – Advanced Spatial Statistical Techniques

2 Credits, 25 Marks [30 classes]

Course Content	Teacher Name	Remarks
1. Probability theory, probability density functions with respect to Normal, Binomial and Poisson distributions and their geographical applications.	DC	
2. Sampling: Sampling plans for spatial and non-spatial data, sampling distributions. Sampling estimates for large and small samples tests involving means and proportions.	DC	
3. Correlation and Regression Analysis: Rank order correlation and product moment correlation; linear regression, residuals from regression, and simple curvilinear regression. Introduction to multi-variate analysis.	DC	
4. Time Series Analysis: Time Series processes; Smoothing time series; Time series components.	DC	

Any Statistical Software Package (e.g., SPSS, MS Excel, R, etc.) may be used for Practice. A Project file consisting of four exercises on the above themes is to be submitted.

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Pgs, W.B.

Teaching Plan: 2022-23

Department: GEOGRAPHY (GEN) Semester -V

Course Code: GEOGDSE01T Course Title: Soil and Biogeography

Core Course: Credit –6, FM -75

Discipline Specific Elective

(2 Compulsory papers)

GEOGDSE01T – Soil and Biogeography

Credits, 75 Marks [90 classes]

Course Content	Teacher Name	Remarks
Unit I: Soil Geography		
1. Factors of soil formation.	PP	
2. Soil profile. Origin and profile characteristics of Lateritic and Chernozem soils.	PP	

3. Definition and significance of soil properties: Texture, structure and moisture, pH and organic matter.	JS	
4. Principles of soil classification: Genetic and USDA. Concept of land capability and its classification.	AB	
Unit II: Biogeography		
5. Concepts of biosphere, ecosystem, biome, ecotone, community, niche and succession.	BM	
6. Concepts of food chain and food web. Energy flow in ecosystems.	BM	
7. Geographical extent and characteristic features of: Tropical rain forest and Grassland biomes.	JS	
8. Bio-geochemical cycles with special reference to carbon dioxide and nitrogen.	AB	

Geography General (B.Sc.)-Sem.-VI-Gen
DSE1B GEOGDSE04P Project Report Based on Field Work
GEOGDSE04P – Project Report Based on Field Work
6 Credits, 75 Marks

Course Content	Teacher Name	Remarks
Project work is compulsory for completing B.Sc. Course in Geography. Project Work is intended to provide an opportunity to the candidate to field test the learning.	JS/PP/BM	
The Project report should be based on field work on some specified topics as suggested by the Department.	JS/PP/BM	
Each student will prepare an individual report based on primary and secondary data collected during field work.	JS/PP/BM	
The duration of the field work should not exceed 10 days.	JS/PP/BM	
The word count of the report should be about 8000 excluding figures, tables, photographs, maps, references and appendices.	JS/PP/BM	

The report should include an introduction, literature review, project aims and objectives, methodology, results and discussion and references.	JS/PP/BM	
It should not exceed 20 to 25 pages (A4 pages) including maps, diagrams, and photographs etc.	JS/PP/BM	
One copy of the report on A 4 size paper should be submitted prior to examination.	JS/PP/BM	



B.A. HISTORY HONOURS CBCS, 2018-19



Semester 1

Course Code	Course Title	Course Type	Credit	Marks
HISACOR01T	Paper I: History of India-I (From Earliest Times to c.300 BCE)	Core-1	6	75
HISACOR02T	Paper II: Social Formations and the Cultural Patterns of the Ancient World	Core – 2	6	75
HISHGEC01T	Paper I: History of India from the Earliest Times upto c.300 CE	**Generic Elective – 1	6	75
	Environmental Science	Ability Enhancement Compulsory Course – 1	2	25
		Semester Total	20	250

** Generic Elective (GE): Students of History Honours should take Generic Elective –1 from other disciplines. However, Honours students belonging to other disciplines have to take the given General Elective-1 if they choose History as Generic Elective

Semester II

Course Code	Course Title	Course Type	Credit	Marks
HISACOR03T	Paper III: History of India- II (From c.300BCE – 750CE)	Core–3	6	75
HISACOR04T	Paper IV: Social Formations & the Cultural Patterns of the Medieval World	Core – 4	6	75
HISHGEC02T	Paper II: History of India from c.300 CE to 1206 CE	**Generic Elective – 2	6	75
	English/MIL Communication	Ability Enhancement Compulsory Course – 2	2	25
		Semester Total	20	250

** Generic Elective (GE): Students of History Honours should take Generic Elective –2 from other disciplines. However, Honours students belonging to other disciplines have to take the given General Elective-2 if they choose History as Generic Elective

Semester III

Course Code	Course Title	Course Type	Credit	Marks
HISACOR05T	Paper V: History of India -III (750CE-1206 CE)	Core-5	6	75
HISACOR06T	Paper VI: Rise of the Modern West- I	Core – 6	6	75
HISACOR07T	Paper VII: History of India-IV (1206 CE– 1526 CE)	Core- 7	6	75
HISHGEC03T	Paper III: History of India from c.1206 to1707 CE	**Generic Elective – 3	6	75
HISSSEC01M	Paper I: Archives and Museums in India	Skill Enhancement Course – 1	2	25
		Semester Total	26	325

** Generic Elective (GE): Students of History Honours should take Generic Elective –3 from other disciplines. However, Honours students belonging to other disciplines have to take the given General Elective-3 if they choose History as Generic Elective

Semester IV

Course Code	Course Title	Course Type	Credit	Marks
HISACOR08T	Paper VIII:Rise of theModern West-II	Core- 8	6	75
HISACOR09T	Paper IX:Historyof India-V(1526 CE-1757 CE)	Core – 9	6	75
HISACOR10T	Paper X:History of India-VI (1757CE-1857 CE)	Core- 10	6	75
HISHGEC04T	Paper IV: Historyof India c.1707 CE- 1950 CE	**Generic Elective – 4	6	75
HISSEEC02M	Paper II: Understandin gIndian Art	Skill Enhanceme ntCourse – 2	2	25
		Semester Total	26	325

** Generic Elective (GE): Students of History Honours should take Generic Elective –4 from other disciplines. However, Honours students belonging to other disciplines have to take the given General Elective-1 if they choose History as Generic Elective

Semester V

Course Code	Course Title	Course Type	Credit	Marks
HISACOR11T	Paper XI: History of Modern Europe (1789 CE- 1919 CE)	Core-11	6	75
HISACOR12T	Paper XII: History of India-VII (1858 CE- 1947CE)	Core – 12	6	75
HISADSE01T	Paper I: Aspectsof the History of Modern South East Asia I	Discipline Specific Elective – 1 Discipline Specific Elective – 2 (Any two)	6	75x2
HISADSE02T	Paper II:Aspectsof the History of Modern South East Asia II		6	
HISADSE03T	Paper III:Historyof the United States of America I (1776CE-1864 CE)		6	
		Semester Total	24	300

Semester VI

Course Code	Course Title	Course Type	Credit	Marks
HISACOR13T	Paper XIII: History of IndiaVIII (India since 1947 CE)	Core-13	6	75
HISACOR14T	Paper XIV: Trends in WorldPolitics (1919CE-2001 CE)	Core – 14	6	75
HISADSE04T	Paper V:History of Modern East Asia I (1839 CE-1919 CE)	Discipline Specific Elective – 3 Discipline Specific Elective – 4 (Any two)	6	75x2
HISADSE05T	Paper VI:Historyof Modern East Asia II (1919 CE-1939 CE)		6	
HISADSE06T	History of the United States of America II (1865 CE-1945 CE)		6	
		Semester Total	24	300

Total credits: 140

Total marks: 1750

WEST BENGAL STATE UNIVERSITY

HISTORY HONOURS CBCS SYLLABUS (2018-19)

CORE COURSE(CC): 14

- Paper I: History of India-I (From Earliest Times to c.300 BCE)
- Paper II: Social Formations and Cultural Patterns of the Ancient World
- Paper III: History of India-II (From c.300 BCE – c.750CE)
- Paper IV: Social Formations and Cultural Patterns of the Medieval World
- Paper V: History of India- III (c.750 CE -1206 CE)
- Paper VI: Rise of the Modern West- I
- Paper VII: History of India-IV (1206 CE– 1526 CE)
- Paper VIII: Rise of the Modern West-II
- Paper IX: History of India-V (1526 CE - 1757 CE)
- Paper X: History of India-VI (c.1757 CE - 1857 CE)
- Paper XI: History of Modern Europe (1789 CE– 1919 CE)
- Paper XII: History of India-VII (1858 CE-1947 CE)
- Paper XIII: History of India- VIII (India since 1947 CE)
- Paper XIV: Trends in World Politics (1919 CE-2001 CE)

DISCIPLINE SPECIFIC ELECTIVE(DSE): 4

(Any Two from Papers I, II, III and Any Two from Papers IV, V, VI)

- Paper I: Aspects of the History of Modern South East Asia- I
- Paper II: Aspects of the History of Modern South East Asia- II
- Paper III: History of the United States of America I (1776 CE-1864 CE)
- Paper IV: History of Modern East Asia I (1839 CE-1919 CE)
- Paper V: History of Modern East Asia II (1919 CE-1939 CE)
- Paper VI: History of the United States of America II (1865 CE-1945 CE)

GENERIC ELECTIVE (GE) : 4

- Paper I: History of India from the Earliest Times upto c.300 CE
- Paper II: History of India from c.300 to 1206 CE
- Paper III: History of India from 1206 to1707CE
- Paper IV: History of India from 1707 to 1950 CE

SKILL ENHANCEMENT COURSES (SEC) - 2

Paper I: Archives and Museums in India

Paper II: Understanding Indian Art

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) : 2

Environmental Science

English/ MIL

DETAILED SYLLABUS

CORE COURSE (CC):14

Core1 (C1)

Paper I: History of India- I (From Earliest Times to c. 300 BCE)

Semester - I

Course Code – HISACOR01T

Credits - 6

Marks – 75

Paper 1:History of India – I(From Earliest Times to c.300 BCE)

Reconstructing Ancient Indian History (a) Early Indian notions of History. (b) Sources and tools of historical reconstruction. (c) Historical interpretations (with special reference to gender, environment)

I. Pre-historic hunter-gatherers (a) Paleolithic cultures- sequence and distribution;stoneindustries and other technological developments. (b) Mesolithic cultures- regionaland chronological distribution; new developments in technology and economy; rock art.

II. The advent of food production: Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange

III. The Harappan civilization Origins; settlement patterns and town planning; agrarian

base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

IV. Cultures in transition Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem. (a) North India (circa 1500 BCE-300 BCE) (b) Central India and the Deccan (circa 1000 BCE -circa 300 BCE) (c) Sangam Age: society, language and literature, Megaliths, Tamilagan

REFERENCES

R.S. Sharma, *India's Ancient Past*

R.S. Sharma, *Material Culture and Social Formations in Ancient India*

R.S. Sharma, *Looking for the Aryas*

D. P. Agrawal, *The Archaeology of India*

Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*

A. L. Basham, *The Wonder that Was India*

D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*

D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*

H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. with Commentary by B. N. Mukherjee

K. A. N. Sastri (ed.), *History of South India*

Upinder Singh, *A History of Ancient and Early Medieval India*

Romila Thapar, *Early India from the Beginnings to 1300*

Irfan Habib, *A People's History- Vol. -1. Pre-History&Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C.*

Uma Chakravarti, *The Social Dimensions of Early Buddhism.*

RajanGurukkal, *Social Formations of Early South India*

R. Champakalakshmi, *Trade. Ideology and urbanization: South India 300 BC- AD 1300*

D. N. Jha, *Ancient India in Historical Outline*

R. M. Wheeler, *The Indus Civilization*

D.K. Chakrabarti, *India, an Archaeological History, Paleolithic Beginnings to EarlyHistoric Foundations*

- B.D. Chattopadhyay, *A Survey of Historical Geography of Ancient India*
- Kumkum Roy, 'Of Tribes, Hunters and Barbarians: Forest Dwellers in the Mauryan Period', *Studies in History*, Vol.XIV, No.1
- Sukumari Bhattacharji, *Itihaser Aaloke Vaidik Sahitya* (in Bengali)
- D.K. Chakrabarti, *Bharatbarsher Pragitihas* (in Bengali)
- Ranabir Chakraborty, *Bharat Itihaser Adiparba*
- Ranabir Chakraborty, *Prachin Bharater Arthanaitik Itihaser Sandhane* (in Bengali)
- Irfan Habib, *Pre-History (Prak-Itihas)* (in Bengali)
- Irfan Habib, *The Indus Civilization (Sindhu Savyata)* (in Bengali)
- D.D. Kosambi, *An Introduction to the Study of Indian History (Bharat-Itihas Charchar Bhumika)* (in Bengali)
- B.N. Mukherjee, *Itihaser Aaloke Arya Samasya* (in Bengali)
- Shireen Ratnagar, *The Harappan Civilization*
- Shireen Ratnagar, *Harappa Savyatar Sandhane* (in Bengali).
- H. C. Raychaudhuri, *Political History of Ancient India (Prachin Bharater Rajnaitik Itihasin Bengali)*.
- R. S. Sharma, *Perspectives in Economic and Social History of Early India (Prachin Bharater Samajik o Arthanaitik Itihas)* (in Bengali).
- R.S. Sharma, *Bharater Prachin Atit*, New Delhi
- R.S. Sharma, *Prachin Bharater Samajik O Arthanaitik Itihas* (in Bengali)
- R.S. Sharma, *Prachin Bharater Bostugata Sanskriti O Samaj Gathan* (in Bengali)
- Romila Thapar, *Bharatbarsher Itihas* (in Bengali).
- A.L. Basham, *Atiter Ujjwal Bharat* (in Bengali)

Core 2 (C2)

Paper II: Social Formations and Cultural Patterns of the Ancient World

Semester - I

Course Code – HISACOR02T

Credits - 6

Marks – 75

Paper II - Social Formations and the Cultural Patterns of the Ancient World

I. Evolution of humankind; Paleolithic and Mesolithic cultures.

II. Food production: Beginnings of agriculture and animal husbandry.

III. Bronze Age Civilizations, with reference to any one of the following: i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China (Shang); IV) Eastern Mediterranean (Minoan) economy, social stratification, state structure, religion.

IV. Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications

V. Slave society in ancient Greece: Agrarian economy, urbanization, trade.

VI. Polis in ancient Greece: Athens and Sparta; Greek Culture.

REFERENCES

Burns and Ralph. *World Civilizations*
Cambridge History of Africa, Vol. I Gordon
Childe, *What Happened in History*

G. Clark, *World Prehistory: A New Perspective*

B. Fagan, *People of the Earth*

Amar Farooqui, *Early Social Formations*

M. I. Finley, *The Ancient Economy*

Jacquetta Hawkes, *First Civilizations*
G. Roux, *Ancient Iraq*
Bai Shaoyi, *An Outline History of China*
H. W. F. Saggs, *The Greatness that was Babylon*
B. Trigger, *Ancient Egypt: A Social History*
UNESCO Series: *History of Mankind*, Vols. I - III./ or New ed. *History of Humanity*
R. J. Wenke, *Patterns in Prehistory*
G. E. M. Ste Croix, *Class Struggles in the Ancient Greek World*
J. D. Bernal, *Science in History*, Vol. I, V.
Gordon Childe, *Social Evolution*
Glyn Daniel, *First Civilizations*
Hauser, *A Social History of Art*, Vol. I.
Gitashri Bandana Sengupta, *Peloponesiyojuddha* (in Bengali)
Sujato Bhadra and Kunal Chattopadhyay, *PrachinGreecerSamaj o Sanskriti*
Supratim Das, *GreecerItihas*

Core 3 (C 3)

Paper III: History of India- II (c.300 BCE to 750CE)

Semester - II

Course Code – HISACOR03T

Credits- 6

Marks – 75

Paper III: History of India- II (c.300 BCE to 750CE)

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; GanaSanghas.

III. Towards early medieval India (circa CE fourth century to CE 750): (a) Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry. (b) The problem of urban decline: patterns of trade, currency, and urban Settlements. (c), **Varna proliferation of jatis: changing norms of marriage and property**. (d) The nature of polities: the Gupta empire and its contemporaries: post- Gupta polities - Pallavas, Chalukyas, and Vardhanas

IV. Religion, philosophy and society (circa 300 BCE- CE 750): (a) Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras. (b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition. (c) The beginnings of Tantricism

V. Cultural developments (circa 300 BCE - CE 750): (a) A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises. (b) Art and architecture & forms and patronage; Mauryan, post-Mauryan, Gupta, post-Gupta.

REFERENCES

- B. D. Chattopadhyaya, *The Making of Early Medieval India*
- D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*
- D. D. Kosambi, *An Introduction to the Study of Indian History*
- S. K. Maity, *Economic Life in Northern India in the Gupta Period*
- B. P. Sahu, ed. *Land System and Rural Society in Early India*
- K. A. N. Sastri, *A History of South India*
- R. S. Sharma, *Indian Feudalism*
- R. S. Sharma, *Urban Decay in India, c.300- c.1000*
- Romila Thapar, *Asoka and the Decline of the Mauryas*
- Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*
- N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*
- J. C. Harle, *The Art and Architecture of the Indian Subcontinent*
- P. L. Gupta, *Coins*
- KesavanVeluthat, *The Early Medieval in South India*

H. P. Ray, *Winds of Change*

Romila Thapar, *Early India: From the Origins to 1300 A.D.*

D. N. Jha, *Ancient India in Historical Outline.*

Ranabir Chakraborty, *PrachinBharaterArthanaitikItihaserSandhan*

Ranabir Chakraborty, ed. *Samaj-sanskritiItihas* (in Bengali)

SukumariBhattacharji, *ItihaserAalokeVaidikSahitya* (in Bengali)

Core 4 (C4)

Paper IV: Social Formations and Cultural Patterns of the Medieval World

Semester - II

Course Code –HISACOR04T

Credits - 6

Marks – 75

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. Religion and culture in ancient Rome.
- III. Crises of the Roman Empire.
- IV. Economic developments in Europe from the 7th to the 14th centuries: Organization of production, towns and trade, technological developments. Crisis of feudalism.

- V. Religion and culture in medieval Europe
- VI. Societies in Central Islamic Lands: (a) The tribal background, ummah, Caliphal state; rise of Sultanates (b) Religious developments: the origins of shariah, Mihna, Sufism (c) Urbanization and trade

REFERENCES

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

P. K. Hitti, *History of the Arabs*

P. Garnsey and Saller, *The Roman Empire*

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*

Core 5 (C 5)

Paper V : History of India-III (c.750 CE- 1206 CE)

Semester - III

UG Course Code – HISACOR05T

Credits - 6

Marks – 75

Paper V: History of India-III (c.750 CE- 1206 CE)

- I. Studying Early Medieval India: Historical geography Sources: texts, epigraphic and numismatic data Debates on Indian feudalism, rise of the Rajputs and the nature of the state
- II. Political Structures: (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah (d) Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur
- III. Agrarian Structure and Social Change: (a) Agricultural expansion; crops (b) Landlords and peasants (c) Proliferation of castes; status of untouchables (d) Tribes as peasants and their place in the Varna order
- IV. Trade and Commerce: (a) Inter-regional trade (b) Maritime trade (c) Forms of exchange (d) Process of urbanization (e) Merchant guilds of South India
- V. Religious and Cultural Developments: (a) Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri (c) Regional languages and literature (d) Art and architecture: Evolution of regional styles

REFERENCES

- R.S. Sharma, *Indian Feudalism (circa 300 - 1200)*
- B.D. Chattopadhyaya, *The Making of Early Medieval India*
- R.S. Sharma and K.M. Shrimali, eds, *Comprehensive History of India*, Vol. IV (A & B)
- Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, *The Delhi Sultanate*
- Hermann Kulke, ed., *The State in India (AD 1000 - AD 1700)*
- N. Karashima, *South Indian History and Society (Studies from Inscriptions, AD 850 -1800)*
- Derryl N. Maclean, *Religion and Society in Arab Sindh*
- Irfan Habib, *Medieval India: The Study of a Civilization*
- Richard Davis, *Lives of Indian Images*
- Romila Thapar, *Somanatha: The Many Voices of a History*
- John S. Deyell, *Living Without Silver: The Monetary History of Early Medieval North India*
- Vijaya Ramaswamy, *Walking Naked: Women, Society, and Spirituality in South India*
- Burton Stein, *Peasant State and Society in Medieval South India*

R. Champakalakshmi, *Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD*
Al. Beruni's India, NBT edition.

Ali Hujwiri, *KashfulMahjoob*, Trnsl. R.Nicholson.

S. C. Mishra, *Rise of Muslim Communities in Gujarat*

J. Schwartzberg, *Historical Atlas of South Asia*

Sukumari Bhattacharya, *Prachinbharat, Samaj o sahitya*, Ananda, 2001 (in Bengali)

Bratindranath Mukhopadhyay, *Banga, Bangla o Bharat* (in Bengali)

Niharanjan Ray, *Bangalirtihis*(in Bengali)

Core6 (C6)

Paper VI: Rise of the Modern West-I

Semester - III

UG Course Code – HISACOR06T

Credits - 6

Marks – 75

Paper VI: Rise of the Modern West-I

- I. Transition from feudalism to capitalism: problems and theories.
- II. Early colonial expansion: motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.
- III. Renaissance: its social roots, city-states of Italy; spread of humanism in Europe; Art.
- IV. Origins, course and results of the European Reformation in the 16th century.
- V. Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.

VI. Emergence of European state system: Spain; France; England; Russia.

REFERENCES

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*

MeenaxiPhukan, *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*

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 to 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 ù 1600*

Charles A. Nauert, *Humanism and the Culture of the Renaissance*
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*

Amallesh Tripathi, *Italir Renaissance BangaliSanskriti* (in Bengali)
Rila Mukherjee, *Rupantarito Europe (900-1800)* (in Bengali)

Bhaskar Chakraborty, Subhashranjan Chakraborty, Kingshuk Chattopadhyay,
EuroporJugantar (in Bengali)

Core7 (C7)

Paper VII – History of India-IV (1206 CE– 1526 CE)

Semester - III

UG Course Code –HISACOR07T

Credits - 6

Marks – 75

Paper VII: History of India- IV (1206 CE– 1526 CE)

I. Sources for studying/Interpreting the Delhi Sultanate Survey of sources: Persian tarih/tradition; vernacular histories; epigraphy

II. Sultanate Political Structures

Foundation, expansion and consolidation of **the Sultanate of Delhi**; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage

III. Regional Political structures

Emergence of provincial dynasties: Bahamanis, Vijayanagar and Bengal Consolidation of regional identities; regional art, architecture and literature

IV. Sultanate Society and Economy-1 Iqta and the revenue-free grants
Agricultural production

V. Sultanate Society and Economy-2

Changes in rural society; revenue systems
Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

VI. Religion and Culture

Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles; Bhakti movements and monotheistic traditions in South and North India; **Women Bhaktas**; Nathpanthis; Kabir, Nanak and the Sant tradition

REFERENCES

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, *The Delhi Sultanate*

Satish Chandra, *Medieval India I*

Peter Jackson, *The Delhi Sultanate*

Catherine Asher and Cynthia Talbot, *India Before Europe*
Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India*, Vol. I.
K.A. Nizami, *Religion and Politics in the Thirteenth Century*
W.H. McLeod, Karine Schomer, et al, eds, *The Sants*
S.A.A. Rizvi, *A History of Sufism in India*
Mohibul Hasan, *Historians of Medieval India*
Cynthia Talbot, *Pre-colonial India in Practice*
Simon Digby, *War Horses and Elephants in the Delhi Sultanate*
I.H. Siddiqui, *Afghan Despotism*
Burton Stein, *New Cambridge History of India: Vijayanagara*
Richard M. Eaton, ed. *India's Islamic Traditions*
Vijaya Ramaswamy, *Walking Naked: Women, Society, and Spirituality in South India*
Sheldon Pollock, *Languages of the Gods in the World of Men*
Pushpa Prasad, *Sanskrit Inscriptions of the Delhi Sultanate*
Andre Wink, *Al-Hind*, Vols. I-III
Aniruddha Ray, *Madhyajuger Bharater Itihas: Sultani Amal* (in Bengali)

Core8 (C8)

Paper VIII: Rise of the Modern West - II

Semester – 4

UG Course Code – HISACOR08T

Credits - 6

Marks – 75

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. Rise of modern science in relation to European society from the Renaissance to the 17th century.
- IV. Mercantilism and European economics; 17th and 18th centuries.
- V. European politics in the 18th century: parliamentary monarchy; patterns of Absolutism in Europe.
- VI. Political and economic issues in the American Revolution.
- VII. Prelude to the Industrial Revolution.

REFERENCES

- 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*
- D.C. Coleman (ed.) *Revisions in Mercantilism*
- Ralph Davis, *The Rise of the Atlantic Economics*
- Maurice Dobb, *Studies in the Development of Capitalism*
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- 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*

MeenaxiPhukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*

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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*

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*
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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*

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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*

Vandana Joshi, *Social Movements and Cultural Currents 1789–1945 : Themes in Modern European History*

Rila Mukherjee, *Rupantarito Europe (900-1800)* (in Bengali)

Bhaskar Chakraborty, Subhashranjan Chakraborty, Kingshuk Chattopadhyay, *Europar Jugantar* (in Bengali)

Core9 (C9)

Paper IX: History of India- V (1526 CE– 1757 CE)

Semester – 4

UG Course Code – HISACOR09T

Credits -6

Marks – 75

Paper IX: History of India- V (1526 CE– 1757 CE)

I. Sources and Historiography Persian literary culture; translations. Literature in regional languages

II. Establishment of Mughal rule

Babur's invasion of India - Struggle for Empire in North India –significance of Babar and Humayun's reign - Significance of Afghan despotism and rise of Sher Shah to power. His administrative and revenue reforms

III. Akbar and Consolidation of Mughal Empire

Akbar's Conquests - his Rajput Policy & administrative and religious reforms, Reign of Jahangir, Nurjahan- her role in imperial politics; The Mughals and the North Western frontier and central Asia. Making of a new imperial system and administration, the Mughal nobility, Mansab and Jagir.

IV. Mughal Empire Under Aurangzeb

State and religion under Aurangzeb; issues in the war of succession; policies regarding Religious groups and Institutions - Conquests and limits of expansion - Beginning of the crisis: contemporary perceptions; agrarian and Jagir crises; revolts. Inland and ocean trade network.

V. Mughal Art, Architecture & Painting

VI. Patterns of Regional Politics

Rajput political culture and state formation -Rise of Maratha power under Shivaji, and expansion under the Peshwas - emergence of regional powers – case studies of Maharashtra, Awadh and Bengal; Bengal Nawabs and the rise of the English East India Company in Bengal. Debate of the 18th Century on the decline of the Mughal Empire

REFERENCES

A.C. Banerjee, *New History of Medieval India*

Irfan Habib, *Medieval India: The Study of a Civilization*

Irfan Habib, *Akbar and His India*

Faruqui, *Aurangzeb and His Times*

Irfan Habib and Tapan Roy Choudhury (ed.), *Cambridge Economic History of India*, Vol. I

Irfan Habib, *Agrarian System of the Mughals*

A. Nurul Hasan, *Thoughts on Agrarian Relations in Mughal India*

W. H. Moreland, *Agrarian System in Moslem India*

Aniruddha Roy, *Some Aspects of Mughal Administration*

Athar Ali, *The Apparatus of Empire: Awards of Ranks and Titles to the Mughal Nobility*

Satish Chandra, *Parties and Politics at the Mughal Court*

M. Athar Ali, *Mughal Nobility under Aurangzeb*

D.E. Streusand, *Formation of the Mughal Empire*

Muzaffar Alam and Sanjay Subramaniam (ed.), *The Mughal State*

Seema Alavi (ed.), *The Eighteen Century in India*

P. Marshall (ed.), *The Eighteen Century in India*

Muzaffar Alam, *The Crisis of Empire in Mughal North India: Awadh and Punjab*

M. Athar Ali, *Mughal India: Studies in Polity, Ideas, Society and Culture*

S. R. Sharma, *Religious Policy of the Mughal Emperors*

R.M. Eaton, *Essays on Islam and Indian history*

R. M. Eaton (ed.), *India's Islamic Tradition*

Ashin Dasgupta and M.N. Pearson (eds.), *India and the Indian Ocean (1500-1800)*

K. N. Choudhuri, *Trading World of Asia and the English East India Company (1660-1760)*

J. F. Richards (ed.), *The Imperial Monetary System and Mughal India*

J. N. Sarkar, *Shivaji and his Times*

Stuart Gordon, *The Marathas*

Sumit Sarkar, *A Critique of Colonial India*

P.J. Marshall, *East India Fortunes*

N. K. Sinha, *Economic History of Bengal*, 3 Vols.
Amiya Bagchi, *Private Investment in India* Sugata
Bose, *Agrarian Bengal*

Ranajit Guha, *Rule of Property in Bengal*

Laxmi Subramanian, *History of India 1707 - 1857*

Goutam Bhadra, *MughulJuge Krishi Arthaniti O KrishokBidroha* (in Bengali)

BinoyBhusan Choudhury, *Banglar Krishi SamajerGathan* (in Bengali)

Hirendranath Mukhopadhyay, *BharatbarsherItihas* (in Bengali)

J. N. Sarkar, *MughulArthanithi: SangathanEbongKarjakram*(in Bengali)

Anirudha Roy, *Mughal JugerArthanaitikItihas* (in Bengali)

S. K. Mukhopadhyay, *MadhyajugerBharaterAdhunik Jiban.* (in Bengali)

Core 10 (C 10)

Paper X - History of India-VI (1757 CE -1857 CE)

Semester – 4

UG Course Code – HISACOR10T

Credits - 6

Marks – 75

Paper X - History of India-VI (1757 CE -1857 CE)

I. Foundations of Company's Rule

Early contestations between the Dutch, French and the British East India

The emergence of the English East India Company as a political power; Bengal as the
‘British bridgehead’;

Company Bengal Nawabs and the battle of Plassey, Buxar and the grant of Dewani,
(Anglo Mysore; Anglo Maratha and Anglo Sikh relations. The Subsidiary alliance and the
Doctrine of Lapse.

II. Legitimization of Company's rule in India

Regulating Act; Pitt's India Act; Charter Acts of 1813, 1833 and 1853

Administrative, Military, Police and Educational Reforms

III. Rural Economy and Society

Land revenue systems. Permanent settlement, Rayatwari and Mahalwari
Commercialization of agriculture and indebtedness.

Rural society: change and continuity, Famines.

IV. Trade and Industry De industrialization

Trade and fiscal policy

Drain of Wealth

Growth of modern industry

V. Renaissance and Reforms

Bengal Renaissance and Socio-religious Reforms: Rammohan Roy (Brahma Samaj), Young Bengal, Vidyasagar and others

Educational Reforms initiated by the Company

VI. Popular Resistance Santhal uprising (1855-57); Sanyasi Uprising, KolBhumijuprisisng, Wahabi Faraizi and Santhal Uprising, Revolt of 1857: causes and nature

REFERENCES

Laxmi Subramaniam, *History of India, 1707 – 1857*

Bipan Chandra, *History of Modern India*

Sekhar Bandyopadhyay (ed.), *Nationalist Movement in India*

C. A. Bayly, *Indian Society and the Making of the British Empire*

Bipan Chandra, *Rise and Growth of Economic Nationalism in India*

Suhash Chakravarty, *The Raj Syndrome: A Study in Imperial Perceptions*

J.S. Grewal, *The Sikhs of the Punjab*

Ranajit Guha (ed.), *Subaltern Studies: A Reader*

Dharma Kumar and Tapan Raychaudhuri (eds.), *The Cambridge Economic History of India, Vol. II*

P.J. Marshall, *Bengal: The British Bridgehead*

R.C. Majumdar (ed.), *History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance*

Rajat K. Ray (ed.), *Entrepreneurship and Industry in India, 1800-1947*

Eric Stokes, *English Utilitarians and India.*

Sushil Chaudhury, *From Prosperity to Decline: Eighteenth Century Bengal*
Sekhar Bandyopadhyay, *From Plassey to Partition A History of Modern India*
Ratnalekha Roy, *Change in Bengal Agrarian Society C 1769-1850*

David Arnold and Ramchandra Guha (eds.), *Nature, Culture and Imperialism*

Amiya Bagchi, *Private Investment in India*

Bipan Chandra et al., *India's Struggles for Independence*

A.R. Desai, *Peasant Struggles in India*

R.P. Dutt, *India Today*

M.J. Fisher (ed.), *Politics of Annexation*

Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*

P.C. Joshi, *Rebellion 1857: A Symposium*
DadabhaiNaraji, *Poverty and Un-British Rule in India*
Sumit Sarkar, *A Critique of Colonial India*

P.J. Marshall, *East India Fortunes*

N. K. Sinha, *Economic History of Bengal, 3 Vols*
Sugata Bose, *Agrarian Bengal*

Ranajit Guha, *Rule of Property in Bengal*

David Kopf, *British Orientalism and the Bengal Renaissance*
Pradip Sinha, *19th Century Bengal: Calcutta in Urban History*
1857: Essays from Economic and Political Weekly

Sabyasachi Bhattacharya (eds.), *Rethinking 1857*

S. N. Sen, *1857*

Rajat K Roy, *PalashirSarayantra* (in Bengali)

Sushil Chaudhury, *PalashirAjanaKahini* (in Bengali) Sekhar
Bandopadhyay, *Palashitheke Partition* (in Bengali)

Core 11 (C11)

Paper XI: History of Modern Europe -I (1789 CE-1919 CE)

Semester – 5

UG Course Code – HISACOR11T

Credits - 6

Marks – 75

Paper XI: History of Modern Europe -I (1789 CE-1919 CE)

- I. The French Revolution and its European repercussions Crisis of Ancient regime ---- Political, social, economic and intellectual background (role of Philosophers) of the French Revolution The revolution in the making – the Aristocratic Revolt and the consolidation of the Third Estate. The Constituent Assembly; Radicalization of the Revolution; the reign of Terror and the Thermidorian reaction; **social base of the Revolution- Sans culottes, peasants and women;** the directory and its achievements and failures.
- II. Napoleon Bonaparte and the French Revolution Rise of Napoleon; Napoleonic reforms, Napoleonic Empire and Europe Fall of Napoleon: The Continental System; The Spanish Ulcer; The Moscow campaign. Assessment of Napoleon: Character of the French Revolution; Impact of French Revolution on Europe and abroad.
- III. Restoration and Revolution (1815-1848) Vienna Congress; Concert of Europe; Metternich system Greek War of Independence, Revolution of 1830 & 1848, & their Impact
- IV. Industrialization and socio economic transformation Industrial Revolution; Definition and characteristics ; Pre Industrial society; Industrial Revolution in Britain; Impact on society, economy and politics . Industrialization in the continents, case study of France, Germany and Russia. Emergence of working class and its movements; early Utopian socialist thoughts.
- V. Age of Nationalism Unification of Italy and Germany Specificities of economic development, political and administrative re organization – Italy and Germany The second Empire in France and Louis Napoleon
- VI. The Eastern Question : The Crimean War; Treaty of Paris, Balkan Nationalism
- VII. Imperial Expansion: Bismarck’s diplomacy and the new balance of power; Kaiser

William II and Welt Politik; new course in German foreign policy; the eastern question of the late 19th century, Balkan wars

- VIII. First World War and its aftermath: Outbreak of the first world war, emergence of the two armed camps; impact of the first world; the Russian revolution, the peace settlements of 1919, the League of nations.

