

SEMESTER- II

CC 2 (DSC 1B) : CODE: BNGGCOR02T বাংলা ভাষার ইতিহাস ও ভাষাতত্ত্ব, পূর্ণমান ২৫+৫০=৭৫, ক্রেডিট ১+৫ = ৬, মোট ১৫+৭৫=৯০ ঘন্টা পাঠদান দিতে হবে। (১৫ ঘন্টা টিউটোরিয়াল এবং ৭৫ ঘন্টা প্রত্যক্ষ পাঠদান)।

Unit I : প্রাচীন ভারতীয় আর্যভাষা থেকে আধুনিক ভারতীয় আর্যভাষায় বিবর্তন, বাংলা ভাষার উদ্ভব এবং প্রাচীন, আদি-মধ্য,অন্ত্য-মধ্য বাংলা ভাষার ভাষাতাত্ত্বিক লক্ষণ, কমপক্ষে ১৮ ঘন্টা প্রত্যক্ষ পাঠদান দিতে হবে।

Unit II : বাংলা ভাষার উপভাষা সংক্রান্ত আলোচনা, কমপক্ষে ১৯ ঘন্টা প্রত্যক্ষ পাঠদান দিতে হবে।

Unit III : বাংলা ধ্বনি পরিবর্তন ও শব্দার্থ পরিবর্তনের ধারা, কমপক্ষে ১৯ ঘন্টা প্রত্যক্ষ পাঠদান দিতে হবে।

Unit IV : রোমান হরফের পরিচয় ও রোমান হরফে লিপ্যন্তরকরণ এবং আন্তর্জাতিক ধ্বনিমূলক বর্ণমালার পরিচয় ও লিপ্যন্তরকরণ, কমপক্ষে ১৯ ঘন্টা প্রত্যক্ষ পাঠদান দিতে হবে।

সহায়ক গ্রন্থ:

১। রবীন্দ্রনাথ ঠাকুর: বাংলা ভাষা পরিচয়

২। সুনীতিকুমার চট্টোপাধ্যায়: বাংলা ভাষাতত্ত্বের ভূমিকা/ ভাষা প্রকাশ বাংলা ব্যাকরণ

৩। পার্বতীচরণ ভট্টাচার্য: বাংলা ভাষা

৪। সুকুমার সেন: ভাষার ইতিবৃত্ত

৫। পরেশচন্দ্র ভট্টাচার্য: ভাষাবিদ্যা পরিচয়

৬। পরেশচন্দ্র মজুমদার: বাংলা ভাষা পরিক্রমা / সংস্কৃত ও প্রাকৃত ভাষার ক্রমবিকাশ

৭। রামেশ্বর শ: সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা

CC: DSC 2(Discipline Specific Core Course)

CC: English

AECC: English/ MIL Communication: CODE: BNGSAEC01T পূর্ণমান ৫ + ২০=২৫, ক্রেডিট ২, কমপক্ষে ৩০ ঘন্টা প্রত্যক্ষ পাঠদান দিতে হবে।

গ। বিচিত্রঃ মলাট-সমালোচনা, বর্ষা)

Unit IV: অবনীন্দ্রনাথ ঠাকুর- আপন কথা, কমপক্ষে ১৯ ঘণ্টা প্রত্যক্ষ পাঠদান দিতে হবে।

GE III : CODE: BNGHGEC03T/ জীবনী সাহিত্য, পূর্ণমান ২৫+৫০=৭৫, ক্রেডিট ১+৫=৬, মোট ১৫+৭৫= ৯০ ঘণ্টা পাঠদান দিতে হবে। (১৫ ঘণ্টা টিউটোরিয়াল এবং ৭৫ ঘণ্টা প্রত্যক্ষ পাঠদান)

Unit I : জীবনী সাহিত্যের সংজ্ঞা, স্বরূপ, ও শ্রেণি সংক্রান্ত ধারণা, কমপক্ষে ১৯ ঘণ্টা প্রত্যক্ষ পাঠদান দিতে হবে।

Unit II : ভগিনী নিবেদিতা- স্বামীজীকে বেরূপ দেখিয়াছি, কমপক্ষে ১৯ ঘণ্টা প্রত্যক্ষ পাঠদান দিতে হবে।

Unit III : শিবনাথ শাস্ত্রী - আত্মচরিত, কমপক্ষে ১৯ ঘণ্টা প্রত্যক্ষ পাঠদান দিতে হবে।

Unit IV : সত্যজিৎ রায়- যখন ছোট ছিলাম, কমপক্ষে ১৮ ঘণ্টা প্রত্যক্ষ পাঠদান দিতে হবে।

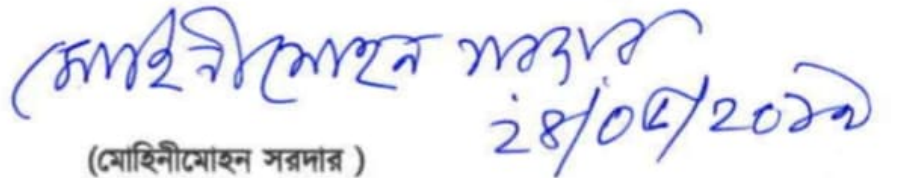
SEC I: CODE: BNGSSEC01M চলচ্চিত্র ও সাহিত্য, ক্রেডিট ২, পূর্ণমান ৫ + ২০=২৫, ক্রেডিট ২, কমপক্ষে ৩০ ঘণ্টা প্রত্যক্ষ পাঠদান দিতে হবে।

Unit I: সত্যজিৎ রায়- বিষয় চলচ্চিত্র, কমপক্ষে ১৫ ঘণ্টা প্রত্যক্ষ পাঠদান করতে হবে।

(চলচ্চিত্রের ভাষাঃ সেকাল ও একাল, চলচ্চিত্র রচনাঃ আলিফ, ভাষা ও ভঙ্গি, চলচ্চিত্রের সংলাপ প্রসঙ্গে,)

Unit II: ধীমান দাশগুপ্ত- সিনেমার অ আ ক খ, কমপক্ষে ১৫ ঘণ্টা প্রত্যক্ষ পাঠদান করতে হবে।

(সিনেমার শিল্পরূপঃ শিল্প কী- সিনেমা কি শিল্প- সিনেমার শিল্পরূপঃ বিবিধ সম্পর্ক- সাহিত্য ও চলচ্চিত্র- কবিতা ও চলচ্চিত্র- নাটক ও চলচ্চিত্র- চিত্রকলা ও চলচ্চিত্র- সংগীত ও চলচ্চিত্র - আদিম শিল্পকলা ও চলচ্চিত্র- স্থাপত্য ও চলচ্চিত্র- নৃত্য ও চলচ্চিত্র - আসোকচিত্র ও চলচ্চিত্র- ভারীকালের শিল্পকলা ও চলচ্চিত্রের ভবিষ্যৎ)


(মোহিনীমোহন সরদার)

অধ্যাপক এবং বিভাগীয় প্রধান, বাংলা বিভাগ,

সভাপতি, প্রাক-মাতক পাঠ-পর্বদ

Head
Department of Bengali
West Bengal State University
Barasat, Kolkata-700126

চলচ্চিত্র ও সাহিত্য

SEC I: CODE: BNGSSEC01M চলচ্চিত্রের ভাষা, ক্রেডিট ২, পূর্ণমান ৫ + ২০=২৫, ক্রেডিট ২, কমপক্ষে ৩০ ঘণ্টা প্রত্যক্ষ পাঠদান দিতে হবে।

Unit I: সত্যজিৎ রায়- বিষয় চলচ্চিত্র, কমপক্ষে ১৫ ঘণ্টা প্রত্যক্ষ পাঠদান করতে হবে।

(চলচ্চিত্রের ভাষাঃ সকাল ও একাল, চলচ্চিত্র রচনাঃ আঙ্গিক, ভাষা ও ভঙ্গি, চলচ্চিত্রের সংলাপ প্রসঙ্গে,)

Unit II: ধীমান দাশগুপ্ত- সিনেমার অ আ ক খ, কমপক্ষে ১৫ ঘণ্টা প্রত্যক্ষ পাঠদান করতে হবে।

(সিনেমার শিল্পরূপঃ শিল্প কী- সিনেমা কি শিল্প- সিনেমার শিল্পরূপঃ বিবিধ সম্পর্ক- সাহিত্য ও চলচ্চিত্র- কবিতা ও চলচ্চিত্র- নাটক ও চলচ্চিত্র- চিত্রকলা ও চলচ্চিত্র- সংগীত ও চলচ্চিত্র - আদিম শিল্পকলা ও চলচ্চিত্র- স্থাপত্য ও চলচ্চিত্র- নৃত্য ও চলচ্চিত্র - আলোকচিত্র ও চলচ্চিত্র- ভাবীকালের শিল্পকলা ও চলচ্চিত্রের ভবিষ্যৎ)

মোহিনীমোহন সরদার
28/05/2022
(মোহিনীমোহন সরদার)

অধ্যাপক এবং বিভাগীয় প্রধান, বাংলা বিভাগ,

সভাপতি, প্রাক-স্নাতক পাঠ-পর্বদ

Head
Department of Bengali
West Bengal State University
Barasat, Kolkata-700126

পশ্চিমবঙ্গ রাষ্ট্রীয় বিশ্ববিদ্যালয়, বারাসাত, কলকাতা- ১২৬

১২০৮-২

ক/ রবীন্দ্রনাথ ঠাকুর- গল্পগুচ্ছ (নির্বাচিত ছোটগল্প)।

(ছুটি, কাবুলিওয়াল, পোস্টমাষ্টার, দেনাপাওনা, রামকানাইয়ের নির্বুদ্ধিতা, মণিহারী, একরাত্রি, তোতাকাহিনী)

খ/ তারাপ্রসন্ন বন্দ্যোপাধ্যায়ঃ কবি

গ্রন্থতালিকাঃ

১। সুকুমার সেনঃ বাঙ্গালা সাহিত্যের ইতিহাস ২। অসিতকুমার বন্দ্যোপাধ্যায়ঃ বাংলা সাহিত্যের ইতিবৃত্ত ৩। ভূদেব চৌধুরীঃ বাংলা সাহিত্যের ইতিকথা ৪। ক্ষেত্র গুপ্তঃ আধুনিক বাংলা সাহিত্যের ইতিহাস ৫। অজিতকুমার ঘোষঃ বাংলা নাটকের ইতিহাস ৬। তপোব্রত ঘোষঃ রবীন্দ্র-ছোটগল্পের শিল্পরূপ ৭। নিতাই বসুঃ তারাপ্রসন্নের শিল্পমানস ৮। রবীন্দ্রনাথ রায়ঃ দ্বিজেন্দ্রলাল কবি ও নাট্যকার ।

SEC II: CODE: BNGSSEC02M মুদ্রণ শিল্প ও প্রকাশনা, পূর্ণমান ৫ * ২০=২৫, ক্রেডিট ২, কমপক্ষে ৩০ ঘণ্টা প্রত্যক্ষ পাঠদান দিতে হবে।

Unit I: প্রথম-বিভাগ, ১৫ ঘণ্টা প্রত্যক্ষ পাঠ দিতে হবে।

Unit II: কম্পিউটারে বাংলা লিখন, ১৫ ঘণ্টা প্রত্যক্ষ পাঠ দিতে হবে।

(যে কোনো বাংলা সফটওয়্যার ব্যবহার করে ছাত্র-ছাত্রীদের কম্পিউটারে বাংলা লিখন শেখাতে হবে)

মোহিনীমোহন সরদার
(মোহিনীমোহন সরদার) ১৩/১২/২০১৭

অধ্যাপক এবং বিভাগীয় প্রধান, বাংলা বিভাগ,

সভাপতি, প্রাক-স্নাতক পাঠ-পর্যদ

পশ্চিমবঙ্গ রাষ্ট্রীয় বিশ্ববিদ্যালয়, বারাসাত, কলকাতা- ১২৬

Head
Department of Bengali
West Bengal State University
Barasat, Kolkata-700 126

Head
Department of Bengali
West Bengal State University
Barasat, Kolkata-700 126

approved
S. Chakrabarti
13/12/19.

approved.
13/12/19
approved.
S. Chakrabarti
13/12/19.

