

SYLLABI FOR FYUG PROGRAMME

IN

POLITICAL SCIENCE

(as per the New Curriculum & Credit Framework 2022)

I & II SEMESTERS

UNIVERSITY OF NORTH BENGAL

RAJA RAMMOHUNPUR DARJEELING-734013 WEST BENGAL

(approved by the BoS dated 10th July, 12th July, 14th July & 19th July 2023)



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- This course aims to impart knowledge about the fundamentals of Political Science.
- This course is designed to familiarize the students with the basic ideas, thoughts, concepts and theories in Political Science.
- The objective of this course is to equip the learners to critically relate the theoretical aspects of Political Science to the socio-economic and political realities of our times, both in the national as well as in the global context.
- It intends to introduce the learners to the constitution making process and the subject matter of the Constitution of India.
- The course has been designed in such a way that every student is equipped with certain practical skills and hands-on training which can be used for seeking gainful employment.
- The course intends to introduce students from multidisciplinary backgrounds on the fundamentals of Human Rights. It provides awareness about the Human Rights movements in the Indian context.
- This course aims to initiate intellectual urge among the students for understanding the most pressing political issues in terms of historical, comparative, theoretical and policy-oriented perspectives.
- The aim of this course is also to provide knowledge and skills to the students thus enabling them to undertake further studies in Political Science, Public Policy, Public Administration or International Relations, in future.

PROGRAMME OUTCOMES

After completion of this Course, a learner is expected to:

- Acquire domain knowledge on the discipline.
- Develop a general understanding of Political Science as a distinct subject of study and its inter-disciplinary character as well.
- Study and analyze political contexts from critical and constructive perspectives.
- Have a better understanding of the working of various political institutions such as, the Parliament, state legislatures, Supreme Court, etc. and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global, national and regional developments affect polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.
- Contemplate about the contemporary international issues such as, Globalization, Terrorism, Climate Change and its impact on States.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas.

I & II SEMESTERS

S E M	PAPER TYPE	PAPER CODE	DADED	C R E D I T	MARKS DISTRIBUTION			
E S T E R			PAPER TITLE		End Sem	IA*	Practic -al**	Total
	MAJOR	UPLSMAJ11001	Understanding Political Theory	4	60	15	-	75
F I	MINOR	UPLSMIN10001	Understanding Political Science	4	60	15	-	75
R S T	MDC (Multi- disciplinary Course)	UPOAMDC11016	Human Rights	3	60	15	-	75
	SEC (Skill Enhancement Course)	UPLSSEC11001	Introduction to Legal Awareness	3	40	15	20	75
	MAJOR	UPLSMAJ12002	Introduction to the Constitution of India	4	60	15	-	75
S E C	MINOR	UPLSMIN10001	Fundamentals of the Constitution of India	4	60	15	-	75
O N D	MDC	UPOBMDC12037	International Relations	3	60	15	-	75
	SEC	UPLSSEC12002	Legislative Procedures in India	3	40	15	20	75

^{*}IA refers to Internal Assessment.

**There will be a Practical for SEC. Practical could include Assignment/Field work/Project/Industry Visit etc.

GUIDELINES FOR END SEMESTERS & INTERNAL ASSESSMENTS

Question Pattern & Marks Distribution for End Semester Examination for Major,
 Minor and Multi-disciplinary Courses:

Sl. No.	Questions to be answered	Out of	Marks of each question	Type Of Questions	Total Marks
1	2	4	10	Essay Type	10x2 = 20
2	3	6	6	Short Answer	6x3 = 18
3	4	6	3	Short Notes	3x4= 12
4	10	10	1	MCQ	1x10=10

- Full marks for End-Semester theoretical exams for **Major**, **Minor and Multi-disciplinary Courses** is **60**.
- The time duration for the End-Semester theoretical exams for **Major**, **Minor and Multi-disciplinary Courses** is **2.5 hours**.
- Question Pattern & Marks Distribution for End Semester Examination for SEC:

Sl. No.	Questions to be answered	Out of	Marks of each question	Type Of Questions	Total Marks
1	2	4	10	Essay Type	10x2= 20
2	3	6	5	Short Answer	5x3=15
3	5	5	1	MCQ	1x5=5

- Full marks for End-Semester theoretical exam for **Skill Enhancement Course** (SEC) is **40**.
- The time duration for the End-Semester theoretical exam for **SEC** is **2 hours**.

- As per the New Curriculum & Credit Framework 2022, Skill Enhancement Courses have been designed to provide value-based and/or skill-based knowledge and should contain both theory and laboratory/hands-on training/field work. Hence there will be a Practical for 20 marks as part of this Course, besides the Internal Assessment of 15 marks.
- For Non-Lab based disciplines like Political Science, the Practical could include Assignment/Fieldwork/Project/Industry Visit from those mentioned in the syllabus of the SEC.

Modes of Internal Assessment : 10 Marks

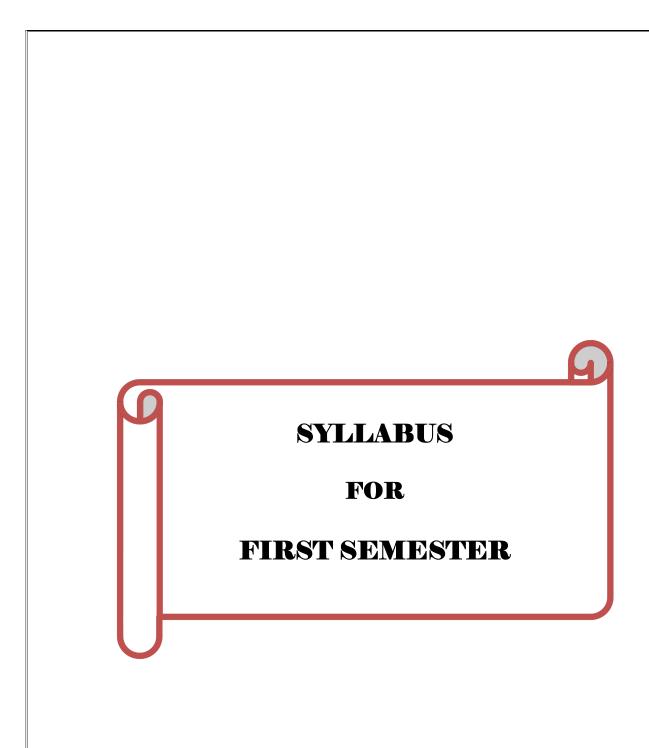
+

5 (marks for Attendance)

• Mid-term Test : 10

or

- Marks on any one or any combinations thereof spread over the entire period of study from the activities listed below:
 - a. Group Discussion;
 - b. Dissertation;
 - c. Term papers/Assignments;
 - d. Reports;
 - e. Seminar Presentation;
 - f. Fieldwork/Project;
 - g. Class Test.



SEMESTER I

Paper Title	Understanding Political Theory		
Paper Code	UPLSMAJ11001		
Nature of Paper	Major		
Total Credits	4		

COURSE OBJECTIVES:

- This course is designed to familiarize the learners with the basic ideas, concepts, theories and issues in Political Theory.
- This course aims to introduce learners to the key aspects of the conceptual analysis in political theory and the debates surrounding these concepts.

LEARNING OUTCOMES:

After completion, a learner is expected to:

- Acquire domain knowledge on the discipline.
- Develop a general understanding of Political Science as a distinct subject of study and its inter-disciplinary character as well.

SYLLABUS:

Unit I: Introduction to Political Theory

- a. Political Theory: Definitions, Nature, Scope and Evolution; Distinction between Political Theory and Political Ideology, Political Philosophy & Political Thought;
- b. Approaches to Political Theory: Normative, Historical, Marxist, Empirical;
- c. Behaviouralism and Post-Behaviouralism;
- d. Decline & Resurgence of Political Theory with special reference to the contributions of David Easton, Alfred Cobban, Dante Germino, Leo Strauss & Michael Oakshott.

Unit-II: State: Origin and Nature

- a. Meaning and Elements of State: Difference between State, Nation, and Society;
- b. Theories of Origin of State: Historical and Social Contract;
- c. Theories of Nature of State: Idealist, Liberal and Marxist;
- d. Sovereignty: Monistic and Pluralistic theory; changing concept of sovereignty in the context of Globalization.

Unit-III: Key concepts in Political Theory

- a. Equality: Definitions and Dimensions;
- b. Liberty: Definitions and Classifications: Positive and Negative Liberty;
- c. Justice: Definitions; Procedural and Distributive Justice;
- d. Interrelationship between Equality, Liberty and Justice.

Unit-IV: Issues in Political Theory

- a. Liberalism: Evolution and Characteristics;
- b. Socialism: Evolution and Characteristics;
- c. Nationalism: Meaning and Characteristics;
- d. Multiculturalism: Meaning and Characteristics.