REFERENCES

Vandana Joshi, *Social Movements and Cultural Currents 1789-1945: Themes in Modern European History*

Mason, *Concise History of Modern Europe*

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 III: 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*

Georges Lefebvre, *Coming of the French Revolution*

George Lichtheim, *A Short History of Socialism*

Peter Mathias, *First Industrial Revolution*

Phyllis Deane, *The First Industrial Revolution*

Alec Nove, *An Economic History of the USSR*

Andrew Porter, *European Imperialism, 18760-1914*

Anthony Wood, *History of Europe, 1815-1960*

Stuart Woolf, *History of Italy, 1700-1860*

Fernand Braudel, -History and the Social Science II, in M. Aymard and G. Mukhia, (ed.), *French Studies in History, Vol. I*

Maurice Dobb, *Soviet Economic Development Since 1917*

M. Perrot and G. Duby (eds.), *A History of Women in the West*, Vols 4 and 5

H. J. Hanham, *Nineteenth Century Constitution, 1815 - 1914*

E. J. Hobsbawm, *Nations and Nationalism*

Charles and Barbara Jelavich, *Establishment of the Balkan National States, 1840-1920*

James Joll, *Origins of the First World War*

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*

Nicholas Mansergh, *The Irish Question, 1840 -1921*

K.O. Morgan, *Oxford Illustrated History of Britain*, Vol. 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*

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*

Raymond Williams, *Culture and Society*

David Thomson, *Europe Since Napoleon*

George Rude, *Revolutionary Europe*

Stephen J. Lee, *Aspects of European History*

L.C.B. Seaman, *From Vienna to Versailles*

Gordon Craig, *Germany 1871-1945*

Geoffery Barraclough, *The Origins of Modern Germany*

Alfred Cobban, *A History of France*, Vols. I-III

E. H. Carr, *The History of Soviet Russia*, Vols. I-III

Hugh Seton Watson, *The Decline of Imperial Russia, 1815-1914*

W.L. Langer, *Diplomacy of Imperialism*

L. Kochan, *The Making of Imperial Russia*

Ralph Finley, *Modern German History*

A. J. P. Taylor, *The Course of German History*

A. J. P. Taylor, *The Struggle for Mastery over Europe*

Core 12 (C 12)

Paper XII- History of- History of India-VII (1858 CE -1947 CE)

Semester – 5

UG Course Code – HISACOR12T

Credits - 6

Marks – 75

Paper XII - History of India-VII (1858 CE-1947CE)

I. The aftermath of 1857

Queen's Proclamation; The Indigo rebellion, The Deccan Riots, The growth of the new middle class; the age of associations, The Aligarh movement, The Arya and the PrarthanaSamaj

II. The early phase of Indian Freedom Movement

Historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement, Muslim League, Morle Minto Reforns; Revolutionaries in India and abroad, the Lucknow pact

III. The Gandhian era

Gandhi's rise to power, Rowlatt Satyagraha, Montagu Chelmsford reforms; Khilafat and Non-co-operation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement

IV. Towards freedom

Government of India Act 1935, The rise of the leftist movements, The Peasant and Working class movements, Cripps Mission, Subhas Bose and INA, RIN mutiny; Wavell Plan, Cabinet Mission; Tebhaga and Telengana movements

V. Communal Politics and Partition of India

Demand for Pakistan; Lahore session of the Muslim League, rise of Hindu Mahasabha and the RSS; Akali Dal, Partition and its consequences.

REFERENCES

Bipan Chandra, *History of Modern India*

Sumit Sarkar, *Writing Social History*

Bipan Chandra, *Nationalism and Colonialism in Modern India*

Bipan Chandra, *Rise and Growth of Economic Nationalism in India*

D.A.Low (ed.), *Congress and the Raj*

Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*

Gyanendra Pandey, *The Construction of Communalism in colonial North India*

Jawaharlal Nehru, *An Autobiography*

John R. McLane, *Indian Nationalism and the Early Congress*

Judith Brown, *Gandhi's Rise to Power, 1915-22*

M. K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*

Mushirul Hasan (ed.), *India's Partition*

Paul Brass, *The Politics of India Since Independence*

Peter Hardy, *Muslims of British India*

Ranjit Guha (ed.), *A Subaltern Studies Reader*

Sumit Sarkar, *Modern India, 1885-1947*

A. Jalal, *The Sole Spokesman. Jinnah, the Muslim League, and the Demand for Pakistan*

Anil Seal, *Emergence of Indian Nationalism*

A.R. Desai, *Peasant Struggles in India*

R. Desai, *Social Background of Indian Nationalism*

Chandra et. al., *India after Independence*

B.D. & T.R. Metcalf, *A Concise History of India*

B. Stein (ed.), *The Making of Agrarian Policy in British India*

B.R. Nanda (ed.), *Indian foreign Policy: The Nehru Years*

B. Shiva Rao, *The Arming of India's Constitution - A Study*
Bipan Chandra, *Communalism in Modern India*

D. Chakrabarty, *Rethinking Working Class History*

D. Hardiman, *Peasant Resistance in India*

D. Kopf, *Brahmo Samaj and the Shaping of the Modern Indian Mind*

F. Hutchins, *Spontaneous Revolution*

Francine Frankel, *India's Political Economy, 1947-77*

G. Forbes, *Women in Modern India*

G. Prakash (ed.), *The World of the Rural Labourer in Colonial India*

G. Karlekar, *India. The First Fifty Years*

J. Brown, *Gandhi's Rise to Power*

J. R. McLane, *Indian Nationalism and the Early Congress*

J. Krishnamurti, *Women in Colonial India*

J.M. Kaul, *Problems of National Integration*

Judith Brown et al., *Gandhi, A Prisoner of Hope*

K. Roy (ed.), *Partition of India*

J.W. Jones, *Socio-Religious Reform Movements in British India*

M. Fisher (ed.), *India's Partition*

N. K. Sinha (ed.), *History of Bengal*

R. K. Ray, *Social Conflict and social Unrest in Bengal*

R. Kshirasagara, *Dalit Movements in India and its Leaders*

Ramchandra Guha, *India after Gandhi*

S. & T. Sarkar (eds.), *Women and Social Reform in Modern India*

S. Bandopadhyay (ed.), *Bengal: Rethinking Historiography*

S. Bhattacharya (ed.), *Approaches to History*
S. Bose & A. Jalal, *Modern South Asia*
Sumit Sarkar, *The Swadeshi Movement in Bengal*
S. Sen, *The Working Class in India*
Srikumar Deb, *Problems and Policies of Bengal Government: 1874-1882*
V.C. Joshi (ed.), *Rammohan Roy and the process of Modernization in India*
V.P. Menon, *Integration of the Indian States*
Sekhar Bandopadhyay, *PalashiTheke Partition* (in Bengali)
S. Sen and A. Ghosh, *Adhunik Bharat (1885-1964)* (in Bengali)
Sumit Sarkar, *Adhunik Bharat* (in Bengali)
S. Bhattacharya, *OupanibeshikBharaterArthaneeti* (in Bengali)
Bipan Chandra et. al., *BharaterSwadhinata Sangram* (in Bengali)
Amal Tripathi, *SwadhinataSangrameBharaterJatiya Congress* (in Bengali)
Amal Tripathi, *Bharater Mukti SangrameCharampanthiParba* (in Bengali)

Core 13 (C 13)

Paper XIII- History of India - VIII (India since 1947 CE)

Semester – 6

UG Course Code – HISACOR13T

Credits - 6

Marks – 75

Paper XIII - History of India -VIII (India since 1947 CE)

- I. The Nehru era: Internal policy between 1947 to 1964- movements for social justice, the new constitution, integration of the princely states, growth of parliamentary democracy, Five years' plan

- II. Towards Independence and Emergence of the New State Government of India Act 1935 Working of the GOI Act. Negotiations for Independence and Popular Movements
- III. Partition: Riots and Rehabilitation
- IV. Making of the Republic The Constituent Assembly; Drafting of the Constitution Integration of Princely States
- V. Indian Democracy at Work c1950- 1970s Language, Region, Caste and Religion. Electoral Politics and the Changing Party System; Regional Experiences India and the World; Non Aligned Movement
- VI. Economy, Society and Culture c 1950-1970s The Land Question, Planned Economy, Industry and Labour Science and Education. The Women's Question: Movements and Legislation. Cultural Trends: Institutions and Ideas, Literature, Media, Arts

REFERENCES

Granville Austin, *Indian Constitution: Cornerstone of a Nation*

Francine Frankel, *India's Political Economy, 1947-2004*

Paul Brass, *The Politics of India Since Independence*

Ram Chandra Guha, *India after Gandhi: The History of the World's Largest Democracy*

Bipan Chandra, et al. *India after Independence*

Appadurai, *Domestic Roots of India's Foreign Policy 1947-1972*

Rajni Kothari, *Politics in India*

Joya Chatterji, *The Spoils of Partition: Bengal and India, 1947-67*

Sunil Khilnani, *The Idea of India*

Core 14 (C 14)

Paper XIV- Trends in World Politics (1919 CE-2001 CE)

Semester – 6

UG Course Code – HISACOR14T

Credits - 6

Marks – 75

Paper XIV- Trends in World Politics (1919 CE -2001 CE)

- I. Challenges to the new European order: Consolidation and Development of power of the Soviet State, French search for security, Rise of Fascism in Italy and Nazism in Germany, World Economic depression of 1929, the Crisis of the InterWar European Order
- II. The Road to 2nd World War; Germany's aggressive foreign policy; the role of the war economy, Spanish civil war, Mussolini's foreign policy and Abyssinian crisis, formation of the Rome Berlin Tokyo Axis – Grand Alliance and the Second World War - Impact of the War
- III. United Nations Organization: its origin and functions
- IV. Cold War and the emergence of bipolar politics – Rise of Communist China – Cold War in Asia: Korea, Cuba, Vietnam, Middle East – Third World and Non Aligned Movement
- V. Détente and disintegration of the Soviet Bloc– Iranian Revolution – Afghanistan in turmoil
- VI. Globalization and its impact – Rise of Terrorism – 9/11 and Its impact

REFERENCES

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 III: 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.Hobsbawn, *The Age of Revolution*

James Joll, *Europe Since 1870*

David Landes, *Prometheus Unbound*

George Lichtheim, *A Short History of Socialism* Alec Nove, *An Economic History of the USSR* Andrew Porter, *European Imperialism, 18760-1914* Anthony Wood, *History of Europe, 1815 -1960* Stuart Woolf, *History of Italy, 1700-1860*

G. Barrowclough, *An Introduction to Contemporary History*

Fernand Braudel, -History and the Social Science in M. Aymar and Maurice Dobb (eds.), *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 - 1914*

E.J. Hobsbawm, *Nations and Nationalism*

Charles and Barbara Jelavich, *Establishment of the Balkan National States, 1840-1920*

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*

Nicholas Mansergh, *The Irish Question, 1840-1921*

K.O. Morga, *Oxford Illustrated History of Britain, Volume 3 1789 - 1983*

R.P. Morga, *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*

Lawrence Stone, *History and the Social Sciences in the Twentieth Century The Past and the Present*

Dorothy Thompson, *Chartists: Popular Politics in the Industrial Revolution*

E.P. Thompson, *Making of the English WorkingClass*

Michel Vovelle, *Fall of the French Monarchy*

H. Seton Watson, *The Russian Empire*

Raymond Williams, *Culture and Society*

P. Calvocoressi, *World Politics since 1945*

C.J. Bartlett, *International Politics: States, power and conflict since 1945*

Joan Spero, *The Politics of International Economic Relations*

Hans J. Morgenthau, *Politics among Nations*

J.L. Gaddis, *The United States and the origins of the Cold War*

D.F. Fleming, *The Cold War and Its Origins*

Walter La Febar, *America, Russia and the Cold War*

Garo Alprovitz, *Atomic Diplomacy: Hiroshima and Potsdam*

Joyce and Gabriel Kolko, *The Politics of War*

-----, *The Limits of Power: The World and US Foreign Policy*

Thomas J. Patterson, *Soviet-American Confrontation: Post-War Reconstruction and the Origins of the Cold War*

L.J. Halle, *The Cold War as History*

Peter Lowe, *The Origins of the Korean War*

Gung-Wu Wang, *China and the World since 1949*

Herbert Ellison, ed. *The Sino-Soviet Conflict: A Global Perspective*

J. Gittings, *Survey of the Sino-Soviet Dispute*

C.F. Fitzerland, *The Chinese View of their place in the world*

D. Rees, *A Short History of Modern Korea*

R.E.M. Irving, *The First Indo-China War: French and American Policy, 1945-54*

L.J. Mathews and D.E. Brown, (eds) *Assessing the Vietnam War*

Nikki R. Keddiie, *Roots of Revolution: An interpretative history of modern Iran*

Fiona Venn, *Oil Diplomacy in the Twentieth Century*

Carl L. Brown, *International Politics in the Middle East*

R. Ovendale, *The Origins of the Arab-Israeli Wars*

E. Said, *The Question of Palestine*

B.D. Nossiter, *The Global Struggle for more: Third World Conflicts with rich nations*

Susan George, *How the other Half Dies*

-----, *A Fate Worse than Debt: Third World Conflicts with rich nations*

Z. Brzezinski, *The Soviet Block: Unity and Conflict*

William A. Williams, *Empire as Way of Life*

G. Ionescu, *The Breakup of the Soviet Empire in Eastern Europe*

Adam Ullam, *Stalin*

Roy Medvedev, *On Stalin and Stalinism*

Raymond Garthoff, *The Great Transition, American-Soviet Relations and the End of the Cold War*

M.S. Rajan, *Studies on Non-alignment and the Non-aligned Movement*

Malabika Banerjee, *The Non-aligned Movement*

Uma Vasudev, ed. *Issues before Non-alignment: Past and Future*

Joseph S. Nye, Jr. *Bound to Lead: The Changing Nature of American Power*

-----, *Soft Power: The Means to Success in World Politics*

Shashi Tharoor, *Pax Indica: India and the World of the 21st Century*

DISCIPLINE SPECIFIC ELECTIVE (DSE) : 4

DISCIPLINE SPECIFIC ELECTIVE (DSE) offered: 4

Any Two from Papers I, II & III
 Any Two from Papers IV, V & VI

DSE 1 and DSE 2

(Any Two from Papers I, II & III)

Paper I: Aspects of the History of Modern South East Asia - I

Semester – 5

UG Course Code – HISADSE01T

Credits - 6

Marks – 75

Paper I: Aspects of the History of Modern South East Asia -I

- I. Historical writings on Southeast Asia in the early 20th century – Debates on the question of ‘Indianisation’ – Post-War historiography and the ‘autonomy’ of Southeast Asia.
- II. (a) Growth of early European interests in Southeast Asia: 16th to 18th centuries – Colonial penetration and indigenous response: interaction and accommodation, collaboration and resistance. (b) Establishment of the colonial regimes in the 19th century: Stamford Raffles in Java, British forward movement in Malaya, foundation of Singapore, French colonial system in Indochina, British annexation of Burma, British movement in Borneo and the Brookes in Sarawak.
- III. (a) Pre-colonial polity, society, economy and culture in Southeast Asia – a brief survey. (b) Colonial impact on society: growth of Western education; changing position of women and the gender question under colonial rule; social anomalies and eradication efforts; colonial science; Western medicine and public health. (c) Independent modernisation of Siam from Mongkut to Vajiravudh.
- IV. Economic impact of colonialism: (a) Dutch domination in Indonesia – from the Culture system to the Liberal system. (b) Colonial policy and land question in Indochina – communication and plantation economy. (c) British economic policy in Burma – agricultural expansion. (d) Development of plantation economy in Malay. (e) Singapore as a strategic defence centre and its growing significance in international economy
- V. Nationalism in Indonesia: Sarekat Islam, PKI, PNI and other political parties – Japanese impact during the World War II – Birth of Indonesian Republic and the constitution of 1945 – Indonesian National Revolution, 1945-50.

REFERENCES

- Nicholas Tarling (ed.), *The Cambridge History of Southeast Asia*
-----, *A Concise History of Southeast Asia*
- D.G.E. Hall, *A History of South East Asia*
- G.M.T. Kahin, *Government and Politics of Southeast Asia*
- J.F. Cady, *Southeast Asia: Its Historical Development*
- Roff, W.R., *A History of Malaysia*
- J.C. Van Leur, *Indonesian Trade and Society*
- G.M.T. Kahin, (ed.), *Nationalism and Revolution in Indonesia* Robert
Van Niel, *The Emergence of Modern Indonesian Nationalism*
Anthony J.S. Reid, *Indonesian Nationalist Revolution*
- W.M. Wertheinil, *Indonesian Society in Transition*
- David K. Watt, *Thailand: A Short History*
-----, *Studies in Thai History*
- David A. Wilson, *Politics in Thailand*
- Craig Reynolds, *National Identity and Its Defenders: Thailand, 1939-89*
- John D. Legge, *Indonesia*

Paper II: Aspects of the History of Modern South East Asia II

Semester – 5

UG Course Code – HISADSE02T

Credits – 6

Marks – 75

Paper II: Aspects of the History of Modern South East Asia - II

- I. Early nationalist protest movement against French rule in Indochina – Rise of HoChih Minh and birth of Communist party – Vietminh and the August

Revolution (1945) – The First Indochina war and Geneva Agreements – the nature of American participation.

- II. Nationalism and religion in Burma: the Pongyis and the Sayasan Rebellion – the Thakin movement – Second World War, the struggle for independence and the transfer of power.
- III. Growth of anti-Spanish sentiments in the Philippines – Dr. Jose Rizal and the propaganda movement – the anti-Spanish revolution of 1898 – the U.S. intervention and the road to self-government – Transfer of power and birth of a republic (1946).
- IV. Growth of nationalism in British Malaya – National liberation movement – Malaya Union Plan.
- V. Decolonisation and cold war politics – Regional cooperation initiatives: SEATO, ASA, ASEAN and NAM

REFERENCES:

Nicholas Tarling (ed.), *The Cambridge History of Southeast Asia*

-----, *A Concise History of Southeast Asia*

D.G.E. Hall, *A History of South East Asia*

G.M.T. Kahin, *Government and Politics of Southeast Asia*

J.F. Cady, *Southeast Asia: Its Historical Development*

Swapna Bhattacharya (Chakraborti), *India-Myanmar Relations: 1886-1948*

Frank N. Trager, *Burma from Kingdom to Republic*

Robert H. Taylor, *The State in Myanmar*

Michael W. Charney, *A History of Modern Burma*

C.D. Cowan, *Nineteenth Century Malay*

W.R. Roff, *The Origin of Malay Nationalism*

D.R. Sardesai, *A History of Vietnam*

Joseph Buttinger, *The Smaller Dragon: A Political History of Vietnam*

Helen B. Lamb, *Vietnam's Will to Live*

NI. Wright, *Revolution in the Philippines*

M.K. Kaul, *The Philippines and Southeast Asia*

J.V. Abueva and R.P.DeGuziian, eds. *Foundations and Dynamics of Filipino Government and Politics*

J.F. Cady, *A History of Modern Burma*

Paper III: History of The United States Of America (1776 CE -1864 CE)

Semester – 5

UG Course Code – HISADSE03T

Credits - 6

Marks – 75

Paper III: History of The United States Of America (1776 CE -1864 CE)

I The Background: [a] The land and the aborigines. [b] European settlement and colonization. [c] Early colonial society and politics; indentured labour: White and Black.

II Independence and making of the Republic: [a] Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations. [b] Constitution making: Historical debates and interpretations.

III Evolution of American Democracy: [a] Federalists: Jeffersonianism to Jacksonianism, Rise of political parties; judiciary and the Supreme Court.
[b] Expansion of Frontier: Turner's Thesis; Marginalization, displacement and decimation of native Americans; Case histories of Tecumseh; Shawnee Prophet. [c] Limits of democracy: Blacks and women.

IV Early Capitalism: [a] Beginnings of Industrialization. [b] Immigrants and changing composition of Labour; Early Labour movements and associations

V Foreign Policy: Isolationism and involvement; War of 1812: Monroe Doctrine: Manifest Destiny.

VI Slavery to Civil War: [a] Plantation economy and slave society. [b] Abolitionism and

Sectionalism: Issues and interpretations. [c] Republicanism, Emancipation and Lincoln.

REFERENCES

Bernard Bailyn, *The Great Republic*

Bernard Bailyn, *The Ideological Origins of the American Revolution*

Charles Beard, *An Economic Interpretation of the American Constitution*

Dee Brown, *Bury My Heart at Wounded Knee, An Indian History of the American West*

Peter Carroll and David Noble, *Free and Unfree: A New History of the United States*

David B. Davis, *The Problem of Slavery in the Age of Revolution*

U. Faulkner, *American Economic History*

Robert Fogel, *Railroads and American Economic Growth*

Eric Foner, *America's Black Past*

John Hope Franklin, *From Slavery to Freedom*

Gerald N. Grobb and George A. Billias, *Interpretations of American History: Patterns and Perspectives, 2 Vols.*

Richard Hofstadter, *The Age of Reform, From Bryan to FDR* Linda Kerber, *Women's America: Refocusing the Past*

David M. Potter, *The Impending Crisis*

W. Pratt, *A History of the United States Foreign Policy*

James Randail, *The Civil War and Reconstruction*

J. G. Randall and David Donald, *The Civil War and Reconstruction* Kenneth

Stampp, *The Peculiar Institution, Slavery in the Antebellum South* Frederick

Jackson Turner, *The Frontier in American History*

Robert Wiebe, *The Search for Order*

Lee Benson, *The Concept of Jackson Democracy*

Ray A. Billington, *Westward Expansion*

Paul Boyer, Harvard Sitkoff, Nancy Woloch, *The Enduring Vision: A History of the American People, Vols. 1 and 2*

Thomas Cochran, *The Inner Revolution*

A. O. Craven, *The Growth of Southern Nationalism, 1848 - 1861*

Lance E. Davis (ed.), *American Economic Growth*

Carl N. Degler, *At Odds: Women and Family in America from the Revolution to the Present*

Fogel and Engerman? *Time on the Cross*-. Lewis L. Gould (ed.), *The Progressive Era*.

John D. Hicks, *The Federal Union: A History of USA Since 1865*

R.P. Kaushik, *Significant Themes in American History*

David M. Kennedy, Thomas Bailey and Mel Piehl, *The Brief American Pageant*

Irving Kristol, Gordon Wood and others, *America's Continuing Revolution*

Richard W. Leopold, *The Growth of American Foreign Policy*

Perry Miller, *From Colony to Province*

Gary Nash (ed.), *Retracing the Past*

Henry Pelling, *American Labor* Edward

Pessen, *Jacksonian Panorama*

Charles Sellers, Henry May and Neil McMillen, *A Synopsis of American History; 2Vols*

Donald Shihan, *The Making of American History: The Emergence of the Nation, Vols. I & II*

Dwijendra Tripathi and S.C. Tiwari, *Themes and Perspectives in American History*

James Weinstein, *The Corporate Ideal in the Liberal state*

DSE 3 and DSE 4

(Any Two from Papers IV, V&VI)

Paper IV: History of Modern East Asia I (1839 CE -1919 CE)

Semester – 6

UG Course Code – HISADSE04T

Credits - 6

Marks – 75

Paper IV: History of Modern East Asia-1 (1839 CE -1919 CE)

I. Pre-colonial China (a) Nature and structure of the traditional Chinese society.(b)The peasantry and gentry; Government bureaucracy and central control. (C) **The Confucian value system.** (d) China's pre-modern economy.

II. Anglo Chinese relations till the Opium War (a) The Tribute system; the Canton trade and its collapse. (b) First & Second Opium Wars—the unequal treaties. (c)Financial Imperialism: Open Door policy.

III. Rebellion, Restoration and Nationalism (a)The Taiping Rebellion: causes, nature and failure. (b) Tung- Chih Restoration; the Hundred Days' Reform and the Self – Strengthening Movement. (c) Boxer Uprising: causes, nature and failure. (d) The Revolution of 1911: background and causes, nature and significance; role of Dr Sun Yat- Sen; principles and politics, formation of the Republic; Yuan Shih-kai and warlordism; the rise of the Kuomintang.

IV. Pre-Meiji Japan (a) Tokugawa Shogunate: the feudal society and the government; Shintoism. (b) Economic condition. (c) Encounter with the West: the Perry Mission; the opening of the Japan to the west. (d) The crisis and fall of the Shogunate.

V. Meiji Restoration (a) Causes and nature of Restoration. (b)Transformation of Japan: process of modernization. (c) Meiji Constitution

VI. Expansion of Japan up to the First World War (a) Sino–Japanese war (1894-95). (b) The Anglo-Japanese Alliance (1902). (c) Contest for Korea and the Russo-Japanese war (1904-05). (d) Japan and the First World War.

REFERENCES

G.Allen, *A short Economic History of Japan*

W.G. Beasley, *The Modern History of Japan* Backmann

M.George ,*The Making of the Meiji Constitution*

H. Borton ,*Japan since 1931*

J.B. Jansen (ed), *The Cambridge History of Japan vols V-VI*

J.K.Fairbank, (ed),*The Cambridge History of China vol-X*

J. Gray, *Rebellions and Revolutions*

C.Y.I. Hsu, *The rise of Modern China*

N. Peffer, *The Far East: A Modern History*

S. L. Roy, *A short History of the Far East*

E.Snow, *Red Star over China*

S.Richard, *A History of Modern Japan*

H. Vinacke, *A History of the Far East in Modern Times*

L. Bianco, *Origins of the Chinese Revolutions 1915-1949*

Victor Pucell, *The Boxer Uprising: A Background study*

J.Chesneaux, *China from Opium War to 1911 Revolution*

C.P. Fitzgerald, *Birth of Communist China*

A. Gordon, *A Modern History of Japan From Tokugawa Times to Present*

J. Holliday, *A Political History of Japanese Capitalism*

E. H. Norman, *Japan's Emergence as Modern State*

G. Sansom, *The Western world and Japan*

C.T. Tung, *The May Fourth Movement: intellectual Revolution in Modern China*

M.C. Wright, *China in Revolution: The first Phase 1900-1913*

Amit Bhattacharya, *Transformation of China 1840-1969*

E.J.Hobsbawm, *Age of Extremes: The short Twentieth Century 1914-1991*

I.H. Nish, *Japan's Foreign policy: 1869-1942*

Deboprasad Choudhury, *Adhunik Juge Purba Asia-r Sankhialtihas*

Haraprasad Chattopadhyay, *Japaner Itihas*

Haraprasad Chattopadhyay, *Chiner Itihas*

Mrinal Kanti Chattopadhyay, *Chin o Japaner Itihas*

Sridhartha Guharoy, *Adhunik Purba Asia: Chin o Japaner Itihas*

Sen, *E juger Chin Khata*

Subodh Kumar Mukhopadhyay, *Adhunik Purba Asia*

Amit Bhattacharya, *Chinerrupantar Itihas 1840-1969*

Amit Bhattacharya, *Japanerrupantar Itihas 1600-1945*

Paper V: History of Modern East Asia II (1919 CE-1939 CE)

Semester – 6

UG Course Code – HISADSE05T

Credits - 6

Marks – 75

Paper V: History of Modern East Asia II (1919 CE-1939 CE)

I. Nationalism in China

- [a] Emergence of the Republic and Yuan Shih Kai: Warlordism.
- [b] May 4th Movement: origin, nature and significance.

II. The Kuomintang and the Nationalist government

- [a] The rise of the Kuomintang Party: Political crisis in the 1920s; The First United Front
- [b] Chiang Kai-shek: the KMT-CCP conflict.
- [c] Ten Years of Nanking Government.

III. The Communist Victory in China

- [a] Background of the foundation of the Communist Party.
- [b] CCP under Mao Tse-tung: the making of the Red Army; the Second United Front; Long March.
- [c] The Yen-an experiment;
- [d] The Chinese Revolution (1949): Ideology, causes and significance; the establishment of the Peoples' Republic of China.

IV. Rise of modern Japan

Process of modernization: social, military, political and educational; popular and democratic movement;

- [a] Rise of Political Parties, abolition of feudalism and economic growth.
- [b] Industrialization and the role of the state; the Zaibatsu.

V. Imperial Japan

- [a] Japan and World war I: Twenty-one Demands.
- [b] Washington Conference.
- [c] Manchurian crisis: role of the League of Nations.
- [d] Failure of the Democratic system and the rise of militarism in the 1930s and the 1940s.

VI. Japan and World War II

- [a] Japan's bid for supremacy and defeat.
- [b] Post war Japan under General Douglas MacArthur.

REFERENCES

- G Allen, *A short Economic History of Japan*
- W.G. Beasley, *The Modern History of Japan* Backmann
- M George, *The Making of the Meiji Constitution*
- H. Borton, *Japan since 1931*
- J.B. Jansen (ed.) ,*The Cambridge History of Japan vols V-VI*
- J.K. Fairbank, (ed),*The Cambridge History of China* vol-X
- J Gray, *Rebellions and Revolutions*
- C.Y.I. Hsu, *The Rise of Modern China*
- N.Peffer, *The Far East: A Modern History*
- S.L. Roy, *A short History of the Far East*
- E. Snow, *Red Star over China*
- S. Richard, *A History of Modern Japan*
- H. Vinacke, *A History of the Far East in Modern Times*
- L. Bianco, *Origins of the Chinese Revolutions 1915-1949*
- Victor Pucell, *The Boxer Uprising: A Background study*
- J. Chesneaux, *China from Opium War to 1911 Revolution*
- C.P.Fitzgerald, *Birth of Communist China*
- A. Gordon, *A Modern History of Japan from Tokugawa Times to Present*
- J. Holliday, *A Political History of Japanese Capitalism*
- E. H. Norman, *Japan's Emergence as Modern State*

G. Sansom, *The Western world and Japan*

C.T. Tung, *The May Fourth Movement: Intellectual Revolution in Modern China*

M.C. Wright, *China in Revolution: The first Phase 1900-1913*

Amit Bhattacharya, *Transformation of China 1840-1969*

I. Epstein, *From Opium War to Liberation*

E. Hobsbawm, *Age of Extremes: The Short Twentieth Century 1914-1991*

I.H. Nish, *Japan's Foreign Policy: 1869-1942*

Deboprasad Choudhury, *Adhnik Juge Purba Asia-r Sankhialtihas*

Haraprasad Chattopadhyay, *Japaner Itihas*

Haraprasad Chattopadhyay, *Chiner Itihas*

Mrinal Kanti Chattopadhyay, *Chin o Japaner Itihas*

Paper VI: History of The United States Of America (1865 CE-1945 CE)

Semester – 5

UG Course Code – HISADSE06T

Credits - 6

Marks – 75

Paper VI: History of The United States Of America (1865 CE-1945 CE)

- I. Reconstruction: [a] Conservative and Radical phases. [b] The New South: Participants and Reactions, Carpetbaggers; Scalawags, Blacks, Ku Klux Klan.
- II. Industrial America: [a] Growth of Capitalism and Big Business. [b] Business cycles; Depression.
- III. Resistance and Reform: [a] Labour movements and Unionization. [b] Agrarian crises and populism; Urban corruption and progressivism. [c] New Deal.
- IV. The U.S.A. becomes a world power: [a] Spanish-American War [b] Expansion in the Far East and Latin America [c] World War I, Fourteen Points and Isolationism [d] USA and World War II
- V. Afro-American and Women's Movements: [a] Black Movements: Booker T. Washington, W.E.B. Dubois; NAACP and Marcus Garvey. [b] Abolitionists and Women's rights [c] Suffrage [d] Afro-American Women
- VI. Religious, Cultural and Intellectual Trends: [a] Religious movements; Early Revivalism; Puritans, Quakers; Mormons; Temperance. [b] Mass culture (circa 1900 - 1945) [c] Major literary trends (circa 1900 - 1945).

REFERENCES

Bernard Bailyn, *The Great Republic*

Bernard Bailyn, *The Ideological Origins of the American Revolution*

Charles Beard, *An Economic Interpretation of the American Constitution*

Dee Brown, *Bury My Heart at Wounded Knee, An Indian History of the American West*
Peter Carroll and David Noble, *Free and Unfree: A New History of the United States*
David B. Davis, *The Problem of Slavery in the Age of Revolution*

U. Faulkner, *American Economic History*

Robert Fogel, *Railroads and American Economic Growth*

Eric Foner, *America's Black Past*

John Hope Franklin, *From Slavery to Freedom*

Gerald N. Grobb and George A. Billias, *Interpretations of American History: Patterns and Perspectives, 2 Vols*

Richard Hofstadter, *The Age of Reform, From Bryan to FDR*

Linda Kerber, *Women's America: Refocusing the Past*

David M. Potter, *The Impending Crisis*. W. Pratt, *A History of the United States Foreign Policy*

James Randail, *The Civil War and Reconstruction*

J. G. Randall and David Donald, *The Civil War and Reconstruction* Kenneth Stampp, *The Peculiar Institution, Slavery in the Antebellum South* Frederick Jackson Turner, *The Frontier in American History*

Robert Wiebe, *The Search for Order*

Lee Benson, *The Concept of Jackson Democracy*

Ray A. Billington, *Westward Expansion*

Paul Boyer, Harvard Sitkoff, Nancy Woloch, *The Enduring Vision: A History of the American People, Vols. Land 2*

Thomas Cochran, *The Inner Revolution*

O. Craven, *The Growth of Southern Nationalism, 1848 - 1861*

Lance E. Davis (ed.), *American Economic Growth*

Carl N. Degler, *At Odds: Women and Family in America from the Revolution to the Present*

Fogel and Engerman, *Time on the Cross-*

Lewis L. Gould (ed.), *The Progressive Era*

John D. Hicks, *The Federal Union: A History of USA Since 1865*

R.P. Kaushik, *Significant Themes in American History*

David M. Kennedy, Thomas Bailey and Mel Piehl, *The Brief American Pageant*

Irving Kristol, Gordon Wood and others, *America's Continuing Revolution* Richard

W. Leopold, *The Growth of American Foreign Policy*

Perry Miller, *From Colony to Province*

Gary Nash (ed.), *Retracing the Past*

Henry Pelling, *American Labor* Edward

Pessen, *Jacksonian Panorama*

Charles Sellers, Henry May and Neil McMillen, *A Synopsis of American History; 2 Vols*

Donald Shiham, *The Making of American History: The Emergence of the Nation, Vols. I, II*

Dwijendra Tripathi and S.C. Tiwari, *Themes and Perspectives in American History* James

Weinstein, *The Corporate Ideal in the Liberal state*

GENERIC ELECTIVE (GE): 4

GENERIC ELECTIVE offered:

Paper I

Paper II

Paper III

Paper IV

General Elective – 1 (GE 1)

Paper I: History of India from Earliest Times up to 300 CE

Semester – 1

UG Course Code – HISHGEC01T

Credits - 6

Marks – 75

Paper I: History of India from Earliest Times up to 300 CE

I. Sources & Interpretation

- II. A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures.
- III. Harappan Civilization; Origin, Extent, dominant features & decline, Chalcolithic age.
- IV. The Vedic Period: Polity, Society, Economy and Religion, Iron age with reference to PGW and Megaliths.
- V. Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the Causes of Magadha's success
- VI. Iranian and Macedonian Invasions, Alexander's Invasion and impact
- VII. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions
- VIII. The Satvahanas Phase; Aspects of Political History, Material Culture, Administration, Religion
- IX. Emergence and Growth of Mauryan Empire; State, Administration, Economy, Ashoka's Dhamma, Art & Architecture
- X. The Sangam Age: Sangam Literature, The three Early Kingdoms, Society & the Tamil language xi. The age of Shakas: Parthians and Kushanas, Aspects of Polity, Society, Religion, Arts & Crafts, Coins, Commerce and Towns.