Approved
13/12/19

Approved.
S. Chakrabarti
13/12/19.

approved
S. Chakrabarti
13/12/19

CMSSCOR01P: Problem Solving with Computer

Section: A (Simple programs)

1. Write a menu driven program to convert the given temperature from Fahrenheit to Celsius and vice versa depending upon user's choice.
2. WAP to calculate total marks, percentage and grade of a student. Marks obtained in each of the three subjects are to be input by the user. Assign grades according to the following criteria :
 - a. Grade A: Percentage ≥ 80
 - b. Grade B: Percentage ≥ 70 and < 80
 - c. Grade C: Percentage ≥ 60 and < 70
 - d. Grade D: Percentage ≥ 40 and < 60
 - e. Grade E: Percentage < 40
3. Write a menu-driven program, using user-defined functions to find the area of rectangle, square, circle and triangle by accepting suitable input parameters from user.
4. WAP to display the first n terms of Fibonacci series.
5. WAP to find factorial of the given number.
6. WAP to find sum of the following series for n terms: $1 - 2/2! + 3/3! - \dots - n/n!$
7. WAP to calculate the sum and product of two compatible matrices.

Section: B (Visual Python):

All the programs should be written using user defined functions, wherever possible.

1. Write a menu-driven program to create mathematical 3D objects
 - I. curve
 - II. sphere
 - III. cone
 - IV. arrow
 - V. ring
 - VI. Cylinder.
2. WAP to read n integers and display them as a histogram.
3. WAP to display sine, cosine, polynomial and exponential curves.
4. WAP to plot a graph of people with pulse rate p vs. height h. The values of p and h are to be entered by the user.
5. WAP to calculate the mass m in a chemical reaction. The mass m (in gms) disintegrates according to the formula $m=60/(t+2)$, where t is the time in hours. Sketch a graph for t vs. m, where $t \geq 0$.
6. A population of 1000 bacteria is introduced into a nutrient medium. The population p grows as follows:
$$P(t) = (15000(1+t))/(15+ e)$$
where the time t is measured in hours. WAP to determine the size of the population at given time t and plot a graph for P vs t for the specified time interval.

7. Input initial velocity and acceleration, and plot the following graphs depicting equations of motion:
 - I. velocity wrt time ($v=u+at$)
 - II. distance wrt time ($s=u*t+0.5*a*t*t$)
 - III. distance wrt velocity ($s=(v*v-u*u)/2*a$)

Note: MyAccess/MySQL may be used.

The following concepts must be introduced to the students:

DDL Commands

- Create table, alter table, drop table

DML Commands

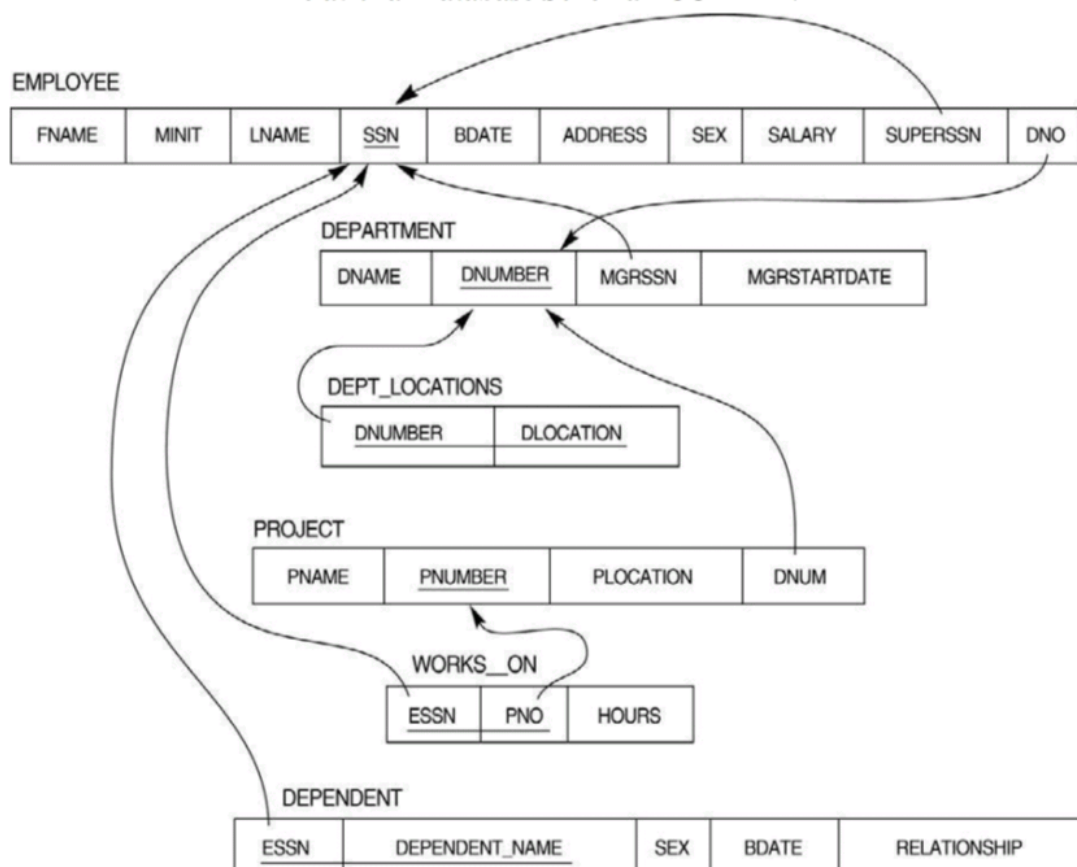
- Select , update, delete, insert statements
- Condition specification using Boolean and comparison operators (and, or, not, =, <, >, <=, >=, <=)
- Arithmetic operators and aggregate functions(Count, sum, avg, Min, Max)
- Multiple table queries (join on different and same tables)
- Nested select statements
- Set manipulation using (any, in, contains, all, not in, not contains,

exists, not exists, union, intersect, minus, etc.)

- Categorization using group by.....having

- Arranging using order by

Relational Database Schema - COMPANY



CMSGCOR03P: Software Lab based on Operating Systems

Note: Following exercises can be performed using Linux or Unix

1. Usage of following commands:
ls, pwd, tty, cat, who, who am I, rm, mkdir, rmdir, touch, cd.
2. Usage of following commands:
cal, cat(append), cat(concatenate), mv, cp, man, date.
3. Usage of following commands:

chmod, grep, tput (clear, highlight), bc.

4. Write a shell script to check if the number entered at the command line is prime or not.
5. Write a shell script to modify “cal” command to display calendars of the specified months.
6. Write a shell script to modify “cal” command to display calendars of the specified range of months.
7. Write a shell script to accept a login name. If not a valid login name display message – “Entered login name is invalid”.
8. Write a shell script to display date in the mm/dd/yy format.
9. Write a shell script to display on the screen sorted output of “who” command along with the total number of users.
10. Write a shell script to display the multiplication table any number,
11. Write a shell script to compare two files and if found equal asks the user to delete the duplicate file.
12. Write a shell script to find the sum of digits of a given number.
13. Write a shell script to merge the contents of three files, sort the contents and then display them page by page.
14. Write a shell script to find the LCD(least common divisor) of two numbers.
15. Write a shell script to perform the tasks of basic calculator.
16. Write a shell script to find the power of a given number.
17. Write a shell script to find the factorial of a given number.
18. Write a shell script to check whether the number is Armstrong or not.
19. Write a shell script to check whether the file have all the permissions or not.
20. Program to show the pyramid of special character “*”.

Memory 4096 words 16 bits per word	0	Instruction format		15		
		Opcode	3 4			

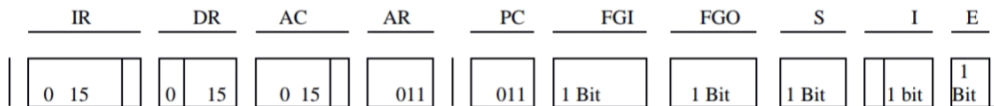
Basic Computer Instructions

Memory Reference

Register Reference

Input-Output

1. Create a machine based on the following architecture: Register Set



Symbol	Hex	Symbol	Hex	Symbol	Hex
					F80
AND	0xxx	CLA	E800	INP	0
					F40
ADD	2xxx	CLE	E400	OUT	0
ISZ	Cxxx	INC	E020		
AND_I	1xxx	SPA	E010		



ADD_I	3xxx	Indirect Addressing	SNA	E008			
LDA_I	5xxx		SZA	E004			
STA_I	7xxx		SZE	E002			
BUN_I	9xxx		HLT	E001			
BSA_I	Bxxx						
ISZ_I	Dxxx						

Refer to Chapter-5 of Morris Mano for description of instructions.

ii) Create the micro operations and associate with instructions as given in the chapter (except interrupts). Design the register set, memory and the instruction set. Use this machine for the assignments of this section.

iii) Create a Fetch routine of the instruction cycle.

iv) Simulate the machine to determine the contents of AC, E, PC, AR and IR registers in hexadecimal after the execution of each of following register reference instructions:

- | | | |
|--------|--------|--------|
| a. CLA | e. CIR | i. SNA |
| b. CLE | f. CIL | j. SZA |
| c. CMA | g. INC | k. SZE |
| d. CME | h. SPA | l. HLT |

Initialize the contents of AC to (A937)₁₆, that of PC to (022)₁₆ and E to 1.

5. Simulate the machine for the following memory-reference instructions with I= 0 and address part = 082. The instruction to be stored at address 022 in RAM. Initialize the memory word at address 082 with the operand B8F2 and AC with A937. Determine the contents of AC, DR, PC, AR and IR in hexadecimal after the execution.

- | | |
|--------|--------|
| a. ADD | f. BSA |
| b. AND | g. ISZ |
| c. LDA | |
| d. STA | |
| e. BUN | |

6. Simulate the machine for the memory-reference instructions referred in above question with I= 1 and address part = 082. The instruction to be stored at address 026 in RAM. Initialize the memory word at address 082 with the value 298. Initialize the memory word at address 298 with operand B8F2 and AC with A937. Determine the contents of AC, DR, PC, AR and IR in hexadecimal after the execution.