- 1. Alan Ryan, (1993) 'Liberalism' in R. Goodin & P. Petit (eds) *A Companion to Contemporary Political Philosophy*, Oxford: Blackwell.
- 2. Anthony Arblaster, (1984) *The Rise and Decline of Western Liberalism*, Oxford: Blackwell.
- 3. Arora, N. D. (2006) *Theory of State: Plato to Marx*, Delhi: K K Publications.
- 4. Ashok Acharya, (2008) 'Liberalism' in Rajeev Bhargava & Ashok Acharya, (eds.) *Political Theory: An Introduction*, New Delhi: Pearson Longman.
- 5. Barker, Ernest (1951) *Principles of Social and Political Theory*, New York, Oxford University Press.
- 6. Barrow, Clyde W. (1993), *Critical Theories of the State: Marxist, Neo-Marxist, Post-Marxist*, London: The University of Wisconsin Press.
- 7. Brown, H. P (1991). *Egalitarianism and the Generation of Inequality*. Oxford: Clarendon.
- 8. Bryan S Turner (1986), Equality, London, Routledge.
- 9. Das Gesper & Irene Staveren, 'Development as Freedom and as What Else?', *Feminist Economics* Vol. IX, No. II-III, pp. 137-61.
- 10. Dworkin, Ronald (2000), *Sovereign Virtue: The Theory and Practice of Equality*, Cambridge, Massachusetts: Harvard University Press.
- 11. Habermas and Sweezy (1969), Introduction to Socialism, New Delhi. Sage.
- 12. Heywood, Andrew (1997), Politics, London: Palgrave Macmillan.
- 13. Heywood, Andrew (2012), *Political Theory: An Introduction*, Palgrave Publication.
- 14. Heywood, Andrew (2007), *Political Ideologies: An Introduction*, New York: Palgrave Publication.
- 15. Judith Heyer and Niraja Gopal Jayal (2009), "The Challenge of Positive Discrimination in India", Crise Working Paper No. 55, Centre for Research on Inequality, Human Security and Ethnicity, Queen Elizabeth House, University of Oxford, Mansfield Road, OX1 3TB, UK.
- 16. Kekes, J., (2003), *The illusions of Egalitarianism*, Ithaca/London: Cornell University Press.
- 17. Kymlicka, Will, (2002), *Contemporary Political Philosophy: An Introduction*, USA, Oxford University Press.
- 18. Laski, Harold J (1925), A Grammar of Politics, London, George Allen & Unwin.
- 19. Maureem Ramsay (2004) What's wrong with Liberalism: A Radical Critique of Liberal Political Philosophy, London: Continuum.
- 20. Roshvald, Mordecai (2000), *Liberty: Its Meaning and Scope*, Westport: Praeger Publishers Inc.
- 21. Sen, A., (2000), *Development as Freedom*, New York: Anchor Books.

- 22. Shorten, Andrew (2016), Contemporary Political Theory. London: Palgrave.
- 23. Swift, Adam (2007) *Political Philosophy: A Beginners' Guide for Students and Politicians* USA, Polity Press.
- 24. Temkin, L. S. (2009). "Illuminating Egalitarianism", In T. Christiano & J. Christman (Eds.), *Contemporary Debates in Political Philosophy*, Malden: Blackwell.
- 25. Vincent, Andrew (1991), Theories of the State, London: Wiley Blackwell.

SEMESTER I

Paper Title	Understanding Political Science
Paper Code	UPLSMIN10001
Nature of Paper	Minor
Total Credits	4

COURSE OBJECTIVES:

- This course aims to impart knowledge about the fundamentals of Political Science
- This course is designed to familiarize the learners with the basic ideas, concepts, approaches, theories and issues in Political Science.

LEARNING OUTCOMES:

After completion, a learner is expected to:

- Acquire domain knowledge on the discipline.
- Develop a general understanding of Political Science as a distinct subject of study and its inter-disciplinary character as well.

SYLLABUS:

Unit I: Political Science and Political Theory

- a. Meaning, Nature and Scope of Political Science;
- b. Approaches: Traditional, Philosophical, Historical and Marxist;
- c. Modern Approaches: Behaviouralism and Post-Behaviouralism;
- d. Relationship of Political Science with History, Economics, and Sociology.

Unit-II: State: Origin and Nature

- a. Definition and Elements of State; Difference between State, Society, and Association:
- b. Theories of Origin of State: Historical and Social Contract;
- c. Theories of Nature of State: Liberal and Marxist;
- d. Sovereignty: Monistic and Pluralistic theory.

Unit-III: Key concepts in Political Science

- a. Equality: Definitions and Dimensions;
- b. Liberty: Definitions; Positive and Negative Liberty;
- c. Justice: Definitions; Liberal and Marxist;
- d. Interrelationship between Liberty and Equality.

Unit-IV: Issues in Political Science

- a. Liberalism: Definition and Features;
- b. Nationalism: Definition and Features;
- c. Multiculturalism: Definition and Features.

- 1. Alan Ryan, (1993) 'Liberalism' in R. Goodin & P. Petit (eds) *A Companion to Contemporary Political Philosophy*, Oxford: Blackwell.
- 2. Anthony Arblaster, (1984) *The Rise and Decline of Western Liberalism*, Oxford: Blackwell.
- 3. Arora, N. D. (2006) *Theory of State: Plato to Marx*, Delhi: K K Publications.
- 4. Ashok Acharya, (2008) 'Liberalism' in Rajeev Bhargava & Ashok Acharya, (eds.) *Political Theory: An Introduction*, New Delhi: Pearson Longman.
- 5. Barker, Ernest (1951) *Principles of Social and Political Theory*, New York, Oxford University Press.
- 6. Barrow, Clyde W. (1993), *Critical Theories of the State: Marxist, Neo-Marxist, Post-Marxist*, London: The University of Wisconsin Press.
- 7. Brown, H. P (1991). *Egalitarianism and the Generation of Inequality*. Oxford: Clarendon.
- 8. Bryan S Turner (1986), Equality, London, Routledge.
- 9. Das Gesper & Irene Staveren, "Development as Freedom and as What Else?, *Feminist Economics* Vol. IX, No. II-III, pp. 137-61.
- 10. Dworkin, Ronald (2000), *Sovereign Virtue: The Theory and Practice of Equality*, Cambridge, Massachusetts: Harvard University Press.
- 11. Habermas and Sweezy (1969), *Introduction to Socialism*, New Delhi. Sage.
- 12. Heywood, Andrew (1997), *Politics*, London: Palgrave Macmillan.
- 13. Heywood, Andrew (2012), *Political Theory: An Introduction*, Palgrave Publication.
- 14. Heywood, Andrew (2007), *Political Ideologies: An Introduction*, New York: Palgrave Publication.
- 15. Judith Heyer and Niraja Gopal Jayal (2009), "The Challenge of Positive Discrimination in India", Crise Working Paper No. 55, Centre for Research on Inequality, Human Security and Ethnicity, Queen Elizebeth House, University of Oxford, Mansfield Road, OX1 3TB, UK.
- 16. Kekes, J.,(2003), *The illusions of Egalitarianism*, Ithaca/London: Cornell University Press.
- 17. Kymlicka, Will, (2002), *Contemporary Political Philosophy: An Introduction*, USA, Oxford University Press.
- 18. Laski, Harold J (1925), A Grammar of Politics, London, George Allen & Unwin.
- 19. Maureem Ramsay (2004) What's wrong with Liberalism: A Radical Critique of Liberal Political Philosophy, London: Continuum.
- 20. Roshvald, Mordecai (2000), *Liberty: Its Meaning and Scope*, Westport: Praeger Publishers Inc.
- 21. Sen, A., (2000), *Development as Freedom*, New York: Anchor Books.
- 22. Shorten, Andrew (2016), Contemporary Political Theory. London: Palgrave.
- 23. Swift, Adam (2007) *Political Philosophy: A Beginners' Guide for Students and Politicians* USA, Polity Press.

- 24. Temkin, L. S. (2009). "Illuminating Egalitarianism", In T. Christiano & J. Christman (Eds.), *Contemporary Debates in Political Philosophy*, Malden: Blackwell.
- 25. Vincent, Andrew (1991), Theories of the State, London: Wiley Blackwell.

SEMESTER I

Paper Title	Introduction to Legal Awareness
Paper Code	UPLSSEC11001
Nature of Paper	SEC
Total Credits	3

COURSE OBJECTIVES:

- To equip the learners with a basic understanding of the legal rights of the citizens of India in general and the marginalized groups in particular.
- This course has been designed in such a way that every student is equipped with a working knowledge of the formal and alternate dispute redressal laws and mechanisms available in India.

LEARNING OUTCOMES:

After completion, a learner is expected to:

- Develop a basic understanding of the legal rights of the citizens of India in general and the marginalized groups in particular.
- Be equipped with a working knowledge of the dispute redressal laws and mechanisms available in India.

SYLLABUS:

Unit-I: Legal System in India:

- a. System of courts and their jurisdiction in India, Criminal and Civil Courts, Writ Jurisdiction, Public Interest Litigation, Specialized Courts such as Family Courts and Tribunals and a brief idea on the Offences under Indian Penal Code:
- b. Alternate Dispute Mechanisms such as Lok-Adalats.