REFERENCES

- D.P. Agrawal, *The Archaeology of India*
- A.L. Basham, *The Wonder That was India*
- D.K., Chakrabarti, *Archaeology of Ancient Indian Cities*
- Suvira Jaiswal, *Caste: Origin, Function and Dimensions*
- N. Subramanian, *Sangam Polity*
- Romila Thapar, *History of Early India*

F.R. Allchin and Bridget Allchin, *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*

A.L. Basham, *The Wonder That was India*

D.N. Jha, *Ancient India in Historical Outline*

D.D. Kosambi, *Culture and Civilization of Ancient India*

H.P. Ray, *Monastery and Guild India in Historical Outline*

K.A.N. Sastri, *A History of South India*

R.S. Sharma, *India's Ancient Past*

Niharanjan Ray, *Maurya and Post Maurya Art*

R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*

G. Yazdani, *Early History of Deccan Aspects of Political Ideas and Institutions in Ancient India*

Romila Thapar, *Ashoka and the Decline of the Mauryas*

G. Yazdani, *Early History of Deccan*

Ranabir Chakraborty, *Bharat Itihas Adiparba* (in Bengali) Dilip

Kumar Chakraborty, *BharatbarsherPrakritihas* Narendranath

Bhattacharya, *Prachin Bharatiya Samaj*

Narendranath Bhattacharya, *Prachin Bharat; Rashtrachinta o Rashtrabyabastha*

Bhaskar Chattopadhyay, *Bharat Artha-samajik o Rashtriyabyabastha*

Bhaskar Chattopadhyay, *Gour Banger itihas o sanskriti (vol1)* Niharanjan

Ray, *BangalirItihas*

Romila Thapar, *BharaterItihas*

General Elective – 2 (GE 2)

Paper II- History of India from. C. 300 to 1206 CE

Semester – 2

UG Course Code – HISHGEC02T

Credits - 6

Marks – 75

Paper-II: History of India from. C. 300 to 1206 CE

- 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 and Culture
- IV. Towards the Early Medieval: Changes in Society, Polity Economy and Culture with reference to the Pallavas, Chalukayas and Vardhanas..
- V. Evolution of Political structures of Rashtakutas, Pala & Pratiharas.
- VI. Emergence of Rajput States in Northern India: Polity, Economy and Society.
- VII. Arabs in Sindh: Polity, Religion & Society.
- VIII. Struggle for power in Northern India and 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*
- Ranabir Chakraborty, *Bharat Itihas Adiparba*
- Ranabir Chakraborty, *Prachin Bharater Arthanaitikitihasersandhane* (in Bengali)
- Dilip Kumar Chakraborty, *BharatbarsherPrakitihas*
- Narendranath Bhattacharya, *Prachin BharatiyaSamaj*
- Narendranath Bhattacharya, *Prachin Bharat: Rashtrachinta o Rashtrabyabastha,*

Bhaskar Chattopadhyay, *Bharat Artha-samajik o Rashtriyabyabastha*
Bhaskar Chattopadhyay, *Gour Banger itihās o sanskriti*(vol 1) Niharānjan
Ray, *Bangalir Itihās*

Romila Thapar, *Bharatbarsher Itihās*

General Elective – 3 (GE 3)

Paper III- History of India from 1206 CE to 1707 CE

Semester – 3

UG Course Code – HISHGEC03T

Credits - 6

Marks – 75

Paper III: History of India from 1206 CE to 1707 CE

- I. Foundation, Expansion & consolidation of the Delhi Sultanate; Nobility & Iqta system.
- II. Military, administrative & economic reforms under the Khiljis & the Tughlaqs.
- III. Bhakti & Sufi Movements.
- IV. Provincial kingdoms: Mewar, Bengal, Vijaynagar and Bahamani.
- V. Second Afghan State.
- VI. Emergence and consolidation of Mughal State, C.16th century to mid 17th century.
- VII. Akbar to Aurangzeb: administrative structure. Mansab and Jagirs, State & Religion, Socio-Religious Movements.
- VIII. Economy, Society and Culture under the Mughals.
- IX. Emergence of Maratha Power.

REFERENCES

Irfan Habib, *The Agrarian System of Mughal India 1556-1707*

Irfan Habib (ed.), *Madhya Kaleen Bharat*, (in Hindi), 8 Volumes

M. Athar Ali, *Mughal Nobility under Aurangzeb*

Shireen Moosvi, *The Economy of the Mughal Empire*

S.A.A. Rizvi, *Muslim Revivalist Movements in Northern India during 16th and 17th Centuries*

R.P. Tripathi, *The Rise and Fall of the Mughal Empire*, 2 vol.

I. H. Siddiqui, *Some Aspects of Afghan Despotism*

Kesvan Veluthat, *Political Structure of Early Medieval South India*

P.J. Marshall, *The Eighteenth Century in Indian History*

Stewart Gordon, *The Marathas 1600-1818*

Percy Brown, *Islamic Architecture*

Generic Elective – 4 (GE 4)

Paper IV: History of India (1707-1950 CE.)

Semester – 4

UG Course Code – HISHGEC04T

Credits - 6

Marks – 75

Paper-IV: History of India (1707-1950 CE.)

- I. Interpreting the 18th Century.
- II. Emergence of Independent States & establishment of Colonial power.
- III. Expansion & consolidation of Colonial Power upto 1857.
- IV. Uprising of 1857: Causes, Nature & Aftermath.
- V. Colonial economy: Agriculture, Trade & Industry.
- VI. Socio-Religious Movements in the 19th century.
- VII. Emergence & Growth of Nationalism with focus on Gandhian nationalism.
- VIII. Communalism: Genesis, Growth and partition of India.

IX. Advent of Freedom: Constituent Assembly, establishment of Republic.

REFERENCES

Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*

Sekhar Bandyopadhyay, *From Plassey to Partition*

Barbara D. Metcalf and T.R. Metcalf, *A Concise History of India*

C.A. Bayly, *An Illustrated History of Modern India 1600 - 1947*

Sumit Sarkar, *Modern India 1885 - 1947*

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 in Modern India* Urvashi

Butalia, *The Other side of Silence*

Francine Frankel, *India's Political Economy 1947- 1977*

Paul Brass, *The Politics of India since Independence*

Lloyd and Susan Rudolph, *In Pursuit of Laxmi: the Political Economy of the Indian State*

Bipan Chandra et al. *India After Independence* 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*

Stanly Wolpert, *A New History of India*

Amallesh Tripathi, *Swadhinata Sangrame Bharater Jatiyo Congress*

Mrinal Kanti Chattopadhyay, *Jyatiyotabadi Jinnah: Chintar Kromobibartan.*

SKILL ENHANCEMENT COURSE (SEC): 2

Skill Enhancement Course Offered:

Paper I Paper II

Paper I:Archives and Museums in India

Skill Enhancement Course-1 (SEC 1)

Semester – 3

UG Course Code – HISSEC01M

Credits – 2

Marks – 25

Paper I:Archives and Museums in India

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to Archives and/or Museums is an integral part of the course.

- I. Definition and history of development (with special reference to India)
- II. Types of archives and museums: **Understanding the traditions of preservation in India**
Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration
- III. Museum Presentation and Exhibition
- IV. Museums, Archives and Society: (Education and communication Outreach activities)

REFERENCES

Saloni Mathur, *India By Design: Colonial History and Cultural Display*

S. Sengupta, *Experiencing History Through Archives*

Tapati Guha Thakurta, *Monuments, Objects, Histories: Institution of Art in Colonial India*

Y. P. Kathpalia, *Conservation and Restoration of Archive Materials,*

R.D. Choudhary, *Museums of India and their maladies*

S.M. Nair, *Bio-Deterioration of Museum Materials*

O.P. Agrawal, *Essentials of Conservation and Museology*

Paper II: Understanding Indian Art

Skill Enhancement Course-2(SEC 2)

Semester – 4

UG Course Code – HISSECO2M

Credits – 2

Marks – 25

Paper II: Understanding 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 BCE – 600 CE): World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at www.unesco.org] Notions of art and craft Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography. Numismatic art

III. 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

IV. 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

V. 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)

REFERENCES

Erwin Neumayer, *Lines of Stone: The pre-historic rock-art of India*

B.N.Goswamy, *Essence of Indian Art*

Susan Huntington, *The Art of Ancient India: Hindu, Buddhist, Jain*

TapatiGuha Thakurta, *The making of a new modern Indian art: Aesthetics and nationalism in Bengal, 1850-1920*

ParthaMitter, *Indian Art*, Oxford History of Art series

Parul Pandya Dhar(ed.), 2011, *Indian Art History Changing Perspectives*

M.C. Beach, *The New Cambridge History of India Mughal and Rajput Painting*

Niharranjan Ray, *An Approach to Indian Art*

HISTORY GENERAL CBCS COURSE STRUCTURE (2018-19)



GENDER



ETHICS



HUMAN RIGHTS

Semester I

Course Code	Course Title	Course Type	Credit	Marks
HISGCOR01T	Paper I: History of India from the Earliest Times upto 300 CE	Core-1 DSC1A	6	75
	Other Discipline	Core DSC 2A	6	75
	English	Core	6	75
	Environmental Science	AECC	2	25
		Semester Total	20	250

Semester II

Course Code	Course Title	Course Type	Credit	Marks
HISGCOR02T	Paper II: History of India from. c.300to1206 CE	Core DSC1B	6	75
	Other Discipline	Core DSC2B	6	75
	English	Core	6	75
	English/MIL Communication	AECC	2	25
		Semester Total	20	250

Semester III

Course Code	Course Title	Course Type	Credit	Marks
HISGCOR03T	Paper III: History of India from c.1206 to1707 CE	Core DSC 1C	6	75
	Other Discipline	Core DSC 2C	6	75
	MIL	Core	6	75
HISSSEC01M	Paper I: Museums and Archives in India	SEC1	2	25
		Semester Total	20	250

Semester IV

Course Code	Course Title	Course Type	Credit	Marks
HISGCOR04T	Paper IV: History of India c.1707-1950 CE	Core DSC1D	6	75
	Other Discipline	Core DSC2D	6	75
	MIL	Core	6	75
HISSSEC02M	Paper II: Understanding IndianArt	SEC2	2	25
		Semest erTotal	20	250

Semester V

Course Code	Course Title	Course Type	Credit	Marks
HISGDSE01 T	Paper-I: Society and Economy of Modern Europe: c.15th – 18th Century	DSE DSE1 A (Any one)	6	75
HISGDSE02 T	Paper II: Patterns of Capitalism in Europe: c.16th Century to early 20th Century		6	
	Other Discipline	DSE DSE2 A	6	75
HISGGEC01 T	Paper I: History of Indian Journalism : Colonial and PostColonial Period	GE 1	6	75
HISSSEC03 M	Paper III - An Introduction to Archaeology	SEC3	2	25
		Semester Total	20	250

Semester VI

Course Code	Course Title	Course Type	Credit	Marks
HISGDSE03 T	Paper III: Political History of Modern Europe: c.15th - 18th Century	DSE	6	75
HISGDSE04 T	Paper IV: Some Aspects of European History: c.1780- 1939 CE	DSE1 B (Any one)	6	
	Other Discipline	DSE DSE2 B	6	75
HISGGEC02 T	Paper II: Some Perspectives on Women's Rights in India	GE2	6	75
HISSSEC04 M	Paper IV: Understanding Popular Culture	SEC4	2	25
		Semester Total	20	250

Total Credits: 120

Total Marks: 1500

WEST BENGAL STATE UNIVERSITY

HISTORY GENERAL CBCS SYLLABUS

(2018-19)

CORE COURSE (CC):4

Paper I: History of India from the Earliest Times upto c.300 CE
Paper II: History of India from c.300 to 1206 CE
Paper III: History of India from 1206 to 1707 CE
Paper IV: History of India from 1707 to 1950 CE

DISCIPLINE SPECIFIC ELECTIVE (DSE): 2

(Any one from Papers I & II and Any one from Papers III & IV)

Paper I: Society and Economy of Modern Europe: 15th – 18th Century
Paper II: Patterns of Capitalism in Europe: 16th Century to early 20th Century
Paper III: Political History of Modern Europe: 15th -18th Century
Paper IV: Some Aspects of European History: c.1780-1939 CE

GENERIC ELECTIVE(GE): 2

Paper I: History of Indian Journalism: Colonial and Post Colonial Period
Paper II: Women Studies in India

SKILL ENHANCEMENT COURSE(SEC): 4

Paper I: Archives and Museums in India
Paper II: An Introduction to Archaeology
Paper III: Understanding Indian Art
Paper IV: Understanding Popular Culture

ABILITY ENHANCEMENT COURSE(AECC): 2

Environmental Science
English/MIL Communication

DETAILED SYLLABUS

CORE COURSE(CC): 4

Core Course

DSC 1A

Paper I: History of India from Earliest Times up to 300 CE

Semester: 1

Course Code: HISGCOR01T

Credits: 6

Marks: 75

Paper I: History of India from Earliest Times up to 300 CE

- I. Sources & Interpretation
- II. A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures.
- III. Harappan Civilization; Origin, Extent, dominant features & decline, Chalcolithic age.
- IV. The Vedic Period: Polity, Society, Economy and Religion, Iron age with reference to PGW and Megaliths.
- V. Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the Causes of Magadha's success
- VI. Iranian and Macedonian Invasions, Alexander's Invasion and impact
- VII. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions
- VIII. The Satvahanas Phase; Aspects of Political History, Material Culture, Administration, Religion
- IX. Emergence and Growth of Mauryan Empire; State, Administration, Economy, Ashoka's Dhamma, Art & Architecture
- X. The Sangam Age: Sangam Literature, The three Early Kingdoms, Society & the Tamil language xi. The age of Shakas: Parthians and Kushanas, Aspects of Polity, Society, Religion, Arts & Crafts, Coins, Commerce and Towns.

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- A.L. Basham, *The Wonder That was India*
- D.K., Chakrabarti, *Archaeology of Ancient Indian Cities*
- Suvira Jaiswal, *Caste: Origin, Function and Dimensions*
- N. Subramanian, *Sangam Polity*
- Romila Thapar, *History of Early India*
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- D.N. Jha, *Ancient India in Historical Outline*
- D.D. Kosambi, *Culture and Civilization of Ancient India*
- H.P. Ray, *Monastery and Guild India in Historical Outline*
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- R.S. Sharma, *India's Ancient Past*
- Niharanjan Ray, *Maurya and Post Maurya Art*
- R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*
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- Narendranath Bhattacharya, *Prachin Bharat; Rashtrachinta o Rashtrabyabastha*
- Bhaskar Chattopadhyay, *Bharat Artha-samajik o Rashtriyabyabastha*
- Bhaskar Chattopadhyay, *Gour Banger itihās o sanskriti (vol1)*
- Niharanjan Ray, *BangalirItihas*
- RomilaThapar, *BharaterItihas*

Core Course

DSC 1B

Paper-II: History of India from. c. 300 to 1206 CE

Semester: 2

Course Code: HISGCOR02T

Credits: 6

Marks: 75

Paper-II: History of India from. C. 300 to 1206 CE

- 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 and Culture
- IV. Towards the Early Medieval: Changes in Society, Polity Economy and Culture with reference to the Pallavas, Chalukayas and Vardhanas..
- V. Evolution of Political structures of Rashtakutas, Pala & Pratiharas.
- VI. Emergence of Rajput States in Northern India: Polity, Economy and Society.
- VII. Arabs in Sindh: Polity, Religion & Society.
- VIII. Struggle for power in Northern India and establishment of Sultanate.

REFERENCES

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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*

Ranabir Chakraborty, *Bharat Itihas* Adiparba

Ranabir Chakraborty, *Prachin Bharater Arthanaitikitihasersandhane* (in Bengali) Dilip

Kumar Chakraborty, *BharatbarsherPrakitihas*

Narendranath Bhattacharya, *Prachin BharatiyaSamaj*

Narendranath Bhattacharya, *Prachin Bharat: Rashtrachinta o Rashtrabyabastha,*

Bhaskar Chattopadhyay, *Bharat Artha-samajik o Rashtriyabyabastha*

Bhaskar Chattopadhyay, *Gour Banger itihash o sanskriti*(vol 1)

Niharanjan Ray, *BangalirItihas*

Romila Thapar, *BharatbarsherItihas*

Core Course

DSC 1C

Paper III: History of India from 1206 CE to 1707 CE

Semester: 3

Course Code: HISGCOR03T

Credits: 6

Marks: 75

Paper III: History of India from 1206 CE to 1707 CE

- I. Foundation, Expansion & consolidation of the Delhi Sultanate; Nobility & Iqta system.
- II. Military, administrative & economic reforms under the Khiljis & the Tughlaqs.

- III. Bhakti & Sufi Movements.
- IV. Provincial kingdoms: Mewar, Bengal, Vijaynagar and Bahamani.
- V. Second Afghan State.
- VI. Emergence and consolidation of Mughal State, C.16th century to mid 17th century.
- VII. Akbar to Aurangzeb: administrative structure. Mansab and Jagirs, State & Religion, Socio-Religious Movements.
- VIII. Economy, Society and Culture under the Mughals.
- IX. Emergence of Maratha Power.

REFERENCES

Irfan Habib, *The Agrarian System of Mughal India 1556-1707*

Irfan Habib (ed.), *Madhya Kaleen Bharat*, (in Hindi), 8 Volumes

M. Athar Ali, *Mughal Nobility under Aurangzeb*

Shireen Moosvi, *The Economy of the Mughal Empire*

S.A.A. Rizvi, *Muslim Revivalist Movements in Northern India during 16th and 17th Centuries*

R.P. Tripathi, *The Rise and Fall of the Mughal Empire*, 2 vol.

I. H. Siddiqui, *Some Aspects of Afghan Despotism*

Kesvan Veluthat, *Political Structure of Early Medieval South India*

P.J. Marshall, *The Eighteenth Century in Indian History*

Stewart Gordon, *The Marathas 1600-1818*

Percy Brown, *Islamic Architecture*

Core Course

DSC

1D

Paper-IV: History of India (1707-1950 CE.)

Semester: 4

Course Code: HISGCOR04T

Credits: 6

Marks: 75

Paper-IV: History of India (1707-1950 CE.)

- I. Interpreting the 18th Century.
- II. Emergence of Independent States & establishment of Colonial power.
- III. Expansion & consolidation of Colonial Power upto 1857.
- IV. Uprising of 1857: Causes, Nature & Aftermath.
- V. Colonial economy: Agriculture, Trade & Industry.
- VI. Socio-Religious Movements in the 19th century.
- VII. Emergence & Growth of Nationalism with focus on Gandhian nationalism.
- VIII. Communalism: Genesis, Growth and partition of India.
- IX. Advent of Freedom: Constituent Assembly, establishment of Republic.

REFERENCES

- Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*
- Sekhar Bandyopadhyay, *From Plassey to Partition*
- Barbara D. Metcalf and T.R. Metcalf, *A Concise History of India*
- C.A. Bayly, *An Illustrated History of Modern India 1600 - 1947*
- Sumit Sarkar, *Modern India 1885 - 1947*
- 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. Masselos, *From Rebellion to the Republic* Bipan Chandra, *Nationalism and Colonialism in Modern India* Urvashi Butalia, *The Other side of Silence*
- Francine Frankel, *India's Political Economy 1947- 1977*
- Paul Brass, *The Politics of India since Independence*
- Lloyd and Susan Rudolph, *In Pursuit of Laxmi: the Political Economy of the Indian State*
- Bipan Chandra et al. *India After Independence* 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*
- Stanly Wolpert, *A New History of India*
- Amallesh Tripathi, *Swadhinata Sangrame Bharater Jatiyo Congress*
- Mrinal Kanti Chattopadhyay, *Jyatiyotabadi Jinnah: Chintar Kromobibartan.*

DISCIPLINE SPECIFIC ELECTIVE (DSE) :2

DSE 1A

Any One between Paper I and Paper II

Paper-I: Society and Economy of Modern Europe: c.15th – 18th century
Semester: 5

Course Code: HISGDSE01T

Credits: 6

Marks: 75

Paper- I: Society and Economy of Modern Europe: c.15th - 18 Century

1: Historiographical Trends

II. Feudal Crisis: Main strands

III. Renaissance: Origin, Spread & Dominant Features

IV. European Reformation: Genesis, nature & Impact

V. Beginning of the era of colonization: motives; mining and plantation; the African slaves

VI. Economic developments of the sixteenth century; Shift of economic balance from the Mediterranean to the Atlantic

VII. Transition from Feudalism to Capitalism: Industrial Revolution in England

REFERENCES

P S Gupta, *Aadhunik Paschim Ka Uday*

J H Plumb, *The Pelican Book of the Renaissance*

G. R. Elton, *Reformation Europe 1517-1559* Ralph Davis,
The Rise of the Atlantic Economies Arvind Sinha, *Europe in
Transition*

Rodney Hilton, *The Transition from Feudalism to Capitalism* Fernand
Braudel, *Civilization and Capitalism, Vols. I, II, III* Herbert Butterfield, *The
Origins of Modern Science. Vol. 90507*

Bhaskar Chakrabarti, Subhasranjan Chakrabarti and Kingshuk Chattopadhyay,
Europe Jugantar

Rila Mukherjee, *Rupantorito Europe*

Paper-II: Patterns of Capitalism in Europe: 16th Century to early 20th

Century Semester: 5

Course Code: HISGDSE02T

Credits: 6

Marks: 75

Paper II: Patterns of Capitalism in Europe: c.16th Century to early 20th Century

- I. Definitions & Concepts
- II. Commercial Capitalism: 1500-1700
- III. Industrial Revolution in England: Causes and Nature
- IV. Industrial Capitalism in France: Genesis and Nature
- V. Growth of Industries in Germany
- VI. Impact of Industrial Revolution on European Society, Polity & Economy.

REFERENCES

Jerry Müller, *The Mind and the Market*

Karl Polany, *The Great Transformation*

Joseph Schumpeter, *Capitalism, Socialism and Democracy*

I. Wallerstein, *World System Analysis: An Introduction*

Carlo M. Cipolla, *Fontana Economic History of Europe*, VOL I and II

Christopher Hill, *From Reformation to Industrial Revolution*

Jan De Vries, *The Industrial Revolution & the Industrious Revolution*

DSE 1B

Any One between Paper III and Paper IV

Paper-III: Political History of Modern Europe: c. 15th – 18th century

Semester: 6

Course Code: HISGDSE03T

Credits: 6

Marks: 75

Paper-III: Political History of Modern Europe: c.15th -18th Century

I: Historiographical Trends

II. Feudal Crisis: Main strands

III. Renaissance: Origin, Spread & Dominant Features

IV. European Reformation: Genesis, nature and Impact

V. Beginning of the era of colonization: motives; mining and plantation; the African slaves

VI. Economic developments of the sixteenth century; Shift of economic balance from the Mediterranean to the Atlantic

VII. Transition from Feudalism to Capitalism: Industrial Revolution in England

REFERENCES

J.H. Plumb, *The Pelican Book of the Renaissance*

G. R. Elton, *Reformation Europe*

Ralph Davis, *The Rise of the Atlantic Economies*

Arvind Sinha, *Europe in Transition* (also in Hindi)

Rodney Hilton, *The Transition from Feudalism to Capitalism*
Fernand Braudel, *Civilization and Capitalism, Vols. I, II, III*
Herbert Butterfield, *The Origins of Modern Science*

Paper-IV: Some Aspects of European History: c.1780-1939 CE

Semester: 6

Course Code: HISGDSE04T

Credits: 6

Marks: 75

Paper IV: Some Aspects of European History: c.1780-1939 CE

I. The French Revolution: Genesis Nature & Consequences

II. Napoleonic Era and aftermath.

III. Revolutions of 1830 & 1848.

IV. Unification of Italy & Germany.

V. Social and economic Changes.

VI. Imperialist Conflicts: W.W I

VII. Rise of Fascism and Nazism.

VIII. Origin of W.W.II

REFERENCES

E.J. Hobsbawn, *The Age of Revolution*

Lynn Hunt: *Politics, Culture and Class in the French Revolution*

Andrew Porter, *European Imperialism 1870 -1914*

E.J. Hobsbawm, *The Age of Extremes 1914 - 1991*

Carter V. Findley and John Rothey, *Twentieth-Century World*

GENERIC ELECTIVE (GE) : 2

GE 1

Paper I: History of Indian Journalism: Colonial and Post Colonial Period

Semester: 5

Course Code: HISGGEC01T

Credits: 6

Marks: 75

Paper I: History of Indian Journalism: Colonial and Post Colonial Period

- I. Pre-colonial History of written records & modalities of dissemination
- II. Advent of Print media :Imperialist Ideologies
- III. Nationalism and Print Culture in Bengal: Selective study of prominent newspapers: *Amrita Bazar Patrika*, *Ananda Bazar Patrika* and *Hindusthan Standard*
- IV. Writing and Reporting

REFERENCES

J. Natrajan, *History of Indian Journalism*, Vol. II of Press Commission Report

J. Natrajan, *A History of the Press in India*

ParthasarathuRangaswami, *Journalism in India*

Hamendra Prasad Ghosh, *Newspapers in India*

The History and Culture of the Indian People, General Editor R.C. Majumdar, Vols.IX, X, X

B.N. Ahuja and S.S. Chhabra, *Reporting*

Benoy Ghosh, *SamayikPatreBanglarSamaj Chitra (1840-1905)*Benoy

Ghosh, *SambadPatreBanglarSamaj*

Partha Chattopadhyay, *Bharatiya Sangbad PotrerRuprekha*

Nandalal Bhattacharya, *Sangbad patrerEtibityo*

Partha Chattopadhyay, *Sangbad Bidya*

Partha Chattopadhyay, *Freelance Sangbadikota o Lekhalekhi*

GE 2

Paper-II: Some Perspectives of Women's Rights in India

Semester: 6

Course Code: HISGGEC02T

Credits: 6

Marks: 75

Paper II: Some Perspectives on Women's Rights in India

- I. Definition of Human Rights: UN Conventions & Indian Context
 - II. Indian Constitution and Women's Rights
 - III. Preventive Acts: Minimum Wage Act, 1948, Family Courts Act, 1986, Dowry Prohibition Act, 1961, Immoral Traffic Prevention Act, 1986, Domestic Violence Act, PNDT Act, 1994, latest measures
 - IV. Issues of violence against women and remedial measures
 - V. Role of Non Government Institutions
 - VI. Present Status: Issues of enabling & empowering modalities.

REFERENCES

Bina Agarwal, *Field of Her Own*

Urvashi Butalia and T. Sarkar, (ed.), *Women & Hindu Rights*

Zoya Hasan (ed.), *Forging Identities: Gender, Communities & Patriarchies*, EPW, Basabi Chkraborti (ed.), *Prosongo Manabibidya*

Basabi Chkraborti (ed.), *Nari Prithibi: Bahussar*

SKILL ENHANCEMENT COURSE (SEC) : 4

SEC 1

Paper-I: Archives and Museums in India

Semester: 3

Course Code: HISSECO1M

Credits: 2

Marks: 25

Paper I: Archives and Museums in India

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to Archives and/or Museums is an integral part of the course.

- I. Definition and history of development (with special reference to India)
- II. Types of archives and museums: Understanding the traditions of preservation in India
Collection policies, ethics and procedures
Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others.
Documentation: accessioning, indexing, cataloguing,
digital documentation and de-accessioning
Preservation: curatorial care, preventive conservation, chemical preservation and restoration
- III. Museum Presentation and Exhibition
- IV. Museums, Archives and Society: (Education and communication Outreach activities)

REFERENCES

Saloni Mathur, *India By Design: Colonial History and Cultural Display*

S. Sengupta, *Experiencing History Through Archives*

Tapati Guha Thakurta, *Monuments, Objects, Histories: Institution of Art in Colonial India*

Y. P. Kathpalia, *Conservation and Restoration of Archive Materials*,

R.D. Choudhary, *Museums of India and their maladies*

S.M. Nair, *Bio-Deterioration of Museum Materials*

O.P. Agrawal, *Essentials of Conservation and Museology*

SEC 2

Paper III- Understanding Indian Art

Semester: 4

Course Code: HISSECO2M

Credits: 2

Marks: 25

Paper III: Understanding 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 projects.

- I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts
- II. Indian art (c. 600 BCE – 600 CE): Notions of art and craft. Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography. Numismatic art
- III. 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
- IV. 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
- V. 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)

REFERENCES

- Tomory, *History of Fine Arts in India*
- Erwin Neumayer, *Lines of Stone: The pre-historic rock-art of India*
- B.N. Goswamy, *Essence of Indian Art, Asian Art Museum of San Francisco*
- Susan Huntington, *The Art of Ancient India: Hindu, Buddhist, Jain*
- Tapati Guha Thakurta, *The making of a new modern Indian art: Aesthetics and nationalism in Bengal, 1850-1920*
- Partha Mitter, *Indian Art, Oxford History of Art series*
- Parul Pandya Dhar (ed.), *Indian Art History Changing Perspectives (Introduction)*
- M.C. Beach, *The New Cambridge History of India I: 3, Mughal and Rajput Painting*
- Niharranjan Ray, *An Approach to Indian Art*

SEC 3

Paper-II: An Introduction to Archaeology

Semester: 5

Course Code: HISSECO3M

Credits: 2

Marks: 25

Paper II: An Introduction to Archaeology

- I. Definition and Components
- II. Historiographical Trends
- III. Research Methodologies
- IV. Definition of Historical Sites & Explorations
- V. Field Work and Tools of research
- VI. Documentation, Codification, Classification, Analysis of findings and publications

REFERENCES

John. A. Bintliff, *A Companion to Archaeology*

D.R. Chakrabarti, *A History of Indian Archaeology: From the Beginning to 1947*

M. Hall & W. Silliman, *Historical Archaeology*

Mathew Johnson, *Archaeological Theory: An Introduction*

SEC 4

Paper IV- Understanding Popular Culture

Semester: 6

Course Code: HISSECO4M

Credits: 2

Marks: 25

Paper IV: Understanding Popular Culture

- I. Introduction a. Defining elite and popular culture b. Differences in their forms, contents and patterns of presentations c. Changing traditions of Folk songs, music, literature and dances
- II. a. Visual Expressions a. Folk Art, Calendar Art, Photography. b. Audio- visual mode of presentation cinema & television. c. Expressions of popular culture in dance , drama, films and painting
- III. Performance and Participations: a. Theatre, music, folk songs and jatra: b. Identifying themes, functionality, anxieties. c. Fairs, Festivals and Rituals, Disentangling mythological stories, patronage, regional variations.
- IV. Popular Culture in a globalized world. The impact of the internet and audio-visual media on popular culture

REFERENCES

- W. Dissanayake and K. M. Gokul Singh, *Indian Popular Cinema*
- John Storey, *Cultural Theory and Popular Culture*
- Patricia Oberoi, *Freedom and Destiny: Gender, Family and Popular Culture in India*
- Camera Indica, *The Social Life of Indian Photographs*
- Pankaj Rag, *DhunoKeYatri*, Rajkamal,
- A.K. Ramanujan, *Folktales from India: A Selection of Oral Tales from Twenty-two Languages* (Only Introduction).
- V. Ramaswamy, 'Women and the 'Domestic' in Tamil Folk Songs' in Kumkum Sangari and Uma Chakravarti, (eds.), *From Myths to Markets: Essays on Gender*
- Lata Singh (ed.), *Theatre in Colonial India: Playhouse of Power*
- Mihir Kamilya Chowdhury, *RarherJanajati O Lokosanskriti*
- Probodh Kumar Bhowmick, *Socio-Cultural Profile of Frontier Bengal*
- D.D. Kosambi, *Myth and Reality*
- Debiprasad Chattopadhyay, *Lokayata*

Amalendu Mitra, *RarherSanskriti O DharmaRajthakurAmiyo*
Kumar Bandyopadhyay, *Bankurar Mandir BinoyGhosh,*
PaschimbanglarSanskriti

Niharanjan Roy, *Bangalirltihas*

Sudhir Kumar Karan, *SimantaBanglarLokojan TarapadaSantra,*
PaschimbangerLokoshilpa O Shilpi SamajDebiprasad Chattopadhyay,
Lokayata Darshan

Asutosh Bhattacharya, *BanglarLokosruti*



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ESTD: 1985



Department of Journalism and Mass communication

B. A. (GEN.) IN JOURNALISM AND MASS COMMUNICATION(CBCS), 2018-19

Colour Index

- ETHICS
- GENDER
- ENVIRONMENT
- HUMAN RIGHTS

Course Structure

Semester I

Course Code	Course Title	Course Type	Credit	Marks
JORGCOR01T	Paper I: Basics of Journalism	Core-1 DSC1A	6	75
	Other Discipline	Core DSC 2A	6	75
	English	Core	6	75
	Environmental Science	AECC	2	25
		Semester Total	20	250

Semester II

Course Code	Course Title	Course Type	Credit	Marks
JORGCOR02T	Paper II: Photography	Core-2 DSC1B	6	75
	Other Discipline	Core DSC2B	6	75
	English	Core	6	75
	English/MIL Communication	AECC	2	25
		Semester Total	20	250

Semester III

Course Code	Course Title	Course Type	Credit	Marks
JORGCOR03T	Paper III: Film Appreciation	Core-3 DSC 1C	6	75
	Other Discipline	Core DSC 2C	6	75
	MIL	Core	6	75
JORSSEC01M	Paper I: Radio Production	SEC1	2	25
		Semester Total	20	250

Semester IV

Course Code	Course Title	Course Type	Credit	Marks
JORGCOR04T	Paper IV: Introduction to Documentary	Core-4 DSC1D	6	75
	Other Discipline	Core DSC2D	6	75
	MIL	Core	6	75
JORSSEC02M	Paper II: Documentary Production	SEC2	2	25
		Semester Total	20	250

Semester V

Course Code	Course Title	Course Type	Credit	Marks
JORGDSE01T	Paper I: Media Industry and Management	DSE DSE1A (Any one)	6	75
JORGDSE02T	Paper II: Print Journalism And Production		6	
	Other Discipline	DSE DSE2A	6	75
JORGGEC01T	Paper I: Multimedia Journalism	GE 1	6	75
	Other Discipline	SEC	2	25
		Semester Total	20	250

Semester VI

Course Code	Course Title	Course Type	Credit	Marks
JORGDSE03T	Paper III: Photographical Appreciation	DSE	6	75
JORGDSE04T	Paper IV: Media, Gender and Human Rights	DSE1B (Any one)	6	
	Other Discipline	DSE DSE2B	6	75
JORGGEC02T	Paper II: Introduction to Film Studies	GE2	6	75
	Other Discipline	SEC	2	25
		Semester Total	20	250

Total Credits: 120

Total Marks: 1500

JOURNALISM AND MASS COMMUNICATION

GENERAL

CBCS SYLLABUS, 2018-2019

CORE COURSE (CC): 4

Paper I: Basics of Journalism
Paper II: Photography
Paper III: Film Appreciation
Paper IV: Introduction to Documentary

DISCIPLINE SPECIFIC ELECTIVE (DSE): 2

(Any one from Papers I & II and Any one from Papers III & IV)

Paper I: Media Industry and Management
Paper II: Print Journalism and Production
Paper III: Photographical Appreciation
Paper IV: Media, Gender and Human Rights

GENERIC ELECTIVE (GE): 2

Paper I: Multimedia Journalism Paper II:
Introduction to Film Studies

SKILL ENHANCEMENT COURSE (SEC): 2

Paper I: Radio Production
Paper II: Documentary Production

ABILITY ENHANCEMENT COURSE (AECC): 2

Environmental Science
English/MIL Communication

DETAILED SYLLABUS

CORE COURSE (CC): 4

Core Course – 1DSC 1A

Paper I: Basics of Journalism

Semester: I

Course Code: JORGCOR01T

Credits: 6

Marks: 75

Course contents:

Unit 1 - Understanding News: Ingredients of news; News: meaning, definition, nature. The news process: from the event to the reader (how news is carried from event to reader). Hard news vs. Soft news, basic components of a news story. Attribution, embargo, verification, **balance and fairness**, brevity, dateline, credit line, byline.