7. Modify the machine created in Practical 1 according to the following instruction format:

Software Lab Based on Python:

Section: A (Simple programs)

1. Write a menu driven program to convert the given temperature from Fahrenheit to Celsius and vice versa depending upon users choice.
2. WAP to calculate total marks, percentage and grade of a student. Marks obtained in each of the three subjects are to be input by the user. Assign grades according to the following criteria :
Grade A: Percentage ≥ 80

Grade B: Percentage ≥ 70 and < 80
Grade C: Percentage ≥ 60 and < 70 Grade D:

Percentage ≥ 40 and < 60 Grade

1. Percentage < 40
1. Write a menu-driven program, using user-defined functions to find the area of rectangle, square, circle and triangle by accepting suitable input paramters from user.
2. WAP to display the first n terms of Fibonacci series.
3. WAP to find factorial of the given number.
4. WAP to find sum of the following series for n terms: $1 - 2/2! + 3/3! - \dots - n/n!$
5. WAP to calculate the sum and product of two compatible matrices.

Section: B (Visual Python):

All the programs should be written using user defined functions, wherever possible.

4. Write a menu-driven program to create mathematical 3D objects I. curve
4. sphere
III. cone
IV. arrow
1. ring
VI. cylinder.
 1. WAP to read n integers and display them as a histogram.
 2. WAP to display sine, cosine, polynomial and exponential curves.
3. WAP to plot a graph of people with pulse rate p vs. height h. The values of p and h are to be entered by the user.
4. WAP to calculate the mass m in a chemical reaction. The mass m (in gms) disintegrates according to the formula $m=60/(t+2)$, where t is the time in hours. Sketch a graph for t vs. m, where $t \geq 0$.
5. A population of 1000 bacteria is introduced into a nutrient medium. The population p grows as follows:
$$P(t) = (15000(1+t))/(15+ e)$$

where the time t is measured in hours. WAP to determine the size of the population at given time t and plot a graph for P vs t for the specified time interval.

1. Input initial velocity and acceleration, and plot the following graphs depicting equations of motion:
 - I. velocity wrt time ($v=u+at$)
 - II. distance wrt time ($s=u*t+0.5*a*t*t$)
 - a. distance wrt velocity ($s=(v*v-u*u)/2*a$)
1. WAP to show a ball bouncing between 2 walls. (Optional)

CMSSEEC02M:R-Programming

Introduction: Overview and History of R, Getting Help, Data Types, Subsetting, Vectorized (5L)
Operations, Reading and Writing Data. (5L)

Control Structures, Functions, lapply, tapply, split, mapply, apply, Coding Standards. (5L)

Scoping Rules, Debugging Tools, Simulation, R Profiler. (5L)

ReferenceBook

1. W. N. Venables, D. M. Smith, An Introduction to R, R-core team, 2015

Software Lab Based on R Programming:

1. Write a program that prints 'Hello World' to the screen.
2. Write a program that asks the user for a number n and prints the sum of the numbers 1 to n
3. Write a program that prints a multiplication table for numbers up to 12.
4. Write a function that returns the largest element in a list.
5. Write a function that computes the running total of a list.
6. Write a function that tests whether a string is a palindrome.
7. Implement the following sorting algorithms: Selection sort, Insertion sort, Bubble Sort
8. Implement linear search.
9. Implement binary search.
10. Implement matrices addition , subtraction and Multiplication



WEST BENGAL STATE UNIVERSITY

Undergraduate Board in Defence Studies
DRAFT OF THE SEMESTER-WISE SYLLABUS

Draft Revised New Syllabus

B.A. (General) Course [in Defence Studies]

UNDER THE CHOICE-BASED CREDIT SYSTEM (CBCS)

[to be implemented from the Academic Session 2021-22]

B.A. General Course [in Defence Studies]

Semester-wise Structure of CBCS Syllabus
to be effective from the Academic Session 2021-22

Year 1: Semester 1

Paper No.	Subject	Credit	Marks
DFSGCOR01T	India's National Security Policies	6	75
	Other Disciplines	6	75
	English – 1	6	75
	Environmental Studies	2	25
	Total	20	250

Year 1: Semester 2

Paper No.	Subject	Credit	Marks
DFSGCOR02T	Indian History of War	6	75
	Other Disciplines	6	75
	English – 2	6	75
	Language : English Modern Indian Language	2	25
	Total	20	250

Year 2: Semester 3

Paper No.	Subject	Credit	Marks
DFSGCOR03T	Modern Strategic Thoughts	6	75
	Other Disciplines	6	75
	Modern Indian Language-1	6	75
DFSSSEC01M	Consumer Protection Rights	2	25
	Total	20	250

Year 2: Semester 4

Paper No.	Subject	Credit	Marks
DFSGCOR04T	Military Geography	6	75
	Other Disciplines	6	75
	Modern Indian Language – 2	6	75
DFSSSEC02M	Road safety & Rights	2	25
	Total	20	250

Year 3: Semester 5

Paper No.	Subject	Credit	Marks
DFSGGEC01T	Global Security Challenges	6	75
DFSSSEC03M	Introduction to Human Rights	2	25
Discipline Specific Elective Courses	Choose any 1 from the following DSE papers (Paper I or Paper II)		
DFSGDSE01T	Paper I: India and her Neighbours	6	75
DFSGDSE02T	Paper II: India and Major Powers	6	75
	Other Disciplines	6	75
	Total	20	250

Year 3: Semester 6

Paper No.	Subject	Credit	Marks
DFSGGEC02T	Global Security Issues	6	75
DFSSSEC04M	Disaster Management	2	25
Discipline Specific Elective Courses	Choose any 1 from the following DSE papers (Paper III or Paper IV)		
DFSGDSE03T	Paper III: Defence Organisation of India	6	75
DFSGDSE04T	Paper IV: Contemporary War and Peace	6	75
	Other Disciplines	6	75
	Total	20	250

Total Credits: 120**Total Marks: 1500**

Year 1: Semester 1
INDIAN NATIONAL SECURITY POLICIES
Paper 1: Semester 1

Subject Code: DFSGCOR01T

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: National Security-Meaning and Scope. [20 L]*

Unit-2: Elements of National Security-Population, Economy, Geo-political conditions, Defence Mechanism, National Morale [20 L]

Unit-3: India's Foreign Policy & India's Defence Policy [20 L]

Unit-4: India's Relations with Neighbours- Bangladesh, Nepal, Pakistan, SriLanka and China [20 L]

Unit-5: Collective Security- Non-Alignment [10 L]

Suggested Readings

- ❖ K. Subrahmanum, Our National Security.
- ❖ Lt. Gen. O. Kathpalia, National Security Perspective.
- ❖ K. M. Pannikar, Problems of India's Defence.
- ❖ Bandopadhyaya, Making of India's Foreign Policy.
- ❖ S. S. Shastri, Defence of India.
- ❖ U. S. Bajpai, India's Security.
- ❖ K. Subrahmanum, Safeguarding the Republic Ed, Aruna Asaf Ali, India's Unity and Security Challenges.
- ❖ K. V. Krishna Rao, Prepare or Perish.
- ❖ Lt. Col. M. G. Abhysan kar, Defence – Principles and Organization
- ❖ Major Shiam Dal & P. K. Mukherjee, Text Book of Military Science, Vol. I & II 3.
- ❖ Shah, India's Defence and Foreign Policy
- ❖ Dolly Arora, Internal Security in India.
- ❖ Basu and A. Kohli, Community conflicts and the State in India. (Cambridge: Cambridge University Press, 2001)
- ❖ Basu, Major D K, Defence and Strategic Studies, Vol.- I, (Indian National Security), E. T. Publication, Berhampore, Murshidabad, (2013)
- ❖ Basu, Major D K, Defence and Strategic Studies, Vol.- II, (Art of War & Mechanism of Warfare), E. T. Publication, Berhampore, Murshidabad, (2015)
- ❖ Basu, Major D K, Defence and Strategic Studies, Vol.- III, (Military Geography & History), E. T. Publication, Berhampore, Murshidabad, (2014)
- ❖ Basu, Major D K, The Oriental and Occidental Art of War in Theory and Evidence in Bengali, E. T. Publication, Berhampore, Murshidabad, (2016)

* L = 1 Hour.

Year 1 : Semester 2
INDIAN HISTORY OF WAR
Paper 2: Semester 2
Subject Code : DFSGCOR02T
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: War-Definitions, Causes and Effects [10 L]*

Unit-2: Indo-Greek Art of war: Battle of Jhelum (326 B.C) [10 L]

Unit-3: Indo-Turk Art of war: Battle of Tarrain I & II (1191 & 1192 A.D.) [10 L]

Unit-4: Battle of Panipat-I (1526 A.D.) [10 L]

Unit-5: Battle of Haldighat (1576 A.D.) [15 L]

Unit-6: .Battle of Plassy (1757A.D.) [15 L]

Unit-7: Battle of PanipatIII (1761A.D) [10 L]

Unit-8: Battle of Asai (1803 A.D.) [10 L]

Suggested Readings

- ❖ Bhatia H.S. Military History of British India, Deep & Deep Publication. New Delhi.
- ❖ Pitre Shashikant, Domelte Kargil Rajhansa Prakashan, Pune, 2000.
- ❖ Saxena K.M. The Military system of India, Sterling Publication, New Delhi.
- ❖ Dr. Sali M.L., India China Border Dispute, Ashish Publication, New Delhi.
- ❖ Major D.K. Plait, The Essentials of Military Knowledge
- ❖ V.K.R.V. Rao, War in Indian Economy
- ❖ J.N. Sarkar, Military History of India
- ❖ Akhtar Majee, No Farewell to Arms: Strategic issues in International Relations (New Delhi: Lancer Publishers Pvt. Ltd., 1991)
- ❖ Yengeny Dologopolov, The Army and the Revolutionary Transformation of Society (Moscow: Progress Publishers)
- ❖ Halperin Morton, *Contemporary Military Strategy*, Faber & Faber; Revised edition (December 1970)
- ❖ Maurice Clark - *Reading in the economics of War*, University of California Libraries, 1918
- ❖ Dr. Sali M.L., India China Border Dispute, Ashish Publication, New Delhi.
- ❖ Bhatia H.S. Military History of British India, Deep & Deep Publication. New Delhi.
- ❖ Basu, Major D K, Defence and Strategic Studies, Vol.- I, (Indian National Security), E. T. Publication, Berhampore, Murshidabad, (2013)
- ❖ Basu, Major D K, Defence and Strategic Studies, Vol.- II, (Art of War & Mechanism of Warfare), E. T. Publication, Berhampore, Murshidabad, (2015)
- ❖ Basu, Major D K, Defence and Strategic Studies, Vol.- III, (Military Geography & History), E. T. Publication, Berhampore, Murshidabad, (2014)
- ❖ Basu, Major D K, The Oriental and Occidental Art of War in Theory and Evidence in Bengali, E. T. Publication, Berhampore, Murshidabad, (2016)

* L = 1 Hour.