Unit-II: Brief understanding of the Laws applicable in India:

- a. Laws relating to: Dowry, Domestic Violence, Sexual Harassment at Workplace & Juvenile Justice System and Child abuses with special reference to POSCO;
- b. Consumer Rights and Protection;
- c. Information Technology and Cyber Crimes.

Unit-III: Procedures relating to Criminal Jurisdiction:

- a. Filling FIR, Arrest, Bail, Search and Seizure;
- b. Discharge, Acquittal and Conviction.

Unit-IV: Practical Application:

- a. Visit to either a Court, a Legal Aid Centre set up by the Legal Services Authority or an NGO or a local Lok Adalat; preparation of a Case Study or Report writing after the visit.
- b. Legal remedies in the following cases: Arrest, Consumer with a Grievance; Victim of Sexual Harassment at Workplace, Domestic Violence and Child Abuses.

- 1. Sankaran, Kamala & Singh, Ujjwal Kumar (2007), *Towards Legal Literacy: An Introduction to Law in India*, Oxford University Press.
- 2. Misra, S.N. (2020), *The Code of Criminal Procedure*, Central Law Publications
- 3. Pillai, K. N. Chandrasekharan (2017), *R. V. Kelkar's Lectures on Criminal Procedure Including Probation and Juvenile Justice*, Eastern Book Company
- 4. The Indian Penal Code 1860 available at chrome/https://lddashboard.legislative.gov.in/sites/default/files/A1860-45.p https://www.indiacode.nic.in/bitstream/123456789/2263/1/aA1860-45.pdfT
- 5. Singh, Avatar (2022), *The Code of Civil Procedure*, Central Law Publication
- 6. Singh, Pramod Kumar (2021), *A to Z of Civil Procedure Code*, 1908, Whitesmann.
- 7. Laxmikant, M. (2023), *Indian Polity for Civil Services and State Services Examinations*, McGraw Hill.
- 8. Juvenile Justice (Care and Protection of Children) Act, 2015, Ministry of Women and Child Development, Government of India, https://wcd.nic.in
- 9. The Family Courts Act, 1984, Department of Justice, Ministry of Law and Justice, Government of India, https://lawmin.gov.in
- 10. The Family Courts Amendment Act, 1991, Department of Justice, Ministry of Law and Justice, Government of India, https://lawmin.gov.in
- 11. The Legal Services Authorities Act, 1987, https://www.indiacode.nic.in and https://www.nalsa.gov.in
- 12. Garg, S. K. (2014), *Guide to Lok Adalats and Free Legal Services under Legal Services Authorities Act*, Xcess Infostore Pvt. Ltd.
- 13. Sharma, Y.S. & Paliwal Anand (2020), *Public Interest Litigation including Legal Aid, Lok Adalats and Para Legal Services*, University Book House Pvt. Ltd.
- 14. Rao, Mamta (2019), Law Relating to Women and Children, Eastern Book Company
- 15. Agnes. Flavia. (1997). Law and Gender Equality, OUP.
- 16. Agnes. Flavia. (2017). Supreme Court's Judgment Ignores Lived Reality of Married Women. *Economic and Political Weekly*, 52(36), 16–19. http://www.jstor.org/stable/26697549
- 17. (14) The Dowry Phohibition Act, 1961, https://www.indiacode.nic.in
- 18. Pramila. B (2015). A Critique on Dowry Prohibition Act, 1961. *Proceedings of the Indian History Congress*, 76, 844–850. http://www.jstor.org/stable/44156653
- 19. Mathew. (2004). The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute
- 20. Srivastva. (2007). Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives, in C. Kumar and K. Chockalingam (eds.) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.
- 21. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, Ministry of Women and Child Development, Government of India, https://wcd.nic.in

- 22. Protection of Women from Domestic Violence Act, 2005, Ministry of Women and Child Development, Government of India, https://wcd.nic.in
- 23. Kidwai, (2013), Sexual Harassment in the Workplace: the Verma Committee and After, *Economic and Political Weekly*, Vol. 48, Issue No. 06
- 24. Kumar. (2019). A Study on Misuse of Section 498A of Indian Penal Code, 1860.IJLMH | Volume 2, Issue 3 | Bangalore: School of Legal Studies chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ijlmh.com/wp-content/uploads/2019/09/A-Study-on-Misuse-of-Section-498A-of-Indian-Penal-Code-1860.pdf
- 25. Pandey. (2004). Rights of the Consumer. New Delhi: Indian Social Institute.
- 26. The Consumer Protection Act, 2019, Department of Consumer Affairs, Ministry of Consumer Affairs, Food & Public Distribution, Government of India, https://consumeraffairs.nic.in
- 27. Liaropoulos (2015). A Human-Centric Approach to Cyber security: Securing the Human in the Era of Cyberphobia. *Journal of Information Warfare*, *14*(4), 15–24. https://www.jstor.org/stable/26487503
- 28. Mishra, J.P. (2014), *An Introduction to Cyber Law*, Central Law Publication.
- 29. The Information Technology Act, 2000, Ministry of Electronics & Information Technology, Government of India, https://www.meity.gov.in
- 30. The Information Technology (Amendment) Act, 2008, Ministry of Electronics & Information Technology, Government of India, https://www.meity.gov.in
- 31. Protection of Children from Sexual Offences Act, 2012, Ministry of Women and Child Development, Government of India, https://wcd.nic.in
- 32. South Asian Human Rights Documentation Centre (2014), *Oxford Handbook of Human Rights and Criminal Justice in India: The System and Procedure*, Oxford University Press.
- 33. Nyaaya, India's Laws Explained, FIR, Arrest, Bail, available at https://nyaaya.in/topic/firstinformation-report-fir https://nyaaya.in/topic/arrest.
- 34. Crime In India (CII) Reports, National Crime Records Bureau, Ministry of Home Affairs, Government of India, https://ncrb.gov.in
- 35. For topics related to Laws relating to Women in India refer to the website of National Commission of Women, https://ncw.nic.in
- 36. For topics related to Sexual Harassment at Workplace refer to https://saksham.ugc.ac.in/

SEMESTER I

Paper Title	Human Rights
Paper Code	UPOAMDC11016
Nature of Paper	MDC
Total Credits	3

COURSE OBJECTIVES:

- This course aims to introduce the students to the basic concepts and the important Covenants of Human Rights.
- This course also exposes them to the study of the relationship between Human Rights and Social Movements in the Indian context.

LEARNING OUTCOMES:

After completion, a learner is expected to:

- Understand the basic concepts of Human Rights and its various formulations.
- Have necessary knowledge and skills for analyzing, interpreting the debates surrounding the Human Rights situations and the Social Movements around them.

SYLLABUS:

Unit-I

a. Meaning, nature, and scope of Human Rights; Four Generations of Human Rights.

Unit-II

- a. United Nations Declaration of Human Rights;
- b. Covenants on Human Rights:
- (i) Convention on the Rights of Child, 1989;
- (ii) Convention on the Elimination of all Forms of Discrimination against Women, 1979:
- (iii) Convention relating to the status of Stateless Persons, 1954;
- (iv) Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others, 1949; and
- (v) Convention on the Rights of Persons with Disabilities, 2006.

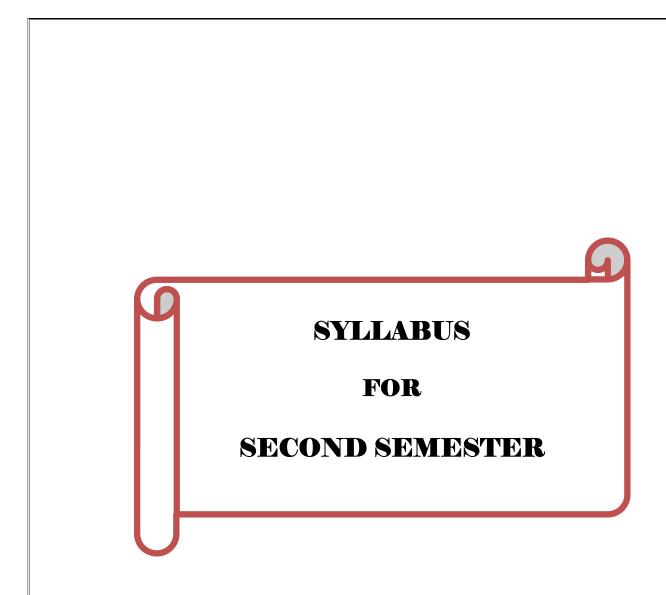
Unit-III

a. National Human Rights Commission of India: Composition and Functions.

Unit IV

a. Human Rights and Social Movements: Definitions, Characteristics and Relationship between Human Rights and Social Movements.