Unit 2 - Different forms of print - A historical Perspective; **Yellow journalism**, Penny press, tabloid press, Language of news - Robert Gunning: Principles of clear writing, Rudolf Flesch formula- skills to write news.

Unit 3 - Understanding the structure and construction of news: Organizing a news story, 5W's and 1H, Inverted pyramid, Criteria for news worthiness, **principles of news selection**, Use of archives, sources of news, use of internet.

Unit 4 – Different mediums - a comparison: **Language and principles of writing**: Basic differences between the print, electronic and online journalism. Citizen journalism.

Unit 5 - Role of Media in a Democracy: Responsibility **to Society press and Democracy, Contemporary debates and issues relating to media Ethics in journalism.**

Readings:

1. Bruce D. Itule and Douglas A. Anderson. *News writing and reporting for today's media*; McGraw Hill Publication, 2000.
2. M.L. Stein, Susan Paterno & R. Christopher Burnett. *News writer's Handbook: An Introduction to Journalism*; Blackwell Publishing, 2006.
3. George Rodmann. *Mass Media in a Changing World*; McGraw Hill Publication, 2007.
4. Carole Flemming and Emma Hemmingway. *An Introduction to Journalism*; Vistaar

Publications, 2006.

5. Richard Keeble. *The Newspaper's Handbook*; Routledge Publication, 2006.

Internal Assessment:

Discussions on current affairs, debates, seminar presentations, PPT presentations, assignments, GD and tests may be held regularly.

Core Course – 2DSC 1B

Paper II: Photography

Semester: II

Course Code: JORGCOR02TCredits: 6

Marks: 75

Course contents:

- Unit 1 - History of Photography: Definition and origin of Photography, The birth of Camera and its evolution, **Modernization of Photography and its use in Mass Media**, Invention of Digital Photography.
- Unit 2 - Equipments of Photography: Cameras, Lenses, Tripods, Monopods, Camera bags, Digital storage.
- Unit 3 – Lighting: The different types of lighting - Natural lighting and Artificial Lighting, The reflection of light, recommended equipment for outdoor lighting, Introduction to indoor lighting and photographing.
- Unit 4 - Types of Photography and Photo journalism: News Photography, Sports Photography, Nature photography, Portrait photography, Fashion photography and advertisement photography. The basics of photojournalism and importance of context in photojournalism.
- Unit 5 – Editing: Photo editing software: Microsoft Office Picture manager, CorelDraw, Adobe Photoshop Elements, Photoshop CC (Creative Cloud) Correcting imperfect images: Picture orientation, Cropping, Levels, Altering brightness and contrast, Redeye.

Readings:

1. The Photography Book by Editors of Phaidon Press, 30 April 2000.
2. All about Photography by Ashok Dilwali, National Book trust, Year of Publication:2010, New Delhi.
3. Practical photography by O.P. SHARMA HPB/FC (14 March 2003).
4. The Photographer's Guide to Light by Freeman John Collins & Brown, 2005.
5. Lonely Planet's Best Ever Photography Tips by Richard I'Anson published by LonelyPlanet.

Internal Assessment:

Discussions on current affairs, debates, seminar presentations, PPT presentations, assignments, GD and tests may be held regularly.

Core Course – 3DSC 1C

Paper III: Film Appreciation

Semester: III

Course Code: JORGCOR03TCredits: 6

Marks: 75

Course contents:

- Unit 1- Language of Cinema: Language of Cinema I – Focus on visual Language: Shot, Scene, Mis-en-scene, Deep focus, Continuity Editing, Montage. Language of Cinema II – Focus on Sound and Colour: Diegetic and Non Diegetic Sound; Off Screen Sound; Sync Sound; the use of Colour as a stylistic Element. Difference between story, plot, screenplay.
- Unit 2 - Film Form and Style: German Expressionism and Film Noir, Italian Neo-realism, French New-Wave, Genre and the development of Classical Hollywood Cinema.
- Unit 3 - Alternative Visions: Third Cinema and Non Fiction Cinema **Introduction to Feminist Film Theory**, Auteur-Film Authorship with a special focus on Ray or Kurosawa.
- Unit 4 - Hindi Cinema: 1950s - Cinema and the Nation (Guru Dutt, Raj Kapoor, Mehboob), The Indian New-Wave, Globalization and Indian Cinema, The multiplex Era Film Culture.

Recommended Screenings or clips

Unit 1

- *Rear Window* by Alfred Hitchcock (Language of Cinema).
- *Battleship Potemkin* by Sergei Eisenstein (Language of Cinema) o *Man with a Movie Camera* by Dziga Vertov.
- *Germany Year Zero* directed by Roberto Rossellini (Italian Neo Realism).
- *Metropolis* by Fritz Lang/*Double Indemnity* by Billy Wilder (German Expressionism and Film Noir).
- *Pather Panchali* by Satyajit Ray.
- *The hour of the Furnaces* by Fernando Solanas.

Unit 4

- *Nishant* by Shyam Benegal /*Aakrosh* by Govind Nihalani (Indian New wave).
- *Pyasa* by Guru Dutt.

Readings:

1. Andre Bazin, —The Ontology of the Photographic Image|| from his book *What is Cinema Vol. I* Berkeley, Los Angeles and London: University of California Press: 1967, 9-16.
2. Sergei Eisenstein, —A Dialectic Approach to Film Form|| from his book *Film Form: Essays in Film Theory* (Edited and Translated by Jay Leyda) San Diego, New York, London: A Harvest/Harcourt Brace Jovanovich, Publishers: 1977, 45-63.
3. Tom Gunning, "Non-continuity, Continuity, Discontinuity: A theory of Genres in Early Films," in Thomas Elsaesser, ed. *Early Cinema: Space, Frame, Narrative*. London: British Film Institute, 1990, 86-94.
4. David Bordwell, "Classical Hollywood Cinema: Narrational Principles and Procedures" in Philip Rosen, ed. *Narrative, Apparatus, Ideology*. New York: Columbia University Press, 1986, 17-34.
5. Paul Schraeder — Notes on Film Noir|| in John Belton ed. *Movies and Mass Culture* New Brunswick, New Jersey: Rutgers University Press: 1996. pg.153-170.
6. Robert Stam, "The Cult of the Auteur," "The Americanization of Auteur Theory," "Interrogating Authorship and Genre," in *Film Theory: An Introduction*. Massachusetts & Oxford: Blackwell Publishers: 2000, 83-91 & 123-129.
7. Richard Dyer — Heavenly Bodies: Film Stars and Society|| in *Film and Theory: An Anthology* Massachusetts, U.S.A & Oxford, U.K: Blackwell Publishers: 2000, 603- 617.
8. Ideology of Hindi Film by Madhava Prasad. New Delhi: Oxford University Press. 1998.
9. Global Bollywood by Anandam P. Kavoori and Aswin Punanthebekar Eds. New York: New York University Press. 2008.

Internal Assessment:

Discussions on current affairs, debates, seminar presentations, PPT presentations, assignments, GD and tests may be held regularly.

Core Course – 4DSC 1D

Paper IV: Introduction to Documentary

Semester: IV

Course Code: JORGCOR04TCredits: 6

Marks: 75

Course contents:

Unit 1 - Understanding the Documentary: Introduction to the debate on realism, Six Modes of Documentary Representation: Participatory, Expository, Observational, Performative, Reflexive, and Poetic. **Ethical Debates in the Documentary Encounter**, Defining the Subject / Social Actor / Participant. Voice in the Documentary: Problematic of 'Voice of God' Narrator & Different Posturing of the Narration, Participant, Filmmaker & Audience Camcorder Cults Documentary.

Unit 2 - Documentary Production: Pre-Production, Researching the Documentary, Research: Library, Archives,

location, life stories, ethnography. Writing a concept: telling a story. Writing a Treatment, Proposal and Budgeting Structure and scripting the documentary Issues of Funding and Pitching. Issues of Primary and Secondary Audience.

Unit 3 - Documentary Production: Production Documentary Sound; Documentary Cinematography – a responsive filmic encounter. Location Research, Technologies and Techniques, Shooting Schedule, Shot Breakdown & Call list, Production Team, Meetings, Checklist, Crowd Funding.

Unit 4 - Documentary Production: Post-Production. Grammar of editing, Transitions: Scenic Realism & Sound Effects and Visual Effects, Aspect Ratio, Language, Duration and marketing of DVD and issues of piracy. Distribution and Exhibition Spaces (Traditional and Online). Festivals and International Market Box office documentaries.

Suggested Practical Exercise (Internal Assessment) – Making a short documentary (5- 10minutes).

Readings:

1. Erik Barnow and Krishnaswamy Documentary.
2. Charles Musser —Documentary|| in Geoffrey Nowell Smith ed. *The Oxford History of World Cinema* Oxford University Press: 1996, 322-333.
3. Michael Renov —The Truth about Non Fiction|| and —Towards a Poetics of Documentary|| in Michael Renov ed. *Theorizing Documentary* AFI Film Readers, New York and London: Routledge: 1993, 1-36.
4. Trisha Das *How to Write a Documentary Double Take* by PSBT.
5. DOX magazine Nichols, Bill (2001) Introduction to Documentary, Indiana University Press: Bloomington.

Suggested Screenings:

- Michael Moore: Roger and Me
- Nanook of the North by Robert J Flaherty
- Night mail by Basil Wright
- Bombay Our City by Anand Patwardhan
- Black Audio Collective
- City of Photos by Nishtha Jain
- Films by PSBT

DISCIPLINE SPECIFIC ELECTIVE (DSE): 2

DSE 1A

Any One between Paper I and Paper II

Paper I: Media Industry and Management

Semester: V

Course Code: JORGDSE01TCredits: 6

Marks: 75

Course contents:

Unit 1 - Media Management: Concept and Perspective; Concept, origin and growth of Media Management; Fundamentals of management; Management School of Thought.

Unit 2 - Media Industry: Issues & Challenges; Media industry as manufacturers - Manufacturing Consent, news and content management. Market Forces, performance evaluation (TAM, TRP, BARC and HITS) and Market shifts. Changing Ownership patterns.

Unit 3 - Structure of news media organizations in India. Role, responsibilities & Hierarchy; Workflow & Need of Management; Shift Patterns, Circulation & Guidelines.

Unit 4 - Media Economics, Strategic Management and Marketing: Understanding Media Economics - Economic thought, Theoretical foundations, issue and concerns of mediaeconomics. Capital inflow, Budgeting, Financial management, and personnelManagement, Strategic Management, Market forces.

Unit 5 - Case Studies: Visionary Leadership - Media Entrepreneurs, Qualities and Functions of media managers. Indian and International Media Giants - Case Studies.

Readings:

- Vinita Kohli Khandeka, Indian Media Business, Sage.
- Pradip Ninan Thomas, Political Economy of Communications in India, Sage.
- Lucy Kung, Strategic management in media, SAGE.
- Dennis F. Herrick, Media Management in the age of Giants, Surjeet Publications.
- Jennifer Holt and Alisa Perren, (Edited) Media Industries - History, Theory and Method, Wiley- Blackwel.
- John M. lavine and Daniel B. Wackman, Managing Media Organizations.

Internal Assessment:

Discussions on current affairs, debates, seminar presentations, PPT presentations, assignments, GD and tests may be held regularly.

Paper II: Print Journalism and Production

Semester: V

Course Code: JORGDSE02T

Credits: 6

Marks: 75

Course contents:

Unit 1 - Specialized Reporting: Business /economic, Parliamentary, Political.

Unit 2 - Trends in Print journalism: Investigative journalism/ Sting operations and related case studies; Impact of Technology on newspapers and Magazines; **Ethical debates in print journalism: ownership and control.**

Unit 3 - Production of Newspaper: Principles of Layout and Design: Layout and format, Typography, Copy preparation Design process (size, anatomy, grid, design); Handling text matter (headlines, pictures, advertisements); Page make-up (Print and Electronic copy): Front page, Editorial page and Supplements.

Unit 4 - Technology and print: Modern Printing Processes; DTP (Desk top publishing)/software for print (Quark Express, Adobe Photoshop, Adobe In Design etc.); **Picture Editing and Caption Writing.**

Unit 5 - Advanced Newspaper and Magazine Editing: Classification of Newspapers and Magazines; Current trends in Newspapers and Magazines with respect to content Photographs and Cartoons in Newspapers and Magazines.

Readings:

- *Editing: A Handbook for Journalists* – by T. J. S. George, IIMC, New Delhi, 1989.
- *News Reporting and Editing* by Shrivastava, K. M. (1991) Sterling Publishers, NewDelhi.
- *Professional Journalism*, by M.V. Kamath, Vikas Publications.
- *Groping for ethics in Journalism*, by Eugene H. Goodwin, Iowa State Press.
- *Journalism: Critical Issues*, by Stuart Allan, Open University Press.
- *Modern Newspapers practice*, by Hodgson F. W. Heinemann London, 1984.
- *Principles of Art and Production*, by N.N. Sarkar, Oxford University Press.

Internal Assessment:

Discussions on current affairs, debates, seminar presentations, PPT presentations, assignments, GD and tests may be held regularly.

DSE 1B

Any One between Paper III and Paper IV

Paper III: Photographical Appreciation

Semester: VI

Course Code: JORGDSE03T

Credits: 6

Marks: 75

Course contents:

- Unit 1 - Introduction to Photography: A brief History of Photography - Camera Obscura to the daguerreotype process; Technical history of photography: Persistence of Vision, Camera Obscura, Muybridge Experiment (Leaping horse). The photographic process (The Silver Halide Photography Process); A brief glimpse into the Dark Room, Development of a Photograph; **Modernization of Photography and its use in Mass Media.**
- Unit 2 - Understanding the mechanisms of Photography: Types of photographic cameras and their structure (Pin-hole, SLR, TLR, D-SLR); Lenses (types and their perspective/angle of view); Aperture (f-stop & T-stop); Shutters (Focal plane & Lens shutter); Light meters (Incident, reflected & through Lens: Average, Centre weighted, Spot & Metrics) and Focus And Depth of Field.
- Unit 3 - Understanding Light and Shadow: Natural light and Artificial Light; The Nature of Light - Direct Light, Soft light, Hard light, Directional Light. Brightness, Contrast, Mid tones, Highlights, Shadow and Silhouettes. Lighting equipment (Softboxes, umbrellas, Fresnel, Skimmers, reflectors, etc). Three Point Lighting Technique and Metering for Light. Filters and Use of a Flash Unit.
- Unit 4 - **Digital Photography and Editing:** Sensor Sizes, Formats and Storage; Introduction to Editing and Digital Manipulation; Brightness, Contrast, Mid tones, Highlights, Colour tones; Basics of Photoshop; **Photo editing software:** (Microsoft Office Picture Manager, CorelDraw, Adobe Photoshop Elements, Photoshop CC (CreativeCloud).
- Unit 5 – Photojournalism: Brief History – Global & Indian; **Application & Ethics and Law in Digital Imaging (Ethicality while photographing a subject/issue & editing the image – issue of unethical morphing etc., Copyright Law etc.); Approaches to documenting reality** - (Discussion on Capa's 'The Falling Soldier', Objective Truth or Staged Representation); War Photojournalism.

Readings:

- Camera Lucida: Reflections on Photography - Roland Barthes On Photography – Susan Sontag The Man, The Image & The World: A Retrospective - Henri Cartier – Bresson.
- Basic Photography - Michael Langford.
- All about Photography by Ashok Dilwali, National Book Trust, Year of Publication: 2010, New Delhi.
- Practical photography by O.P. SHARMA HPB/FC (14 March 2003).
- The Photographer's Guide to Light by Freeman John Collins & Brown, 2005.

Internal Assessment:

Discussions on current affairs, debates, seminar presentations, PPT presentations, assignments, GD and tests may be held regularly.

Paper IV: Media, Gender and Human Rights

Semester: VI

Course Code: JORGDSE04TCredits: 6

Marks: 75

Course contents:

Unit 1 - Media and the social world: **Media impact on individual and society**; Democratic Polity and mass media; Media and Cultural Change; **Rural - Urban Divide in India: Grass - roots media**.

Unit 2 – **Gender: Conceptual Frameworks in Gender studies; Feminist Theory; History of Media and Gender debates in India (Case studies); Media and Gender - Theoretical concerns. Media and Masculinity.**

Unit 3 - Media: Power and Contestation; **Public Sphere and its critique—Public sphere of the disempowered?** **Media and Social Difference: class, gender, race etc.** Genres – Romance, **Television, Soap Opera, Sports** etc.

Student Presentations (Internal Assessment):

- a) Watch an Indian TV Soap Opera / reality show for a week and for representation of Family.
- b) Project on use of internet by the marginalized groups.

Unit 4 - **Media and Human Rights: Human Rights - Theoretical perspectives, Critique; Universal Declaration of Human Rights; Human Rights and Media (Case Studies).**

Student Presentations (Internal Assessment):

- a) **Representation of Human Rights issues and violations in International and National media.**

Essential Readings:

- Street, John. *Mass media, politics and democracy*. Palgrave Macmillan, 2011.
- Balnaves, Mark, Stephanie Donald, and Brian Shoosmith. *Media theories and approaches: A global perspective*. Palgrave-Macmillan. 2009 (Pg No. 3-10, 11-34, 35-53).
- Mackay, Hugh, and Tim O'Sullivan, eds. *The media reader: continuity and transformation*. SAGE Publications Limited, 1999. 13-28, 43-73, 287-305.

- Asen, Robert & Brouwer, Daniel, 2001. Counter Publics and the State, SUNY Press. 1-35, 111-137.

Readings:

- Ninan, Sevanti. *Headlines from the heartland: Reinventing the Hindi public sphere*. SAGE Publications Pvt. Limited, 2007.
- Curran, James. "Rethinking mass communication." *Cultural studies and communications*. London: Arnold (1996).
- Mc Quail, Denis. *Mass communication theory: An introduction*. Barcelona, 1991. 79-111.
- Berger, Arthur Asa. *Media and society: A critical perspective*. Rowman & Littlefield, 2012. Pg 9-21, 167-180.
- Nichols, Joe & Price, John, *Advanced Studies in Media*, Thomes Nelson, 1999. 42-55.
- Thirumal, P., and Gary Michael Tartakov. "India's Dalits search for a democratic opening in the digital divide." *International Exploration of Technology Equity and the Digital Divide: Critical, Historical and Social Perspectives* (2010): 20.
- Rajagopal, Arvind, ed. *The Indian Public Sphere: Readings in Media History*. New Delhi: Oxford University Press, 2009. 278-290.
- Rayner, Philip, Peter Wall, and Stephen Kruger, eds. *AS media studies: the essential introduction*. Psychology Press, 2004. 53-61.
- Bannerjee, Menon & Priyameds. *Human Rights, gender and Environment*, Pearson & Co. 2010.

GENERIC ELECTIVE (GE): 2

GE 1

Paper I: Multimedia Journalism

Semester: V

Course Code: JORGGEC01T

Credits: 6

Marks: 75

Course contents:

Unit 1 - Introduction to Multimedia: Multimedia and interactivity, Basics of multimedia reporting, importance of audio, photo and video production skills in the newsroom in contemporary times, brainstorming about

story ideas, developing a portfolio – print and online, legal and ethical issues and diversity in the media - media law, ethics, multicultural sensitivity.

Unit 2 – Print: Process of Production: Decision making and skills for multi-platform communications, Paraphrases, quotes and attribution in media writing, Leads and Nut Graphs, News Writing for Web, Content Development, Sources and Online Research, Story Organization, Strategies for effective interviewing and note taking, Interviewing Techniques.

Unit 3 – Photograph: Photo on Screen: Rule of thirds, focal point, Composition, Photography as a powerful tool to tell a story. Dynamic content and visual medium, increasing importance of photojournalism in today's journalism, Photography and cut lines as an important part of storytelling. Placements & Visual Design.

Unit 4 - Audio & Video Content: Focus on audio recording, telling stories with sources and natural sound, bytes, editing & Placement of sound, Storytelling with video, broadcasting / webcasting: Collecting content, Structuring story, Writing, video editing with interviews and B-roll, streaming.

Unit 5 - Mobile journalism: Screen sizes & responsive web, Information multimedia and web architecture, Marketing websites, corporate websites, web feature stories, key points for web interactive: narrative, interactive users vs. linear narratives, elements of an interactive writer.

For Students (Internal Assessment):

Final project incorporating elements from the entire previous unit — taking a story and adding audio, photo and video to compliment it for online publication.

Readings:

- Savage, Terry Michael, and Karla E. Vogel. *An Introduction to Digital Multimedia*. Jones & Bartlett Publishers, 2013.
- Christin, Anne-Marie, ed. *A History of Writing: From Hieroglyph to Multimedia*. Flammarion - Pere Castor, 2002.
- Korolenko, Michael. *Writing for Multimedia: A Guide and Source Book for the Digital Writer*. Pearson. 2005.
- Garrand, Timothy. *Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media*. CRC Press, 2006.

GE 2

Paper II: Introduction to Film Studies

Semester: VI

Course Code: JORGGE02T Credits: 6

Marks: 75

Course contents:

- Unit 1 - Language of Cinema: Language of Cinema I – Focus on visual Language: Shot, Scene, Mis-en-scene, Deep focus, Continuity Editing, Montage; Language of Cinema II – Focus on Sound and Colour: Diegetic and Non Diegetic Sound; Off Screen Sound; Sync Sound; the use of Colour as a stylistic Element; Genre and the development of Classical Hollywood Cinema.
- Unit 2 - Film Form and Style: German Expressionism and Film Noir Italian Neo-realism; French New-Wave.
- Unit 3 - Alternative Visions: Third Cinema and Non Fiction Cinema; **Introduction to Feminist Film Theory**; Auteur - Film Authorship with a special focus on Ray or Kurusawa.
- Unit 4 - Hindi Cinema: Early Cinema and the Studio Era; 1950s - Cinema and the Nation (Guru Dutt, Raj Kapoor, Mehboob); The Indian New-Wave; Globalization and Indian Cinema Film Culture.

Recommended Screenings or clips

Unit 1

- *Rear Window* by Alfred Hitchcock (Language of Cinema).
- *Battleship Potemkin* by Sergei Eisenstein (Language of Cinema).
- *Man with a Movie Camera* by Dziga Vertov.
- *Germany Year Zero* directed by Roberto Rossellini (Italian Neo Realism).
- *Metropolis* by Fritz Lang / *Double Indemnity* by Billy Wilder (*German Expressionism and Film Noir*).
- *Pather Panchali* by Satyajit Ray.
- *The hour of the Furnaces* by Fernando Solanas.

Unit 4

- *Nishant* by Shyam Benegal / *Aakrosh* by Govind Nihalani (Indian New wave).
- *Pyasa* by Guru Dutt.

Readings:

- Andre Bazin, —The Ontology of the Photographic Image|| from his book *What is Cinema Vol. I*.
- Berkeley, Los Angeles and London: University of California Press: 1967, 9-16.
- Sergei Eisenstein, —A Dialectic Approach to Film Form|| from his book *Film Form: Essays in Film Theory* (Edited and Translated by Jay Leyda) San Diego, New York, London: A Harvest/Harcourt Brace Jovanovich, Publishers: 1977, 45-63.
- Tom Gunning, "Non-continuity, Continuity, Discontinuity: A theory of Genres in Early Films" in Thomas Elsaesser, ed. *Early Cinema: Space, Frame, Narrative*. London: British Film Institute, 1990, 86-94.
- David Bordwell, "Classical Hollywood Cinema: Narrational Principles and Procedures" in Philip Rosen, ed. *Narrative, Apparatus, Ideology*. New York: Columbia University Press, 1986, 17-34.
- Paul Schraeder —Notes on Film Noir|| in John Belton ed. *Movies and Mass Culture* New Brunswick, New Jersey: Rutgers University Press: 1996 pg.153-170.
- Robert Stam, "The Cult of the Auteur," "The Americanization of Auteur Theory," "Interrogating Authorship and Genre," in *Film Theory: An Introduction*. Massachusetts & Oxford: Blackwell Publishers: 2000, 83-91 & 123-129.
- Richard Dyer —Heavenly Bodies: Film Stars and Society|| in *Film and Theory: An Anthology* Massachusetts, U.S.A & Oxford, U.K: Blackwell Publishers: 2000, 603- 617.
- Ideology of Hindi Film by Madhava Prasad. New Delhi: Oxford University Press. 1998.

- Global Bollywood by Anandam P. Kavoori and Aswin Punanthambekar Eds. New York: New York University Press. 2008.

Internal Assessment:

Discussions on current affairs, debates, seminar presentations, PPT presentations, assignments, GD and tests may be held regularly.

SKILL ENHANCEMENT COURSE (SEC): 2

SEC 1

Paper I: Radio Production

Semester: III

Course Code: JORSSEC01M

Credits: 2

Marks: 25

Course contents:

Unit 1 - Broadcast Formats: Public service advertisements*, Jingles*, Radio magazine Interview*, Talk Show, Discussion, Feature, Documentary*.

Unit 2 - Broadcast Production Techniques: Working of a Production Control Room & Studio: Types and functions, acoustics, input and output chain, studio console: recording and mixing. Personnel in Production process – **Role and Responsibilities.**

Unit 3 - Stages of Radio Production: Pre-Production – (Idea, research, RADIO script), Production – Creative use of Sound; Listening, Recording, using archived sounds, (execution, requisite, challenges). Editing: Creative use of Sound Editing.

Suggested Exercise (Internal Assessment) - Producing any Radio format mentioned in the Unit 1. (Duration- 5 minutes).

*Only introductory in nature. These formats will be dealt with in detail in Advanced Broadcast paper.

Readings:

1. Aspinall, R. (1971) *Radio Production*, Paris: UNESCO.
2. Flemming, C. (2002) *The Radio Handbook*, London: Routledge.

3. Keith, M. (1990) *Radio Production, Art & Science*, London: Focal Press.
4. McLeish, R. (1988) *Techniques of Radio Production*, London: Focal Press.
5. Nisbett, A. (1994) *Using Microphones*, London: Focal Press.
6. Reese, D.E. & Gross, L.S. (1977) *Radio Production Work*, London: Focal Press.
7. Siegel, E.H. (1992) *Creative Radio Production*, London: Focal Press.

SEC 2

Paper II: Documentary Production

Semester: IV

Course Code: JORSSEC02MCredits: 2

Marks: 25

Course contents:

- Unit 1 - Understanding the Documentary: Introduction to Realism Debate, Observational and Verite documentary, Introduction to Shooting styles, [Introduction to Editing styles](#), Structure and scripting the documentary.
- Unit 2 - Documentary Production: Pre – Production; Researching the Documentary; Research: Library, Archives, location, life stories, ethnography; writing a concept: telling a story, Treatment, Writing a proposal and budgeting.

Suggested Practical Exercise (Internal Assessment) - Shooting a short film (5 - 6minutes) and editing the same.

Readings:

1. Erik Barnow and Krishnaswamy Documentary.
2. Charles Musser — Documentary|| in Geoffrey Nowell Smith ed. *The Oxford History of World Cinema* Oxford University Press: 1996, 322-333.
3. Michael Renov — The Truth about Non Fiction|| and — Towards a Poetics of Documentary|| in Michael Renov ed. *Theorizing Documentary* AFI Film Readers, New York and London: Routledge: 1993, 1-36.
4. Trisha Das *How to Write a Documentary Double Take* by PSBT.

Suggested Screenings:

- Michael Moore: Roger and Me

- Nanook of the North by Robert J Flaherty
- Nightmail by Basil Wright
- Bombay Our City by Anand Patwardhan
- Black Audio Collective
- City of Photos by Nishtha Jain
- Films by PSBT

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA					
Department: Journalism and Mass Communication					
<i>Institution integrates crosscutting issues relevant to</i>					
Professional Ethics, Gender, Human Rights, Environment and Sustainability into the Curriculum					
Name of the Programme	Course Code	Course Name	Issues addressed	Course Contents	Remarks How the course contents related to Cross cutting issues
Academic session 2022-23					1. Balance and fairness are directly related to
B.A. General, CBCS,	JORGCOR01T	Paper I: Basics of Journalism	Ethics	1. Understanding News: Balance	

<p>Journalism and Mass Communication(G) Semester I</p>				<p>and fairness..</p> <p>2. Different forms of print: Yellow journalism.</p> <p>3. Understanding the structure and construction of news: Principles of news selection.</p> <p>4. Different mediums - a comparison: Language and principles of writing.</p> <p>5. Role of Media in a Democracy: Responsibility to Society press and Democracy, Contemporary debates and issues relating to media Ethics in journalism.</p>	<p>ethics.</p> <p>2. Yellow journalism is unethical by it's nature.</p> <p>3. Journalists should construct a news story based on ethical ground.</p> <p>4. Writing principles are closely related to ethics.</p> <p>5. Role of Media in a democratic world is solely dependent on Ethics.</p>
<p>B.A. General, CBCS, Journalism and Mass Communication(G) Semester II</p>	<p>JORGCOR02T</p>	<p>Paper II: Photography</p>	<p>Ethics</p>	<p>History of Photography: Modernization of Photography and its use in Mass Media</p>	<p>The use of Photographs in Media has some ethical concerns.</p>

B.A. General, CBCS, Journalism and Mass Communication(G) Semester III	JORGCOR03T	Paper III: Film Appreciation	Gender	Alternative Visions: Introduction to Feminist Film Theory	Feminist film theory is all about breaking gender stereotypes through the language of cinema.
B.A. General, CBCS, Journalism and Mass Communication(G) Semester III (SEC)	JORSSEC01M	Paper I: Radio Production	Ethics	Broadcast Production Techniques: Role and Responsibilities.	Roles and responsibilities of a Broadcaster is closely related to Broadcast Code of Ethics.
B.A. General, CBCS, Journalism and Mass Communication(G) Semester IV	JORGCOR04T	Paper IV: Introduction to Documentary	Ethics	Understanding the Documentary: Ethical Debates in the Documentary Encounter.	Ethical debates are directly related to Ethics.
B.A. General, CBCS, Journalism and Mass Communication(G) Semester IV (SEC)	JORSSEC02M	Paper II: Documentary Production	Ethics	Understanding the Documentary: Introduction to Editing styles.	Editing, which can lead to the distortion of reality in documentary making, may raise questions related to ethics.

<p>B.A. General, CBCS, Journalism and Mass Communication(G) Semester V(DSE)</p>	<p>JORGDSE02T</p>	<p>Paper II: Print Journalism and Production</p>	<p>Ethics</p>	<p>1. Trends in Print journalism: Ethical debates in print journalism: Ownership and control. 2. Technology and print: Picture Editing and Caption Writing.</p>	<p>1. Topic is directly related to Ethics. 2. Editing has some Ethical concerns.</p>
<p>B.A. General, CBCS, Journalism and Mass Communication(G) Semester V (GE)</p>	<p>JORGGEC01T</p>	<p>Paper I: Multimedia Journalism</p>	<p>Ethics</p>	<p>1. Introduction to Multimedia: Legal and ethical issues and diversity in the media - media law, ethics, multicultural sensitivity. 2. Audio & Video Content: Structuring story, Writing, video editing with interviews and B-roll, streaming. 3. Mobile journalism: Elements of an interactive writer.</p>	<p>1. Topic is directly related to Ethics. 2. Editing is related to Ethics. 3. Ethics are necessary while writing.</p>

<p>B.A. General, CBCS, Journalism and Mass Communication(G) Semester VI (DSE)</p>	<p>JORGDSE03T</p>	<p>Paper III: Photographical Appreciation</p>	<p>Ethics</p>	<p>1. Introduction to Photography: Modernization of Photography and its use in Mass Media. 2. Digital Photography and Editing:Photo editing software. 3. Photojournalism: Application & Ethics and Law in Digital Imaging (Ethicality while photographing a subject/issue & editing the image – issue of unethical morphing etc., Copyright Law etc.).</p>	<p>1.The modernizatio n of photography, especially the editing process, leads to several ethical concerns. 2. Same as point 1. 3. Directly Related.</p>
			<p>Environmen t</p>	<p>Photojournalism: Approaches to documenting reality.</p>	<p>Documenting reality is related to Environment.</p>

	JORGDSE04T	Paper IV: Media, Gender and Human Rights	Environment	<p>1. Media and the social world: Media impact on individual and society.</p> <p>2. Media and the social world: Rural - Urban Divide in India: Grass - roots media.</p> <p>3. Media: Public Sphere and its critique.</p> <p>4. Media: Television, Soap Opera, Sports.</p>	<p>1. Individuals and society are part of Environment.</p> <p>2. The rural-urban environment will be thoroughly discussed in this topic.</p> <p>3. Public Sphere is related to Environment.</p>
			Gender	<p>1. Gender: Conceptual Frameworks in Gender studies; Feminist Theory; History of Media and Gender debates in India (Case studies); Media and Gender - Theoretical concerns. Media and Masculinity.</p> <p>2. Media: Power and Contestation: Media and Social Difference: class, gender, race etc.</p>	All topics are directly related.