Year 2 : Semester 3
MODERN STRATEGIC THOUGHT
Paper 3: Semester 3

Subject Code: DFSGCOR03T

Total No. of Credits - 06

Full Marks 75

**[Internal Assessment: 25 Marks Semester End Examination: 50
Marks]**

TOTAL CLASS HOURS : 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

Unit-1: Kautilya- King and Army [10 L]*

Unit-2: Niccolo Machiavelli- Theory of Militia [10 L]

Unit-3: Carl Von Clausewitz-Strategy and Tactics [10 L]

Unit-4: Mao Tse Tung- Guerrilla Warfare [10 L]

Unit-5: Antoni Heanre Jomini - War of Conquest [15 L]

Unit-6: Alfred Thayer Mahan- Concept of Sea-Power [15 L]

Unit-7: Halford John Mackinder-Theory of Heartland [10 L]

Unit-8: Guilio Douhet- Theory of Air Power [10 L]

Suggested Readings

- ❖ Khand Jitendra Dhoj, *Strategic Thoughts*, (Aarati Prapti, Ajeeta Khand, Kathmandu, 2005)
- ❖ Adhikari Shekhar, *Modern Strategic Thought-Machiavelli to Nuclear Warfare*, Ahbhinav Publication House, Allahabad, 2013)
- ❖ Halperin Morton, *Contemporary Military Strategy*, (Faber London, ,1972)
- ❖ Paret Peter (ed) *Makers of Modern Strategy: From Machiavelli to Nuclear Age*, (Oxford, 1986)
- ❖ Baylis John, Booth Ken, Garnett John & Williams Phil, *Contemporary Strategy: Theories & Concepts Vol I & II* (Lodon: Groom Helm, 1987)
- ❖ Bobbit Philip & others (ed) *Us Nuclear Strategy: A Reader* (New York : New York, University Press, 1989)
- ❖ Bajpai Kanti & Mattoo Amitabh (ed) *Securing India: Strategic Thought & Practice* (New Delhi: Manohar, 1996)
- ❖ Paranjpe Shrikant, *Samrikshastra* (in Marathi) , (Continental Prakashan, Pune, 1994)
- ❖ Jasjit Singh & Manpreet Sethi, *Nuclear Deterrence & Diplomacy* (Knowledge World, New Delhi, 2004)
- ❖ Bamme, *Air Power*, (English Book Depot, 1974)
- ❖ H. Beiloe, *Military History of the Western World*
- ❖ Chuadhari A.P. Lashkari Vicharvant (Marathi) (Jalgaon: Prashant Publication, 2003)
- ❖ Dharmadhi kari K.D. *Samrik Vicharvant*, (Marathi), (Nashik: Punyayog Prakashan, 2013)
- ❖ Khand Jitendra Dhoj, *Strategic Thoughts*, (Aarati Prapti, Ajeeta Khand, Kathmandu, 2005)
- ❖ Adhikari Shekhar, *Modern Strategic Thought-Machiavelli to Nuclear Warfare*, (Ahbhinav Publication House, Allahabad, 2013)
- ❖ Halperin Morton, *Contemporary Military Strategy*, (Faber London, ,1972)

- ❖ Paret Peter (ed) *Makers of Modern Strategy: From Machiavelli to Nuclear Age*, (Oxford,1986)
 - ❖ Baylis John, Booth Ken, Garnett John & Williams Phil, *Contemporary Strategy: Theories & Concepts* Vol I & II (Lodon: Groom Helm, 1987)
 - ❖ Bobbit Philip & others (ed) *US Nuclear Strategy: A Reader* (New York : New York University Press,1989)
 - ❖ Bajpai Kanti & Mattoo Amitabh (ed) *Securing India: Strategic Thought & Practice*. NewDelhi: Manohar,1996)
 - ❖ Jasjit Singh & Manpreet Sethi, *Nuclear Deterrence & Diplomacy* (Knowledge World, New Delhi,2004)
 - ❖ Bamme, *Air Power*, (English Book Depot,1974)
 - ❖ H. Beiloe, *Military History of the Western World*
- * **L = 1 Hour.**

Year 2: Semester 3
CONSUMER PROTECTION RIGHTS
Paper 2: Semester 3
Subject Code: DFSGSEC01M
Total No. of Credits - 02
Full Marks 25

1. Consumer – Legal and general notion
2. Consumer Rights
3. Redressal of violation of consumer rights
4. District Redressal Forum, State Forum, National Council
5. Consumer and Food Safety, Banking and Insurance problems, Misleading Advertisement
6. Purchase of Goods and Consumer Rights

Suggested Readings:

- ❖ Nabi, Mohammed Kamalun, *Consumer Rights and Protection in India*, New Century Publications, New Delhi, 2015
- ❖ Maheswaran, Durairaj & Thomas Puliyeel, *Understanding Indian Consumer*, Oxford University Press
- ❖ Tiwari, Garima, *Understanding Laws-Consumer Rights*, LexisNexis, 2014

* **L = 1 Hour.**

Year 2: Semester 4
MILITARY GEOGRAPHY
Paper 4: Semester 4
Subject Code: DFSGCOR04T
Total No. of Credits - 06
Full Marks 75

[Internal Assessment: 25 Marks Semester End Examination: 50 Marks]

TOTAL CLASS HOURS: 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

Unit-1: Military Geography- a) Meaning, Definition & Scope b) Uses and importance of Military Geography c) Principles of Military Geography [15 L]*

Unit-2: Geographical Factors Affecting War - a) Location b) Climate c) Boundaries d) Topography) Shape f) Size [20 L]

Unit-3: Impact of Geography on Military Operations -a) Land, Air and Sea.b) Logistics – Concept c) Principles, Resources and problems in Plain, Desert, Jungle, High Altitudes Area, Wetland, Sea and Air. [20 L]

4. Geopolitics - a) Meaning, Definition and Concept b) Objectives, Nature and Scope c) Importance of Geopolitics (Peace and war time) [20 L]

5. Evolution of Geopolitical Thoughts - a) Mackinder's Hartland Theory b) Admiral A. T. Mahan's Sea-Power Theory c) Dr. Karl Haushofer's Concept d) Giulio Douhet's Concept [15 L]

Suggested Readings

- ❖ Pater Alis and P.G. Estel, *Military Geography*
- ❖ Jusjit Sing, *Air Power*, Lancer international, Delhi 1988.
- ❖ Peder and Percy, *Military Geography*, East west Press Pvt. 1981.
- ❖ Sharma Harivir, *Yuddhake Manavi Avam Bhautiki*, Tatta, Prakash Book Depot, Barreily, 2001
- ❖ Gupta Parashuram, *Sainiky Bhoogol*, Prakash Book Depot, Barreily, 1997
- ❖ DAS S.T., *Studies in Defene Strategy*, Sagar Publication Delhi
- ❖ Modie A E, *Geography behind politics*, B I Publication, Delhi 1965.
- ❖ Bhagwat A. V., *Rajkiya Bhoogol*, NarendraPrakashan, Pune, 1978.
- ❖ Sharma Gautam & Nagar R S., *Indias Northern security*, Reliance Publishing Delhi 1986.
- ❖ Sali M. L., *Military Geography*, Manas Publication Delhi, 2009.
- ❖ Gharpure Vitthal, *Rajkiya Bhoogol*, Pimpalpure & Co. Publishers, Nagpur, 2001
- ❖ Sukhwal, B.L., *India: Political Geography*, Bombay, Allied Publishers, 1971
- ❖ Basu, Major D K, *Defence and Strategic Studies, Vol.- I*, (Indian National Security), E. T. Publication, Berhampore, Murshidabad, (2013)
- ❖ Basu, Major D K, *Defence and Strategic Studies, Vol.- II*, (Art of War & Mechanism of Warfare), E. T. Publication, Berhampore, Murshidabad, (2015)
- ❖ Basu, Major D K, *Defence and Strategic Studies, Vol.- III*, (Military Geography & History), E. T. Publication, Berhampore, Murshidabad, (2014)
- ❖ Basu, Major D K, *The Oriental and Occidental Art of War in Theory and Evidence in Bengali*, E. T. Publication, Berhampore, Murshidabad, (2016)

* L = 1 Hour.

Year 2 : Semester 4
ROAD SAFETY & ROAD RIGHTS
Paper 2: Semester 4
Subject Code: DFSGSEC02M
Total No. of Credits - 02
Full Marks 25

1. Conceptual framework

- i) Introduction .ii) Meaning iii) Concept iv) Need
- 2.i) Road Safety & National Security ii) Importance of Study of Road Safety
- 3. Road Infrastructure & Road Safety i) Quality of Road ii) Use of Techniques & Material for Road building
- 4) Inspection System
- 5. Road network and its Impact i) Types of Roads ii) Road signs
- 6) License System of Vehicles and Motor Vehicles Act and Rules, WB Safe Drive –Safe Life

Suggested Readings

- ❖ Dealing With Disaster Awareness Preparedness Response of Urban Development,2004
- ❖ The Report of the working group on Road in various five year plans
- ❖ Disaster Management Act-2005-Gazete of India,2005
- ❖ Sunder Committee Report on Road safety and Traffic Management 2006
- ❖ Accidental Death in India, Ministry of Home Affairs
- ❖ Practical Guide on Road Safety, International Federation of Red Cross and Red crescent society Geneva-2007
- ❖ Dinesh Mohan, Road Traffic Injuries in India, Indian Institute of Technology, New Delhi 2009
- ❖ P.S. Pasaricho ,Road safety Guide ,Natasha Publication, Mumbai 2006
- ❖ Paler iPrabhakaran, National Security Imperative and Challenges, Tata Mac Graw-Hill New Delhi,2008
- ❖ TheWorld Report on Road Traffic Injury Prevention, WHO and World Bank, Geneva 2004

* **L = 1 Hour.**

Year 3: Semester 5
GLOBAL SECURITY CHALLENGES
Paper 1: Semester 5
Subject Code: DFSGGEC01T
Total No. of Credits - 06
Full Marks 75

[Internal Assessment: 25 Marks Semester End Examination: 50 Marks]

TOTAL CLASS HOURS: 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

- 1. Environmental Security** a) Meaning and Concept b) Pollution- Meaning c) Types and Effect d) Global Warming - Meaning, Definition, Concept e) Water Security - Meaning, Definition, Concept f) Measures taken (Rio and other Conferences) [20 L]*
- 2. Organized Crime** a) Terrorism- Meaning, Concept, Effects, Relevance b) Drug Trafficking- Meaning, Concept, Effects, Relevance c) Money Laundering- Meaning, Concept, Effects, Relevance [20 L]
- 3. Technology and Security** a) Cyber Crime - Meaning, Concept, Types and Effects. b) Transfer of Nuclear Technology and its effects [15 L]
- 4. Global Crises and Security** a) Economic b) Energy c) Ethnic [15 L]
- 5. Human Health and Security** a) Health Security – Epidemic Diseases:- Swine flu, Bird flu, Ebola b) Food Security. [20 L]