- 1. Baxi Upendra (ed.) (1987), *The Right to be Human*, New Delhi: Lancer International, Crawford.
- 2. Baxi, Upendra (2002), *The Future of Human Rights*, New Delhi: Oxford University Press.
- 3. Chesters, Graeme and Ian Welsh (2010), *Social Movements: The Key Concepts*, London: Routledge.
- 4. Deshta Sunil and Kiran Deshta (2021), *Fundamental Human Rights*, New Delhi: Deep and Deep Publications.
- 5. Donelly, Jack (2005), *Universal Human Rights in Theory and Practice*, New Delhi, Manas Publications.
- 6. Ghosh, Biswajit (ed.) (2020), *Social Movements*, New Delhi: Sage Publications.
- 7. Gonsalves, Colin (2011) *Kaliyug: The Decline of Human Rights Law in the period of Globalisation*, New Delhi: Human Rights Law Network.
- 8. Guha Ramachandra (2010), *How Much Should A Person Consume*, New Delhi: Hachette.
- 9. Guha Ramachandra (2016), *Environmentalism: A Global History*, New Delhi, Penguin.
- 10. Janusz Symonides (2019), *Human Rights: Concept and Standards*, New Delhi: Rawat Publications.
- 11. Mallick Krishna (2021), *Environmental Movements of India: Chipko, Narmada Bachao Andolan, Navdanya*, Amsterdam: Amsterdam University Press.
- 12. Pathak Sekhar (2021), *The Chipko Movement: A People's History*, New Delhi, Permanent Black.
- 13. Rangarajan Mahesh (ed.) (2006), *Environmental Issues in India: A Reader*, New Delhi: Pearson Education India.
- 14. Rao, M. S. A. (2002), Social Movements in India: Studies in Peasant, Tribal and Women's Movement, New Delhi: Manohar Publications.
- 15. Ray, Arun (2004), *National Human Rights Commission of India: Formation, Functioning and Future Prospects*, Vol. 1, New Delhi: Atlantic.
- 16. Sen, Amartya (1999), *Development as Freedom*, New Delhi, Oxford University Press.
- 17. Shah, Ghanshyam (2001), *Social Movements and the State*, New Delhi: Sage Publications.
- 18. Shah, Ghanshyam (1991), *Social Movements in India*, New Delhi: Sage Publications.
- 19. South Asia Human Rights Documentation Centre, *Introducing Human Rights*, 2006, New Delhi: Oxford University Press.
- 20. Subberwal, Ranjana and Krishna Menon (2019), *Social Movements in Contemporary India*, New Delhi: Sage Publications.
- 21. United Nations: Department of Public Information 2018, *Universal Declaration of Human Rights*, New York: United Nations Press.



SEMESTER II

Paper Title	Introduction to the Constitution of India
Paper Code	UPLSMAJ12002
Nature of Paper	Major
Total Credits	4

COURSE OBJECTIVES:

- This course intends to introduce the learners to the constitution making process and the subject matter of the Constitution of India.
- The objective of this course is to familiarize the learners with the constitutional structure, institutions and their functions.

LEARNING OUTCOMES:

After completion, a learner is expected to:

- Be acquainted with the constitution making process and the subject matter of the Constitution of India.
- Develop an understanding of the constitutional structure, institutions and their functions in India.

Unit I: Framing of the Constitution of India:

- a. Historical background: Government of India Act of 1909, 1919, 1935, 1947;
- b. Constituent Assembly: Composition, Objectives and Functions;
- c. Philosophy of the Indian Constitution: The Preamble; Salient features of the Constitution of India.

Unit II: Rights and Duties of the Indian Citizens:

- a. Citizenship: Constitutional provisions;
- b. Fundamental Rights;
- c. Fundamental Duties;
- d. Directive Principles of State Policy.

Unit III: Union Government: Structures and Functions:

- a. Legislature: Parliament Composition and Functions; Speaker;
- b. Executive: President, Vice-President, Prime Minister and Council of Ministers;
- c. Indian Judiciary: Supreme Court and High Court Composition and Jurisdiction.

Unit IV: State Government: Structures and Functions:

- a. Legislature: Legislative Assembly- Composition and Functions;
- b. Executive: Governor, Chief Minister and Council of Ministers;
- c. Local Self-Government: Urban & Rural.

- 1. Agrawal, Arun. (2005). "The Indian Parliament" in Devesh Kapur and Pratap Bhanu Mehta (ed.) *Public Institutions in India: Performance and Design*, New Delhi: Oxford University Press, 77-104.
- 2. Austin, Granville. (1966). *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.
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- 14. Hasan, Zoya, Eswaran Sridharan, and R. Sudarshan. (2004). *India's Living Constitution: Ideas, Practices, Controversies*, Delhi: Permanent Black.
- 15. Jayal, Niraja Gopal and Pratap Bhanu Mehta (eds.). *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press.
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- 22. Mehta. Pratap Bhanu(2007). "India's Unlikely Democracy: The Rise of Judicial Sovereignty". *The Journal of Democracy*, Vol. 18 (2). April.
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- 26. Ramachandran, R. (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.
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- 31. Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns.* New Delhi: PHI Learning.
- 32. *The Constitution of India: Bare Act with Short Notes,* (2011) New Delhi: Universal, pp. 4-16.
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SEMESTER II

Paper Title	Fundamentals of the Constitution of India
Paper Code	UPLSMIN10001
Nature of Paper	Minor
Total Credits	4

COURSE OBJECTIVES:

- This Course intends to introduce the learners to the constitution making process and the subject matter of the Constitution of India.
- To familiarize the learners with the constitutional structure, institutions and their functions.

LEARNING OUTCOMES:

After completion, a learner is expected to:

- Be acquainted with the constitution making process and the subject matter of the Constitution of India.
- Develop an understanding of the constitutional structure, institutions and their functions in India.

SYLLABUS:

Unit I: The Constituent Assembly and the Philosophy of the Constitution:

- a. The Constituent Assembly: Composition, Objectives and Functions;
- b. Philosophy of the Indian Constitution: the Preamble;
- c. Salient features of the Constitution of India.

Unit II: Rights and Duties:

- a. Fundamental Rights:
- b. Fundamental Duties;
- c. Directive Principles of State Policy.

Unit III: Union Government: Structures and Functions:

- a. Legislature: Parliament Composition and Functions; Speaker;
- b. Executive: President, Vice-President, Prime Minister and Council of Ministers;
- c. Indian Judiciary: Supreme Court and High Court Composition and Jurisdiction.

Unit IV: State Government: Structures and Functions:

- a. Legislature: Legislative Assembly- Composition and Functions;
- b. Executive: Governor, Chief Minister and Council of Ministers;
- c. Local Self-Government: Urban & Rural.

- 1. Agrawal, Arun. (2005). "The Indian Parliament" in Devesh Kapur and Pratap Bhanu Mehta (ed.) *Public Institutions in India: Performance and Design*, New Delhi: Oxford University Press, 77-104.
- 2. Austin, Granville. (1966). *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.
- 3. Austin, Granville. (1999). *Working a Democratic Constitution: The Indian Experience*, New Delhi: Oxford University Press.
- 4. Austin, Granville. (2000), "The Supreme Court and the Struggle for custody of the constitution" in B. N. Kirpal et al. *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, Oxford University Press, New Delhi.
- 5. Basu, D. D., (2001), *Introduction to Constitution of India*, New Delhi: Wadhwa Publishers, 2001.
- 6. Baxi, Upendra(2010) 'The Judiciary as a Resource for Indian Democracy', Seminar, Issue 615, pp. 61-67.
- 7. Bhargava, Rajeev. (2008). *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.
- 8. Bhatia, Gautam. (2019). *The Transformative Constitution: a radical biography in nine acts*, New Delhi: Oxford University Press.
- 9. Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*, New Delhi: Sage.
- 10. Chaube, S. (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.
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- 12. Choudhry, Sujit, Madhav Khosla & Pratap Bhanu Mehta. (2016). *The Oxford Handbook of the Indian Constitution*, New Delhi: Oxford University Press.
- 13. Fadia, B. L., (2008). *Indian Government and Politics*, Agra: Sahitya Bhawan.
- 14. Hasan, Zoya, Eswaran Sridharan, and R. Sudarshan. (2004). *India's Living Constitution: Ideas, Practices, Controversies*, Delhi: Permanent Black.
- 15. Jayal, Niraja Gopal and Pratap Bhanu Mehta (eds.). *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press.
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- 17. Khare, H. (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective,* New Delhi: Konark, pp. 350-368.
- 18. Khosla, Madhav. 2020. India's Founding Moment: *The Constitution of a Most Surprising Democracy*, Cambridge, Massachusetts: Harvard University Press.

- 19. Manor, James (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.
- 20. Manor, James (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.
- 21. Mehra, Ajay K. and G.W. Kueck, (ed.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark.
- 22. Mehta. Pratap Bhanu (2007). "India's Unlikely Democracy: The Rise of Judicial Sovereignty". *The Journal of Democracy*, Vol. 18 (2). April.
- 23. Narang, A. S. (2000) *Indian Government and Politics*, New Delhi: Gitanjali Publications.
- 24. Pai, Sudha, and Avinash Kumar (2014), *The Indian Parliament: A Critical Appraisal*, Hyderabad: Orient Blackswan.
- 25. Pylee, M V. 1(967). *Constitutional History of India,* Bombay: Asia Publishing House.
- 26. Ramachandran, R. (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et. al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.
- 27. Rudolph L. and S. Rudolph. (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change,* New Delhi: Oxford University Press, pp. 183-210.
- 28. Shankar, B. L., and Valerian Rodrigues. (2010). *The Indian Parliament: A Democracy at work*, Oxford: Oxford University Press.
- 29. Shankar, Shylashri. (2009). *Scaling Justice: India's Supreme Court, Anti-Terror Laws, and Social Rights*, New Delhi: Oxford University Press.
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SEMESTER II

Paper Title	Legislative Procedures in India
Paper Code	UPLSSEC12002
Nature of Paper	SEC
Total Credits	3

COURSE OBJECTIVES:

- To impart operational knowledge to the learners by acquainting them with the legislative procedures in India.
- To develop skills amongst the learners to enable them to seek gainful employment.