			Human Rights	<p>1. Media: Power and Contestation Public sphere of the disempowered?</p> <p>2. Media and Human Rights: Human Rights - Theoretical perspectives, Critique; Universal Declaration of Human Rights; Human Rights and Media (Case Studies).</p>	<p>1. The public sphere of the disempowered is related to human rights.</p> <p>2. Directly related.</p>
B.A. General, CBCS, Journalism and Mass Communication (G) Semester VI (DSE)	JORGEC02T	Paper II: Introduction to Film Studies	Gender	<p>Alternative Visions: Introduction to Feminist Film Theory.</p>	<p>Feminist film theory is all about breaking Gender stereotype through the language of cinema.</p>



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NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

Teaching Plan: 2022-23

Department: Music

Semester – 1

Course Code: MUCGCOR01T Course Title: ELEMENTARY KNOWLEDGE OF MUSIC [THO]

Core Course:

Credit – 2+4, FM - 75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit 1; Brief knowledge of following musical terms; Nada, Swara (shuddha, vikrta), saptak, varna, Alamkar, Shruti, Tana, Vadi- Vivadi- Samavadi- Anuvadi, Arohana- Avarohana, Pakad, Meend, Gamaka.	<i>Provash Mondal</i>	10hrs.	90hrs.***	Direct Lecture
Unit 2; Brief knowledge of the following terms on Tala. Tala, Matra, Bibhag, Laya, Layakari, Sam, khali, Theka, Samapadi, Vishamapadi, Tihai, Avartan.	<i>Payel Biswas</i>	10hrs.		Direct Lecture
Unit 3; Knowledge of Notation system (Bhatkhandey / Hindusthani and Akarmatrik).	<i>Payel Biswas</i>	5hrs.		Direct Lecture
Unit 4. Knowledge of ten thata system of Pt. Bhatkhandey	<i>Provash Mondal</i>	5hrs.		Direct Lecture

Internal 10 (Attendance 2+ Continuous assessment 8) End sem exam 20

(PRACTICAL) Paper Code: MUCGCOR01P Credits: 4 [120 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Five Drut Khayals from the following Ragas: Bilawal, Bhairab, Bhairabi, Yaman, Bhupali, Behag, Kafi, Jaunpuri. Talas prescribed: Tintal, Ektal, Drut Ektal, Jhamptal.	<i>Provash Mondal + Payel Biswas</i>	30 hrs.	90hrs.***	Direct Lecture
Unit-2: Ability to keep Theka with simple Layakaries of the prescribed Talas with hand	<i>Payel Biswas</i>	20 hrs.		Direct Lecture

beats. .				
Unit-3: Identification of Talas from rendering of Tabla.	<i>Payel Biswas</i>	10 hrs.		Direct Lecture

Internal-15 (Attendance 3 + Continuous assessment 12) End Semester Practical: 30

Year 1: Semester 2 Paper 1: Semester 2 Full Marks: 75 GENERAL :THEORY OF MUSIC (THEORITICAL)

Paper Code: MUCGCOR02T

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Raga and its characteristics	<i>Provash Mondal</i>	10 hrs.	90hrs.***	Direct Lecture
Unit-2: Time theory of Raga	<i>Payel Biswas</i>	10hrs.		Direct Lecture
Unit-3: Comparative study between Raga and Thata	<i>Payel Biswas</i>	5 hrs.		Direct Lecture
Unit-4: Mela system of Venkatmakhin.	<i>Provash Mondal</i>	5 hrs.		Direct Lecture

Internal 10 (Attendance 2+ Continuous assessment 8) End Sem exam 20

(PRACTICAL) Paper Code: MUCGCOR02P Credits: 4 [120 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: One Vilambit Khayal followed by Drut Khayal from the following Ragas: Bhairab, Yaman, Behag, Jaunpuri, Malkauns Talas prescribed: Tintal, Ektal, Jhumra, Jhamptal.	<i>Provash Mondal + Payel Biswas</i>	30hrs.	90hrs.***	Direct Lecture
Unit-2: One Bhajan from of the following composers (any one): Meera Bai, Kabir, Tulsidas, Nanak.	<i>Payel Biswas</i>	20hrs.		Direct Lecture
Unit-3: Knowledge of Vilambit Talas as mentioned above	<i>Payel Biswas</i>	10 hrs.		Direct Lecture

Internal-15 (Attendance 3 + Continuous assessment 12) End Sem Practical: 30

Year 2 : Semester 3 Paper 1: Semester 3 Full Marks: 75 HISTORY OF INDIAN MUSIC (THEORITICAL)

Paper Code: MUCGCOR03T Credits: 2 [30 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Music in the Vedic Period	<i>Provash Mondal</i>	10hrs.	90hrs.***	Direct Lecture
Unit-2: Music in Ramayana and Mahabharata	<i>Payel Biswas</i>	10hrs.		Direct Lecture
Unit-3: Origin and Development of Dhrupad	<i>Payel Biswas</i>	10 hrs.		Direct Lecture

and Khayal			
Unit-4: Origin and Development of Tala and its utility in Music	<i>Provash Mondal</i>	10 hrs.	Direct Lecture

Internal 10 (Attendance 2+ Continuous assessment 8) End Sem exam 20

(PRACTICAL) Paper Code: MUCGCOR03P Credits: 4 [120 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: One Dhrupad or One Dhamar	<i>Payel Biswas</i>	15hrs.	90hrs.***	Direct Lecture
Unit-2: Performance of Dhrupad or Dhamar by showing proper hand beats Ragas prescribed: Bhairab, Yaman, Behag, Bageshree, Malkauns, (With Alap, Dwigun, Tingun, Chaugun)	<i>Provash Mondal</i>	15hrs.		Direct Lecture
Unit-3: Complete knowledge of Chautal and Dhamar Tala	<i>Payel Biswas</i>	10 hrs.		Direct Lecture

Internal-15 (attendance 3 + Continuous assessment 12) End Semester Practical: 30

Paper 1: Semester 3 Full Marks: 25 Paper Code: MUCSSEC01M Credits: 2 [30 Hours]

REPAIRING OF MUSICAL INSTRUMENTS (PRACTICAL)

Note: Skill Enhance Course MUCSSEC is recommended to keep the employability in mind. The following Course is recommended for both Hons & Gen Syllabus.

Internal 5, End sem exam 20

Year 2 : Semester 4 Paper 1: Semester 4 Full Marks: 75 LIFE AND CONTRIBUTIONS OF MUSICAL PERSONALITIES

(THEORITICAL) Paper Code: MUCGCOR04T Credits: 2 [30 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Musical Personalities: Amir Khusrau, Swamy Haridas, Tansen	<i>Provash Mondal</i>	10 hrs.	90hrs.***	Direct Lecture
Unit-2: Instrumentalist: Enayat Khan, Masit Khan, Allauddin Khan	<i>Payel Biswas</i>	10hrs.		Direct Lecture
Unit-3: Musicologists: Krishnadhan Bandyopadhyay, Keshtra Mohan Goswami, S.M. Tagore	<i>Payel Biswas</i>	10hrs.		Direct Lecture
Unit-4: Brief life sketch of the following Karnataki Music composers: Thyagraja, Mutthu Swami Dixitar, Shyama Shastri	<i>Provash Mondal</i>	10 hrs.		Direct Lecture

Internal 10 (Attendance 2+ Continuous assessment 8) End Sem exam 20

(PRACTICAL) **Paper Code:** MUCGCOR04P **Credits:** 4 [120 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Rabindra Sangeet: (Two Rabindra Sangeet one from any Anga and other from any Paryay): Dhrupadangiya / Khayalangiya / Baulangiya / Kirtanangiya And Prem/ Puja/ Prakriti/ Bichitra	<i>Provash Mondal + Payel Biswas</i>	20 hrs.	90hrs.***	Direct Lecture
Unit-2: Bengali Song: (any two) Panchali Gaan / Kathakata, Agamoni / Vijayar Gaan, Nataker Gaan / Shakta Geeti	<i>Payel Biswas</i>	15hrs.		Direct Lecture
Unit-3: Any two type of Bengali Song from the following: Nazrul Geeti / Atul prosadi / Rajanikanter Gaan /Dwijendra Geeti	<i>Provash Mondal</i>	15 hrs.		Direct Lecture

Internal-15 (Attendance 3 + Continuous assessment 12) End Semester Practical: 30

Paper 2: Semester 4 Full Marks: 25 Paper Code: MUCSSEC02M **Credits:** 2

[30 Hours] SCORING OF NOTATION BY LISTENING (PRACTICAL) Scoring of Notation by listening any composition of Rabindra Sangeet/Bengali Song/Classical. Internal 5, End Sem Exam 20

Year 3: Semester 5 Paper 1: Semester 5 Full Marks: 75 STUDY ON FOLK MUSIC INCLUDING MUSIC OF DIFFERENT BENGALI CULTURE (THEORITICAL) Paper Code: MUCGDSE01T **Credits:** 2 [30 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Knowledge of Boat Baich, Dhan katar Gaan. Chhad petanor Gaan, Tant chalanor Gaan	<i>Provash Mondal + Payel Biswas</i>	10hrs.	90hrs.***	Direct Lecture
Unit-2: Detail knowledge of Tusu, Bhadu, Marriage Song	<i>Payel Biswas</i>	10hrs.		Direct Lecture
Unit-3: Knowledge of Baul Gaan and Lalan Geeti	<i>Payel Biswas</i>	5 hrs.		Direct Lecture
Unit-4: Folk Song of Bengal and its characteristic features	<i>Provash Mondal</i>	5 hrs.		Direct Lecture

Internal 10 (Attendance 2+ Continuous assessment 8) End Sem Exam 20

(PRACTICAL) **Paper Code:** MUCGDSE01P **Credits:** 4 [120 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Boat Baich Song, Dhan katar Gaan, Chhad petanor Gaan, Tusu, Bhadu, Marriage Song (any three Song)	<i>Provash Mondal + Payel Biswas</i>	30 hrs.	90hrs.***	Direct Lecture
Unit-2: One Baul Gaan and One Lalan Geeti	<i>Payel Biswas</i>	15 hrs.		Direct Lecture
Unit-3: Bhatiyali, Bhawaiya, Jhumur, Murshidya, Gambhira (any three Song)	<i>Provash Mondal</i>	15 hrs.		Direct Lecture

Internal-15 (Attendance 3 + Continuous assessment 12) End Semester Practical: 30

Paper 2: Semester 5 Full Marks: 75 KIRTAN AND RAGASHRAYI BENGALI SONG (THEORITICAL)

Paper Code: MUCGDSE02T **Credits:** 2 [30 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Origin and Development of Kirtan	<i>Provash Mondal</i>	10hrs	90hrs.***	Direct Lecture
Unit-2: Brief study on Kirtanangiya Tala and its Characteristic features	<i>Payel Biswas</i>	10hrs.		Direct Lecture
Unit-3: Origin and characteristic features of Ragashrayi Bengali Song	<i>Payel Biswas</i>	10hrs		Direct Lecture
Unit-4: Study on the impact of Tappa and Thumri style on Bengali Song	<i>Provash Mondal</i>	10 hrs		Direct Lecture

Internal 10 (Attendance 2+ Continuous assessment 8) End Sem Exam 20

(PRACTICAL) **Paper Code:** MUCGDSE02P **Credits:** 4 [120 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: One Bengali Kirtan from any one of the following Composers: Vidyapati / Chandidas / Govindadas	<i>Provash Mondal</i>	20 hrs	90hrs.***	Direct Lecture
Unit-2: One Ragashrayi Bengali Song including the knowledge of Ragas used in that particular Song	<i>Provash Mondal</i>	20 hrs		Direct Lecture
Unit-3: One Bengali Tappa or one Bengali Song based on Thumri style	<i>Payel Biswas</i>	20 hrs		Direct Lecture

Internal-15 (attendance 3 + Continuous assessment 12) End Semester Practical: 30

Paper 3: Semester 5 Full Marks: 75 CONCEPT OF ELEMENTARY RAGAS AND TALAS (THEORITICAL)

Paper Code: MUCGGEC01T **Credits:** 2 [30 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Basic knowledge of ten (10) Thata Swaras and Thata Ragas	<i>Provash Mondal</i>	10hrs.	90hrs.***	Direct Lecture
Unit-2: Raga Lakshanas	<i>Payel Biswas</i>	10 hrs.		Direct Lecture
Unit-3: Basic theoretical knowledge of the following Talas: Dadra, Kaharwa, Tintaal, Ektaal, Jampताल, Sultal, Teora	<i>Provash Mondal</i>	10 hrs		Direct Lecture
Unit-4: Basic knowledge of Rabindrik Taals	<i>Payel Biswas</i>	10 hrs		Direct Lecture

Internal 10 (Attendance 2+ Continuous assessment 8) End Sem Exam 20

(PRACTICAL) **Paper Code:** MUCGGEC01P **Credits:** 4 [120 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Drut Khayals in following Ragas: a) Bhairav b) Yaman c) Kafi d) Khambaj e) Ashawari	<i>Provash Mondal</i>	20hrs	90hrs.***	Direct Lecture
Unit-2: One Bhajan from any one composer of the following: Meerabai, Kabir, Nanak, Tulsidas	<i>Payel Biswas</i>	20hrs		Direct Lecture
Unit-3: Identification of Talas as mentioned above in Paper MUCGGEC01T by listening and practice of singing with Tanpura.	<i>Payel Biswas</i>	20 hrs		Direct Lecture

Internal-15 (Attendance 3 + Continuous assessment 12) End Semester Practical: 30

Paper 4: Semester 5 Full Marks: 25 **Paper Code:** MUCSSEC03M **Credits:** 2

[30 Hours] VARIATIONS IN RHYTHMS & TALAS (PRACTICAL)

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Usage of simple Rhythm in Vocal rendering	<i>Premananda Paul</i>	10hrs	90hrs.***	Direct Lecture
Unit-2: Usage of different Tempo in a composition	<i>Premananda Pal</i>	10hrs		Direct Lecture
Unit-3: Usage of several Notes in a single Matra	<i>Premanad Paul</i>	5 hrs		Direct Lecture
Unit-4: Application of different types of Talas in a composition	<i>Premananda Paul</i>	5 hrs		Direct Lecture

Attendance 5, End Semester Exam: 20

Year 3: Semester 6 Paper 1: Semester 6 Full Marks: 75 **STUDY ON VARIETY OF RABINDRA SANGEET AND BENGALI SONG (THEORITICAL) Paper Code:** MUCGDSE03T **Credits:** 2 [30 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: A brief study on Vanusingher Padavali	<i>Payel Biswas</i>	10hrs	90hrs.***	Direct Lecture
Unit-2: Influence of Western Music and other Provincial Tunes on Rabindra Sangeet	<i>Payel Biswas</i>	10hrs		Direct Lecture
Unit-3: Characteristic features and varieties of Shakta Padabali including Puratani Bengali Song	<i>Provash Mondal</i>	10hrs		Direct Lecture
Unit-4: Characteristic features of Modern Bengali Song including the contribution of composer and lyricist	<i>Provash Mondal</i>	10 hrs		Direct Lecture

Internal 10 (Attendance 2+ Continuous assessment 8) End Sem Exam 20

(PRACTICAL) **Paper Code:** MUCGDSE03P **Credits:** 4 [120 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: One Rabindra Sangeet from Vanusingher Padavali	<i>Payel Biswas</i>	15hrs	90hrs.***	Direct Lecture
Unit-2: One Rabindra Sangeet based on Western Tune and other on Provincial Tune	<i>Payel Biswas</i>	15hrs		Direct Lecture
Unit-3: One Puratani Bengali Song and one Modern Bengali Song from any one Composer of the following: Sudhin Dasgupta / Gouriprasanna Majumdar / Nachiketa Ghosh / Salil Chowdhury	<i>Provash Mondal</i>	20 hrs		Direct Lecture

Internal-30 (attendance 5 + Continuous assessment 25) End Semester Practical: 20

Paper 2: Semester 6 Full Marks: 75 STUDY ON PATRIOTIC SONGS OF BENGAL (THEORITICAL)

Paper Code: MUCGDSE04T **Credits:** 2 [30 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Detailed study on Patriotic Songs of pre-Independence and post- Independence Period	<i>Payel Biswas</i>	10hrs	90hrs.***	Direct Lecture
Unit-2: Detailed study on Patriotic Songs of Modern and Post- Modern period	<i>Payel Biswas</i>	10hrs		Direct Lecture
Unit-3: Study on the contribution of the composers of Pre and Post- Independence Period	<i>Provash Mondal</i>	10hrs		Direct Lecture
Unit-4: Study on the history of our National Anthem and National Song	<i>Provash Mondal</i>	10 hrs		Direct Lecture

Internal 10 (Attendance 2+ Continuous assessment 8) End Sem Exam 20

(PRACTICAL) **Paper Code:** MUCGDSE04P **Credits:** 4 [120 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Patriotic Song of Pre-Independence period (any one)	<i>Payel Biswas</i>	15hrs	90hrs.***	Direct Lecture
Unit-2: Patriotic Song of Post- Independence period (any one)	<i>Payel Biswas</i>	15hrs		Direct Lecture
Unit-3: National Anthem and National Song	<i>Provash Mondal</i>	15 hrs		Direct Lecture

Internal-15 (attendance 3 + Continuous assessment 12) End Semester Practical: 30

Paper 2: Semester 6 Full Marks: 75 KNOWLEDGE OF RABINDRA SANGEET INCLUDING BENGALI FOLK SONG (THEORITICAL) Paper Code: MUCGGEC02T Credits: 2 [30 Hours]

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Detailed study on the Life and creativity of Rabindranath	<i>Payel Biswas</i>	10hrs	90hrs.***	Direct Lecture
Unit-2: Overview of Paryayas and Angas of Rabindra Sangeet	<i>Payel Biswas</i>	10hrs		Direct Lecture
Unit-3: Study on different Folk Song of Bengal including their characteristic features	<i>Provash Mondal</i>	10hrs		Direct Lecture
Unit-4: Study on the characteristic features of: (a)Baul b) Bhakti Geeti c) Puratani d) Rag Pradhan	<i>Provash Mondal</i>	10 hrs		Direct Lecture

Internal 10 (Attendance 2+ Continuous assessment 8) End Sem Exam 20

(PRACTICAL) **Paper Code: MUCGGEC02P Credits: 4 [120 Hours]**

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Rabindra Sangeet of Puja, Prem, Swadesh, Prakriti, Anusthanik, Bichitra. (any three)	<i>Payel Biswas</i>	15hrs	90hrs.***	Direct Lecture
Unit-2: Any two Rabindra Sangeet of the following Angas: Khayalangiya, DhruPADangiya, Baulangiya, Kirtanangiya	<i>Payel Biswas</i>	15hrs		Direct Lecture
Unit-3: Bengali Folk Song (any two): a) Baul b) Bhatiyali c) Sari d) Gambhira e) Jhumur f) Bhadu.	<i>Provash Mondal</i>	15 hrs		Direct Lecture

Internal-15 (attendance 3 + Continuous assessment 12) End Semester Practical: 30

Paper 4: Semester 6 Full Marks: 25 Paper Code: MUCSSEC04M Credits: 2 [30 Hours] TRAINING ON STAGE PERFORMANCE (PRACTICAL)

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Unit-1: Usage of Microphone.	<i>Provash Mondal</i>	15hrs	90hrs.***	Direct Lecture
Unit-2: Performing before Audience according to their choice.	<i>Payel biswas</i>	15hrs		Direct Lecture

Attendance 5, End Sem Exam 20



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ESTD: 1985

Department of Philosophy

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

WEST BENGAL STATE UNIVERSITY

North 24 Parganas, W.B.

B.A. PHILOSOPHY- GENERAL CBCS: 2018-19

Semester – I (GENERAL)

Course Code: PHIGCOR01T Course Title: Logic

Core Course: Credit – 6, FM – 75

Course Content

A. Basic concepts: Proposition, Categorical Proposition, Quality, Quantity of Categorical Propositions, Argument, Truth, Validity.

B. Distribution of Terms, Traditional Square of Oppositions:, Conversion, Obversion and Contraposition.

Categorical Proposition: Existential Import of Propositions, Boolean Interpretation of Categorical Propositions.

C. Categorical syllogism: Figure, Mood, Rules for Validity, Testing the validity of arguments by Venn Diagram.

D. Symbolic Logic: The value of special Symbols for Conjunction, Negation, Disjunction, Implication, Equivalence, Tautology, Contradiction and Contingency.

E. Truth Table: Truth-table Method for testing Arguments

F. Inductive Logic: Mill's methods of Experimental Inquiry.

Semester – II (GENERAL)

Course Code: PHIGCOR02T Course Title: WESTERN EPISTEMOLOGY AND METAPHYSICS

Core Course: Credit – 6, FM – 75

Course Content

A. Theories of the origin of knowledge: Rationalism, Empiricism and Kant's Critical Theory.

B. Realism and Idealism as theories of Reality:

i. General Introduction 2

ii. Realism: Naive Realism, Locke's Representationalism

C. Idealism: Subjective Idealism: Berkeley's refutation of the distinction between Primary and Secondary qualities, Subjective Idealism.

D. Substance: Empiricist and Rationalist view of Substance.

E. Causality: Entailment theory, Regularity Theory

F. Mind-body Problem: Interactionism, Parallelism, and Epiphenomenalism.

Semester – III (GENERAL)

Course Code: PHIGCOR03T Course Title: INDIAN EPISTEMOLOGY AND METAPHYSICS

Core Course: Credit – 6, FM - 75

Course Content

Systems of Indian Philosophy:

A. i) Cārvāka Epistemology:

Perception as the only source of knowledge,

Rejection of Inference and Testimony as sources of knowledge

ii. Cārvāka Metaphysics:

Causality- Svabhāvavāda, Yadr̥cchāvāda, Akasmikatāvāda, Jagat, Bhūtacaitanyavāda.

B. Nyāya Epistemology:

i) Classifications of Pramana: Pratyaksa, Anumana, Upamana & Sabda (In brief).

Pratyaksa: Laksana:

Classifications: Determinate (Savikalpaka) and Indeterminate (Nirvikalpaka),

Laukika, a-laukika; Classification of a-laukika [In brief].

Sannikarsa: Laukika & a-laukika.

Anumana: Laksana, Vyapti, Paramarsa, Svarthanumiti & Pararthanumiti.

C) Vaiśeṣika Metaphysics: Seven categories: Outlines of Dravya, Guṇa, Karma, Detailed Explanations of Sāmānya, Viśeṣa, Samavāya, and Abhāva .

D. Advaita Metaphysics: Nature of Brahman, Māyā, Jagat, Relation between Brahman and Jīva .

Semester – IV (GENERAL)

Course Code: PHIGCOR04T Course Title: ETHICS-INDIAN AND WESTERN

Core Course: Credit – 6, FM - 75

Course Content

Introduction, Difference between Indian Ethics and Western Ethics

Purusarthas: General view and their Inter-Relations

Karma: Sakama, Niskama, Nitya-naimittik ,Kamyā

Carvaka Ethics.

Buddhist Ethics: The Four Noble Truths and the Eight-fold Path, Pancasila

Jaina Ethics: Anuvrata, Mahavrata

Moral and Non-moral actions: Concept and object of Moral Judgment.

Standards of Morality: (A) Teleological Ethics- Hedonism-Psychological & Ethical; Ethical-Egoism and Utilitarianism [Bentham & Mill]

B. Deontological Ethics -Kant

Good will, Categorical Imperative, Duty for Duty's sake

E. Theories of Punishment.

Semester – V (GENERAL)

Course Code: PHIGDES01T

Course Title: APPLIED ETHICS

Core Course: Credit – 6, FM - 75

Course Content

A. Nature of Applied /Practical Ethics.

B. Nature of Rights-Human & Animal.

C. Suicide-Definition and Types, whether suicide can be called 'A moral crime', Arguments for and against suicide.

D. Euthanasia/Mercy killing-Definition, meaning, types; Arguments for and against Euthanasia.

E. Environmental Ethics-Nature and main concern, Necessity of Environmental Ethics for human survival

Semester – VI (GENERAL)
Course Code: PHIGDSE03T
Course Title: SOCIAL & POLITICAL PHILOSOPHY
Course: Credit – 6, FM - 75

Course Content

A. Social Philosophy.

i. Nature & Scope

ii. Primary concepts: Society, Community, Association, Institution, Social group and its different forms.

iii. Religious and Moral codes.

iv. Custom and Law.

v. Culture and Civilization.

vi. Class and Caste-Definition and difference between social class and caste, Class-attitudes and Class-consciousness

B. Political Ideals:

i. Democracy: Different forms-Direct, Representative, Merits and demerits of Democracy

ii. Socialism: Various forms-Utopian, Democratic and Scientific.



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Department of Physical Education

CROSS CUTTING ISSUES

WEST BENGAL STATE UNIVERSITY

B.A. PHYSICAL EDUCATION GENERAL CBCS, 2018-19

- ➔ GENDER
- ➔ ENVIRONMENT
- ➔ ETHICS
- ➔ HUMAN RIGHT

Year1:Semester 1

COURS ECOD E	COURSE TITLE	COURS ETYP E	CREDIT (L-T-P)	L-T- PHOU RS	TOTA LMAR KS	INTERNA LMARK S	EXTERNAL MARKS
PEDGCOR01T	Part- A:Foundation&Hi storyofPhysical Education	Core Cours e	L=4	4X15=60	50	0	50
PEDGCOR01P	Part- B:Marching,Calli sthenics,Aerobic s	Core Cours e	P=2	2X30=60	25	15	10
	Discipline-2(core- 1)otherthan PhysicalE ducation	Core Cours e	6		75		
ENGLC0R01T	English-1	Core Cours e	6		75		
ENVSAEC01 T	EnvironmentalStudi es	AECC-1	2		25		
SEMESTERTOTAL			20		250		

Year1: Semester 2

COURS ECOD E	COURSE TITLE	COURS ETYP E	CREDIT (L-T-P)	L-T- PHOU RS	TOTA LMAR KS	INTERNA LMARK S	EXTERNALM ARKS
PEDGCOR02T	Part- A:Managementof PhysicalEducation	CoreCourse	L=4	4X15=60	50	0	50
PEDGCOR02P	Part-B: Layout ofPlayFields	CoreCourse	P=2	2X30=60	25	15	10
	Discipline-2(core- 2)other thanPhysical Education	CoreCourse	6		75		
ENGLC0R02T	English-1	CoreCourse	6		75		

ENGSaec01M	English/Modern Indian Language	AECC-2	2		25		
SEMESTERTOTAL			20		250		

Year2: Semester 3

COURSE CODE	COURSE TITLE	COURSE TYPE	CREDIT (L-T-P)	L-T- PHOURS	TOTAL MARKS	INTERNAL MARKS	EXTERNAL MARKS
PEDGCOR03T	Part-A: Anatomy, Physiology & Exercise Physiology	Core Course	L=4	4X15=60	50	0	50
PEDGCOR03P	Part-B: Laboratory Practical	Core Course	P=2	2X30=60	25	15	10
	Discipline-2(Core-3) other than Physical Education	Core Course	6		75		
	To be selected from other Arts Departments	Core Course	6		75		
PEDSSEC01M	Track & Field	SEC	P=2	2X30=60	25	25	0
SEMESTERTOTAL			20		250		

Year2: Semester 4

COURSE CODE	COURSE TITLE	COURSE TYPE	CREDIT (L-T-P)	L-T- PHOURS	TOTAL MARKS	INTERNAL MARKS	EXTERNAL MARKS
PEDGCOR04T	Part-A: Health Education, Test, Measurement & Evaluation in Physical Education	Core Course	L=4	4X15=60	50	0	50
PEDGCOR04P	Part-B: Fitness Test	Core Course	P=2	2X30=60	25	15	10
	Discipline-2(core-4) other than Physical Education	Core Course	6		75		
	To be selected from other Arts Departments	Core Course	6		75		
PEDSSEC02M	Gymnastics & Yoga	SEC	P=2	2X30=60	25	25	0
SEMESTERTOTAL			20		250		

Year3: Semester 5

COURSE CODE	COURSE TITLE	COURSE TYPE	CREDIT (L-T-P)	L-T- PHOURS	TOTAL MARKS	INTERNAL MARKS	EXTERNAL MARKS
PEDGDSE0 1TPEDGDS E02T	AnyOne- 1. Sports Training & Mechanics 2. Therapeutic Aspect of Physical Activities & Lifestyle	DSE	6		75		
	AnyOne- 1. Other than Physical Education 2. Other than Physical Education	DSE	6		75		
		GE	6		75	25	50
		SEC	2		25		
SEMESTER TOTAL			20		250		

Year3: Semester 6

COURSE CODE	COURSE TITLE	COURSE TYPE	CREDIT (L-T-P)	L-T- PHOURS	TOTAL MARKS	INTERNAL MARKS	EXTERNAL MARKS
PEDGDSE0 3TPEDGDS E04T	AnyOne- 1. Psychology in Physical Education & Sports 2. Project Work	DSE	6		75		
	AnyOne- 1. Other than Physical Education 2. Other than Physical Education	DSE	6		75		
		GE	6		75	25	50
		SEC	2		25	25	0
SEMESTER TOTAL			20		250		

Year1:Semester1

FOUNDATION AND HISTORY OF PHYSICAL EDUCATION

Paper1:Semester1

FullMarks:75

[Internalassessment–25Marks;Semester-endExamination–50Marks]

TotalCredits:6[120Hours]

TOTALCLASSHOURS:120[LECTUREHOURS60&PRACTICALHOURS60]

PART–A[THEORY]

SubjectCode:PEDGCOR01T

Unit-1:Introduction

Meaning and definition of Physical Education, Aim and objectives of Physical Education, Modern concept and changing concepts of Physical Education, Importance, Nature and scope of Physical Education.

Unit- 2: Biological, Sociological and Philosophical Foundations of Physical Education

Biological Foundation-

Meaning and definition of growth and development. Factors affecting growth and development. Differences of growth and development. Principles of growth and development, Age-

Chronological age, anatomical age, physiological age and mental age. Sociological Foundation-

Meaning and definition of [Sociology](#), [Society](#) and [Socialization](#). Role of games and sports in National and International integration, Introduction of philosophies – naturalism, pragmatism, realism, idealism.

Unit-3:HistoryofPhysicalEducation

Historical development of Physical Education and Sports in India - [Pre-Independence period](#) and [Post-Independence period](#), Olympic Movement - [Ancient Olympic Games](#) and [Modern Olympic Games](#), Brief historical background of [Asian Games](#) and [Commonwealth Games](#), Modern and Ancient Historical perspectives: [USA](#), [UK](#), [Greece](#), [Rome](#), and [India](#).

Unit-4:YogaEducation

Meaning and definition of the term Yoga, types, aim, objectives and important of Yoga, History of Yoga, Astanga Yoga, Hatha Yoga.

PART–B[PRACTICAL]

MARCHING, CALLISTHENICS, AEROBICS

SubjectCode:PEDGCOR01P

1. Development of physical fitness through Marching
2. Callisthenics
3. Development of physical fitness and co-ordination through Aerobics.
4. Development of physical fitness and co-ordination through Aerobics.

Year1: Semester 2

MANAGEMENT OF PHYSICAL EDUCATION AND SPORTS

Paper1:Semester2

FullMarks:75

[Internalassessment–25Marks;Semester-endExamination–50Marks]

TotalCredits:6[120Hours]

TOTALCLASSHOURS:120[LECTUREHOURS60&PRACTICALHOURS60]

PART–A[THEORY]

SubjectCode:PEDGCOR03T

Unit-1:Introduction

Concept and definition of Sports Management, Important of Sports Management, Purpose of Sports Management, Principles of Sports Management.

Unit-2:Tournaments

Tournaments: Meaning and definition and types of tournaments (Knock-out, League, Combination, Challenge), Procedure of drawing fixture (Knock-out, League, Combination), Method of organising Annual Athletic Meet and Play Day, Method of organising of Intramural and Extramural competition.

Unit-3: Facilities and Equipment's

Method of calculation of Standard Athletic Track and Field marking, Care and maintenance of Playground and gymnasium, Importance, care and maintenance of sports equipment, Lay-out of Play-Field and Basic Rules: Football, Kabaddi, Kho-Kho, Badminton and Volleyball.

Unit-4:Leadership

Meaning and definition of leadership, Qualities of good leader in Physical Education, Principles of leadership activities, Hierarchy of Leadership in School, College and University level, Time Table: Meaning, importance and factors affecting Time Table.

PART–B[PRACTICAL]

LAYOUT KNOWLEDGE AND OFFICIATING ABILITY

SubjectCode:PEDGCOR03P

1. Track and Field events.
2. Games: Football, Kabaddi, Kho-Kho, Badminton and Volleyball (any two).

Year2: Semester 3

ANATOMY, PHYSIOLOGY AND EXERCISE PHYSIOLOGY

Paper1:Semester3

FullMarks:75

[Internalassessment–25Marks;Semester-endExamination–50Marks]

TotalCredits:6[120Hours]

TOTALCLASSHOURS:120[LECTUREHOURS60&PRACTICALHOURS60]

PART–A[THEORY]

SubjectCode:PEDGCOR05T

Unit-1:Introduction

Meaning and definition of Anatomy, Physiology and Exercise Physiology, Importance of Anatomy, Physiology and Exercise Physiology in Physical Education, Human Cell- Structure and function, Tissue-Types and functions.

Unit-2:Musculo-skeletalSystem

Skeletal System- Structure of Skeletal System. Classification and location of bones and joints. **Anatomical differences between male and female**, Muscular System- Type, location, function and structure of muscle, Types of muscular contraction, Effect of exercise on muscular system.

Unit-3:CirculatoryandRespiratorySystem

Blood-Composition and function, Heart- Structure and functions. Mechanism of blood circulation through heart. Blood Pressure, Athletic Heart and Bradycardia, Effect of exercise on circulatory system, Structure and function of Respiratory organs, Mechanism of Respiration, Vital Capacity, O₂ Debt and Second Wind, Effect of exercise on respiratory system.

Unit- 4:NervousandEndocrineSystem

Meaning of Nervous System, Parts of Nervous System, system- structure of brain, spinal cord, Neuron, reflex action, Reciprocal Innervations. Meaning of Endocrine Gland, Function and Location of pituitary, Thyroid and Adrenal Glands.

PART–B[LABORATORYPRACTICAL]

SubjectCode:PEDGCOR05P

1. Assessment of, BMI, Heart rate, Blood Pressure, Respiratory Rate, Peak Flow Rate and Vital Capacity.
2. **Anthropometric measurement (Length, wide and circumference of bones), Body fat%.**

Suggested Readings

- ❖ Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.

- ❖ Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.
- ❖ David, L. Costill. (2004). Physiology of Sports and Exercise, Human Kinetics.
- ❖ Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.
- ❖ Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Saunders Co. Richard, W. Bowers. (1989). Sports Physiology, WMC: Brown Publishers.
- ❖ Sandhya Tiwaji. (1999). Exercise Physiology, Sports Publishers.