Suggested Readings

- ❖ Balan K The Millennium Thoughts challenges to service. Authors Press, Delhi 2001.
- ❖ Karn Margaret P. Mingst, International organization: The political Process of Global Governance, Viva Books Pvt.Ltd. Delhi 2005.
- ❖ Mishra Bijaylaxmi, United Nations and Security Challenges In New Millennium, Kilasobooks, New Delhi 2004.
- ❖ Morgenthau Hans. J., Politics Among Nations. Scientific Book Agency Calcutta 1963.
- ❖ Robert H Allen, Enhancing United Nations, Peace Keeping in Chadock F Alger Ed, The future of the UN System: Potential for the Twenty First Century. United Nation University Press Tokyo, 1998.
- ❖ Sing Jasjit, United Nations Peace Keeping Operation, The challenges of change in Regan MS Ed. UN 50 and beyond, Lancer Books Delhi, 1996.
- ❖ Singh, Jasjit, India Sixth State with Nuclear Weapons.
- ❖ Shastri M N, Introduction to Environment, Himalaya Publishing house, Mumbai 2005.
- ❖ Human Development Reports (Various Years).
- ❖ Landmine Monitor Reports.
- ❖ Geneva Small Arms Survey Report.
- ❖ Report of Third UN Conference of The Exploration and Peaceful use of the Outer Space.
- ❖ International Narco Control Report.
- ❖ UN Annual Reports (Various)
- ❖ Patil V T, Trivedi P R Migration, Refugees and Security in 21st Century, Delhi 2005

* L = 1 Hour

Year 3: Semester 5
INTRODUCTION TO HUMAN RIGHTS
Paper 3: Semester 5
Subject Code: DFSSEEC03M
Total No. of Credits - 02
Full Marks: 25

Unit-1: Human Rights: Society and Development-Human Rights in the World

Unit-2: Human Rights in India: Civil and Political Rights - Human Rights Commissions

Unit-3: Violation of Human Rights and Remedies -Violation of Economic, Social and Cultural Rights

Unit-4: Rights of the Juveniles and Child Labour & Old People-Protection of Rights to Health

Unit-5: Human Rights and the NGO/Civil Society

Suggested Readings:

- ❖ Aggarwal, H.O, Human Rights, M.R Distributor
- ❖ Aggarwal, H.O, A Consise book on International Law and Human Rights, Central Law Publications
- ❖ Basu, D.K, Human Rights, E T Publications, 2018
- ❖ Joseph, Sarah & Adam Mc Beth, Research handbook on International Human Rights Law, Mixed Sources, U.K

L=1 Hour

Year 3: Semester 5
INDIA AND HER NEIGHBOURS
Paper 1: Semester 5
Subject Code: DFSGDSE01T
Total No. of Credits - 06
Full Marks 75

[Internal Assessment: 25 Marks Semester End Examination: 50 Marks]

TOTAL CLASS HOURS: 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

Unit-1: India-China Strategic Partnership a) History of India-China relation b) Cold War & India-China relation c) Post-Cold War India -China relation d) India-China Strategic Partnership overview. [20 L]*

Unit-2: India-Pakistan Strategic Partnership a) History of India-Pakistan relation b) Cold War & India-Pakistan relation c) Post-Cold War India -Pakistan relation d) India-Pakistan Strategic Partnership overview. [15 L]

3. India-Bangladesh Strategic Partnership a) History of India-Bangladesh relation b) India-Bangladesh Defence partnership c) India-Bangladesh Strategic Partnership overview. [20 L]

4. India-Sri Lanka Strategic Partnership a) History of India-Sri Lanka relation b) India-Sri Lanka Defence Partnership c) India-Sri Lanka Strategic Partnership overview [15 L]

5. India-Nepal Strategic Partnership a) History of India-Nepal relation b) India-Nepal Defence Partnership c) India-Nepal Strategic Partnership overview [20 L]

Suggested Readings

- ❖ Hussain, Mohammad Samir, Indo-US Strategic Relations: Prospects and Challenges in the 21st Century (New Delhi: Neha Publishers & Distributors, 2014)
- ❖ Sanjay Kumar, Dharendra Dwivedi and Md. Samir Hussain (eds.), India-China Relations: Conflict or Cooperation? (New Delhi: G. B. Books in association with ARIDSS, 2016).
- ❖ Mohammed Badrul Alam (ed.), Contours of India's Foreign Policy: Changes and Challenges (New Delhi: Reference Press, 2014)
- ❖ Singh Rajvir Singh, US-Pakistan and Strategic Relations, (Allahabad: Chugh Publication, 1985)
- ❖ Swaran Singh, India-US in the age of uncertainty, (New Delhi: Routledge)
- ❖ Bertsch Gary K. Engaging India US Strategic Relation with the world largest democracy, (New Delhi: Tylor & Francis Group)
- ❖ Kapur Ashok and Malik Y.K. (eds), India & the United States in a changing world, (New Delhi: Sage Publication, 2002)
- ❖ Kumaraswamy P.R. The Maturation of Indo-Israeli Ties, (Middle East Quarterly)
- ❖ P. R. Kumaraswamy, India and Israel: Evolving Strategic Partnership, Volume 1 (Begin-Sadat Center for Strategic Studies, Bar-Ilan University, 1998)
- ❖ Asia News Agency India-Israel strategic partnership Asia News Agency, 2003

* L = 1 Hour

Year 3: Semester 5
INDIA AND THE MAJOR POWERS
Paper 2: Semester 5
Subject Code: DFSGDSE02T
Total No. of Credits - 06
Full Marks 75

[Internal Assessment: 25 Marks Semester End Examination: 50 Marks]

TOTAL CLASS HOURS : 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

Unit=1: India-USA Strategic Partnership a) History of India-USA relation b) Cold War & India-USA relation c) Post-Cold War India -USA relation d) India-USA Strategic Partnership overview. [15 L]*

Unit-2: India-Russia Strategic Partnership a) History of India-Russia relation b) Cold War & India-Russia relation c) Post-Cold War India -Russia relation d) India-Russia Strategic Partnership overview [20 L]

3. India-Israel Strategic Partnership a) History of India-Israel relation b) India-Israel Defence partnership c) India-Israel Strategic Partnership overview [15 L]

4. India-England Strategic Partnership a) History of India-England relation b) India-England Defense Partnership c) India-England Strategic Partnership overview. [15 L]

5. India-France Strategic Partnership a) History of India-France relation b) India-France Defense Partnership c) India-France Strategic Partnership overview [15 L]

6. India-Japan Strategic Partnership a) History of India-Japan relation b) India- Japan Defence Partnership c) India- Japan Strategic Partnership overview [10 L]

Suggested Readings

❖ Hussain, Mohammad Samir, Indo-US Strategic Relations: Prospects and Challenges in the 21st

Century (New Delhi: Neha Publishers & Distributors, 2014)

❖ Sanjay Kumar, Dharendra Dwivedi and Md. Samir Hussain (eds.), India-China Relations: Conflict or

Cooperation? (New Delhi: G. B. Books in association with ARIDSS, 2016).

❖ Mohammed Badrul Alam (ed.), Contours of India's Foreign Policy: Changes and Challenges (New

Delhi: Reference Press, 2014)

❖ Singh Rajvir Singh, US-Pakistan and Strategic Relations, (Allahabad: Chugh Publication, 1985)

❖ Swaran Singh, India-US in the age of uncertainty, (New Delhi: Routledge)

❖ Bertsch Gary K. Engaging India US Strategic Relation with the world largest democracy, (New Delhi:

Taylor & Francis Group)

❖ Kapur Ashok and Malik Y.K. (eds), India & the United States in a changing world, (New Delhi: Sage

Publication, 2002)

❖ Kumaraswamy P.R. The Maturation of Indo-Israeli Ties, (Middle East Quarterly)

❖ P. R. Kumaraswamy, India and Israel: Evolving Strategic Partnership, Volume 1 (Begin-Sadat Center

for Strategic Studies, Bar-Ilan University, 1998)

❖ Asia News Agency India-Israel strategic partnership Asia News Agency, 2003

* L = 1 Hour.

Year 3: Semester 6
GLOBAL SECURITY ISSUES
Paper 2: Semester 6
Subject Code: DFSGGEC02T
Total No. of Credits - 06
Full Marks 75

[Internal Assessment: 25 Marks Semester End Examination: 50 Marks]

TOTAL CLASS HOURS: 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

- 1. Global Security** - a) Meaning & Concept of Global Security b) Recent Trends c) Traditional Security & Non Traditional Security. [20 L]*
- 2. Globalization and Security** a) Meaning & Concept b) Impact of Globalization (Social, Political, Economic, Technological, Environmental)]20 L]
- 3. New World Order after Cold war** a) Meaning & Concept b) Causes c) Effects (Social, Political, Economic, Technological, Security) [20 L]
- 4. Economic Regional Organizations and security** a) **ASEAN** - Introduction, aims, objectives, Current Relevance .b) **OPEC** - Introduction, aims, objectives, Current Relevance. c) **EU** - Introduction, aims, objectives, Current Relevance .d) **SAARC** Introduction, aims, objectives, Current Relevance .e) **BRICS** - Introduction, aims, objectives, Current Relevance. [30 L]
- 5. Problem of World Peace and Security** a) Weapons of Mass Destruction (W M D)b) National Missile Defence (NMD)c) Proliferation of Small Arms. [20 L]

Suggested Readings

- ❖ Balan K *The Millennium Thoughts challenges to service*, Author Press, Delhi 2001.
- ❖ Karn Margaret P. Mingst, *International organization The political & Process of Global Governance*, Viva books pvt. Delhi 2005.
- ❖ Mishra Brijaylaxmi, *United Nations and Security Challenges In New millennium*, Kilaso books, New Delhi 2004.
- ❖ Morgenthau Hans. J., *Politics Among Nations*. Scientific book Agency Culcutta 1963.
- ❖ Allen Robert H, *Enhancing United Nations, Peace Keeping in ChadockF Alger Ed, The future of the UN System: Potential for the Twenty First Century*. UnitedNation University Press Tokyo, 1998.
- ❖ Sing Jasjit, *United Nations Peace Keeping Operation, The challenges of change in ReganMS Ed. UN 50 and beyond*, lancer Books Delhi, 1996.
- ❖ Sing Jasjit, *India Sixth State with Nuclear Weapons*.
- ❖ Shastri M N, *Introduction to Environment*, Himalaya Publishing house, Mumbai 2005.
- ❖ UN Annual Reports (Various Years)
- ❖ Patil V. T., Trivedi P. R., *Migration, Refugees and Security in 21st Century*, Delhi 2005.
- ❖ SinghNaunihal., *India: A Rising Power*, Delhi, Authorspress 2006.