LEARNING OUTCOMES:

After completion, a learner is expected to:

- Understand the devices used in the working of the Parliament.
- Be familiar with the legislative procedures in India.

SYLLABUS:

Unit I: Parliamentary Procedures in India:

- a. Parliamentary Sessions;
- b. Devices of Parliamentary Proceedings.

Unit II: Law Making Procedures:

- a. Types of Bill: Ordinary Bill, Money Bill, Constitutional Amendment Bill and Financial Bill:
- b. Stages of Passage of a Bill: Ordinary Bill and Money Bill.

Unit III: Budget

- a. Procedure for the Formulation and Passing of Budget;
- b. Parliamentary Committees: Standing and Adhoc, with special reference to Public Accounts Committee, Estimates Committee and Committee on Public Undertakings.

Unit IV: Practical Application:

- a. Mock Parliament (Students shall perform Mock Parliament, with each student being assigned specific role as per parliamentary procedures).
- b. Assignment;
- c. Group Discussion;
- d. Fieldwork;
- e. Project;
- f. Visit to the Parliament or Legislative Assembly.

- 1. Shankar and V. Rodrigues, (2011), 'The Indian Parliament: A Democracy at Work', New Delhi: Oxford University Press.
- 2. Celestine, (2011), How to Read the Union Budget PRS, Centre for Policy Research, New Delhi, Available at https://ideas.repec.org/p/ess/wpaper/id3916.htmlhttp://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/
- 3. B. Basu, (2012). *Introduction to the Constitution of India*. New Delhi: Lexis Nexis.
- 4. C. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, Available at: http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca4 67a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/\$FILE/KapM eht.pdf
- 5. G. Austin, (2000). *Working a Democratic Constitution.* New Delhi: Oxford University Press.
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- 7. H. Kalra, (2011) Public Engagement with the Legislative Process PRS, Centre for Policy Research Delhi chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://prsindia.org/files/parli ament/discussion_papers/1370586595_Public%20Engagement%20with%20th e%20Legislative%20Process
- 8. K. Sanyal, (2011) Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf
- 9. Lok Sabha Secretariat (2019) *Rules of Procedure and Conduct of Business in Lok Sabha* available at chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://loksabha.nic.in/rules/rules.pdf
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- 12. N. Mehta and N. Jayal (2010) (eds.). *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press.

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- 15. Sen, K., & Rajendra R. Vaidya. (1996). Political Budget Cycles in India. *Economic and Political Weekly*, 31(30), 2023–2027. http://www.jstor.org/stable/4404445
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- 18. Subhash Kashyap (2000). Our Parliament. Delhi: National Book Trust.
- 19. Vinod Bhanu. (2007). Making the Indian Budget: How Open and Participatory? *Economic and Political Weekly*, 42(13), 1079–1081. http://www.jstor.org/stable/

SEMESTER II

Paper Title	International Relations
Paper Code	UPOBMDC12037
Nature of Paper	MDC
Total Credits	3

COURSE OBJECTIVES:

- This course intends to develop among the learners a basic understanding of the ideas, concepts and contemporary issues in International Relations.
- This course has been designed to familiarize the students (from the other disciplines) with the working of the United Nations and its organs.

LEARNING OUTCOMES:

After completion, a learner is expected to:

- Develop a basic understanding of the ideas, concepts in International Relations and the working of the United Nations and its organs.
- Contemplate about the contemporary international issues such Globalization, Terrorism, Climate Change and its impact on States.

SYLLABUS:

Unit I:

a. International Relations: Definitions, Nature, and scope.

Unit-II:

a. Basic Concepts: National Power, National Interest, Balance of Power, and Diplomacy.

Unit-III:

- a. Cold War: Causes and Effects:
- b. United Nations Organization and its Organs- General Assembly, Security Council, Secretariat, International Court of Justice, Trusteeship Council and the United Nations Economic and Social Council.

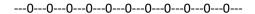
Unit-IV:

Contemporary Issues in International Politics:

- a. Globalization;
- b. Terrorism;
- c. Climate Change.

- 1. Basu Rumki, (2019), *The United Nations*, New Delhi: Sterling Publications.
- 2. Baylis, J., S. Smith and P. Owens, (2008) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press.
- 3. Calvocoressi, P. (2001) *World Politics: 1945—2000*, Essex: Pearson, pp.3-91.
- 4. Carr, E. H. (1981), *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations,* London: Macmillan, pp. 63-94.
- 5. Frankel, Joseph (1979), *International Relations in a Changing World*, Third Edition, London: Oxford University Press.
- 6. Gaddis, John Lewis (2006), *The Cold War: A New History*, New York: Penguin.
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- 10. Heywood, Andrew (2011), *Global Politics*, New York: Palgrave-McMillan.
- 11. Hobsbawm, E. (1995), Age of Extremes: The Short Twentieth Century 1914-1991, Vikings.
- 12. Johari, J. C. (2009), *International Relations and Politics*, Third Edition, New Delhi: Sterling Publications.
- 13. Lawson, S. (2003), *International Relations*, Cambridge: Polity Press.
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- 16. Mingst K. and J. Snyder, (2011), *Essential Readings in International Relations*, New York: W.W. Nortan and Company.
- 17. Murthy, C. S. R. (2020), *India in the United Nations*, New Delhi: Sage Publications.
- 18. Nicholson, M. (2002) *International Relations: A Concise Introduction*, New York: Palgrave.
- 19. Pease, Kelly-Kate. S. (2019), *International Organizations: Perspectives on Global Governance*, New York: Routledge.
- 20. Viotti, P. and M. Kauppi (2007), *International Relations and World Politics: Security, Economy, Identity*, Pearson Education.
- 21. Waltz, K. (1959) *Man, The State and War,* Columbia: Columbia University Press.
- 22. Waltz, K. (2007), 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, Eighth Edition, New York: Pearson Longman,pp.29-49.
- 23. Weiss, G. Thomas and Sam Daws (2018), *The Oxford Handbook on the United Nations*, Second Edition, New York: Oxford University Press.
- 24. Westad, Odd Arne (2017), The Cold War: A World History, New York: Allen Lane.

- 25. United Nations: Department of Public Information 2015, *Charter of the United Nations and Statute of the International Court of Justice*, New York: United Nations Press.
- 26. Charter of the United Nations available at https://www.un.org/en/about-us/un-charter/full-text
- 27. For the topic on United Nations and its organs, the official UN Website should be regularly followed, URL: https://www.un.org/en/about-us/main-bodies



ANNEXURE I (i)

Course Structure of Political Science at FYUGP & FYUGP (with Hons.) (as per the New Curriculum & Credit Framework 2022)

I & VIII SEMESTERS

	1 & VIII SEWESTERS							
S E M E S T E R S	PAPER TYPE	PAPER CODE	PAPER TITLE	C R E D I T	MA End Sem	RKS DI	STRIBUT Practi -cal	Total
F	MAJOR	UPLSMAJ11001	Understanding Political Theory	4	60	15	-	75
I R S T	MINOR	UPLSMIN10001	Understanding Political Science	4	60	15	-	75
	MDC (Multi- disciplinary Course)	UPOAMDC11016	Human Rights	3	60	15	-	75
	SEC (Skill Enhancement Course)	UPLSSEC11001	Introduction to Legal Awareness	3	40	15	20	75
S E C O N D	MAJOR	UPLSMAJ12002	Introduction to the Constitution of India	4	60	15	-	75
	MINOR	UPLSMIN10001	Fundamentals of the Constitution of India	4	60	15	-	75
	MDC	UPOBMDC12037	International Relations	3	60	15	-	75
	SEC	UPLSSEC12002	Legislative Procedures in India	3	40	15	20	75

S E M E S	PAPER TYPE	PAPER CODE	PAPER TITLE	C R E D	MARKS DISTRIBUTIO		TION	
E R S				T S	End Sem	IA	Prac- tical	Total
	MAJOR	UPLSMAJ23003	Western Political Thought	4	60	15	-	75
T H	MAJOR	UPLSMAJ23004	Introduction to International Relations	4	60	15	-	75
I R D	MAJOR	UPLSMAJ23005	Introduction to Public Administration	4	60	15	-	75
	MINOR	UPLSMIN20002	Western Political Thought	4	60	15	-	75
	SEC	UPLSSEC23003	Functioning of Local Bodies in India	3	40	15	20	75
	MAJOR	UPLSMAJ24006	Indian Political Thought	4	60	15	-	75
F O	MAJOR	UPLSMAJ24007	National Movement in India	4	60	15	-	75
U R T	MAJOR	UPLSMAJ24008	International & Regional Organizations	4	60	15	-	75
Н	MINOR	UPLSMIN20002	Indian Political Thought	4	60	15	-	75
	MDC	UPOCMDC24060 UPOCMDC24058	Public Administration or Political Economy & Development	3	60	15	-	75