ANATOMY, PHYSIOLOGY AND EXERCISE PHYSIOLOGY

Paper 2: Semester 3

Subject Code: PEDSSEC01M

Full Marks: 25

[Internal assessment/Practical –
15 Marks] Total Credits: 2 [60 Hours]

TOTAL CLASS HOURS: 60 [PRACTICAL HOURS 60]

Unit-1: Track Events

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

Unit-2: Field events (any two)

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

Year 2: Semester 4

HEALTH EDUCATION, TEST, MEASUREMENT & EVALUATION IN PHYSICAL EDUCATION

Paper 1: Semester 4

Full Marks: 75

[Internal assessment – 25 Marks; Semester-end Examination – 50 Marks]

Total Credits: 6 [120 Hours]

TOTAL CLASS HOURS: 120 [LECTURE HOURS 60 & PRACTICAL HOURS 60]

PART – A [THEORY]

Subject Code: PEDGCOR07T

Unit-1: Introduction

Concept, definition and dimension of Health, Definition, aim, objectives and principles of Health Education, School Health Program- Health Service, Health Instruction, Health Supervision, Health appraisal and Health Record, Communicable Diseases & Non-communicable Diseases (Malaria, Cholera, Influenza and Chicken Pox, Obesity, Diabetes), Basic Nutrients: Protein, Carbohydrates, Fat, Vitamins, Minerals and Water, Balance Diet, Athletic Diet, Standard Diet

Unit-2: Health and First-aid Management

First aid - Meaning, definition, importance and golden rules of First-aid, Concept of sports injuries - Sprain, Muscle-pull, Dislocation, Fracture, Cramps, Shock, Burns and Artificial Respiration, Safety Education: Safety at Home, School, College, Play-ground, Streets, Postural deformities - Causes and corrective exercise of Kyphosis, Lordosis, Scoliosis, Knock Knees and Flat Foot.

Unit- 3: Introduction Test, measurement & Evaluation

Concept of test, measurement & Evaluation, Criteria of good test, Principles of Evaluation, Importance of Test, Measurement and Evaluation in Physical Education and Sports.

Unit-4: Measurements of Body Compositions and Somatotype Assessment

Body Mass Index (BMI) - Concept and method of measurement, Body Fat - Concept and method of measurement, Lean Body Mass (LBM) - Concept and method of measurement, Somatotype - Concept and method of measurement.

PART – B [PRACTICAL]

FITNESS TEST

Subject Code: PEDGCOR07P

Unit-1: Fitness Test

- 1 Kraus-Weber Muscular Strength Test
- 2 AAHPER Youth Fitness Test
- 3 Queens College Step Test
- 4 Harvard Step Test
- 5 Assessment of % body fat

Sports Skill Test

- 1 4.1 Lockhart and McPherson Badminton Skill Test
- 2 4.2 Johnson Basketball Test Battery
- 3 4.3 McDonald Soccer Test
- 4 4.4 Brady Volleyball Test

Suggested Readings

- ❖ Bucher, Charles A. "Administration of Health and Physical Education Programme".
- ❖ Delbert, Oberteuffer, et. al. "The School Health Education".
- ❖ Ghosh, B. N. "Treatises of Hygiene and Public Health".
- ❖ Hanlon, John J. "Principles of Public Health Administration" 2003.
- ❖ Turner, C. E. "The School Health and Health Education".
- ❖ Mosset, al. "Health Education" (National Education Association of U. T. A.).
- ❖ Nemir A. "The School Health Education" (Harber and Brothers, New York).
- ❖ Nutrition Encyclopedia, edited by Delores C. S. James, The Gale Group, Inc.
- ❖ Boyd-Eaton S. et al (1989) The Stone Age Health Programme: Diet and Exercise as Nature Intended. Angus and Robertson.
- ❖ Terras S. (1994) Stress, How Your Diet can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons.
- ❖ Authors Guide (2013) ACSM's Health Related Physical Fitness Assessment Manual, USA: ACSM Publications.
- ❖ 2. Collins, R. D., & Hodges P. B. (2001) A Comprehensive Guide to Sports Skills Tests and Measurement (2nd edition) Latham: Scarecrow Press.
- ❖ 3. Cureton T. K. (1947) Physical Fitness Appraisal and Guidance, St. Louis: The C. Mosby Company.
- ❖ 4. Getchell B (1979) Physical Fitness A Way of Life, 2nd Edition New York.
- ❖ 5. John Wiley and Sons, Inc. Jenson, Clayne and Cynthia, C. Hirst (1980) Measurement in Physical Education and Athletics, New York, Macmillan Publishing Co. Inc.
- ❖ 6. Kansal D. K. (1996), "Test and Measurement in Sports and Physical Education, New Delhi: DVSPublications.
- ❖ 7. Krishnamurthy (2007) Evaluation in Physical Education and Sports, New Delhi; Ajay Verma Publication.

- ❖ 8. Vivian H. Heyward (2005) *Advance Fitness Assessment and Exercise Prescription*, 3rd Edition, Dallas TX: The Cooper Institute for Aerobics Research.
- ❖ 9. Wilmore J H and Costill D L. (2005) *Physiology of Sport and Exercise*: 3rd Edition. Champaign IL: Human Kinetics.
- ❖ 10. Yobu, A (2010), *Test, Measurement and Evaluation in Physical Education in Physical Education and Sports*. New Delhi; Friends Publications

GYMNASTICS AND YOGA

Paper 2: Semester 4

Subject Code: PEDSSEC0M

[Internal assessment/Practical–15 Marks] Total Credits: 2 [60 Hours]

TOTAL CLASS HOURS: 60 [PRACTICAL HOURS 60]

Unit-1: GYMNASTICS

1. Compulsory

- ❖ Forward Roll
- ❖ T-Balance
- ❖ Forward Roll with Split leg
- ❖ Backward Roll
- ❖ Cart-Wheel

2. Optional (any two)

- ❖ Dive and Forward Roll
- ❖ Hand Spring
- ❖ Head Spring
- ❖ Neck Spring
- ❖ Hand Stand and Forward Roll
- ❖ Somersault

Unit-2: YOGA

3. Asanas

- ❖ **Standing Position** (Ardhachandrasana, Brikshasana, Padahasthasana)
- ❖ **Sitting Position** (Ardhakurmasana, Paschimottanasana, Gomukhasana)
- ❖ **Supine Position** (Setubandhasana, Halasana, Matsyasana)
- ❖ **Prone Position** (Bhujangasana, Salvasana, Dhanurasana)
- ❖ **Inverted Position** (Sarbangasana, Shirsasana, Bhagrasana)

4. Pranayama (any two) [Kapalbhati, Bhramri, Anulam, Vilom].

Year3: Semester 5

SPORTSTRAINING&MECHANICS

Paper1:Semester5

SubjectCode: PEDGDSE

[Internalassessment–
25Marks; Semester-
endExamination–50Marks]

TotalCredits:6[90Hours]

TOTALCLASSHOURS:90[LECTUREHOURS75&TUTORIALHOURS15]

Unit-1:Introduction

Meaning, definition, Aim and characteristics of Sports Training. Principles and Importance of Sports Training, Warming up, cooling down and Conditioning- Meaning, types, methods and principles, Training Methods- [Circuit Training](#), [Interval Training](#), [Weight Training](#), [Fartlek Training](#)

Unit-2:TrainingTechniques

Strength- [Means and methods of strength development](#), [Speed- Means and methods of speed development](#), [Endurance- Means and methods of endurance development](#), [Flexibility- Means and methods of flexibility development](#).

Unit-3:TrainingLoadandAdaptation

[Training Load- Meaning, definition, types and factors of training load](#), [Over Load- Meaning, causes, symptoms and tackling of overload](#), [Adaptation- Meaning and conditions of adaptation](#), [Components of training load](#), [3.4 Periodization- Meaning, types, aim and contents of different periods](#).

Unit-4:MechanicalPrinciplesAppliedtoSports

[Law of Motion](#), Equilibrium - its type and Law, [Centre of Gravity](#), Force and its types, Lever and its Types.

SuggestedReadings

- ❖ Baechle TR & Earle RW (2000). Essentials of strength training and conditioning. Human Kinetics. USA.
- ❖ Bompa. T. O. (1994). Theory and Methods of Training - A Key to Athletic Performance (3rd Ed.). Kendall Hunt Publication Co.
- ❖ Bompa. T. O. and G. Gregory Hett. (2009) Periodization: Theory and Methodology of Training.
- ❖ Dick FW (1999). Sport training Principles. A and C Black. London.
- ❖ Knopf K (2008). Total Sports Conditioning for Athletes 50+ Ulysses Press. Berkeley. California. USA.
- ❖ Newton H (2006). Explosive lifting for sports. Human Kinetics. US.
- ❖ Philipp A, Joan and Wilkerson Jerry D (Joan A. Philipp & Jerry D. Wilkerson).
- ❖ Singh Har Dayal (1991). Science of Sport Training. D. V. S. Pub. Delhi.
- ❖ Thomas R. Baechle and Roger W. Earle, (2000).
- ❖ Singh MK (2008). Comprehensive Badminton (Scientific Training). Friends Publication.

- ❖ Beer, Johnson and Dewolf, Mechanics of Materials, Tata McGraw-Hill Education
- ❖ H.J. Shah and S.B. Junnarkar, Mechanics of Structures Vol.1, Charotar Publishing House Pvt Limited
- ❑ Brendan Burket, Sport Mechanics for Coaches-3rd Edition, ISBN-13: 97807360835

THERAPEUTIC ASPECT OF PHYSICAL ACTIVITIES AND LIFESTYLE

Paper 1: Semester 5

Subject Code: PEDGDSE02T

Full Marks: 75

[Internal assessment – 25 Marks; Semester-end Examination – 50 Marks]

Total Credits: 6 [90 Hours]

TOTAL CLASS HOURS: 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

Unit-1: Introduction

Meaning, definition, Aim and Scope of Therapy. Types of Therapy, Definition and Terms of Physiotherapy - Electrotherapy, Exercise-therapy, Massage-therapy, Ergonomics, Rehabilitation,

Physical modalities used in Physiotherapy, Exercise Therapy: Corrective, Isotonic, Isometric and Resistance Exercise,

Unit-2: Therapeutic Aspects of Physical Activities

Exercise of chronic diseases: Osteoporosis, Obesity, Hypertension, Diabetes, Cardiovascular diseases, Basic Principles of Rehabilitation - modalities and Relaxation Techniques, Definition of Massage, Aim and Types of Massage, Physiological effects of Massage, Therapeutic uses of Massage, Rules & direction of Massage, Concept of Yoga Therapy, Principles of Yoga Therapy, Qualities of Yoga Therapist, Yoga Therapy for chronic diseases (Obesity, Hypertension and Diabetes).

Unit-3: Methods of Physiotherapy

Electro Therapy: meaning, use, principles and Technique and Safety precautions in Electrotherapy, Hydrotherapy: meaning, use, Type, Technique and Safety precautions in Hydrotherapy, Cry Therapy: meaning, use, Type, Physiological effects, Methods of application, and Safety precautions Cry Therapy, Thermo Therapy: meaning, use, Benefits, Methods of application, and Safety precautions Thermo Therapy.

Unit-4: Physical Activities and Lifestyle

Physical Activities, Health and Wellness -

Meaning, definition and Importance of Physical Fitness, Relationship between Physical activities and Wellness, Health and Fitness Active Lifestyle. Health and Performance related Physical Fitness, Physical Activity for **different age and Women - Puberty, Adolescent, Post-Adolescent periods, Ageing, Pregnancy, House Wife, Limitation of Female in Athletics, Physical activity for the Disable: Types of Disability, Programme for the disabled.**

Suggested Readings

- ❖ Jeffreys. Bland "The Disease Delusion: Conquering the Causes of Chronic Illness for a Healthier, Longer, and Happier Life", Published May 6th 2014 by Harper Wave (first published April 22nd 2014)

- ❖ Wilding, C. (2010). Teach Yourself Cognitive Behavioural Therapy. Teach Yourself Books: London.
- ❖ Branch, R., Wilson, R. (2010). Cognitive Behavioural Therapy For Dummies. John Wiley and Sons: New York.
- ❖ Magee DJ. Orthopedic physical assessment, Philadelphia, W. B. Saunders, 5th edition, 2007
- ❖ Brukner P and Sydney KK. Clinical sports medicine, McGraw-Hill Co., 2011
- ❖ Warwick DJ, Solomon Land Nayagam S. Apley's System of Orthopedics and Fractures, Arnold, 9th edition, 2010.
- ❖ Hoppenfeld S. and Vasanth L. M. Treatment and rehabilitation of fractures, 1st edition, Philadelphia, Lippincott Williams & Wilkins, 2000.
- ❖ Petty NJ and Moore AP. Neuromusculoskeletal examination and assessment: a handbook for therapists. Foreword by GDMaitland Edinburgh, Churchill Livingstone, 4th edition 2011.
- ❖ Kauffman TL. The geriatric rehabilitation manual, Churchill-Livingstone Elsevier, PA, USA, 2007
- ❖ Fox J and Sharp T. Practical Electrotherapy: A Guide to Safe Application. Churchill Livingstone, 2007.

MODERN TRENDS AND PRACTICES IN PHYSICAL EDUCATION EXERCISE SCIENCES

(FOR THE STUDENTS OTHER THAN PHYSICAL EDUCATION)

Paper 2: Semester

5 Subject Code: PEDGGEC01

T

Full Marks: 75

[Internal assessment – 25 Marks; Semester-end Examination – 50 Marks]

Total Credits: 6 [90 Hours]

TOTAL CLASS HOURS: 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

Unit-1: Introduction

Meaning, definition and importance of physical Education and Sports, Aims, objectives and scope of Physical Education, Types of sports and their utility in physical education, Meaning, definition and importance of Physical fitness and Motor fitness. Difference between physical fitness and motor fitness. Components of Physical fitness.

Unit-2: Biological, Psychological and Sociological Foundations of Physical Education

Biological Foundation-

Meaning and definition of growth and development. Factors affecting growth and development, Differences of growth and development, Principles of growth and development, Meaning and definition of Psychology. Importance of Psychology in Physical Education, Qualities of good leader in Physical Education, Principles of leadership activities, Sociological Foundation-

Meaning and definition of Sociology. Social values and their Importance. Socialization through Sports, Role of games and sports in National and International integration.

Unit-3: History of Physical Education

Historical development of Physical Education and Sports in India- Pre-Independence period and Post-Independence period, Ancient Olympic Games, Modern Olympic Games, Asian Games.

Unit-4:ExerciseSciences

Meaning,definitionand importance Exerciseand Exercise Physiology, Effects of short and longterm exercise on Muscular systems, Effects of short and long term exercise on Circulatory System,EffectsofshortandlongtermexerciseonRespiratorySystem.

SuggestedReadings

- ❖ Kamlesh,M.L.&Singh,M.K.(2006)PhysicalEducation(NaveenPublication).
- ❖ Lumpkin,A.(2007)IntroductiontoPhysicalEducation,ExerciseScienceandSportsStudies,McGrawHill,NewYork,USA.
- ❖ Siedentop,D.(2004)IntroductiontoPhysicalEducation,FitnessandSport,McGrawHillCompaniesInc.,NewYork,USA.
- ❖ Shaffer, D.R.(2002)DevelopmentPsychology:ChildhoodandAdolescence.Thomson,Sydney,Australia.
- ❖ Shukla,(2000)MotheronEducation,NationalCouncilofTeacherEducation,NewDelhi.
- ❖ Singh,A.etal.(2000)EssentialofPhysicalEducation,KalyaniPublishers,Ludhiana,Punjab.
- ❖ Wuest,D.A.&C.A.Bucher(2006)FoundationofPhysicalEducation,ExerciseScience,andSports.McGrawHillComp aniesInc.;NewYork,USA.
- ❖ Fahey,T.D.,M.P.InselandW.T.Rath(2006)Fit&Well:CoreConceptsandLabsinPhysicalFitness,McGrawHill,NewY ork.
- ❖ Kansal,D.K.(2012)APracticalApproachtotestMeasurementandEvaluationSportsandSpiritualSciencePublication,N ewDelhi.
- ❖ Clarke,D.H.(1975).ExercisePhysiology.NewJersey:PrenticeHallInc.,EnglewoodCliffs.
- ❖ David,LCostill.(2004).PhysiologyofSportsandExercise.HumanKinetics.
- ❖ Fox,E.L.,andMathews,D.K.(1981).ThePhysiologicalBasisofPhysicalEducationandAthletics.Philadelphia: SandersCollegePublishing.

INDIAN GAMES AND RACKET SPORTS

Paper 3: Semester

5SubjectCode:PEDSSEC03

M

FullMarks:25

**[Internalassessment/Practical–
15Marks]TotalCredits:2[60Hours]**

TOTALCLASSHOURS:60[PRACTICALHOURS60]

Unit-1:KABADDI

A. Fundamentalskills

1. SkillsinRaiding:Touchingwithhands,Useofleg-toetouch,squatlegthrust,sidekick,mulekick,arrowflykick,crossingofbaulkline.CrossingofBonusline.
2. Skillsofholdingtheraider:Variousformations,catchingfromparticularposition,differentcatches,catching formationandtechniques.
3. Additionalskills inraiding:Escapingfromvarious holds,techniquesofescapingfromchainformation,offenseanddefence.
4. GamepracticewithapplicationofRulesandRegulations.

B. Rulesandtheirinterpretationsanddutiesoftheofficials.

OR

KHO-KHO

A. Fundamentals skills

1. 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.
2. Skills in running: Chain Play, Ring play and Chain & Ring mixed play.
3. Game practice with application of Rules and Regulations.

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

Unit-2: BADMINTON

A. Fundamentals skills

1. Basic Knowledge: Various parts of the Racket and Grip.
2. Service: Short service, Long service, Long-high service.
3. Shots: Overhead shot, Defensive clear shot, Attacking clear shot, Drop shot, Net shot, Smash.
4. Game practice with application of Rules and Regulations.

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

OR

TABLE TENNIS

A. Fundamentals skills

1. Basic Knowledge: Various parts of the Racket and Grip (Shake Hand & Pen Hold Grip).
2. Stance: Alternate & Parallel.
3. Push and Service: Backhand & Forehand.
4. Chop: Backhand & Forehand.
5. Receive: Push and Chop with both Backhand & Forehand.
6. Game practice with application of Rules and Regulations.

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

Year 3: Semester 6

PSYCHOLOGY IN PHYSICAL EDUCATION AND SPORTS

Paper 1: Semester 6 Subject

Code: PEDGDSE03T

Full Marks: 75

[Internal assessment – 25 Marks; Semester-end Examination – 50 Marks]

Total Credits: 6 [90 Hours]

TOTAL CLASS HOURS: 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

Unit-1: Introduction

Meaning and definition Psychology, Importance and scope of Psychology, Meaning and definition Sports Psychology, Need for knowledge of Sports Psychology in the field of Physical Education.

Unit-2: Learning

Meaning and definition of learning, Theories of learning and Laws of learning, Learning curve: Meaning and Types, Transfer of learning- Meaning, definition type and factors affecting transfer of learning.

Unit-3: Psychological Factors

Motivation-Meaning, definition, type and importance of Motivation in Physical Education and Sports, Emotion-Meaning, definition, type and importance of Emotion in Physical Education and Sports. Personality- Meaning, definition and type Personality traits, Role of physical activities in the development of personality.

Unit-4: Stress and Anxiety

Stress-

Meaning, definition and types of Stress, Causes of Stress. Effect of Stress on Sports Performance, Anxiety-

Meaning, definition and types of Anxiety. Effect of Anxiety on Sports Performance, Management of Stress and Anxiety through physical activity and sports.

Suggested Readings

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

PROJECTWORK

Paper 1: Semester

6

Subject Code:

PEDGDSE04T

Full Marks: 75

[Internal assessment – 25 Marks; Semester-end Examination – 50 Marks]

Total Credits: 6 [90 Hours]

TOTAL CLASS HOURS: 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

Unit-1:

Record Book: Physical Fitness

Components, Body composition and Somatotype, Rules of Games and Sports, Non-communicable diseases, First-aid Management

Unit-2:

Dissertation/Project Report

The candidate is required to select a topic of his/her choice for the Dissertation and project. The Steps for Dissertation/Project Report that should be followed are given below

1. Analysing the problem or topic.
2. Conducting extensive research.
3. Summarizing findings from the research investigation.
4. Recommending additional research on the topic.
5. Drawing conclusions and making recommendations.
6. Documenting the results of the research.
7. Defending conclusions and recommendations.

THE ORIGINAL AND COPIES OF THE THESIS MUST INCLUDE THE FOLLOWING ITEMS IN THE ORDER LISTED:

1. Title Page.
2. Acknowledgment
3. Abstract
4. Table of Contents.
5. Introduction
6. Review of Related Literature
7. Procedure and methodology
8. Results and findings
9. Discussions, summary and conclusions.

HEALTH EDUCATION AND TESTS & MEASUREMENTS IN PHYSICAL EDUCATION

(FOR THE STUDENTS OTHER THAN PHYSICAL EDUCATION)

**Paper 2: Semester 6 Subject
Code: PEDGEC0
2T**

Full Marks: 75

[Internal assessment – 25 Marks; Semester-end Examination – 50 Marks]

Total Credits: 6 [90 Hours]

Unit-1: Introduction

Concept, definition and dimension of Health, Definition, aim, objectives and principles of Health Education, Health Agencies- World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO), Nutrition- Nutritional requirements for daily living. Balance Diet. Health disorders due to deficiencies of Vitamins and Minerals.

Unit-2: Health and First-aid Managements

First aid- Meaning, definition, importance and golden rules of First-aid, Concept of sports injuries- Sprain, Strain, Fracture and Dislocation, Postural deformities-

Causes and corrective exercise of Kyphosis, Lordosis, Scoliosis, Knock Knees and Flat Foot, Hypo-kinetic Diseases and Physical Activities-Obesity and Diabetes.

Unit-3: Measurement of Body Compositions and Somatotype Assessment

Body Mass Index (BMI)-Concept and method of measurement, Body Fat-Concept and method of measurement, Lean Body Mass (LBM)-Concept and method of measurement, Somatotype- Concept and method of Assessment.

Unit-IV: Fitness Test

Kraus- Weber Muscular Strength Test, AAHPER Youth Fitness Test, Queens College Step Test, Harvard Step Test.

Suggested Readings

- ❖ Bucher, Charles A. "Administration of Health and Physical Education Programme".
- ❖ Hanlon, John J. "Principles of Public Health Administration" 2003.
- ❖ Turner, C. E. "The School Health and Health Education".
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- ❖ Vivian H. Heyward (2005) Advance Fitness Assessment and Exercise Prescription, 3rd Edition, Dallas TX: The Cooper Institute for Aerobics Research.
- ❖ Wilmore J H and Costill D L. (2005) Physiology of Sport and Exercise: 3rd Edition. Champaign IL: Human Kinetics.
- ❖ Yobu, A (2010), Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. New Delhi; Friends Publications

BALL GAMES (Any two)

**Paper 3:
Semester
6 Subject Code: P
EDSSEC04M**

Full Marks: 25

**[Internal assessment/Practical –
15 Marks] Total Credits: 2 [60 Hours]**

TOTAL CLASS HOURS: 60 [PRACTICAL HOURS 60]

FOOTBALL

A. Fundamental Skills

1. Kicking: Kicking the ball with inside of the foot, Kicking the ball with Full Instep of the foot, Kicking the ball with Inner Instep of the foot, Kicking the ball with Outer Instep of the foot and Lofted Kick.
2. Trapping: Trapping the Rolling ball, and the Bouncing ball with sole of the foot.
3. Dribbling: Dribbling the ball with Instep of the foot, Dribbling the ball with Inner and Outer Instep of the foot.
4. Heading: In standing, running and jumping condition.
5. Throw-in: Standing throw-in and Running throw-in.
6. Feinting: With the lower limb and upper part of the body.
7. Tackling: Simple Tackling, Slide Tackling.
8. Goal Keeping: Collection of Ball, Ball clearance-kicking, throwing and deflecting.
9. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

HANDBALL

A. Fundamental Skills

1. Catching, Throwing and Ball control,
2. Goal Throws: Jump shot, Center shot, Dive shot, Reverse shot.
3. Dribbling: High and low.
4. Attack and counter attack, simple counter attack, counter attack from two wings and center.
5. Blocking, Goal Keeping and Defensive skills.
6. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

CRICKET

A. Fundamental Skills

1. Batting Skill: Block, Cut, Drive, Hook, Leg Glance, Paddle Sweep, Pull, Sweep
2. Bowling Skill: Seam Bowling, Swing Bowling, Bouncer, Inswinger, Leg Cutter, Off Cutter, Reverse.
3. Fielding Skill:

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.
4. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

NETBALL

A. Fundamental skills

1. Catching: one handed, two handed, with feet grounded and in flight.
2. Throwing (Different passes and their uses): One hand passes (shoulder, high shoulder, and

- er arm, 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 throw: jump shot, sprints, sudden sprint, sprint and stop, sprinting with change of speed.
 6. Defending: Marking the player, marking the ball, blocking, inside the circle, outside the circle, intercepting: Pass and shot.
 7. Game practice with application of Rules and Regulations.
- B. Rules and their interpretation and duties of officials.**

THROWBALL

A. Fundamentals skills

Overhand service, Sidearm service, two hand catching, one hand overhead return, sidearm return.

B. Rules and their interpretations and duties of officials.



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ESTD: 1985

Department of Political Science

CROSS CUTTING ISSUES

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

WEST BENGAL STATE UNIVERSITY

North 24 Parganas, W.B.

B.A. POLITICAL SCIENCE- HONOURS CBCS: 2018-19

Semester – I (Honours)

Course Code: PLSACOR01T Course Title: Understanding Political Theory

Core Course: Credit – 6, FM – 75

GENDER:

ENVIRONMENT:

ETHICS :

HUMAN RIGHTS:

Course Content

Module 1. **What is Political and what is political Science**

Module 2. Approaches to the study:

- a) **Traditional**
- b) **Marxist**
- c) **Behavioral**
- d) **Post Behavioral**

Module 3. Models of studying Political Theory

- a) Authority: Models (Weber)
- b) Systems Analysis.
- c) Structural functional Model.
- d) Post Modernism (to be studied at the backdrop of the current debates)

Semester – I (Honours)

Course Code: PLSACOR02T Course Title: Understanding Political Theory

Core Course: Credit – 6, FM – 75

Course Content

Module 1. Constituion of India (Article-wise) a) Preamble.
b) Fundamental Rights.
c) Directive Principles of State Policy.

Module 2. Federalism

Module - 3. Constitution of India: Structure, Process, Behaviour

a) Union Government: Executive (total as it is in the constitution) Legislature (total, according to the Constitution)

Judiciary (total, following the articles of the constitution with two additional dimensions: landmark decisions and PIL)

b) State Government: Executive, Legislature, Judiciary.

(In the same way as the Union government is to be studied)

Semester – II (Honours)

Course Code: PLSACOR03T Course Title: Political Theory-Concepts and Debates

Core Course: Credit – 6, FM - 75

Course Content

Module – 1. Core political concepts:

i. Nationalism and nation state.

ii. Sovereignty: Monism, Pluralism.

Module – 2. Core Concepts and Debates:

i. **Rights, Liberty, Equality**

ii. Justice: Plato, Rawls.

Module – 3. Theories of State

a) Idealist Theory.

b) Liberal and Neo-liberal Theories.

Semester – II (Honours)

Course Code: PLSACOR04T Course Title: Political Process in India

Core Course: Credit – 6, FM - 75

Course Content

Module – 1. Structure and process of election system

a) Party system in India: features and trends; coalition Governments

b) Electoral process: Election Commission— Composition and Functions

Module 2. Issues in contemporary politics.

a) Regionalism in India.

b) Role of Religion, Caste, **Dalits**, **Women**.

Module 3. The concerns

a) Corruption and politics: Measures to curb corruption in Indian politics

b) Media and politics

Semester – III (Honours)
Course Code: PLSACOR05T
Course Title: Introduction to Comparative Government and Politics
Core Course: Credit – 6, FM - 75

Course Content

Module – 1. Understanding Comparative Politics

- a. Nature and scope
- b. Going beyond Eurocentrism.

Module – 2. Historical context of modern government

- a. Capitalism: meaning and development: globalization
- b. Socialism: meaning, growth and development
- c. Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization

Module – 3. Themes for comparative analysis

A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil and China.

Semester – III (Honours)
Course Code: PLSACOR06T
Course Title: Perspectives on Public Administration
Course: Credit – 6, FM - 75

Course Content

Module – I. Public Administration as a Discipline.

- a. Meaning, Dimensions and Significance of the Discipline
- b. Public and Private Administration
- c. Evolution of Public Administration

Module – 2. Theoretical Perspectives

- a. Classical Theories
 - Scientific management (F.W. Taylor)
 - Administrative Management (Gullick, Urwick And Fayol)
 - Ideal-type bureaucracy (Max Weber)
- b. NEO-CLASSICAL THEORIES
 - Human relations theory (Elton Mayo)
 - Rational decision-making (Herbert Simon)
- c. Contemporary Theories
 - Ecological approach (Fred Riggs)
 - Innovation and Entrepreneurship (Peter Drucker)

Module – 3..

Major Approaches In Public Administration

- New Public Administration
- New Public Management
- New Public Service Approach
- Good Governance
- Feminist Perspectives

Semester – III (Honours)
Course Code: PLSACOR07T
Course Title: Perspectives on International Relations and World History
Core Course: Credit – 6, FM - 75

Course Content

Module – 1. Studying International Relations

- a. How do you understand International Relations: Levels of Analysis
- b. History and IR: Emergence of the International State System
- c. Pre-Westphalia and Westphalia
- d. Post-Westphalia

Module – 2. II. Theoretical Perspectives

- a. Classical Realism & Neo-Realism
- b. Liberalism & Neo-liberalism
- c. Marxist Approaches
- d. Feminist Perspectives
- e. Eurocentrism and Perspectives from the Global South

Module – 3.

An Overview of Twentieth Century IR History

- a. World War I: Causes and Consequences
- b. Significance of the Bolshevik Revolution
- c. Rise of Fascism / Nazism
- d. World War II: Causes and Consequences
- e. Cold War: Different Phases
- f. Emergence of the Third World
- g. Collapse of the USSR and the End of the Cold War
- h. Post-Cold War Developments and Emergence of other Power Centers of Power

Semester –IV (Honours)
Course Code: PLSACOR08T Course Title: Political Processes and
Institutions in Comparative Perspective

Core Course: Credit – 6, FM - 75

Semester – IV (Honours)
Course Code: PLSACOR09T Course Title: Public Policy and Administration in India.
Core Course: Credit – 6, FM - 75

Course Content

Module – 1. Public Policy

- a. Concept, relevance and approaches
- b. Definition, characteristics and models
- c. Public Policy Process in India
- d. Formulation, implementation and evaluation

e. Social Welfare Policies: Education: Right To Education, National Education Policy, Kothari Commission. Health: National Health Mission. Food: Right To Food Security

a. Employment: JNNURM, MNREGA

Module – 2. II. a. Decentralization

i. Meaning, significance and approaches and types

ii. Local Self Governance: Rural and Urban – With Special Reference to West Bengal

b. Citizen and Administration Interface

a. Public Service Delivery

b. Redressal of Public Grievances: RTI, Local, Citizens ‘Charter and E-Governance.

Module – 3.

Module III. Budget

a. Concept and Significance of Budget

b. Budget Cycle in India

c. Various Approaches and Types Of Budgeting, Vote on Account, Zero Base Budgeting, Performance Budgeting f. Emergence of the Third World

g. Collapse of the USSR and the End of the Cold War

h. Post-Cold War Developments and Emergence of other Power Centers of Power

GENDER:

ENVIRONMENT:

ETHICS :

HUMAN RIGHTS:

Semester – IV (Honours)

Course Code: PLSACOR010T Course Title: Global Politics

Core Course: Credit – 6, FM – 75

Course Content

Module – 1. Globalization: Conceptions and Perspectives

a. Understanding Globalization and its Alternative Perspectives

b. Political: Debates on Sovereignty and Territoriality

c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs

d. Cultural and Technological Dimension

e. Global Resistances (Global Social Movements and NGOs)

Module – 2. Contemporary Global Issues

a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate

b. Proliferation of Nuclear Weapons

c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

d. Migration

e. **Human Security.**

Module – 3.

Global Shifts: Power and Governance.

Semester –V (Honours)

Course Code: PLSACOR011T Course Title: Classical Political Philosophy Core

Course: Credit – 6, FM - 75

Course Content

Module – 1. Antiquity
Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism; Critique of Democracy; Women and Guardianship, Censorship
Aristotle: Virtue, Citizenship, Justice, State and Household - Classification of governments; man as zoon politikon.

Module – 2. Interlude:
Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue.

Module – 3.
Hobbes, Locke and Rousseau
a. Hobbes: Human nature, State of Nature, Social Contract, State; Social Contract; Leviathan; atomistic individuals.
b. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
c. Rousseau: State of Nature, Social Contract, General Will.

Semester –V (Honours)

Course Code: PLSACOR012T Course Title: Classical Political Philosophy

Core Course: Credit – 6, FM - 75

Course Content

Module – 1. Traditions of Pre-colonial Indian Political Thought
a. Brahmanic and Shramanic
b. Islamic and Syncretic.

Module – 2. Outline of ancient Indian Political Thought
a. VedVyasa (Shantiparva): Rajadharma
b. Manu: Social Laws
c. Kautilya: Theory of State, Saptanga, Danda, Law
d. Aggannasutta (DighaNikaya): Theory of kingship

Module – 3.
Outline of Islamic and Syncretic Thought
a. Barani: Ideal Polity
b. Abul Fazal: Monarchy
c. Kabir: Syncretism

Semester –V (Honours)

Course Code: PLSADSE01T Course Title: Reading Gandhi

Course Content

Module – 1. Gandhi on Modern Civilization and Modern Industrialization based on Large and Heavy Industries and Alternative Modernity; critique of development.

Module – 2. Gandhian Thought: Theory and Action:

- a. Theory of Satyagraha
- b. Satyagraha in Action: Peasant Satyagraha: Kheda and the Idea of Trusteeship
- c. Gandhi on all-inclusive Development Sarvodaya – on Untouchability and Dalit emancipation

Module – 3.

- a. Gandhi on **Women's Development** and on **Women's Movement**
- b. Gandhi on peace and Preservation of Nature.

Core Course: Credit – 6, FM - 75

Semester –V (Honours)

Course Code: PLSADSE02T Course Title: Women, Power and Politics

Core Course: Credit – 6, FM - 75

Course Content

Module – 1. Approaches to understanding Patriarchy

- **Feminist** theorising of the sex/gender distinction. Biologism versus social constructivism
- Understanding Patriarchy and **Feminism**.

Module – 2. Schools of **Feminism**

Liberal, Socialist, Marxist, Radical feminism, **New Feminist Schools/Traditions**.

Module – 3.

The Indian Experience

- Traditional Historiography and **Feminist** critiques. Social Reforms Movement and position of **women** in India. History of **Women's** struggle in India
- Family in contemporary India - patrilineal and matrilineal practices. **Gender** Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding **Woman's** Work and Labour.