* L = 1 Hour

Year 3: Semester 6
DISASTER MANAGEMENT
Paper 4: Semester 6
Subject Code: DFSSECO4M
Total No. of Credits - 02
Full Marks 25

Unit-1. Concept

Unit-2. Types of Disaster

Unit-3. Disaster Preparedness (Community Based Disaster Preparedness)

Unit-4. Disaster Management – Technical, Social and Economic Issues

Unit-5. Sustainable Development

Suggested Readings

- ❖ Balan K The Millennium Thoughts challenges to service. Authors Press, Delhi 2001.
- ❖ Karn Margaret P. Mingst, International organization: The political Process of Global Governance, Viva Books Pvt.Ltd. Delhi 2005.
- ❖ Mishra Bijaylaxmi, United Nations and Security Challenges In New Millennium, Kilasobooks, New Delhi 2004.
- ❖ Morgenthau Hans. J., Politics Among Nations. Scientific book Agency Culcutta 1963.
- ❖ Robert H Allen, Enhancing United Nations, Peace Keeping in Chadock F Alger Ed, The future of the UN System: Potential for the Twenty First Century. United Nation university Press Tokiyo, 1998.
- ❖ Sing Jasjit, United Nations Peace Keeping Operation, The challenges of change in Regan MS Ed. UN 50 and beyond, lancer Books Delhi, 1996.
- ❖ Sing jasjit, India Sixth State with Nuclear Weapons.
- ❖ Shastri M N, Introduction to Environment, Himalaya Publishing house, Mumbai 2005.
- ❖ Human Development Reports (Various Years).
- ❖ Landmine Monitor Reports.
- ❖ Geneva Small Arms Survey Report.
- ❖ Report of Third UN Conference of The Exploration and Peaceful use of the Outer Space.
- ❖ International Narco Control Report.
- ❖ UN Annual Reports (Various)
- ❖ Patil V T, Trivedi P R Migration, Refugees and Security in 21st Century, Delhi 2005

* **L = 1 Hour**

Year 3: Semester 6
DEFENSE ORGANISATIONS IN INDIA
Paper 3: Semester 6
Subject Code: DFSGDSE03T
Total No. of Credits - 06
Full Marks 75

[Internal Assessment: 25 Marks Semester End Examination: 50 Marks]

TOTAL CLASS HOURS : 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

Unit-1: a) Military Organisation and Principles of Administration. b) Reconstitution of Indian Armed forces after 1947.- c) Reconstitution of Army, Air force, and Navy.

[20 L]*

Unit-2: Infantry - Characteristics, Infantry Division & Battalion Organisation.

[20 L]

Unit-3: Armed Corps & Artillery. [5 L]

Unit-4: Engineering & Signals [5 L]

Unit-5: Higher Defence Organisations of India – i) Powers of President in relation to Armed forces ii) Parliaments and Armed forces.iii) Defence Committee of the Cabinet/ Political Affairs Committee.iv) National Security Council. [15 L]

Unit-6: Logistic Services – (ASC, AOC, AMC, EME) [10 L]

Unit-7: Intelligence Organisations of India – i) Intelligence Bureau. (I. B.)ii) Research & Analyses Wing. (RAW)iii) Military Intelligence.iv)DRDO [10 L]

Unit-8 Para-Military Organizations- Civil Defence, Territorial Army, NCC, Home Guard [5 L]

Suggested Readings

- ❖A.L. Venkateswaran, Defence Organisation of India.
- ❖Singh Rajendra, Organisation & Administration in Indian Army.
- ❖K. Subrahmanyam, Security in Challenging World.
- ❖Singh Nagendra. Defence Mechanism of Modern State.
- ❖Basu, Major D K, Defence and Strategic Studies, Vol.- I, (Indian National Security), E. T. Publication, Berhampore, Murshidabad, (2013)
- ❖Basu, Major D K, Defence and Strategic Studies, Vol.- II, (Art of War & Mechanism of Warfare), E. T. Publication, Berhampore, Murshidabad, (2015)
- ❖Basu, Major D K, Defence and Strategic Studies, Vol.- III, (Military Geography & History), E. T. Publication, Berhampore, Murshidabad, (2014)
- ❖Basu, Major D K, The Oriental and Occidental Art of War in Theory and Evidence in Bengali, E. T. Publication, Berhampore, Murshidabad, (2016)
- ❖Basu, Major D K, Bishoy: Drohoman O Santrasbad in Bengali, E. T. Publication, Berhampore, Murshidabad, (2017)
- ❖Basu, D K, & Basu, M, Women Empowerment Through Self-Help Groups for Transforming Society: A Micro Study on Murshidabad District, E. T. Publication, Berhampore, Murshidabad, (2013)

* L = 1 Hour

Year 3: Semester 6
CONTEMPORARY WAR AND PEACE
Paper 4: Semester 6
Subject Code: DFSGDSE04T
Total No. of Credits - 06
Full Marks 75

**[Internal Assessment: 25 Marks Semester End Examination: 50
Marks]**

TOTAL CLASS HOURS: 90 [LECTURE HOURS 75 & TUTORIAL HOURS 15]

- 1. Collective Security** a) Meaning and definitions b) Foundation of collective security c) Collective security and collective Defence d) Evaluation [20 L]*
- 2. Non-Alignment** a) Meaning b) Development c) India's role for Non-alignment d) Evaluation [20 L]
- 3. Disarmament and arms control** a) Meaning & Definition, Nature b) Types c) Disarmament in Nuclear Race d) Evaluation [20 L]
- 4. Science, Technology and National Power** a) Introduction b) Atomic & Nuclear Technology c) Use of Nuclear Technology d) Misuse of Nuclear Technology e) Nuclear power for civil use [15 L]
- 5. Peace Research** a) Meaning b) Concept c) Trends of Peace-Research [15 L]

Suggested Readings

- ❖ Calvocoressi peter, *World Politics since 1945*, London, Longman,2000.
- ❖ Halperin Morton, *Contemporary Military Strategy*, Faber & Faber; Revised edition (December 1970)
- ❖ Clark Maurice, *Reading in the economics of War*, University of California Libraries,1918
- ❖ Palmer & Parkins, *International Relation*, Calcutta, Scientific Book Agency – 1970.
- ❖ Brodie B., *Strategy in the missile Age*, RAND Corporation, 2007
- ❖ Singh Lallanji, *RashtriyaRakshaaurSuraksha*, Prakash Book Depot, Bareilly, 2003.
- ❖ Sing Ashok Kumar, *RashtriyaSuraksha*, Prakash book depot, Bareilly, 2006
- ❖ Singh Lallanji, *Strategic Adhyayan*, Prakash book depot, Bareilly, 2006
- ❖ RattuKrushna Kumar, *Bhartiy Parmanu parikshanau rNirstrikan*, Pointer Publisher,Jaipur, 1998
- ❖ Sing Ashok Kumar, *Adhunik Strategic Vichardhara*, Prakash book depot, Bareilly, 2006
- ❖ Raipurkar V. R., *AnterrashtriyaSambandh*, ShriMangeshPrakashan, Nagpur, (VIIth Ed.)2006
- ❖ Morgenthau Hence, *Politics Among Nations*, McGraw-Hill Higher Education; 7 edition2005
- ❖ Panikar K.M., *Geographical factors in Indian History*, BharatiyaVidyaBhavan, 1969
- ❖ Parmer and Parkins, *International Relations*, AITBS Pub and Distributers New Delhi, 2005.
- ❖ Huntington S. P., *The Third Wave: Democratization in the Late Twentieth Century*,
- ❖ Norman, University of Oklahoma Press, 1991.

* L = 1 Hour

WEST BENGAL STATE UNIVERSITY

**Draft Syllabus for three year B.A. /B.Sc. degree course Under
CBCS semester system**

GENERAL COURSE IN ECONOMICS

**Approved in the BOS Meeting held on 26.04.2018 With
effect from the session: 2018 – 2019**

SEC Course-1 (ECOSSEC01M) Credit-2; Full Marks-25

SURVEY METHODOLOGY

Topics

1. Introduction, Inference and Error in Surveys

Introduction to survey methodology; Steps of the process of a survey : Examples of Large-Scale Survey Instruments, Introducing the Concepts of Validity and Reliability, Sources of Error: Sampling and Measurement, Different Theories of Measurement

Readings: Groves, et al. (2009), Chapters 1 and 2

2. Sampling in Survey Research

Being Clear about the Population of Interest, Developing a Sampling Frame, Probability sampling; **Simple Random and Systematic sampling**; Stratification, Cluster and multistage sampling; Other probability designs, Sampling frames; Selection weights; Computing sampling errors, **Examples of sample designs**

Readings: Groves, et al. (2009), Chapters 3 and 4

3. Mode of Data Collection

Face-to-face, Telephone, Self-administered, and Administrative records, Methods of computer assisted data collection; Impact on survey errors, Web surveys, Overview of response behavior; Comprehension; Memory search, Estimation and judgment; Delivery of response

Pretesting: Focus groups; Cognitive interviews; Expert review; Pretests; Pilot tests

Readings: Groves, et al. (2009), Chapter 5, 7 & 8

4. Nonresponse

Contacting sample units; Gaining the cooperation of sample units, **Monitoring the progress of data collection**; Response rates

Readings: Groves, et al. (2009), Chapter 6

5. Post-Survey Processing; Estimation (Lepkowski)

Lecture: **Editing data**; Coding; Imputation; Construction of unit weights, Variance estimation; **Analysis of survey data**

Readings: Groves, et al. (2009), Chapter 10

WEST BENGAL STATE UNIVERSITY

SYLLABUS OF EDUCATION HONOURS & GENERAL UNDER CBCS MODE

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).

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	Educational Technology	4	50
EDCACOR12P	Basic ICT	2	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)

S e m .	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 awareness (EDCSSEC01M)	26
	C 6: Education in post independence India (EDCACOR06T)					
	C7: Contemporary Issues (EDCACOR07T) Field Tour & Report Writing (EDCACOR07P)					
4	C 8: Educational Management (EDCACOR08T)				SEC-2 Development of observational skills (EDCSSEC02M)	26
	C 9: Basics of Educational Research & Evaluation (EDCACOR09T)					
	C10: Statistics in Education (EDCACOR10T) Statistics Practical (EDCACOR10P)					
5	C 11: Guidance & Counselling (EDCACOR11T)	DSE-1 & DSE- 2 : Choose any 2: a) Women education (EDCADSE01T) b) Teacher Education (EDCADSE02T) c) Life Skill Education(EDCADSE03T)				24
	C12: Educational Technology (EDCACOR12T) Basic ICT (EDCACOR12P)					
6	C 13: Curriculum Studies (EDCACOR13T)	DSE – 3 & DSE – 4 Choose any 2: (a) Value Education (EDCADSE04T) (b) Peace Education (EDCADSE05T (c) Environmental Education (EDCADSE06T)				24
	C 14: Special Education (EDCACOR14T)					
	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

Ss,Ls

6 credit

FULL MARKS – 75

SS

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.

SS

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.