S E M E S	PAPER TYPE	PAPER CODE	PAPER TITLE	C R E D I	MARKS DISTRIBUTION				
E R S				S	End Sem	IA	Pract- ical	Total	
	MAJOR	UPLSMAJ35009	Major Issues in Global Politics	4	60	15	-	75	
F	MAJOR	UPLSMAJ35010	Political Sociology	4	60	15	-	75	
I F T	MAJOR	UPLSMAJ35011	Comparative Government & Politics	4	60	15	-	75	
Н	MAJOR	UPLSMAJ35012	Indian Administration	4	60	15	-	75	
	MINOR	UPLSMIN30003	Indian Administration	4	60	15	-	75	
	MAJOR	UPLSMAJ36013	Concepts & Debates in Political Theory	4	60	15	-	75	
S I	MAJOR	UPLSMAJ36014	India's Foreign Policy	4	60	15	-	75	
X T	MAJOR	UPLSMAJ36015	Major Issues in Indian Politics	4	60	15	-	75	
Н	MAJOR	UPLSMAJ36016	Political Economy of India	4	60	15	-	75	
	MINOR	UPLSMIN30003	Major Issues in Indian Politics	4	60	15	-	75	

S E M E S T	PAPER TYPE	PAPER CODE	PAPER TITLE	C R E D	MARKS DISTRIBUTION			ΓΙΟΝ
E R S				T S	End Sem	IA	Practi -cal	Total
S	MAJOR	UPLSMAJ47017	Research Methodology	4	60	15	-	75
E V	MAJOR	UPLSMAJ47018	Advanced Political Theory	4	60	15	-	75
E N T	MAJOR	UPLSMAJ47019	India's National Security	4	60	15	-	75
Ĥ	MINOR	UPLSMIN40004	International & Regional Organizations	4	60	15	-	75
	MAJOR	UPLSMAJ48020	Political & Social Issues in North Bengal	4	60	15	-	75
E I	MAJOR	UPLSMAJ48021	Field work/Case Study/Tutorial/ Term Paper/ Industry Visit	4	-	-	-	-
G H T H	MAJOR	UPLSMAJ48022	Group Discussion/ Seminar Presentation/ Grand Viva	4	-	-	-	-
	MAJOR	UPLSMAJ48023	Technology & Politics	4	60	15		75
	MINOR	UPLSMIN40004	Political & Social Issues in North Bengal	4	60	15	-	75

ANNEXEURE I(ii)

University of North Bengal Course Structure of Political Science at FYUGP (Hons. with Research) (as per the New Curriculum & Credit Framework 2022)

VII & VIII SEMESTERS

S E M E	PAPER TYPE	PAPER PAPER CODE NAME		C R E	MARKS DISTRIBUTION			
S T E R S				D I T S	End Sem	IA	Practi- cal	Total
	MAJOR	UPLSMAJ47017	Research Methodology	4	60	15	-	75
S E V	MAJOR	UPLSMAJ47018	Advanced Political Theory	4	60	15	-	75
E N T	MAJOR	UPLSMAJ47019	India's National Security	4	60	15	-	75
Н	MINOR	UPLSMIN40004	International & Regional Organizations	4	60	15	-	75
E	MAJOR	UPLSMAJ48020	Political & Social Issues in North Bengal	4	60	15	-	75
G H T H	MINOR	UPLSMIN40004	Political & Social Issues in North Bengal	4	60	15	-	75
	IARD	UPLSRES48001	Research Project / Dissertation	12	-	-	-	-

Course Curriculum for Four Year Undergraduate Programme

in NEPALI

Under the New Curriculum and Credit Framework

From the Academic Session 2023 – 2024



UNIVERSITY OF NORTH BENGAL, RAJARAMMOHANPUR DIST. DARJEELING, WEST BENGAL

24.7.2023

ABSTRACT:

Major Course (MAJ)

- 1. UNEPMAJ11001 : नेपाली भाषाको अध्ययन
- 2. UNEPMAJ12002 : नेपाली साहित्येतिहासको अध्ययन

Minor Course (MIN)

- 1. UNEPMIN10001: नेपाली साहित्यका विकासको रूपरेखा
- 2. UNEPMIN10001 : नेपाली भाषाको परिचय

Ability Enhancement Course (AEC)

- 1. UNEPAEM10001 : नेपाली व्याकरण र रचना
- 2. UNEPAEM10001 : नेपाली व्याकरण र रचना

Skill Enhancement Course (SEC)

- 1. UNEPSEC11001 : सञ्चार विधि र कौशल
- 2.UNEPSEC12002 : चलचित्र र नेपाली चलचित्रको अध्ययन

Question Pattern:

For MAJ AND MIN (Theoretical): 60 marks

Sl. No.	Questions to Answered	Out of	Marks of each question	Total Marks
1	4	6	3	4 × 3 = 12
2	4	6	6	4 × 6 = 24
3	2	4	12	2 × 12=24

For SEC (Theoretical): 40 marks

Sl. No.	Questions to be Answered	Out of	Marks of each question	Total marks
1	5	8	1	5 × 1 =5
2	3	5	5	3 × 5 = 15
3	2	4	10	2 × 10 = 20

All examinations of multidisciplinary Courses (MDC), AEC (Compulsory English, MIL/Alt. English) and Value Added Courses will be conducted in OMR Sheets.

पहिलो वर्ष - पहिलो सत्र

नेपाली मेजर विषय लिने विद्यार्थीले पहिलो सत्रमा नेपाली विषयद्वारा प्रस्तावित एउटा मेजर पाठ्यचर्या र एउटा SE पाठ्यचर्या लिनु पर्नेछ। माइनर पाठ्यचर्या भने अन्य विषयमा मेजर पाठ्यचर्या लिने विद्यार्थीहरूले लिन सक्ने छन्। पहिलो सत्रमा गैर बिए (बिकम, बिएस्सी आदि)का विद्यार्थीहरूले AECM लिन सक्ने छन्। MD पाठ्यचर्याका लागि प्रस्ताव गरिएका Pool बाट कोर्स चयन गर्न सिकने छ। यसमा नेपाली विषयसित सम्बन्धित पाठ्यचर्या पनि उपलब्ध छ। यद्यपि यसका निम्ति सम्बन्धित महाविद्यालयको व्यवस्था बुझ्न आवश्यक रहने छ। विश्वविद्यालयद्वारा प्रस्तावित AECL र VAC अनिवार्य छ। यस सत्रको मोठ क्रेडिट 20 रहेको छ।

पाठ्यचर्याको नाम - MAJOR 1
 पाठ्यचर्या कोड - UNEPMAJ11001
 पाठ्यचर्या शीर्षक - नेपाली भाषाको अध्ययन

[पूर्णाङ्क : 75, लिखित : 60, क्रमिक मूल्याङ्कन : 10, उपस्थिति : 5, क्रेडिट : 04, मोठ व्याख्यान : 60]

पहिलो एकाइ: 1 क्रेडिट (व्याख्यान 15)

- क. नेपाली भाषाको उत्पत्ति
- ख. नेपाली भाषाका विकासको सर्वेक्षण
- ग. नेपाली भाषाका भाषिकाहरूको परिचय
- घ. नेपाली भाषाका प्रमुख विशेषता

दोस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

- क. नेपाली व्याकरण लेखनको इतिहास
- ख. नेपाली कोश निर्माण परम्परा
- ग. नेपाली भाषाको विस्तार
- घ. भारतमा नेपाली भाषाको संवैधानिक मान्यता

तेस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

क. नेपाली भाषाको वर्ण व्यवस्थाको परिचय

- ख. नेपाली भाषाको शब्द ढुकुटीको परिचय
- ग. नेपाली भाषाको शब्द निर्माण पद्धति
- घ. नेपाली वाक्य गठन विधि

चौथो एकाइ : 1 क्रेडिट (15 व्याख्यान बराबरको प्रायोगिक शिक्षण)

क्रमिक मूल्याङ्कन र उपस्थिति

- १. नेपाली भाषाको उत्पत्ति र विकास चूडामणि बन्धु
- २. सामाजिक र प्रायोगिक भाषा विज्ञान डा हेमाङ्ग राज अधिकारी
- ३. सामान्य र प्रायोगिक भाषाविज्ञान डा यादवप्रकाश लामिछाने
- ४. नेपाली भाषा र साहित्य बालकृष्ण पोखरेल

पाठ्यचर्याको नाम - माइनर 1
 पाठ्यचर्या कोड - UNEPMIN10001
 पाठ्यचर्या शीर्षक - नेपाली साहित्यका विकासको रूपरेखा

[पूर्णाङ्क : 75, लिखित : 60, क्रमिक मूल्याङ्कन : 10, उपस्थिति : 5, क्रेडिट : 04, मोठ व्याख्यान : 60]