Semester –VI (Honours)

Course Code: PLSACOR13T Course Title: Modern Political Philosophy

Core Course: Credit – 6, FM – 75

Course Content

Module – 1. Modernity and its discourse (Two essential readings)

- a. Kant. (1784) _What is Enlightenment? ‘ b. George Wilhelm Friedrich Hegel: Civil Society and State.

Module – 2. **Feminist** Discourse

- a. Mary Wollstonecraft: _Vindication of Rights of **Women**‘
- b. Betty Friedan: _The **Feminine** Mistique‘

Module – 3.

Liberal socialist and Radicals

- a. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle
- b. Karl Marx: Alienation; Dialectical materialism, Historical Materialism, Class and class struggle
- c. Antonio Gramsci: Civil Society and Hegemony.

Semester –VI (Honours)
Course Code: PLSACOR14T Course Title: Indian Political Thought - II
Core Course: Credit – 6, FM – 75

Course Content

Module – 1.Introduction to Modern Indian Political Thought

- a. Rammohan Roy: Rights
- b. Pandita Ramabai: Gender
- c. Vivekananda: Ideal Society

Module – 2

- .a. Gandhi: Swaraj
- b. Ambedkar: Social Justice
- c. Tagore: Critique of Nationalism

Module – 3.

- a. Iqbal: Community
- b. Savarkar: Hindutva
- c. Nehru: Secularism
- d. Lohia: Socialism.

Semester –VI (Honours)
Course Code: PLSADSE05T Course Title: Human Rights in a Comparative Perspective
Core Course: Credit – 6, FM – 75

Course Content

Module – 1.Human Rights: Theory and Institutionalization

- a. Understanding Human Rights: Three Generations of Rights
- b. Institutionalization: Universal Declaration of Human Rights
- c. Rights in National Constitutions: South Africa and India

Module – 2

Issues

- a. Torture: USA and India
- b. Surveillance and Censorship: China and India
- c. Terrorism and Insecurity of Minorities: USA and India.

Module – 3.

Structural Violence

- a. Caste and Race: South Africa and India
- b. Gender and Violence: India and Pakistan
- c. Adivasis/Aboriginals and the Land Question: Australia and India.

Semester –VI (Honours)
Course Code: PLSADSE06T Course Title: Governance: Issues and Challenges
Core Course: Credit – 6, FM – 75

Course Content

Module – 1.Government And Governance: Concepts

Role Of State In The Era Of Globalisation State, Market And Civil Society.

Module – 2

Environmental Governance
 Human-Environment Interaction
 Green Governance: Sustainable Human Development.

Module – 3.
 Good Governance Initiatives In India: Best Practices
 Public Service Guarantee Acts
 Electronic Governance
 Citizens Charter & Right To Information
 Corporate Social Responsibility

B.A. POLITICAL SCIENCE- GENERAL CBCS: 2018-19

Semester – I (General)

**Course Code: PLSGCOR01T/PLSHGEC01T/ /Course Title: Introduction to Political Theory
 Core Course: Credit – 6, FM - 75**

Course Content

Module 1. Introducing the subject-

- a. What is Politics?
- b. What is Political Theory and what is its relevance?

Module –II Concepts:-

Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State

Module –III Debates in Political Theory:

- a. Is democracy compatible with economic growth?
- b. On what grounds is censorship justified and what are its limits?
- c. Does protective discrimination violate principles of fairness?
- d. Should the State intervene in the institution of the family?

Semester – II (General)

Course Code: PLSGCOR02T/ Course Title: Indian Government & Politics: Structure, Process & Behaviour

Core Course: Credit – 6, FM - 75

Course Content

Module –I

Evaluation - Making of the Constitution by the Constitutional Advisor, the Drafting Committee and finally the Constituent assembly

Module –II Constitution of India (Article-wise)-

- a) Preamble.
- b) Fundamental Rights.
- c) Directive Principles of State Policy.
- d) Federalism.

Module –III Constitution of India

a) **Union Government: Executive**(total as it is in the constitution)**Legislature**(total, according to the Constitution) **Judiciary**(total, following the articles of the constitution with two additional dimensions: landmark decisions and **PIL**) b) **State Government: Executive, Legislature, Judiciary** (In the same way as the Union government is to be studied) c) **Public Services: Union Service, State service, All India Services**(total that includes recruitment, training, service conditions) c) **Public service Commission**(UPSC and PSC)

Semester – III (General)

Course Code: PLSGCOR03T/PLSHGEC03T/ Course Title: Comparative Government & Politics

Core Course: Credit – 6, FM - 75

Course Content

Module –I

Understanding Comparative Politics-

- a. Nature and scope
- b. Going beyond Eurocentrism.

Module –II

Historical context of Modern Government:

- a. **Capitalism: meaning and development: globalization**
- b. **Socialism: meaning, growth and development**
- c. **Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization**

Module –III

Themes for Comparative Analysis:

A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil and China.

Semester – IV (General)

Course Code: PLSGCOR04T/PLSHGEC04T/ Course Title: Introduction to International Relations

Core Course: Credit – 6, FM - 75

Course Content

Module –I

Studying International Relations -

- a. **How do you understand International Relations: Levels of Analysis**
- b. **History and IR: Emergence of the International State System.**

Module –II

Theoretical Perspectives:

- a. **Classical Realism & Neo-Realism.**
- b. **Liberalism & Neo-liberalism.**
- c. **Marxist Approaches.**
- d. **Feminist Perspectives.**

Module –III

An Overview of Twentieth Century IR History:

- a. **World War I: Causes and Consequences.**
- b. **Significance of the Bolshevik Revolution.**
- c. **Rise of Fascism / Nazism**
- d. **World War II: Causes and Consequences.**
- e. **Cold War: Different Phases.**

- f. Emergence of the Third World.
- g. Collapse of the USSR and the End of the Cold War.
- h. Post-Cold War Developments and Emergence of Other Power Centers of Power.
- i. Indian as an Emerging Power-Indian Foreign Policy.

Semester – V (General)

Course Code: PLSGDSE01T/ Course Title: Women, Power & Politics

Core Course: Credit – 6, FM - 75

Course Content

Module –I

Approaches to understanding Patriarchy -

- **Feminist theorising of the sex/gender distinction.** **Biologism** versus social constructivism.
- **Understanding Patriarchy and Feminism.**

Module –II

Liberal, Socialist, Marxist, **Radical feminism, **New Feminist Schools/Traditions.****

Module –III

The Indian Experience:

- **Traditional Historiography and **Feminist** critiques. Social Reforms Movement and Position of **women in India**. History of **Women’s struggle in India**.**
- **Family in contemporary India - patrilineal and **matrilineal practices**. **Gender Relations** in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and Bargaining, **Property Rights**.**
- **Understanding **Woman’s Work** and Labour.**

Semester – V (General)

Course Code: PLSHGEC01T Course Title: Human Rights in a Comparative Perspective.

Core Course: Credit – 6, FM - 75

Course Content

Module –I

Human Rights: Theory and Institutionalization -

- a. **Understanding Human Rights: Three Generations of Rights.**
- b. **Institutionalization: Universal Declaration of **Human Rights**.**
- c. **Rights in National Constitutions: South Africa and India.**

Module –II

Issues

- a. **Torture: USA and India.**
- b. **Surveillance and **Censorship**: China and India**
- c. **Terrorism and **Insecurity. Of Minorities**: USA and India.**

Module –III

Structural Violence:

- a. **Caste and Race: South Africa and India.**
- b. **Gender and Violence: India and Pakistan.**
- c. **Adivasis/Aboriginals and the Land Question: Australia and India.**

Semester – VI (General)
Course Code: PLSHDSE02T Course Title: Understanding Global Politics.
Core Course: Credit – 6, FM - 75

Course Content

Module –I. Globalization: Conceptions and Perspectives

- a. Understanding Globalization and its Alternative Perspectives
- b. Political: Debates on Sovereignty and Territoriality
- c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs

Module –II. Identity and Culture

- a. Global Inequalities
- b. Violence: Conflict, War and Terrorism **Woman's Work** and Labour.

Module –III

- Global Environment:** a. Ecological Issues: Historical Overview of International **Environmental Agreements, Climate Change, Global Commons Debate**
- b. Global Civil Society: Proliferation of Nuclear Weapons ; International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments ; Migration ; **Human Security**

Semester – VI (General)
Course Code: PLSHGEC02T/ Course Title: Governance: Issues & Challenges.
Core Course: Credit – 6, FM - 75

Course Content

Module –I

**Government And Governance: Concepts -
Role of State In the era Of Globalisation State, Market and Civil Society**

Module –II

**Environmental Governance:
Human-Environment Interaction
Green Governance: Sustainable Human Development.**

Module –III

**GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES:
Public Service Guarantee Acts.**

- Electronic Governance
- Citizens Charter & **Right to Information.**
- Corporate Social Responsibility.



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ESTD: 1985



Department of Sanskrit

CROSS CUTTING ISSUES

B.A. SANSKRIT HONOURS CBCS

Semester – I

Course Code: SANACOR01T,
Course Title: *Classical Sanskrit Literature (Poetry)*
Core Course: 01, Credit – 6, FM – 75

GENDER:

ENVIRONMENT:

ETHICS:

HUMAN VALUES:

Course Content

1. Section 'A'

Raghuvamśam: Canto-I (Verse: 1-25)

2. Section 'B'

Kumārasambhavam: Canto-V (Verse: 1-30)

3. Section 'C'

Nītiśatakam (1-20 Verses, 1st two Paddhatis)

4. Section 'D'

Origin and Development of Mahākāvya and Gītikāvya

Course Code: SANACOR02T
Course Title: *Critical Survey of Sanskrit Literature*
Core Course: 02, Credit – 6, FM - 75

Course Content

1. Section 'A'

Vedic Literature

Samhita (Rk, Yajuh, Sama, Atharva) time, subject-matter, religion & Philosophy, social life Brähmana, Äraᅇyaka, Upaniᅇad, Vedäᅅga (Brief Introduction)

2. Section 'B'

Rämäyana

Rämäyana-time, subject-matter, Rämäyana as anÄdikävya. Rämäyana as a Source Text and its Cultural Importance.

3. Section 'C'

Mahäbhärata

Mahäbhärata and its Time, Development, and subject matter Mahäbhärata: Encyclopaedic nature, as a Source, Text, Cultural Importance.

4. Section 'D'

Puräᅇas

Puräᅇas: Subject matter, Characteristics Puräᅇas: Social, Cultural and Historical Importance

5. Section 'E'

General Introduction to Vyäkarana, Daršana and Sähityaᅇstra

General Introduction to Vyäkarana: Brief History of Vyäkaranaᅇstra

General Introduction to Daršana: Major schools of Indian Philosophy Cärväka, Bauddha, Jaina, Säᅅkhya-yoga, Nyäya-Vaiᅇᅇika, Pürva- mīmāᅅsā and Uttaramīmāᅅsā.

General Introduction to Poetics: Six major Schools of Indian Poetics-Rasa, Alaᅅkära, Rīti, Dhvani, Vakrokti and Aucitya

Semester – II

Course Code: SANACOR03T

Course Title: *Classical Sanskrit Literature (Prose)*

Core Course: 03, Credit – 6, FM -75

Course Content

1. Section 'A'

Śukanāśopadeśa

2. Section 'B'

Viśrutacaritam (Uchhvāsa VIII)

3. Section 'C'

Origin and development of prose, Important prose romances and fables

(i) Subandhu, Daṇḍin, Bāṇa, AmbikādattaVyāsa.

(ii) *Pañcatantra, Hitopadeśa, Vetālapañcaviṃśatikā, Simhāsanadvātrimśikā, Puruṣaparīkṣā, Śukasaptat*

Course Code: SANACOR04T

Course Title: *Self Management in the Gītā*

Core Course: 04, Credit – 6, FM -75

Course Content

1. Section 'A'

Gītā: Cognitive and emotive apparatus

III.42; XV. 7, XIII. 5-6; XIV.5-8, 11-13; XIV.17, VII.4 XV.7; XV.9

2. Section 'B'

Gītā: Controlling the mind

I.1; IV.16; I.45; II.6.41.60.67, III.36-39, XVI.21, II.3; IV.5, VI.34-35; VI.11-14, III.8; VI.16-17, XVII. 8-10, XVII. 14-19, VI. III.25, IV.42, XVIII.30-32, XVIII.63, II.59, 64, XVIII.13-16; V.8-9, II.48; II.55, II. 52 ; IV.38-39

3. Section 'C'

Gītā: Self management through devotion

XII.11; XII.13-19, II.47, VII.21, IV.11, IX.26, II.7 ; IX.27; VIII.7; XI.55

Course Code: SANSAEC01M

Course Title: Classical Sanskrit Literature (Drama)

AECC/MIL: Credit – 2, FM -25

Course Content

Declension:

Nara, Muni, Sādhu, Pitri, Latā, Mati, Madhu, Marut, Nadī, Dhenu, Badū, Phala, Vāri, Asmad, Yusmad, Tat, Yat

Conjugation:

Pat, Pac, Gam, Kri, Bhū, Ad, As, Han, Hū, Dib, Tan, Tud, Su, Krī, Sev, Chur

Kārakavibhakti Rules, ktva, tumun, Shatri, Shanach, nistha, kritya Comprehension

Semester – III

Course Content

1. Section 'A'

Svapnāvāsavadattam—Bhāsa

2. Section 'B'

Abhijñānaśākuntalam

Course Code: SANACOR05T

Course Title: *Classical Sanskrit Literature (Drama)*

Core Course: 05, Credit – 6, FM -75

Course Code: SANACOR06T

Course Title: *Poetics and literary criticism*

Core Course: 06, Credit – 6, FM -75

GENDER:



Course Content

1. Section 'A'

Introduction to Sanskrit poetics:

Origin and development of Sanskrit poetics, its various names- kriyākalpa, alaōkāraśāstrasāhityaśāstra, saundryaśāstra. Definition (lakṣaṇa), objectives (prayojana) and causes (hetu) of poetry. (according to kāvyaprakāśa)

2. Section 'B'

Forms of Kāvya-Literature Forms of poetry:

dr̥śya, śravya, miśra, (campū) Mahākāvya, khaṇḍakāvya, gadya-kāvya: kathā, ākhyāyikā
(according to Sāhityadarpaṇa)

3. Section 'C'

Śabda-śakti (Power of Word) and rasa-sūtra

Power/Function of word and meaning (according to kāvyaprakāśa): abhidhā (expression/ denotative meaning), lakṣaṇā (indication/ indicative meaning) and vyañjanā (suggestion/ suggestive meaning). Rasa: rasa-sūtra of Bharata and its prominent expositions: utpattivāda, anumitivāda, bhuktivāda and abhivyaktivāda, alaukikatā (transcendental nature) of rasa (as discussed in Kāvya prakāś)

4. Section 'D'

Alaṅkāra(figures of speech) – According to *Sahityadarpana* and

Chandasa(metres) – According to *Chandomanjari*

Figures of speech:

anuprāsa, yamaka, śleṣa, upamā, rūpaka, sandeha, bhrāntimān, apahnuti, utprekṣā, atīśayokti, tulyayogitā, dīpaka, dr̥ṣṭānta, nidarśanā, vyatireka, samāsokti, svabhāvokti, aprastutaprasāmsā, arthāntaranyāsa, kāvyaliṅga, vibhāvanā,

Metres:

anuṣṭup, āryā, indravajrā, upendravajrā, drutavilambita, upajāti, vasantatilakā, mālinī, mandākrāntā, śikhariṇī, śārdūlavikrīḍita, sragdharā

Course Code: SANACOR07T

Course Title: Indian Social Institutions and Polity

Core Course: 07, Credit – 6, FM -75

Course Content

1. Section 'A'

Indian Social Institutions: Nature and Concepts

Indian Social Institutions: Definition and Scope: Sociological Definition of Social Institutions. Trends of Social Changes, Sources of Indian Social Institutions (Vedic Literature, Sūtra Literature, Purāṇas, Rāmāyaṇa , Mahābhārata ,Dharmaśāstras, Buddhist and Jain Literature, Literary Works, Inscriptions, Memoirs of Foreign Writers)

Social Institutions and Dharmaśāstra Literature:

Dharmaśāstra as a special branch of studies of Social Institutions, sources of Dharma (Manusmṛti, 2, 12; Yājñavalkyasmṛti, 1.7).

Different kinds of Dharma in the sense of Social Ethics Manusmṛti, 10,63; Viṣṇupurāṇa 2.16-17); Six kinds of Dharma in the sense of Duties (Mitākṣarāṭīkā on Yājñavalkyasmṛti,1.1).

Tenfold Dharma as Ethical Qualities (Manusmṛti,6.92); Fourteen-Dharmasthānas (Yājñavalkyasmṛti,1.3)

2. Section 'B'

Structure of Society and Value of Life Varṇa-System and Caste System:

Four-fold division of Varṇa System, (R̥gveda, 10.90.12), Mahābhārata, Śāntiparva, 72.3-8); Division of Varṇa according to Guṇa and Karma (Bhagvadgīta, 4.13, 18.41-44). Origin of Caste-System from Inter-caste Marriages (Mahābhārata, Anuśāsanaparva, 48.3-11); Emergence of non-Aryan tribes in Varṇa-System (Mahābhārata, Śāntiparva, 65.13-22). Social rules for up-gradation and down-gradation of Caste System (Āpastambadharmasūtra, 2.5.11.10-11, Baudhāyanadharmasūtra, 1.8.16.13-14, Manusmṛti, 10,64, Yājñavalkyasmṛti, 1.96)

Position of Women in the Society:

Brief survey of position of women in different stages of Society. Position of women in Mahābhārata (Anuśāsanaparva, 46.5- 11, Sabhāparva, 69.4-13. Praise of women in The Bṛhatsamhitā of Varāhamihira (Strīprasamsā, chapter-74.1-10)

Social Values of Life:

Social Relevance of Indian life style with special reference to Sixteen Saṃskāras. Four aims of life 'PuruṣārthaCatuṣṭaya'- Dharma, 2. Artha, 3. Kāma, 4. Mokṣa. Four Āśramas- 1. Brahmacharya, 2. Gṛhastha, Vānaprastha, 4. Saṃnyāsa

3. Section 'C'

Indian Polity: Origin and Development

Initial stage of Indian Polity (from Vedic period to Buddhist period). Election of King by the people: 'Viśas' in Vedic period (R̥gveda, 10.173; 10.174; Atharvaveda, 3.4.2; Parliamentary Institutions: 'Sabhā, 'Samiti' and 'Vidatha' in Vedic period (Atharvaveda, 7.12.1; 12.1.6 ; R̥gveda , 10.85.26); King-maker 'Rājakartārah' Council in Atharvaveda (3.5.6- 7), Council of 'Ratnis' in Satapathabrāhmaṇa (5.2.5.1); Satapathabrāhmaṇa (51.1.8-13; 9.4.1.1-5) Republic States in the Buddhist Period (Digghnikāya, Mahāparinibbāṇa Sutta, Aṅguttaranikāya, 1.213; 4.252, 256) Later Stages of Indian Polity (From Kauṭilya to Mahatma Gandhi). Concept of Welfare State in Arthaśāstra of Kauṭilya (Arthaśāstra, 1.13: 'matsyanyāyābhībhūṭh' to 'yo' asmāṅgopāyātīti'); Essential Qualities of King (Arthaśāstra, 6.1.16-18: 'sampādayatyasampannaḥ' to 'jayatyevanahīyate');

State Politics 'Rajadharma' Mahābhārata

Śāntiparva, 120.1-15; Manusmṛti, 7.1-15; Śukranīti, 1.1-15); Constituent Elements of Jain Polity in Nitivākyāsmṛta of Somadeva Suri, (Daṇḍanīti- samuddeśa, 9.1.18 and Janapada- samuddeśa, 19.1.10). Relevance of Gandhian Thought in Modern Period with special reference to 'Satyāgraha' Philosophy ('Satyāgrahagītā' of Panditā Kṣamārāva and 'Gandhi Gītā', 5.1- 25 of Prof. Indra)

4. Section 'D'

Cardinal Theories and Thinkers of Indian Polity

Cardinal Theories of Indian Polity: 'Saptāṅga' Theory of State: 1. Svāmi, 2. Amātya, 3. Janapada 4. Pura, 5. Kośa, 6. Daṇḍa and Mitra (Arthaśāstra, 6.1. Mahābhārata, Śāntiparva, 56.5, Śukranīti, 1.61-62).

'Maṇḍala' Theory of Inter-State Relations:

1. Ari, 2. Mitra, 3. Ari-mitra, 4. Mitra- mitra, 5. Ari-mitramitra; (According to Manusamhita)

'Śāḍgunya' Policy of War and Peace: 1. Sandhi, 2. Vighraha, 3. Yāna, 4. Āsana, Saṃśraya

6. Dvaidhibhāva. (According to Manusamhita)

'Caturvidha Upāya' for Balancing the power

1. Sāma 2. Dāma, 3. Daṇḍa. 4. Bheda; (According to Manusamhita)

Three Types of State Power:Śakti':

1. śakti,2.Mantra-śakti, 3. Utsāha-śakti.

Important Thinkers on Indian Polity:

Manu, Kautilya, Kāmandaka, Śukrācārya, SomadevaSuri, Mahatma Gandhi.

Course Code: SANSSEC01M

Course Title: *Basic Sanskrit*

SEC: 01, Credit – 02, FM -25

Course Content

Translation (From Bengali/English to Sanskrit)

Paragraph Writing

Letter Writing

Semester – IV

Course Code: SANACOR08T

Course Title: *Indian Epigraphy, Paleography and Chronology*

Core Course: 08, Credit – 6, FM -75

Course Content

1. Section 'A'

Epigraphy

Introduction to Epigraphy and Types of Inscriptions

Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture

History of Epigraphical Studies in India

History of Decipherment of Ancient Indian Scripts (Contribution of Scholars in the field of epigraphy): Fleet, Cunningham, Prinsep, Bühler, Ojha, D.C.Sircar

2. Section 'B'

Paleography

Antiquity of the Art of Writing

Writing Materials, Inscribers and Library Introduction to Ancient Indian Scripts.

3. Section 'C'

Study of selected inscriptions

Aśoka's Giranāra Rock Edict-1,

Aśoka's Sāranātha Pillar Edict,

Girnāra Inscription of Rudradāman,

Eran Pillar Inscription of Samudragupta,

Mehrauli Iron Pillar Inscription of Candragupta,

Delhi Topra Edict of Bīsaladeva

4. Section 'D'

Chronology

General Introduction to Ancient Indian Chronology

System of Dating the Inscriptions (Chronograms) Main Eras used in Inscriptions - Vikrama Era, Śaka Era and Gupta Era

Course Code: SANACOR09T

Course Title: *Modern Sanskrit Literature*

Core Course: 09, Credit – 6, FM -75

Course Content

1. Section 'A'

Survey of Modern Sanskrit Literature in Bengal

2. Section 'B'

GadyaKāvya and Rūpaka

Śivarājajayam, Niśwāsa-I

Bharatavivekam – YatindravimalChoudhury

Chipitakacharvanam - SrijivNyayatirtha

Course Code: SANACOR10T

Course Title: *Sanskrit and World Literature*

Core Course: 10, Credit – 6, FM -75

Course Content

1. Section 'A'

Sanskrit Studies in West:

William Jones, Charles Wilkins, H.Wilson, Max Muller, J.G.Buhler, Mac donell, Weber, W.T.Whitney

2. Section 'B'

Sanskrit Studies in East:

Swami Vivekananda, Sri Aurobindo, DayānandaSarasvatī, HaridāsaSiddhāntavāgīśa,
ŚrījīvaNyāyatīrtha, Kshitish Chandra Chatterji, Roma Chaudhuri,
PañcānanaTarkaratna&RamaranjanMukherji)

Course Code: SANSSEC02M

Course Title: *Spoken Sanskrit & Computer Awareness for Sanskrit*

SEC: 02, Credit – 2, FM -25

Course Content

Spoken Sanskrit & Computer Awareness for Sanskrit

(Basic Computer Awareness, Typing in Unicode for Preservation and Digitalization of Sanskrit Text Web Publishing)

Semester – V

Course Code: SANACOR11T

Course Title: *Vedic Literature*

Core Course: 11, Credit – 6, FM -75

Course Content

1. Section 'A'

Saṁhitā and BrāhmaṇaṚgveda

Agni- 1.1, Uṣas- 3.61, Akṣa 10.34, Hiranyagarbha- 10.121 Yajurveda- ŚivasamkalpaSūkta- 34.1-6
Atharvaveda- Sāmmanasyam- 3.30, Bhūmi-12.1-12 Sunahśepākhyāna of Aitereyabrahmana

2. Section 'B'

Vedic Grammar

Declensions (śabdarūpa), Subjunctive Mood (leṭ), Gerunds (ktvārthaka, Tumarthaka), Vedic Accent and Padapāṭha

3. Section 'C'

Muṇḍakopaniṣad

Course Code: SANACOR12T

Course Title: Sanskrit Grammar
Core Course: 12, Credit – 6, FM -75

Course Content

1. Section 'A'

The Concept of the following Saṁjñās:

Sūtra, Vārtika, Bhāṣya, Karma pravacaniya, Nipāta, Gati,
Upasarga, Guṇa, Vṛddhi, Ṭi, Ghi, Ghu, Nadī, Upadhā and Samprasāraṇa

2. Section 'B'

General introduction on Philology:

- i) Classification of Languages
- ii) Production and Classification of Sounds
- iii) Phonetic Laws

iv)	Vedic and Classical Sanskrit
v)	Ablaut
vi)	Phonetic Tendencies
vii)	Semantics
3. Section 'C'	
<i>Karakaprakaranam</i> - Vaiyakaranasiddhantakoumudi	
4. Section 'D'	
<i>Samasaprakaranam</i> - Vaiyakaranasiddhantakoumudi	

Course Code: SANADSE01T

Course Title: Veda & Vyakarana

DSE: 01, Credit – 6, FM -75

Course Content

- i) Śuklayajurveda: Rudrādhyāy
- ii) Manumatsyakathā of ŚatapathaBrāhmana
- iii) Kavirahasyam
- iv) TaittiriyaopanisadShikshavalli: (Adhyaya-1st, Anuvaka: 1- 12),
- v) AitareyaBrāhmana - Nabhānediṣṭhopākhyānam (22.9)
- vi) Siddhantakoumudi (Stripratyaya)

Course Code: SANADSE02T

Course Title: *Darshana*
DSE: 02, Credit – 6, FM -75

Course Content

- i) Saptapadarthi
- ii) Brihadarnnyakopanishad – Ch –IV.4 & 5 Bramhanas.

Course Code: SANADSE03T

Course Title: *Kavya*
DSE: 03, Credit – 6, FM -75

Course Content

- i) Sahityadarpana- 1-3 Chapters
- ii) Śiśupālavadam: Canto-I (Verse: 1-30)
- iii) Yugajivanam– Roma Chowdhury

Semester – VI

Course Code: SANACOR13T

Course Title: *Ontology and Epistemology*

Core Course: 13, Credit – 6, FM -75

Course Content

1. Section 'A'

Essentials of Indian Philosophy

Meaning and purpose of Darśana, general classification of philosophical schools in classical Indian philosophy Realism (yathārthavāda or vastuvāda) and Idealism (pratyayavāda), Monism (ekattvavāda), Dualism (dvaitavavāda) & Pluralism (bahuttvavāda); dharma (property)-dharmi (substratum) Causation (kāryakāraṇavāda) naturalism (svabhāvavāda), doctrine of pre-existence of effect (satkāryavāda), doctrine of real transformation (pariṇāmvāda), doctrine of illusory transformation (vivartavāda), doctrine of non prexistence of effect in cause (asatkāryavāda and ārambhavāda)

2. Section 'B'

Ontology (Based on Tarkasaṃgraha)

Concept of padārtha, three dharmas of padārthas, definition of Dravya, Sāmānya, Viśeṣa, Samavāya, Abhāva. Definitions of first seven dravyas and their examination; Ātma and its qualities, manas. Qualities (other than the qualities of the ātman) Five types of Karma

3. Section 'C'

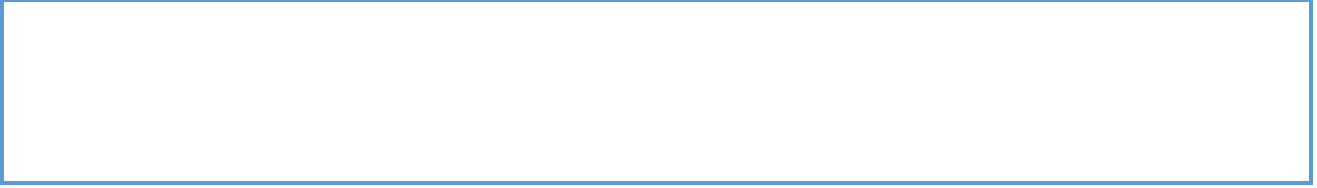
Epistemology (Based on Tarkasaṃgraha)

Buddhi(jñāna) – nature of jñāna in Nyāyavaiśeṣika; smṛiti-anubhava; yathārtha and ayathārthaKaraṇa and kāraṇa, definitions and types of pramā, kartā-kāraṇa-vyāpāra-phala

Course Code: SANACOR14T

Course Title: *Sanskrit Composition and Communication*

Core Course: 14, Credit – 6, FM -75



Course Content

1. Section 'A'

Course Code: SANADSE05T
Vibhakti, Artha, Voice and Krt

Course Title: Darshana

2. Section 'B'

DSE: 05, Credit – 6, FM -75

Translation and Communication

Translation Bengali/English to Sanskrit

3. Section 'C'

Essay

Course Code: SANADSE04T

Course Title: Veda & Vyakarana

DSE: 04, Credit – 6, FM -75

Course Content

- i) Vedic Culture & Vedic studies in West Bengal
- ii) Computational linguistics
- iii) Vaidika Vyakhyapaddhati (Indian & Western)
- iv) **Bhattikavyam** (2nd Sarga)

Course Content

i) Bangiyadarshanachinta:

Ramakrishna-Vivekanandadarshan, GouriyaVaishnabdarshanShaktadarshan

ii) Comparative Studies:

Indian & Western logic & Nyaya studies in West Bengal

Course Code: SANADSE06T

Course Title: *Kavya*
DSE: 06, Credit – 6, FM -75

Course Content

i) Kavyalankarasutravritti- 1-4 Chapters

ii) **Bhattikavyam** (2nd Sarga)

CROSS CUTTING ISSUES

**NAHATA JOGENDRANATH MONDAL SMRITI
MAHAVIDYALAYA
WEST BENGAL STATE UNIVERSITY
North 24 Parganas, W.B.
B.A. SANSKRIT (PROGRAMME) CBCS**

Semester – I

**Course Code: SANGCOR01T,
Course Title: *Sanskrit Poetry*
Core Course: 01, Credit – 6, FM – 75**

GENDER:

ENVIRONMENT:

ETHICS:

HUMAN VALUES:

Course Content

Section 'A'

Raghuvamśam: Canto-I (Verse: 1-25)

Section 'B'

Kumārasambhavam: Canto-V (Verse: 1-30)

Section 'C'

Nītīśatakam (1-20 Verses, 1st two Paddhatis)

Section 'D'

History of Sanskrit Poetry

Semester – II

Course Code: SANGCOR02T

Course Title: *Sanskrit Prose*

Core Course: 02, Credit – 6, FM -75

Course Content

Section 'A'

Śukanāśopadeśa

Section 'B'

Śivarājaviṅṅayam, Niśwāsa-

Section 'C'

Survey of Sanskrit Literature- Prose

Course Code: SANSAEC01M

Course Title: *Sanskrit*
AECC Credit – 2, FM -25

Course Content

Declension:

Nara, Muni, Sādhu, Pitri, Latā, Mati, Madhu, Marut, Nadī, Dhenu, Badū, Phala, Vāri, Asmad, Yusmad, Tat, Yat

Conjugation:

Pat, Pac, Gam, Kri, Bhū, Ad, As, Han, Hū, Dib, Tan, Tud, Su, Krī, Sev, Chur

Kāraṅavibhakti Rules, ktva, tumun, Shatri, Shanach, nistha, kritya Comprehension

Semester – III

Course Code: SANGCOR03T

Course Title: *Sanskrit Drama*
Core Course: 03, Credit – 6, FM -75

Course Content

Section 'A'

Svapnāvāsavadattam–Bhāsa

Section 'B'

Abhijñānaśākuntalam

Course Code: SANLCOR01T

Course Title: *Sanskrit*
MIL: 01, Credit – 02, FM -25

Course Content

- A. *Prastavana* & 1st two stories from Mitralabha
B. *Nitishatakam* – Bhatrihari(1- 20 Verses, 1st two Paddhatis)

Course Code: SANSSEC01M

Course Title: *Basic Sanskrit*
SEC: 01, Credit – 02, FM -25

Course Content

Translation (From Bengali/English to Sanskrit)

Paragraph Writing

Letter Writing

Semester – IV

Course Code: SANACOR04T

Course Title: *Sanskrit Grammer*

Core Course: 04, Credit – 6, FM -75

Course Content

Section ‘A’

Laghusiddhāntakaumudī: Samjyāprakaran

Section ‘B’

Laghusiddhāntakaumudī: Sandhiprakaran

Section ‘C’

Laghusiddhāntakaumudī: VibhaktiPrakaran

Course Code: SANLCOR02T

Course Title: *Sanskrit*
MIL: 02, Credit – 02, FM -25

Course Content

A. Sandhi, Karaka

B. Panchatantra - Miturved

Course Code: SANSSEC02M

Course Title: *Spoken Sanskrit & Computer Awareness for Sanskrit*
SEC: 02, Credit – 2, FM -25

Course Content

Spoken Sanskrit & Computer Awareness for Sanskrit

(Basic Computer Awareness, Typing in Unicode for Preservation and Digitalization of Sanskrit Text Web Publishing)

Semester – V

Course Code: SANGDSE01T

Course Title: *Veda & Darshana*
DSE: 01, Credit – 6, FM -75

Course Content

- vii) Śuklayajurveda: Rudrādhyāy
- viii) Brihadarnnyakopanishad – Ch –IV.4 & 5 Bramhanas

Course Code: SANGDSE02T

Course Title: *Vyakarana&Kavya*
DSE: 02, Credit – 6, FM -75

Course Content

- i) Kavirahasyam
- ii) Sahityadarpana- 1-3 Chapters

Course Code: SANSSEC03M

Course Title: *Basic Elements of Āyurveda*
SEC: 03, Credit – 2, FM -25

Course Content

Introduction of Āyurveda

Carakasamhitā – (Sūtra-sthānam)

Taittirīyopanisad

Semester – VI

Course Code: SANGDSE03T

Course Title: *Veda & Darshana*

DSE: 03, Credit – 6, FM -75

Course Content

- i) Vedic Culture & Vedic studies in West Bengal
Bangiyadarshanachinta
Ramakrishna-Vivekanandadarshan, GouriyabVaishnabdarshanShaktadarshan

Course Code: SANGDSE04T

Course Title: *Vyakarana & Kavya*

DSE: 04, Credit – 6, FM -75

Course Content

- i) Computational linguistics
- ii) Kavyalankarasutravritti- 1-4 Chapters

Course Code: SANSSEC04M

Course Title: *Yogasūtra of Patanjali*

SEC: 04, Credit – 2, FM -25

Course Content

Yogasūtra of Patanjali: SamādhiPāda

Yogasūtra of Patanjali: SādhanaPāda

Yogasūtra of Patanjali: VibhūtiPāda

Generic Elective Course

Semester – VI

Course Code: SANGGEC01T
Course Title: *Basic Sanskrit*
GE: 01, Credit – 6, FM - 75

Course Content

Section ‘A’

Grammar and Composition Part I

Nominative forms of pronouns- asmad, yuṣmad, etat and tat in masculine, feminine and neuter. Nominative forms of ‘a’ ending masculine and neuter gender nouns with paṭh, khād, likh and similar simple verbs in present, past and future. Objective forms of the above nouns and pronouns in singular with more simple verbs Instrumental, dative, ablative forms of the above nouns and pronouns in singular, dual and plural instrumental, dative, ablative forms of all the words in this syllabus ‘ā’ and ‘ī’ ending feminine words in nominative and accusative cases with loṭlakāra (imperative). ‘ā’ and ‘ī’ ending feminine nouns in singular in Genitive/ possessive and locative cases, genitive and locative cases in singular in pronouns tat, etat, yat, kim Masculine and Feminine nouns ending in ‘ī’ and masculine nouns ending in ‘u’ in various cases in singular Masculine nouns

ending in consonants – bhavat, guṇin, ātman and Feminine nouns ending in consonants – vāk,
Neuter nouns ending in consonants – jagat , manas

Section 'B'

Grammar and composition Part II

Special Verb forms – in parasmaipada –past, present, future and imperative - kṛ, śrū Special Verb forms – in parasmaipada –past, present, future and imperative jñā . Special Verb forms – in parasmaipada –past, present, future and imperative dā. ātmanepada – sev, labh Phonetic changes – visargasandhi vowel sandhis. Participles - śatr, śānac, ktavatu, kta. Pratyayas – ktvā, lyap, tumun. Active – passive structures in lakāras – (third person forms only) and pratyayaskta, ktavatu

Section 'C'

Literature

Gita Chapter XII

Course Code: SANGGEC02T

Course Title: *Critical Survey of Sanskrit Literature*

GE: 02, Credit – 6, FM - 75

Course Content

Section 'A'

Vedic Literature

Saṁhitā (Ṛk, Yajuh, Sāma, Atharva) time, subject– matter, religion & Philosophy, social life Brāhmaṇa, Āraṇyaka, Upaniṣad, Vedāṅga (Brief Introduction)

Section 'B'

Rāmāyaṇa

Rāmāyaṇa-time, subject–matter, Rāmāyaṇa as anĀdikāvya. Rāmāyaṇa as a Source Text and its Cultural Importance.