SS

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

Ls

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); *SikshaDarshanikBhitti*, 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

PB, CB FULL MARKS - 75

PB

Unit:1 Introduction to educational psychology (15L)

- Introduction to educational psychology, relation between education and psychology
- Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception

PB

Unit 2 Psychology of human development and education (20L)

- Human development-concept, principles, types and stages
- Cognitive development (Piaget) and its significance in education
- Moral development (Kohlberg) and its significance in education
- Psycho-social development (Erikson) and its significance in education
- Personality – concept, types (Jung, Adler), personality development by Freud

CB

Unit 3 Intelligence and creativity (20L)

- Intelligence – concept and scope
- Theories of intelligence – Guilford, Gardener, Sternberg
- Creativity – concept, scope and characteristics of creative person
- Relationship between intelligence, creativity and education

CB

Unit 4 Psychology of learning (20L)

- Learning – concept and scope
- Factors influencing learning – attention, maturation, motivation and emotion (concept only)
- 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

Cb

Unit:1 Introduction to educational sociology (19L)

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

Cb

Unit 2 Culture and education (18L)

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

Ls

Unit 3 Education and social development (20L)

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

Ls

Unit 4 Social issues and education (18L)

- Education for poverty eradication
- Inclusive education
- 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), *Samajtatta, NovelPublishingHouse*, Dhaka.
- Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata.
- *Bhattacharya, D – Siksha O Samajtatwa, Pearson, New Delhi.*
- Bhattacharya, D. C – Sociology; Vijoya Publishing House Kolkata.
- Brown, F.J. - Educational Sociology; Prentice Hall Inc;
- Chakraborty, J.C. - Educational Sociology, Publishers Distributers, New Delhi.
- Chattoraj, S. (2011), *SikshamukhiSamajVigyan, Central Library, Kolkata.*

- Ganguly, R and Mainuddin, S.A.H, (2008), Contemporary Indian Society, *PHI Learning 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 Distributers,
- 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
75

SS
FULL MARKS -

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

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

- Aims of education
- Curriculum and method of teaching
- Centres of learning: Nabadwip, Nalanda, Agra

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

- Charter Act of 1813
- Macaulay Minute
- Bengal renaissance – nature, characteristics
- Contributions of Rammohan, Derozio, Vidyasagar

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

- Wood's Despatch (1854)
- Hunter Commission (1882-83)
- Curzon's Policy (1902)

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

- Calcutta University Commission (1917-1919)
- Basic Education Policy

EDCACOR06T: EDUCATION IN POST-INDEPENDENCE INDIA

6 credit

CB, PB

FULL MARKS - 75

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

CB

- 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

PB

Unit 3 Development of education from 1986-1992 (20L)

- a. National Policy on Education, 1986
- b. Programme of Action, 1992

PB

Unit 4 Development of education from 1993 onwards (20L)

- a. Sarva Shiksha Mission
- b. Right to Education Act, 2009

EDCACOR07T : CONTEMPORARY ISSUES

LS

4 credit

FULL MARKS - 50

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); BharatiyaSiksharSamprotikBishoy, K. Chakraborty Publications, Kolkata.
- Mukhopadhaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014); BharaterSiksharChalamanGhatanaboli, Aheli Publishers, Kolkata.
- Pal, D. (2014); BharatiyaSikshaySamprotikGhatanaboli, Rita Publishers, KolkataKolkata.

EDCACOR07P : Field Tour and Report Writing

2 credit

FULL MARKS - 25

PB, CB, SS, LS

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)

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

Unit 4 Planning and Management (14L)

- Ls
- 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 Book Agency, 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)

- Ss
- 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)

Cb

- 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)

Cb

- 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)

Cb

- 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)

Pd

- 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)

Pd

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

EDCACOR10P: STATISTICS IN EDUCATION

Cb

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.

SEMESTER V

SS

EDCACOR11T: Guidance and Counselling

6 credits

Full Marks – 75

Unit 1 Guidance – basic concept (15L)

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

Unit 2 Counseling – basic concept (15L)

- Counseling – meaning, nature, scope, types (directive, non directive, eclectic, individual and group counseling)
- A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic

Unit 3 Adjustment and Maladjustment (23L)

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

Unit 4 Testing and Diagnosis (22L)

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

Selected References:

- Dutta, G & Nag, S. (2014); *SangatibidhaneNirdeshana O Paramarshadan*, Rita Publications, Kolkata.
- Ghosh, S.K. (2013); *SikshaySangatiApasangati O Nirdeshana*, 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); *Nirdeshana O Paramarsha*, Central Library, Kolkata.
- Roychowdhury, A. (2001), *Manuser Mon*, *West Bengal State Book Council*.
- Rao, N.(2000) *Guidance & Counselling*. Tata McGraw Hill, New Delhi.

PB

EDCACOR12T : Educational Technology

4 credits
50

Full Marks –

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)

PB

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); SikshaPrajuktividya, 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

LS

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).

CB,PD

CB 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.

PD

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.

CB

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, inter personal, 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

Ss

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

Cb

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)

Cb

- a. Development of special education in India
- b. Organization and administration of special education in India

Unit 3 Gifted and slow learners (12L)

Pd

- 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 exceptionality w.s.r.t. definition, characteristics, classification, causes, prevention and remedial measures (20L)

Cb

- 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-1: An introduction to Values (10 L)

PB

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

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

PB

- 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)

PB

- 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)

PD

- 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)

LS

- 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, inter relations 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.

LS

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

LS

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

PD

- 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)

PD

- 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)

Pd

- 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)

Ss/Cb

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

LS

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)

LS

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

(References as in EDCACOR02T)

SS SEMESTER III

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

6 credits

Full Marks-75

SS 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)

- PD
- 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)

- PD
- 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)

(References as in EDCACOR07T)

SEMESTER - IV

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

6 credits

Full Marks-75

LS 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)

Cb

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

Unit 3: Educational tests (20L)

Ss

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

Unit 4: Statistics (20L)

Pd

- 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.

(References as in EDCACOR09 and EDCACOR10T)

SEMESTER V: CHOOSE ANY ONE 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.

LS

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.

PB

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

(References as in EDCACOR03T)

DSE 1A (EDCGDSE02T) Psychology of Learning

6 credits

Full Marks-75

Unit 1: Intelligence (15L)

- a. Intelligence – concept and scope, measurement of intelligence (Basic concept of group and individual test, verbal and non verbal 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

Pd 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)

- Pd**
- 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)

- Ls**
- 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.

LS 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. Radhamohan(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. 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.

WEST BENGAL STATE UNIVERSITY

UG ENGLISH HONOURS SYLLABUS

HONOURS SEMESTER 1

CORE 1: INDIAN CLASSICAL LITERATURE

Group A

Background discussion on Indian epic, themes and recension, classical Indian drama, theory and praxis, alamkara and rasa, dharma and the heroic

Group B

Vyasa, 'The Book of the Assembly Hall' in *Mahabharata*, trans & ed. J.A.B Buitenen
Sudraka, *Mrcchakatika* trans. M.M. Ramachandra Kale

Group C

Banabhatta, *Kadambari*, trans. Padmini Rajappa
Kalidasa, *Abhijnanasakuntalam* in *The Loom of Time*, trans. Chandra Rajan

The following portions are earmarked for detailed study:

- Mahabharata - 'The Book of the Assembly Hall' - The Dicing (Chapters 43-65)
- Mrcchakatika - Acts I, V, IX & X
- Kadambari - Prologue & Chapter I (Parrot Speaks)
- Abhijnanasakuntalam - Acts I, IV & VI

Pattern of Questions:

Internal Assessment: Group A - 20 marks' handwritten Project/Power Point Presentation

End Semester:

Essay type and short question/note cannot be attempted from the same text.

- 3 out of 4 long questions with internal choice of 2 questions from each text, each of 15 marks
- 1 short note/question out of 4 of 5 marks each

CORE 2: EUROPEAN CLASSICAL LITERATURE

Group A

Background study- the epic, comedy and tragedy in classical drama, the Athenian city state, catharsis and mimesis, satire, literary cultures in Augustan Rome

Group B

Homer, *Iliad*, Bk I & II, trans. E.V. Rieu.
Sophocles, *Oedipus the King* in *Sophocles: The Three Theban Plays*, trans. Robert Fagles

Group C

Ovid, Selections from *Metamorphoses*, 'Bacchus' (Bk III)
Plautus, *Pot of Gold*, trans. E.F. Watling

Pattern of Questions:

Internal Assessment: Group A - 20 marks' handwritten Project/Power Point Presentation

End Semester:

Essay type and short question/note cannot be attempted from the same text.

- 3 out of 4 long questions with internal choice of 2 questions from each text, each of 15 marks
- 1 short note/question out of 4 of 5 marks each

SEMESTER 2

CORE 4 HONOURS: BRITISH POETRY & DRAMA (14 TH -17TH C)

Group A. Background study:

The historical, political, socio-cultural background, literary & intellectual details.

The generic & social history of poetry and poetic forms, with special reference to the sonnet.

The development of English drama on the Elizabethan and Jacobean stage.

Renaissance Humanism The

Stage, Court and City

Religious and Political Thought

Ideas of Love and Marriage

Group B. Poetry:

Geoffrey Chaucer—Prologue (lines 1-42)

Shakespeare - Sonnets: 30, 130

Donne - Cannonization Marvell

- To His Coy Mistress **Group C**

Drama:

The following texts are for detailed study:

Christopher Marlowe- Tamburlaine I, OR William Shakespeare-Macbeth William

Shakespeare- Twelfth Night, OR Ben Jonson—Alchemist **HIGHLIGHTED**

PORTION ADDED

Pattern of Questions:

Internal: 05 on attendance; 10 marks hand-written project/ power point presentation from Group A.

10 marks written test on Geoffrey Chaucer -Prologue (lines 1-42) from Group B.

End Semester:

Group B: 1 essay type question from poetry out of 3 of 15 marks.

1 reference to context from poems out of 3 of 5 marks.

Group C: 2 essay type questions with internal choice from each of the two plays of 15 marks each.

[Students cannot attempt long and RTC questions from the same text]

HONOURS SEMESTER 3

CORE 6: POPULAR LITERATURE

Background study - Coming of age, the canonical and the popular, caste, gender and identity, ethics and education in children's literature, sense and nonsense, the graphic novel

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*

Pattern of Questions:

Internal Assessment: *Tintin in Tibet* - 20 marks' handwritten Project/Power Point Presentation

End Semester:

- Group A - 1 out of 2 long questions of 15 marks each
- Group B - 1 question from each text with internal choice of 10 marks each
- Group C - 1 out of 2 long questions of 15 marks each

SEMESTER 4

CORE 8 HONOURS: 18TH C BRITISH LITERATURE

Suggested background topics—the 18th century as the age of prose and reason; Enlightenment and Neoclassicism; the country and the city; rise of sensibility; the rise of the periodical press and the novel as a genre.

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.

Pattern of Questions:

PLEASE NOTE CHANGE IN INTERNAL ASSESSMENT & END SEMESTER EXAMINATION:

Internal Assessment: Handwritten Project/ Power point Presentation on any two of the following topics (10+10)

i) Restoration Comedy

ii) Rise of the Novel

iii) Rise of the Periodical Press; 05 on attendance.

End Semester:

Group A. 1 long question out of 3 of 15 marks from poetry;

1 locate & annotate of 5 marks out of 3.

[Students cannot attempt long and RTC questions from the same text]

Group B

- **One long question with internal choice of 15 marks from Congreve**

Group C.

- **One long question with internal choice of 15 marks from Swift**

CORE 10 HONOURS: 19TH CENTURY BRITISH LITERATURE

Historical Background: Utilitarianism; The 19th Century Novel; Marriage and Sexuality; The Writer and Society; Faith and Doubt; The Dramatic Monologue

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*/ Charlotte Bronte – *Jane Eyre*

Charles Dickens - *David Copperfield*/ *Great Expectations* (Any one novel to be taught)

PLEASE NOTE CHANGE IN INTERNAL ASSESSMENT & END SEMESTER EXAMINATION:

Pattern of Questions:

Internal Assessment: Hand written Project/ Power point presentation on any two topics: Utilitarianism; Marriage and Sexuality; The Writer and Society; Faith and Doubt; Victorian non fictional prose 10 + 10 marks; 05 on attendance

End Semester:

Group A. 1 long question of 15 marks out of 3.