पहिलो एकाइ: 1 क्रेडिट (व्याख्यान 15)

- क. नेपाली साहित्यका पृष्ठभूमिको परिचय
- ख. नेपाली साहित्यका विकासको सर्वेक्षण
- ग. प्राथमिककालीन नेपाली कविताका विविध धाराहरूको परिचय
- घ. माध्यमिककालीन नेपाली कविता

दोस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

- क. आधुनिक नेपाली कविताको विकास परम्परा
- ख. आधुनिक नेपाली उपन्यासको विकासक्रम
- ग. आधुनिक नेपाली कथाको विकासक्रम
- घ. नेपाली निबन्ध साहित्यको विकास परम्परा

तेस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

- क. आधुनिक नेपाली नाटकको विकासक्रम
- ख. नेपाली आलोचनात्मक गद्यको विकास
- ग. नेपाली साहित्यिक पत्रकारिताका विकासको सर्वेक्षण
- घ. नेपाली साहित्यका विकासमा प्रमुख साहित्यिक सङ्घ संस्थाको भूमिका

चौथो एकाइ: 1 क्रेडिट

क्रमिक मूल्याङ्कन र उपस्थिति

- १. नेपाली साहित्यको परिचयात्मक इतिहास घनश्याम नेपाल
- २. नेपाली साहित्यको इतिहास चूडामणि बन्धु

- ३. वीरकालीन कविता दयाराम श्रेष्ठ सम्भव
- ४. आधुनिक नेपाली उपन्यास डा मोहन पी दाहाल
- ५. इयालबाट (भूमिका मात्र) ईश्वर बराल
- ξ. A History of Nepali Literature Dr. Kumar Pradhan.

पाठ्यचर्याको नाम - योग्यता विकास (AECM1)
 पाठ्यचर्या कोड - UNEPAEM10001
 पाठ्यचर्या शीर्षक - नेपाली व्याकरण र रचना

[पूर्णाङ्क : 50, लिखित : 30, क्रमिक मूल्याङ्कन : 15, उपस्थिति : 5, क्रेडिट : 02, मोठ व्याख्यान : 30]

पहिलो एकाइ: 1 क्रेडिट (व्याख्यान 15)

- क. नेपाली शब्दवर्ग : नाम, सर्वनाम, विशेषण, क्रियापद, अव्यय
- ख. व्याकरणिक कोटि : लिङ्ग, वचन, कारक, पुरुष, काल, पक्ष, वाच्य, भाव, आदर
- ग. नेपाली वाक्यको परिचय र प्रकार
- घ. नेपाली भाषाको वर्तनी प्रयोग ह्रस्व, दीर्घ, `र´कारका विविध प्रयोग, हलन्त, अजन्त, श, ष, स, चन्द्रविन्दु, अनुस्वारको प्रयोग
- ङ. नेपाली वाक्यको पद सङ्गति- (लिङ्ग सङ्गति, वचन सङ्गति, आदर सङ्गति)
- च. लोकोक्ति : उखान, टुक्का, वाग्धारा, गाउँखाने कथा
- छ. 'टीका' र 'माछाको मोल'(कथा) शिवकुमार राई

दोस्रो एकाइ: 1 क्रेडिट

क्रमिक मूल्याङ्कन र उपस्थिति

- १. वृहत् नेपाली व्याकरण रोहिनीप्रसाद भट्टराई
- २. राम्रो रचना मिठो नेपाली कृष्णप्रसाद पराजुली
- ३. समसामयिक नेपाली व्याकरण डा हेमाङ्गराज अधिकारी
- ४. उच्च माध्यमिक नेपाली व्याकरण र रचना घनश्याम नेपाल र कविता लामा
- ५. माध्यमिक नेपाली व्याकरण र रचना घनश्याम नेपाल र पुष्कर पराजुली
- ६. माध्यमिक नेपाली व्याकरण र रचना शिवराज शर्मा

पाठ्यचर्याको नाम - कौशल विकास (SEC1)
 पाठ्यचर्या कोड - UNEPSEC11001
 पाठ्यचर्या शीर्षक – सञ्चार विधि र कौशल

[पूर्णाङ्क : 75, लिखित : 40, प्रायोगिक परीक्षा : 20, क्रमिक मूल्याङ्कन : 10, उपस्थिति : 5, क्रेडिट : 03, मोठ व्याख्यान : 45]

पहिलो एकाइ: 1 क्रेडिट (व्याख्यान 15)

- क. सञ्चारका अर्थ, स्वरूप र विशेषता
- ख. सञ्चारका क्षेत्र र सीमा
- ग. सञ्चारका उद्देश्य, प्रयोजन र महत्त्व
- घ. सञ्चारका मुख्य तत्त्व र प्रक्रिया
- ङ. सञ्चार विधिका प्रकार:
 - अ. लोक विधि : नेपाली समाजमा प्रचलित लोक सञ्चार विधि
 - आ. आधुनिक विधि : डाक सेवा, टेलिग्राफ, पत्रिका, सिनेमा, रेडियो, मोबाइल सन्देश, टेलिभिजन, इन्टरनेट, सामाजिक सञ्जाल, विज्ञापन

दोस्रो एकाइ : (व्याख्यान 15)

- क. सञ्चार क्षेत्रमा नेपाली भाषाको प्रयोग र सम्प्रेषण कौशल
- ख. सम्प्रेषण कौशलका प्रकार:
 - अ. वाक्कौशल : प्रभावकारी कथनका विशेषता, विधि र अभ्यास
 - आ. लेखनकौशल : प्रभावकारी लेखनका विशेषता, विधि र अभ्यास
 - इ. वाचनकौशल: प्रभावकारी वाचनका विशेषता, विधि र अभ्यास
 - ई. श्रवणकौशल : प्रभावकारी श्रवणका विशेषता, विधि र अभ्यास
 - उ. पाठ सम्पादन र संशोधन कौशल : प्रभावकारी सम्पादन र संशोधनका विशेषता, विधि र अभ्यास
- ग. सम्प्रेषणका चुनौतीहरू
- घ. सञ्चार क्षेत्रमा रचनात्मक कौशल विकासका अवसर
- ङ. सञ्चार क्षेत्रमा रोजगार र व्यावसायिक अवसर

तेस्रो एकाइ: 1 क्रेडिट

प्रायोगिक परीक्षा, क्रमिक मूल्याङ्कन र उपस्थिति

- १. प्रयोगात्मक नेपाली पत्रकारिता श्री राम खनाल
- २. आम सञ्चारका सिद्धान्तहरू विजय चालिसे
- ३. जन सम्पर्क प्रचार प्रसार र विज्ञापन सुधीस पचौरी
- ४. Mass Communication Theory : An introduction- Denis MCQuail.

पहिलो वर्ष – दोस्रो सत्र

नेपाली मेजर विषय लिने विद्यार्थीले पहिलो सत्रमा नेपाली विषयद्वारा प्रस्तावित एउटा मेजर पाठ्यचर्या र एउटा SE पाठ्यचर्या लिनु पर्नेछ। माइनर पाठ्यचर्या भने अन्य विषयमा मेजर पाठ्यचर्या लिने विद्यार्थीहरूले लिन सक्ने छन्। पहिलो सत्रमा गैर बिए (बिकम, बिएस्सी आदि)का विद्यार्थीले AECM लिन सक्ने छन्। MD पाठ्यचर्याका लागि प्रस्ताव गरिएका Pool बाट कोर्स चयन गर्न सिकने छ। यसमा नेपाली विषयसित सम्बन्धित पाठ्यचर्या पनि उपलब्ध छ। यद्यपि यसका निम्ति सम्बन्धित कलेजको व्यवस्था बुझ्न आवश्यक रहने छ। विश्वविद्यालयद्वारा प्रस्तावित AECL र VAC अनिवार्य छ। यस सत्रको मोठ क्रेडिट 20 रहेको छ।

पाठ्यचर्याको नाम - मेजर 2
 पाठ्यचर्या कोड - UNEPMAJ12002
 पाठ्यचर्या शीर्षक - नेपाली साहित्येतिहासको अध्ययन

[पूर्णाङ्क : 75, लिखित : 60, क्रमिक मूल्याङ्कन : 10, उपस्थिति : 5, क्रेडिट : 04, मोठ व्याख्यान : 60]

पहिलो एकाइ: 1 क्रेडिट (व्याख्यान: 15)

- क. नेपाली साहित्यका पृष्ठभूमिको अध्ययन
- ख. नेपाली कविताका विकासक्रमको अध्ययन
- ग. नेपाली कथाका विकासक्रमको अध्ययन
- घ. नेपाली उपन्यासका विकासको ऐतिहासिक अध्ययन

दोस्रो एकाइ: 1 क्रेडिट (व्याख्यान: 15)

- क. नेपाली नाटकका विकासक्रमको अध्ययन
- ख. नेपाली संस्मरण र जीवनी साहित्यको विकास
- ग. नेपाली समालोचनाका विकासक्रमको अध्ययन
- घ. नेपाली प्रबन्धकाव्यका विकासको अध्ययन

तेस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

क. नेपाली निबन्धको विकासको इतिहास

- ख. नेपाली अनुवाद साहित्यको विकास परम्परा
- ग. नेपाली साहित्यको विकासमा साहित्यिक सङ्घ संस्थाको भूमिका
- घ. नेपाली साहित्यिक पत्रकारिताको विकासक्रम

चौथो एकाइ: 1 क्रेडिट

क्रमिक मूल्याङ्कन र उपस्थिति

- १. नेपाली साहित्यको परिचयात्मक इतिहास घनश्याम नेपाल
- २. नेपाली साहित्यको इतिहास चूडामणि बन्धु
- ३. वीरकालीन कविता दयाराम श्रेष्ठ सम्भव
- ४. आधुनिक नेपाली उपन्यास डा मोहन पी दाहाल
- ५. इयालबाट ईश्वर बराल (भूमिका मात्र)
- **ξ.** A History of Nepali Literature Dr. Kumar Pradhan.