Section 'C'

Mahābhārata

Mahābhārata and its Time, Development, and subject matter Mahābhārata: Encyclopaedic nature, as a Source, Text, Cultural Importance.

Section 'D'

Purāṇas

Purāṇas: Subject matter, Characteristics Purāṇas: Social, Cultural and Historical Importance

Section 'E'

General Introduction to Vyākaraṇa, Darśana and Sāhityaśāstra

General Introduction to Vyākaraṇa: Brief History of Vyākaraṇaśāstra

General Introduction to Darśana: Major schools of Indian Philosophy Cārvāka, Bauddha, Jaina, Sāṅkhya-yoga, Nyāya-Vaiśeṣika, Pūrva- mīmāṃsā and Uttaramīmāṃsā.

General Introduction to Poetics: Six major Schools of Indian Poetics-Rasa, Alamkāra, Rīti, Dhvani, Vakrokti and Aucitya



Department of Sociology

1. GENDER—**RED**
2. ENVIRONMENT—**GREEN**
3. ETHICS—**YELLOW**
4. HUMANRIGHTS—**BLUE**

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24Pgs, W.B.

Teaching Plan: 2022-23

Department: Sociology Semester- I

Course Code –SOCGCOR01TCourse Title:Introduction to Sociology

Discipline Specific Core 1B/2B, Credit – 6, FM -75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	Remarks
1.Sociology-The Discipline: Sociology as a science and as an interpretative discipline; Study of Social Phenomena	SMT. Riya Chakraborty	8 hrs	75hrs***	Traditional Method
2. . Basic Concepts: society, community, association, institution; culturecomponents culture change, diffusion, cultural-lag, cultural universals and relativism, ethnocentrism, acculturation social groups - primary, secondary, formal-informal, in group-out group, and reference groups; social structure, social system, social action; status and role, role conflict, role set; norms and values-conformity and deviance; law and customs; socialization – theories and agencies;nature-nurture debate, social interaction	SMT. Riya Chakraborty	(25 hrs.)		Traditional Method

<p>3. Marriage and Family: Types and forms of marriage; family-structure and function; personality and socialization; Social control; family, changing structure of family marriage and sex roles in modern society; divorce and its implications; gender issues; role conflicts. (12 hrs.)</p>	<p>SMT. Riya Chakraborty</p>	<p>(12 hrs.)</p>		<p>Traditional Method</p>
<p>4. . Social Stratification: Concepts- hierarchy, inequality and stratification; forms and functions; class- different conceptions of class: class-in-itself and class-foritself; caste and class; caste as a class, social mobility</p>	<p>SMT. Riya Chakraborty</p>	<p>(15 hrs.)</p>		<p>Traditional Method</p>
<p>5. Social Institutions: Economy, Polity, Education and Religion (5 hrs.)</p>	<p>SMT. Riya Chakraborty</p>	<p>(5 hrs)</p>		<p>Traditional Method</p>
<p>6. Social Movements: Concepts of social movements; genesis of social movements; ideology and social movement (5 hrs.)</p>	<p>SMT. Riya Chakraborty</p>	<p>(5 hrs.)</p>		<p>Traditional Method</p>
<p>7. . Social change: Continuity and change as fact, and as value; directed social change; social movement and social change; social policy</p>	<p>SMT. Riya Chakraborty</p>	<p>(5 hrs.)</p>		<p>Traditional Method</p>

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24Pgs, W.B.

Teaching Plan: 2022-23

Department: Sociology Semester- II

Course Code: SOCGCOR02T Course Title: Sociology Of India

Discipline Specific Core 1D/2D, Credit – 6, FM -75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a Semester	Remarks
1. India as a Plural Society	SMT. Riya Chakraborty	(10 hrs.)	75hrs***	Text Book Method
2. Social Institutions and Practices(25 hrs.) 2.1 Caste 2.2 Tribe 2.3 Class 2.4 Village 2.5 Family and Kinship	SMT. Riya Chakraborty	25hrs		Text Book Method
3. Identities and Change(20 hrs.) 3.1 Dalit Movement 3.2 Women's Movement	SMT. Riya Chakraborty	20hrs		Text Book Method
4. Challenges to State and Society(20 hrs.) 4.1 Communalism 4.2 Secularism	SMT. Riya Chakraborty	20hrs		Text Book Method

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24Pgs, W.B.

Teaching Plan: 2022-23

Department: Sociology Semester- III

Course Code: SOCGCOR03T Course Title: Sociology Of India

Discipline Specific Core1D/2D, Credit – 6, FM -75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a Semester	Remarks
1. Outline: 1. Karl Marx(25 hrs.) 1.1 Materialist Conception of History 1.2 Class and Class Struggle	SMT. Riya Chakraborty	25hrs	75hrs	Traditional Method
2. Emile Durkheim(25 hrs.) 2.1 Social Fact 2.2 Forms of Solidarity	SMT. Riya Chakraborty	25hrs		Traditional Method
3. Max Weber(25 hrs.) 3.1 Ideal Types and Social Action 3.2 Types of Authority	SMT. Riya Chakraborty	25hrs		Traditional Method

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North 24Pgs, W.B.

Teaching Plan: 2022-23

Department: Sociology Semester- IV

Course Code: SOCGCOR04T

Course Title: Methods of Sociological Enquiry

Discipline Specific Core 1D/2D, Credit – 6, FM -75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a Semester	Remarks
1. Outline: 1. The Logic of Social Research (25 hrs.) 1.1 What is Sociological Research? 1.2 Objectivity in the Social Sciences 1.3 Reflexivity	SMT. Riya Chakraborty	25hrs	75hrs***	Case Study
2. Methodological Perspectives (25 hrs.) 2.1 The Comparative Method 2.2 The Ethnographic Method	SMT. Riya Chakraborty	25hrs		Case Study
3. Modes of Enquiry (25 hrs.) 3.1 Theory and Research 3.2 Analysing Data: Quantitative and Qualitative	SMT. Riya Chakraborty	25hrs		Quantitative and Qualitative Method \\

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North 24Pgs, W.B.

Teaching Plan: 2022-23

Department: Sociology Semester- V

Course Code: SOCGDSE01T Course Title: Gender and Sexuality

Discipline Specific Core1D/2D, Credit – 6, FM -75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a Semester	Remarks
1. Gender as a Social Construct(20 hrs.) 1.1Gender, Sex, Sexuality 1.2Patriarchy, Misogyny, Androcentrism, Gender stereotyping, Male Gaze	SMT. Riya Chakraborty	20Hrs	75Hrs***	Traditional Method
2. Gender: Differences and Inequalities(20 hrs.) 2.1Class, Caste 2.2Family, Work	SMT. Riya Chakraborty	20Hrs		Traditional Method
3. Sexual Identities(20hrs) 3.1 Heterosexual, Bisexual, Lesbian and Homosexual 3.2, Transgender, Transvestite, Hijra, Kothi	SMT. Riya Chakraborty	20Hrs		Traditional Method
4. Politics of Gender(15 hrs.) 4.1. Resistance and Movements: Women's and LGBTQ Movements in India	SMT. Riya Chakraborty	15 Hrs		Traditional Method

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North 24Pgs, W.B.

Teaching Plan: 2022-23

Department: Sociology Semester- VI

Course Code: SOCGDSE03T Course Title: Social Stratification

Discipline Specific Core1D/2D, Credit – 6, FM -75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a Semester	Remarks
: 1. Social Stratification: Concepts and Approaches	SMT. Riya Chakraborty	15Hrs	75Hrs	Text Book Method
2. Forms of Social Stratification (35 hrs.) 2.1 Race and Ethnicity 2.2 Caste and Class 2.3 Gendering Inequality 2.4 Poverty and Social Exclusion	SMT. Riya Chakraborty	35Hrs		Text Book Method
3. Social Mobility: meaning, types and factors responsible	SMT. Riya Chakraborty	25Hrs		Text Book Method

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North 24Pgs, W.B.

Teaching Plan: 2022-23

Department: Sociology Semester- V

Course Code: SOCGGEC01T Course Title: Polity and Society in India

Discipline Specific Core1D/2D, Credit – 6, FM -75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a Semester	Remarks
1. 1.On Studying Politics and Society in India: Culture and Ideology, Political Socialization, Political Participation and Mobilization, Political Consensus	SMT. Riya Chakraborty	15Hrs	75Hrs	Traditional Method
2. Themes in Politics and Society in India (30 hrs.) 2.1 Political Economy– The Role of State in Economic Development 2.2 Political Machine – Federalism and Local Government; Political Parties and Vote Bank. 2.3 Political Identities- Caste and Ethnicity 2.4 Political Processes – Reservation; Uniform Civil Code	SMT. Riya Chakraborty	30Hrs		Traditional Method
3. Separatism and Seccessionism: Kashmir, Punjab, Mizoram and Nagaland .	SMT. Riya Chakraborty	30Hrs		Traditional Method

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North 24Pgs, W.B.

Teaching Plan: 2022-23

Department: Sociology Semester- V

Course Code: SOCGGEC02T Course Title: Economy and Society .

Discipline Specific Core1D/2D, Credit – 6, FM -75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a Semester	Remarks
1. <u>Sociological Aspects of Economic Phenomenon</u> 1.1 Approaches: Formalism and Substantivism 1.2 Sociological Aspect of Economic Processes	SMT. Riya Chakraborty	25Hrs	75Hrs	Traditional Method
<u>2.Modes of Production</u> <u>2.1 Domestic Mode of Production</u> <u>2.2 Peasants</u> <u>2.3 Capitalism</u> <u>2.4 Socialism</u>	SMT. Riya Chakraborty	25Hrs		Traditional Method
3. Contemporary Issues 3.1 Globalization 3.2 Development	SMT. Riya Chakraborty	25Hrs		Traditional Method



STD-03215 Ph-253267/9800043510
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ESTD: 1985



1.3.1 Cross Cutting Issues relevant to Gender, Professional Ethics, Environment' Human Values & Sustainability

B. Crosscutting Issues in the Syllabus of Value-Added Courses relevant to Gender, Ethics, Environment & Sustainability

30 Hours Value-added Course on Bangla Sahityer nari jagaraner prabadpratim purush: Michael Madhusudan Dutt by Department of Bengali – Gender Issues

30 Hours Value Added Course

বিষয় : বাংলা সাহিত্যের নারী জাগরণের প্রবাদপ্রতিম পুরুষ: মাইকেল মধুসূদন দত্ত

পরিচালনায়: বাংলা বিভাগ
নহাটা যোগেন্দ্রনাথ মণ্ডল স্মৃতি মহাবিদ্যালয়
নহাটা, উত্তর চব্বিশ পরগণা

সহযোগিতায়
অভ্যন্তরীণ গুণমান নিশ্চিতকরণ সেল
(নহাটা যোগেন্দ্রনাথ মণ্ডল স্মৃতি মহাবিদ্যালয়)
অফলাইন কোর্স

তারিখ : ১১/০৮/২০২১ থেকে ২৩/০৮/২০২১

১) মধুকরমধুশ্রীমধুসূদন : ব্যক্তি পরিচয় নিয়ে আলোচনা
২) পৌরাণিক কাহিনির আধুনিক রূপান্তর : শর্মিষ্ঠা ও পদ্মাবতী নাটক
৩) মধুসূদনের সাহিত্যে প্রগতিবাদী নারী চেতনা।
৪) বাংলা নাট্য সাহিত্যের ইতিহাসের প্রথম ট্রাজেডিনাটক কৃষ্ণকুমারী
৫) মধুসূদনের বিদ্রোহী সত্তার প্রকাশ : মেঘনাদবধ কাব্য
৬) মধুসূদনের প্রহসন দুটি সমকালীন সমাজ জীবনের রনগ্ন প্রতিচ্ছবি
৭) ঊনিশ শতকীয় নারী জাগরণে : বীরঙ্গনা কাব্য
৮) মধুসূদনের সাহিত্যে পাশ্চাত্য প্রভাব
৯) মধুসূদনের সাহিত্যে নবজাগরণ বারেনেসাঁসের প্রভাব
১০) নাংলাকাব্যে আধুনিকতা ও কবি মধুসূদন
১১) মধুকবি ও তাঁর ব্রজঙ্গনা কাব্য
১২) মধুসূদনের সাহিত্যে পুরাণের নবনির্মাণ

কোর্সের গুরুত্ব ও উদ্দেশ্য

ঊনবিংশ শতাব্দীর শ্রেষ্ঠ বাঙালি কবি ও নাট্যকার তথা বাংলা সাহিত্যের নবজাগরণের প্রধান পথিকৃৎ ছিলেন মাইকেল মধুসূদন দত্ত। প্রাচ্য-পাশ্চাত্য উভয়ের প্রভাবকে আত্মীকরণ করে সাহিত্যের আঙ্গিক ও বিষয়ে তাঁর স্বকীয় চিন্তার প্রতিফলন এবং সৃজন প্রয়াস বাংলা সাহিত্যে ভাঙার কে দান করেছে অভূতপূর্ব মর্যাদা ও সৌন্দর্য; তাঁর সমগ্র জীবন ও সাহিত্যে এক বাঁধন ছাড়া বিদ্রোহী মানসিকতার পরিচয় মেলে, বাংলা সাহিত্যে প্রথম সফল ঐতিহাসিক ট্রাজেডি নাটক রচনা, প্রথম সার্থক শ্রেষ্ঠ সাহিত্যিক মহাকাব্য ও পত্র কাব্য এবং বাংলা ভাষায় সনেটের ব্যবহারেও মধুকবির অবদান অনস্বীকার্য। অমিত্রাক্ষর ছন্দের জনক মধুসূদনদত্ত ও এখনো পর্যন্ত অদ্বিতীয় ব্যক্তিত্ব। তাঁর রচিত নাটক, কাহিনী কাব্য, মহাকাব্য সবকিছুর মধ্যে নবজাগরণের পরিচয় সুস্পষ্ট, মধুসূদনের সাহিত্যের মধ্যেই প্রথম রেনেসাঁসের প্রভাবে সার্বিকভাবে ব্যক্তি স্বাভাবিকতাবাদ ও নারী জাগরণের চিত্র বিশ্বস্ততার সঙ্গে প্রতিফলিত হয়েছে। বলাভালো মধুসূদনের হাত ধরেই বাংলা সাহিত্যে আধুনিকতায় প্রবেশ করে এগিয়ে চলেছে।

কোনো কোনো পাঠক, সমালোচক এমন ধারণা পোষণ করেন যে মধুকবিকে তার সমূহ আবেগ উপলব্ধি সহ ধরতে চাইলে অবশ্যই সনেটকে অবলম্বন করতে হবে তাঁদের চিন্তায় মাইকেলের কবিতা নির্মাণ কৌশল, জগত জীবন সম্বন্ধে তার অনুভব বাংলাদেশের প্রকৃতির মনোরম শোভা ও মাটির সংস্কৃতি ও ঐতিহ্যের বিস্তৃত চেতনা র সৃষ্টির বিষয় বৈচিত্র্য গীতি সুষমা এবং আত্ম ভাবনিষ্ঠ সব কিছুর সাক্ষাৎ মিলবে, বাংলা সাহিত্যের উন্নততর সমৃদ্ধি বিকাশের প্রতি তিনি ছিলেন অত্যন্ত শ্রদ্ধাশীল। কাজেই মধুসূদন দত্ত সাহিত্যে প্রেমিকের কাছে গর্বের কবি। তাঁর মত সৃজনশীল ও সাহসী ব্যক্তি সমাজে দুর্লভ, তাঁর জীবনবোধ আর আধুনিকতা আজও আমাদের পাথেয়। তাই মধুকবির মতো সাহিত্যিকের জীবন ও সাহিত্য নিয়ে বিস্তারিত আলোচনাই সন্দেহে শিক্ষার্থীদের জ্ঞানের পরিধি বিস্তৃত করতে সহায়ক হবেই।

• এককের বিষয় ও উদ্দেশ্য

নহাটা যোগেন্দ্রনাথ মন্ডল স্মৃতি মহাবিদ্যালয়ের বাংলা বিভাগের আলোচ্য সাটিফিকেট কোর্স থেকে ছাত্রছাত্রীরা মাইকেল মধুসূদনদত্তের ব্যক্তি পরিচয় সম্পর্কে প্রাথমিক ধারণা অর্জন করবে প্রাচ্য ও পাশ্চাত্য সাহিত্য সম্পর্কে অগাধ পাণ্ডিত্য থাকা মধুসূদন স্বা

ভাবিকভাবেইবাংলাসাহিত্যেরগতানুগতিকতাভঙ্গকরেতাতেআধুনিকতারপ্রথমসূচনাকরেনতাইছাত্রছাত্রীরাপ্রাচ্য-
 পাশ্চাত্যউভয়সাহিত্যসম্পর্কেজ্ঞানলাভকরবেএছাড়াওতিনিআধুনিকনারীরজাগরণওঅবস্থানকেতারসাহিত্যেসুস্পষ্টকরেছেনযাবর্তমানেঅত্যন্তপ্রাসঙ্গিক।আধুনিকনাটকওকাব্যেররীতিপ্রকৃতিকেমনহওয়াউচিতসেইসঙ্গেব্যক্তিমানুষেরসামাজিকঅবস্থানঠিককী?সেসম্পর্কেওছাত্র-
 ছাত্রীরাসম্মুখধারণাপাবে।নারীশুধুইঅন্তপুরচারিণীনয়,তারওচাওয়াপাওয়ারঅধিকারআছে,শিক্ষাগ্রহণতারআজন্মঅধিকার,এইআলোচনায়তাস্পষ্টহবে।

পাঠ্যক্রম-১

হবষয়সূচ প্রসি সময়সীমা পূেেমান

একক ১ েেংল্ো সোভহর্তযর নোরী জোগরণর প্রোেপ্রভতম পুর্ে : মোইর্কল্ মযুসূেন েি
 ১/মযুকর মযু শ্রীমযুসূেন: েযতি পভরচয়। ২/পৌরোভণক কোভহনীর আযুভনক রূপোস্তর:
 'শভমেষ্ঠো', 'পদ্বোেতী'। ৩/মযুসূেনর সোভহর্তয প্রগভতোেী নোরী কচতনো। ৪/েেংল্োয়
 প্রথম ঐভতহোভসক ট্রোর্জভি: 'কৃ ঞকুমোরী'। ৫/মযুসূেনর ভেরোহী সোর প্রকোশ: 'র্মঘনোেেয
 কোেেয'। ৬/মযুসূেনর প্রহসন দুটির্ত সমকোল্ীন সমোজ জীেনর নগ্ন প্রভতচ্ছভে। ৭/উভনশ
 শতকীয় নোরী জোগরণ: 'েীরোঙ্গনো কোেেয'। ৮/মযুসূেনর সোভহর্তয পোশেচাতয প্রোে।



STD-03215 Ph-253267/9800043510
Nahata Jogendranath Mondal Smriti Mahavidyalaya
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 ESTD: 1985



**30 Hours Value-Added Course on Poverty, Gender and Economic Development
organized by Department of Economics- Gender, Sustainability Issues**

- ▶ VALUE-ADDED COURSE FROM THE DEPARTMENT OF ECONOMICS AND DEPARTMENT OF COMMERCE
 - ▶ ON
- ▶ POVERTY, GENDER AND ECONOMIC DEVELOPMENT
- ▶ CHIEF PATRON: DR. ARNAB GHOSH, PRINCIPAL, NAHATA JNMS MAHAVIDYALAYA
- ▶ JT. CONVENOR: DR. ANISH KUMAR MUKHOPADHYAY, DEPT. OF ECONOMICS AND GOUTAM SHARMA , DEPARTMENT OF COMMERCE ,NAHATA JNMS MAHAVIDYALAYA
- ▶ DATE: 06.06. 2022 TO---28.06. 2022

Proposal for Certificate Course from the Department of Economics and Department of Commerce in association with Department of Geography and IQAC

Programme: 30 Hours Certificate Course on Poverty, Gender and Economic Development

Date- 06.06.2022 to 18.06.2022(Tentatively)

Time- From 3 PM to 5.30 PM(Tentatively)

Organizer: Department of Commerce and Economics, Nahata J.N.M.S. Mahavidyalaya

Chief Patron: Dr. Papun Biswas, Principal, Nahata J.N.M.S. Mahavidyalaya

**Jt. Convener- Dr. Anish Kumar Mukhopadhyay, Dept. of Economics and
Goutam Sharma, Department of Commerce, Nahata J.N.M.S. Mahavidyalaya**

Target group- Undergraduate students

Mode of Classes-Online by Google Meet Link

Syllabus-

Definition of Poverty, Measurement of Poverty along with Poverty Line, Concept of Multidimension of a Poverty Measure; Concept of Economic Development, The differences between Economic Growth and Economic Development, Per Capita Income as a measure of Economic Development; Concept of Gender and Development, Gender Bias and Underdevelopment, Idea of Measuring the Gender Bias.

How to measure Gender Development for any Economy: With the help of Case Studies The Interrelationship between Gender Inequality and Income Inequality; The role of Demography and Female Population for Economic Development: Two Way Causation. (Gender Audit)

The Problem of Missing Women and Economic Development, The Measurement of Missing Women in Developing Indices; Gender Bias: A New Way of Measuring through Composite Index; The Limitations of Economic Development in a Large Gendered Society: Any Possible Way Out? Poverty, Gender and Economic Development: The Current Indian Scenario



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ESTD: 1985

30 Hours Value-Added Course on OBSCURE RELIGIOUS OF BENGAL
by Department of History - Gender Issues

**30 HOURS VALUE-ADDED COURSE
ON
OBSCURE RELIGIOUS CULTS OF BENGAL**

Department of History

In collaboration with IQAC

Nahata Jogendranath Mondal Smriti Mahavidyalaya

Free Course

APPLY THROUGH: OFFLINE REGISTRATION

Syllabus



Gender

1. **Definition ,Nature ,Characteristic and Scope of Religious cults of Bengal**
2. **Folk religion and Folk religious sects of Bengal.**
3. **Field work : a) Nature and Scope**
 - b) **Definition**
 - c) **Purpose**
 - d) **Selection Criterion of the Field study area and Informants.**
4. **Historiography of Obscure religious cults.**

5. **Baul-Fakir cult.**
6. **Kartabhaja cult.**
7. **Matua community**
8. **Comparative study between different cults.**
9. **Obscure religious cults and gender question.**
10. **Conclusion.**



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VALUE ADDED COURSE ON

Human Rights in India: Issues & Challenges

Organized by

Department of Political Science

In collaboration with

Internal Quality Assurance Cell

Nahata Jogendranath Mondal Smriti Mahavidyalaya.

Date: 25th April. to 14th May. 22

Mode: offline

Eligibility: 10+2 pass

Course fees: Nil

Duration of the Course: 30 Hours.

Chief Patron: Dr. Arnab Ghosh, Principal.

Nahata Jogendranath Mondal Smriti Mahavidyalaya.

Course Convenor: Bratati Guhathakurta Ghosh, HOD.

Department of Political Science

Mobile: 9382081472

Joint Convenor: Joydev Ghosh

Department of Political Science

Mobile: 814525579

Jui Biswas, Senior Teacher

Department of Political Science

Mobile: 8016197604

How to apply: First come First served.

Last date for joining of the Course: 23/04/22

**SYLLABUS FOR VALUE ADDED COURSE
ON
HUMAN RIGHTS IN INDIA: ISSUES & CHALLENGES**

Unit-I

Basic idea and difference between Natural Rights, Human Rights and Fundamental rights. Evaluation and generation of Human Rights.

Unit -II

UNO and Human Rights: Universal Declaration of Human Rights.

Unit -III

Indian Constitution and Human Rights; civil, political, social, economic, cultural, education and health rights (article wise).

Unit -IV

Human Rights issues in India; **children and women, trafficking,** racial or ethnic violence and discrimination, persons with disabilities.

Unit -V

Agencies for secure Human Rights in India: Judiciary, PIL, NHRC, Media

Objectives:

- *To make the student understand the need to know their Human Rights.
- *To develop awareness of human rights violations in India.
- *To develop the value of human dignity among the students.

Course Outcomes:

- *The course will encourage students to develop skills and behaviour that would promote dignity and equality.
- *The course will encourage students as a human rights activist or workers.



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Criterion 1- Curricular Aspects

1.3.1 *Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.*

List of activities conducted at college and community level to integrate the cross cutting issues.



Name of the activity	Organising Unit/Collaborating agency	Cross cutting issues addressed	Year
Tree Plantation	NSS & Department of Geography	Environment	2022



Name of the activity	Organising Unit/Collaborating agency	Cross cutting issues addressed	Year
Celebration of International Yoga Day	NSS & Department of Physical Education	Human Values	2022



Name of the activity	Organising Unit/Collaborating agency	Cross cutting issues addressed	Year
Blood Donation Camp	NSS & Doctors and Staff of Ranaghat Sub-Divisional hospital	Human Values	2022

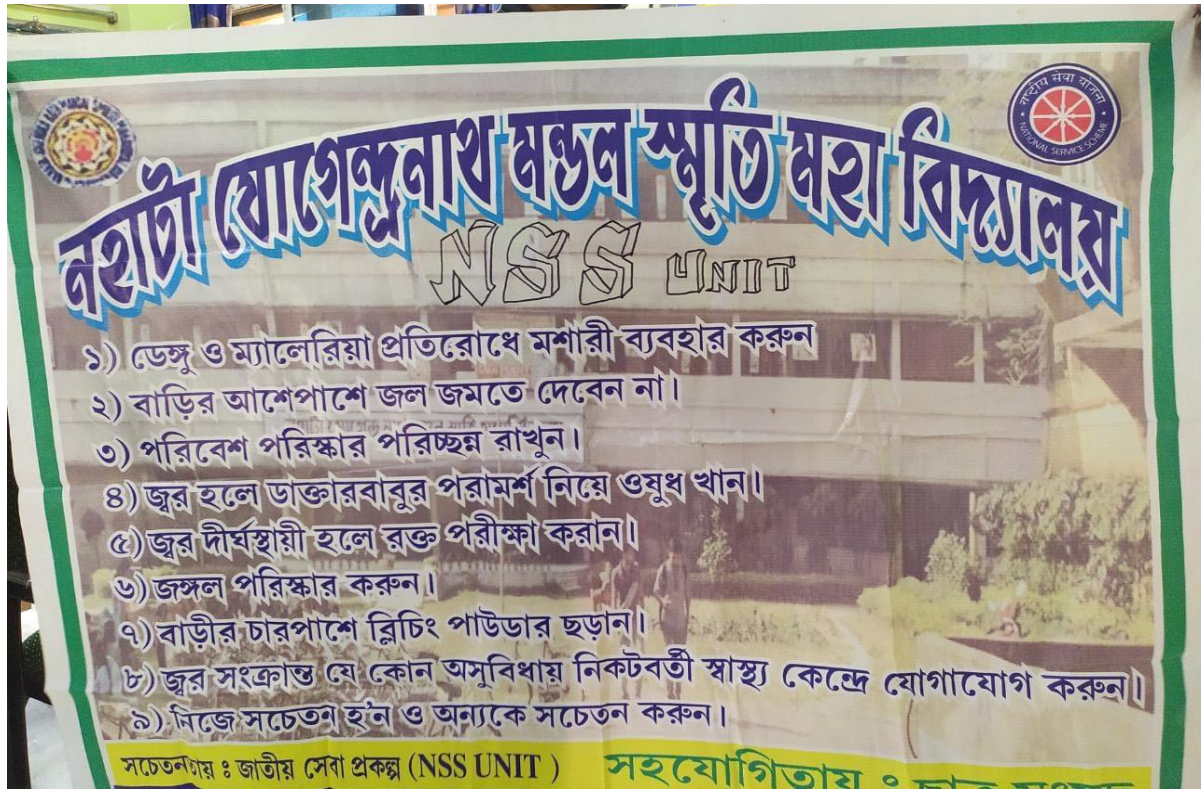


Name of the activity	Organising Unit/Collaborating agency	Cross cutting issues addressed	Year
World Environment Day	Department of Geography	Environment	2022



**Azadi Ka
Amrit Mahotsav**

Name of the activity	Organising Unit/Collaborating agency	Cross cutting issues addressed	Year
Azadi Ka Amrit Mahotsav	College Teaching, Non-Teaching Staff & Students.	Ethics	2022



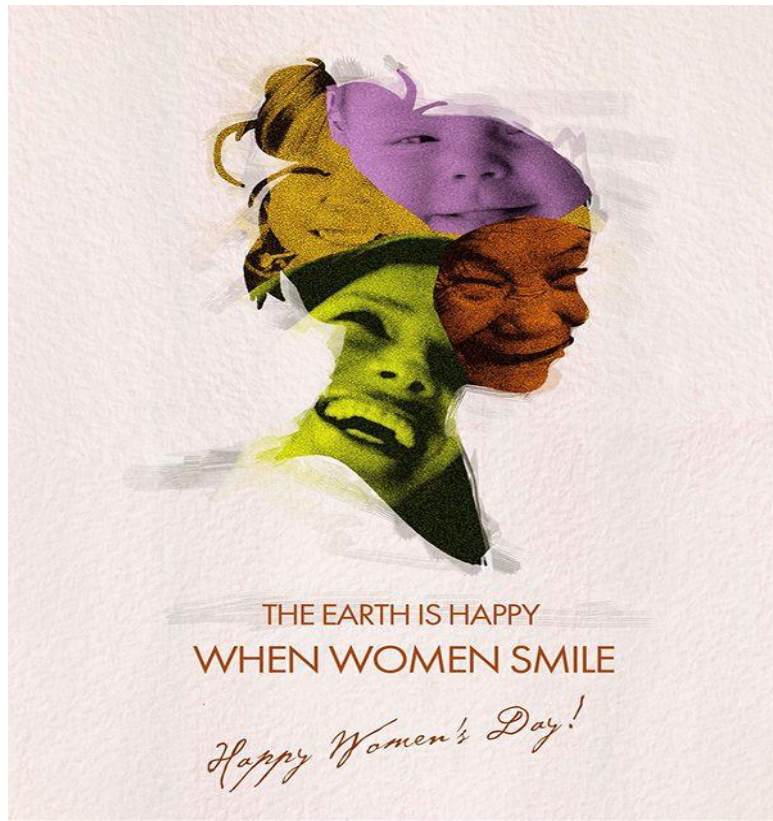
Name of the activity	Organising Unit/Collaborating agency	Cross cutting issues addressed	Year of the activity
Program for Dengue Control	NSS	Human Rights	2022



Name of the activity	Organising Unit/Collaborating agency	Cross cutting issues addressed	Year of the activity
Plastic free village drive and Cleanliness activity in village Chowberia	NSS Cadets and Students of the College	Environment, Sustainability	2022



Name of the activity	Organising Unit/Collaborating agency	Cross cutting issues addressed	Year of the activity
Exhibition on Plastic Pollution and Global Warming.	Department of Defence Studies & Other Departments	Environment/Sustainability	2023



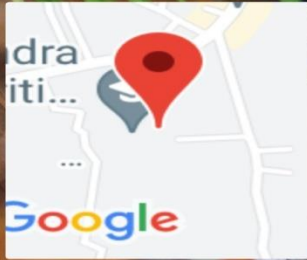
Women's day.....



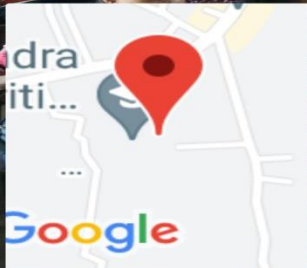
Name of the activity	Organising Unit/Collaborating agency	Cross cutting issues addressed	Year of the activity
International Women's Day Program	Internal Complaint Committee and Women's Cell.	Gender	2023



Name of the activity	Organising Unit/Collaborating agency	Cross cutting issues addressed	Year of the activity
Workshop on women Trafficking	Internal Complaint Committee	Gender	2022



Ichhlampur, West Bengal, India
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 22/08/23 01:05 PM GMT +05:30

Name of the activity	Organising Unit/Collaborating agency	Cross cutting issues addressed	Year of the activity
Cyber law and domestic Violence	Nahata Jogendranath Mondal Smriti Mahavidyalaya Aiumni Association	Human Values, Gender	2023