1 reference to context of 5 marks out of 3.

Group B. 1 long question of 15 marks with internal choice from Austen/ Bronte.

1 long question of 15 marks with internal choice from Dickens

[Students cannot attempt long and short question/note/RTC from the same text]

HONOURS SEMESTER 5

CORE 12: EARLY 20TH CENTURY BRITISH LITERATURE

Background Readings:

Modernism, Post-modernism and non-European Cultures, Women's Movement in the Early 20th Century, Psychoanalysis and the Stream of Consciousness, The Uses of Myth, the Avant Garde

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*

Pattern of Questions:

Internal Assessment: 20 marks' handwritten Project/ Power Point Presentation on *Sons and Lovers*

End Semester:

- Poetry – 1 out of 2 long questions from Yeats & Eliot of 15 marks each
1 out of 2 long questions from the remaining poets of 15 marks each
- Novel - 2 long questions with internal choice of 10 marks each

WEST BENGAL STATE UNIVERSITY
UG ENGLISH GENERAL SYLLABUS
ENGLISH GENERAL SEMESTER 1

GE1/DSCI: 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

Roland Barthes – ‘Toys’

Imtiaz Dharkar - ‘At the Lahore Karhai

Pattern of Questions:

Internal Assessment: 20 marks’ hand written project/Power Point presentation on Unit 1

End Semester

- 3 long questions from 4 Units (with internal choice from each Unit) of 15 marks each
- 1 short note/question out of 4 (one from each Unit) of 5 marks each

ENGLISH GENERAL SEMESTER 3

GE3/DSC3: NOVELS & PLAYS

Novel – Dickens - *Oliver Twist*

Drama – Shakespeare - *The Merchant of Venice*

The play to be taught with reference to the following Acts & scenes:

- **Whole of Act 1**
- **Act 2 Sc 7**
- **Act 2 Sc 9**
- **Act 3 Sc 1 & 2**

> **Act 4 Sc 1**

Pattern of Questions:

**Internal Assessment: 20 marks' handwritten Project on Dickens OR Shakespeare
End Semester**

- Novel - 1 long question out of 2 of 15 marks each
- Drama- 1 long question out of 2 of 15 marks each
- 2 short questions/ notes out of 3 from the novel of 5 marks each
- 2 RTC out of 3 from the drama of 5 marks each

ENGLISH GENERAL SEMESTER 4

**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

Pattern of Questions:

Internal: Project of 10 marks on any one writer; written exam of 10 marks on Ezekiel and Ramanujan.

End Semester:

2 long questions out of 6 of 15 marks each (with internal choice from Essay, Short Fiction & Poetry); 10 short questions of 2 marks each

GEOSSEC02M – Advanced Spatial Statistical Techniques ✦

2 Credits, 25 Marks [30 classes]

1. Probability theory, probability density functions with respect to Normal, Binomial and Poisson distributions and their geographical applications.
2. Sampling: Sampling plans for spatial and non-spatial data, sampling distributions. Sampling estimates for large and small samples tests involving means and proportions.
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.**
4. Time Series Analysis: Time Series processes; Smoothing time series; Time series components.

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.

Reading List

Acevedo, M.F. 2012. Data Analysis and Statistics for Geography, Environmental Science and Engineering, CRC Press.

Harris, R., Jarvis, C. 2011. Statistics for Geography and Environmental Science, Prentice Hall.

McGrew Jr., J.C., Lembo Jr., A.J., Monroe, C.B. 2014. An Introduction to Statistical Problem Solving in Geography, 3rd ed, Waveland Press.

Pal S. K., 1998. Statistics for Geoscientists: Techniques and Applications, Concept Pub Co.

Rogerson, P.A. 2015. Statistical Methods for Geography: A Student's Guide, 4th ed, Sage.





4. Skill Enhancement Course Syllabus

(For both Honours and General courses)

GEOSSEC01M – Remote Sensing

2 Credits, 25 Marks [30 classes]

1. Principles of Remote Sensing (RS): Classification of RS satellites and sensors
2. Sensor resolutions and their applications with reference to IRS and Landsat missions, image referencing schemes and data acquisition.
3. Preparation of False Colour Composites from IRS LISS-3 and Landsat TM and OLI data. Principles of image rectification and enhancement.
4. Principles of image interpretation and feature extraction. Preparation of inventories of land use land cover features from satellite images.

A project file consisting of four exercises on the above themes is to be submitted

Reading List

Bhatta, B. 2011. Global Navigation Satellite Systems: Insights into GPS, GLONASS, Galileo, Compass and Others, CRC Press.

Jensen, J.R., 2013. Remote Sensing of the Environment: An Earth Resource Perspective, Pearson Education India.

Joseph, G. and Jegannathan, C. 2018. Fundamentals of Remote Sensing, 3rd ed, Universities Press.

Lillesand, T.M., Kiefer, R.W. and Chipman, J.W., 2015. Remote Sensing and Image Interpretation, 7th ed, Wiley.

WEBSITES:

International Society for Photogrammetry and Remote Sensing: www.isprs.org

NASA Landsat Science: www.landsat.gsfc.nasa.gov

National Remote Sensing Centre: www.nrsc.gov.in

USGS Global Visualization Viewer: www.glovis.usgs.gov





GEOGDSE04P – Project Report based on Field Work

6 Credits, 75 Marks

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.

The Project report should be based on field work on some specified topics as suggested by the Department.

Each student will prepare an individual report based on primary and secondary data collected during field work.

The duration of the field work should not exceed 10 days.

The word count of the report should be about **8000** excluding figures, tables, photographs, maps, references and appendices.

The report should include an introduction, literature review, project aims and objectives, methodology, results and discussion and references.

It should not exceed 20 to 25 pages (A4 pages) including maps, diagrams, and photographs etc.

One copy of the report on A 4 size paper should be submitted prior to examination.



← Geography-cbcs-d...



GEOACOR14P – Disaster Management

2 Credits, 25 Marks [60 classes]

An individual Project Report is to be prepared and submitted based on any one case study among the following disasters of West Bengal incorporating a preparedness plan

1. Thunderstorm
2. Landslide
3. Flood
4. Coastal / riverbank erosion
5. Fire
6. Industrial accident
7. Structural collapse

One case study will be done by a group of five students. Different groups may choose different case studies from any one or different types of disasters. The report should be prepared on secondary data and handwritten on A4 page in candidates' own words not exceeding 2000 words excluding references. The report should contain a proper title. The report should incorporate relevant tables, maps, diagrams and references not exceeding five pages. Photographs are not required. A copy of the stapled report in a transparent front file, duly signed by the concerned teacher, will be submitted during examination. Without the report the candidates will not be evaluated for Core P14.



**GEOACOR12P – Remote Sensing and GIS****2 Credits, 25 Marks [60 classes]**

1. Georeferencing of maps and images using Open Source software
2. Preparation of FCC and identification of features using standard FCC and other band combinations
3. Digitisation of features. Data attachment, overlay and preparation of annotated thematic maps (choropleth, pie chart and bar graphs).
4. Note: All exercises to be done using QGIS (2.10 and above)

Reading List**WEBSITES:**International Society for Photogrammetry and Remote Sensing: www.isprs.orgNASA Landsat Science: www.landsat.gsfc.nasa.govNational Remote Sensing Centre: www.nrsc.gov.inUSGS Global Visualization Viewer: www.glovis.usgs.gov



GEOACOR11T – Fieldwork and Research Methodology

4 Credits, 50 Marks [60 classes]

Unit I: Research Methodology

1. Research in Geography: Meaning, types and significance
2. Literature review and formulation of research design
3. Defining research problem, objectives and hypothesis.
4. Research materials and methods
5. Techniques of writing scientific reports: Preparing notes, references, bibliography, abstract and keywords

Unit II: Fieldwork

6. Fieldwork in Geographical studies: Role and significance. Selection of study area and objectives. Pre-field academic preparations. Ethics of fieldwork
7. Field techniques and tools: Observation (participant, non participant), questionnaires (open, closed, structured, non-structured). Interview
8. Field techniques and tools: Landscape survey using transects and quadrants, constructing a sketch, photo and video recording.
9. Positioning and collection of samples. Preparation of inventory from field data.
10. Post-field tabulation, processing and analysis of quantitative and qualitative data

Reading List

Clifford, N., Cope, M., Gillespie, T.W., French, S. (Eds) 2016. Key Methods in Geography, 3rd ed, Sage.

Gomes, B., Jones III, J.P. (Eds) 2010. Research Methods in Geography: A Critical Introduction, Wiley-Blackwell.

Lenon, B., Cleves, P. 2015. Geography Fieldwork and Skills, Harper-Collins.

Montello, D.R, Sutton, P. 2012. An Introduction to Scientific Research Methods in Geography and Environmental Studies, 2nd ed, Sage.

Murthy, K.LN. 2004. Research Methodology in Geography: A Text Book, Concept Publishing Co.

Northey, N., Draper, D., Knight, D.B. 2015. Making Sense in Geography and Environmental Sciences: A Student's Guide to Research and Writing, 6th ed, Oxford University Press.

Parsons, T., Knight, P.G. 2015. How To Do Your Dissertation in Geography and Related Disciplines, 3rd ed, Routledge.

Phillips, R., Johns, J. 2012. Fieldwork for Human Geography, Sage.

Riordan, D. 2013. Technical Report Writing Today, 10th ed, Wadsworth Publishing.

Thornbush, M.J., Allen, C.D., Fitzpatrick, F.A. (Eds) 2014. Geomorphological Fieldwork, Elsevier.



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: HISSSEC01M

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 visual 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*

ParthaMitter, *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*

World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at www.unesco.org]

SEC 3

Paper-II: An Introduction to Archaeology

Semester: 5

Course Code: HISSSEC03M

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, *Dhunoke Yatri*, 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, *Rarher Janajati O Lokosanskriti*
Probodh Kumar Bhowmick, *Socio-Cultural Profile of Frontier Bengal*
D.D. Kosambi, *Myth and Reality*
Debiprasad Chattopadhyay, *Lokayata*
Amalendu Mitra, *Rarher Sanskriti O Dharma Rajthakur*
Amiyo Kumar Bandyopadhyay, *Bankurar Mandir*
Binoy Ghosh, *Paschimbanglar Sanskriti*
Niharanjan Roy, *Bangalir Itihas*
Sudhir Kumar Karan, *Simanta Banglar Lokojan*
Tarapada Santra, *Paschimbanger Lokoshilpa O Shilpi Samaj*
Debiprasad Chattopadhyay, *Lokayata Darshan*
Asutosh Bhattacharya, *Banglar Lokosrutu*

Amallesh Tripathi, *Swadinata 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 – HISSECC02M

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*

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.), 2011, *Indian Art History Changing Perspectives*

M.C. Beach, *The New Cambridge History of India Mughal and Rajput Painting*

Nihar Ranjan Ray, *An Approach to Indian Art*