पाठ्यचर्याको नाम - माइनर 2
 पाठ्यचर्या कोड - UNEPMIN10001
 पाठ्यचर्या शीर्षक - नेपाली भाषाको परिचय

[पूर्णाङ्क : 75, लिखित : 60, क्रमिक मूल्याङ्कन : 10, उपस्थिति : 5, क्रेडिट : 04, मोठ व्याख्यान : 60]

पहिलो एकाइ: 1 क्रेडिट (व्याख्यान 15)

- क. नेपाली भाषाको उत्पत्ति र विकासक्रमको परिचय
- ख. नेपाली भाषाका प्रमुख विशेषताहरूको परिचय
- ग. नेपाली भाषाको अध्ययन परम्परा
- घ. नेपाली व्याकरणको इतिहास

दोस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

- क. नेपाली वर्ण र लिपिको परिचय
- ख. स्रोतका आधारमा नेपाली शब्दहरूको वर्गीकरण
- ग. बनोटका आधारमा नेपाली शब्दहरूको वर्गीकरण
- घ. नेपाली भाषाको वाक्य गठन विधि

तेस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

- क. नेपाली शब्दकोश निर्माण परम्परा
- ख. नेपाली लेखनका नियमहरू
- ग. अर्थका आधारमा नेपाली वाक्यका प्रकार
- घ. बनोटका आधारमा नेपाली वाक्यका प्रकार
- ङ नेपाली कोटिकार

चौथो एकाइ: 1 क्रेडिट

क्रमिक मूल्याङ्कन र उपस्थिति

सन्दर्भ सामग्री:

१. माध्यमिक नेपाली व्याकरण र रचना - घनश्याम नेपाल र पुष्कर पराजुली

- २. उच्च माध्यमिक नेपाली व्याकरण र रचना घनश्याम नेपाल र कविता लामा
- ३. सामान्य र प्रायोगिक भाषाविज्ञान डा यादवप्रकाश लामिछाने
- ४. १९ औँ दिनमा शुद्ध नेपाली पूर्णप्रसाद शर्मा मिश्र
- ५. नेपाली लेखन शैली (सम्पादक) कुमार प्रधान अनि भ मल्लिकार्जुन

पाठ्यचर्याको नाम – योग्यता विकास (AECM2)
 पाठ्यचर्या कोड – UNEPAEM 10001
 पाठ्यचर्या शीर्षक – नेपाली व्याकरण र रचना

[पूर्णाङ्क : 50, लिखित : 30, क्रमिक मूल्याङ्कन : 15, उपस्थिति : 5, क्रेडिट : 02, मोठ व्याख्यान : 30]

पहिलो एकाइ: 1क्रेडिट (व्याख्यान 15)

- क. नेपाली शब्दवर्ग : नाम, सर्वनाम, विशेषण, क्रियापद, अव्यय
- ख. व्याकरणिक कोटि : लिङ्ग, वचन, कारक, काल, पक्ष, पुरुष, वाच्य, भाव, आदर
- ग. नेपाली वाक्यको परिचय र प्रकार
- घ. नेपाली भाषाको वर्तनी प्रयोग हस्व, दीर्घ, 'र'का विविध प्रयोग, श, ष, स, अजन्त, हलन्त, अनुस्वार अनि चन्द्रविन्दुको प्रयोग
- ङ. नेपाली वाक्यको पद सङ्गति (लिङ्ग सङ्गति, वचन सङ्गति, आदर सङ्गति)
- च. लोकोक्ति: उखान, टुक्का, वाग्धारा, गाउँ खाने कथा
- छ. 'टीका' र 'माछाको मोल' शिवकुमार राई

दोस्रो एकाइ: 1 क्रेडिट

क्रमिक मूल्याङ्कन र उपस्थिति

- १. वृहत् नेपाली व्याकरण रोहिणीप्रसाद भट्टराई
- २. राम्रो रचना मिठो नेपाली कृष्णप्रसाद पराजुली
- ३. समसामयिक नेपाली व्याकरण डा हेमाङ्गराज अधिकारी
- ४. उच्च माध्यमिक नेपाली व्याकरण र रचना घनश्याम नेपाल र कविता लामा
- ५. माध्यमिक नेपाली व्याकरण र रचना घनश्याम नेपाल र पुष्कर पराजुली
- ६. माध्यमिक नेपाली व्याकरण र रचना शिवराज शर्मा

पाठ्यचर्याको नाम - कौशल विकास (SEC2)
 पाठ्यचर्या कोड - UNEPSEC12002
 पाठ्यचर्या शीर्षक – चलचित्र र नेपाली चलचित्रको अध्ययन

[पूर्णाङ्क : 75, लिखित : 40, प्रायोगिक परीक्षा : 20, क्रमिक मूल्याङ्कन : 10, उपस्थिति : 5, क्रेडिट : 3,

मोठ व्याख्यान : 45

पहिलो एकाइ: क्रेडिट 1 (15 व्याख्यान)

- क. चलचित्रको अर्थ र स्वरूप
- ख. चलचित्रको उपयोगिता र महत्त्व
- ग. आधुनिक तकनिकी र चलचित्र
- घ. चलचित्रमा भाषा प्रयोग : पटकथा लेखन, संवाद लेखन, गीत लेखन (विधि र अभ्यास)
- ङ. चलचित्र निर्माणका विविध अङ्ग : सम्पादन , निर्देशन, अभिनय, सङ्गीत, छायाङ्कन, ध्विन योजना, दृश्य योजना

दोस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

- क. नेपाली चलचित्रको इतिहास परिचय
- ख. नेपाली साहित्य र नेपाली चलचित्र
- ग. नेपाली सङ्गीत र चलचित्र
- घ. नेपाली चलचित्रका उपलब्धि र चुनौती
- ङ. चलचित्र क्षेत्रमा रचनात्मक कौशल विकासको अवसर
- च. चलचित्र क्षेत्रमा रोजगार र व्यावसायिक अवसर

तेस्रो एकाइ: 1 क्रेडिट

प्रायोगिक परीक्षा, क्रमिक मूल्याङ्कन र उपस्थिति

- १. चलचित्र सिद्धान्त र नेपाली चलचित्र राजेन्द्र सुवेदी
- २. चलचित्र कला र प्रविधि प्रकाश सायमी
- ३. चलचित्र कला लक्ष्मीनाथ शर्मा
- 8. Cinematography: Theory and Practice- Blain Brown

FOUR YEAR UNDERGRADUATE PROGRAMME(FYUGP) 2023-24 UNIVERSITY OF NORTH BENGAL

SOCIOLOGY

Major COURSE- 01 { Semester - I }
Introduction to Sociology-I
Paper code- USOCMAJ11001

Full Marks: 75 Credits: 4

Course Objective:

This introductory paper intends to acquaint the students with basic conceptual understanding of the subject. The course aims to introduce the students to a sociological way of thinking and understanding societies. The course imparts knowledge on the emergence of discipline, basic concepts used in discipline like social institutions, social groups, culture and society. It also focuses on the interconnection of sociology with other social science disciplines.

Course Content:

Unit-1: Discipline and Perspective:

- 1.1 Meaning, Definition, Subject matter
- 1.2 Emergence of Sociology
- 1.3 Nature and Scope of Sociology.
- 1.4 Importance of Sociology

Unit-2: Sociology and Other Social Sciences

- 2.1 Sociology and Social Anthropology
- 2.2 Sociology & Political Science
- 2.3 Sociology & History

Unit-3: Basic Concepts: Concept, Definitions, Characteristics, Types, Significance

- 3.1 Society and Community
- 3.2 Association and Institutions
- 3.3 Social Groups
- 3.4 Culture: Components, , Significance of culture in society

Unit-4: Social Control

- 4.1 Meaning and types
- 4.2 Formal and informal social control

References:

- 1. Giddens, A., 2002, Sociology, (4th Edition), Polity, UK, Chapter 1. Pp 6-13
- 2. Bottomore, T.B. 1972, Sociology: A Guide to Problems and Literature, Bombay:George Allen& Unwin
- 3. Davis Kingsley 1982, Human Society, New Delhi: Surfeit Publications.
- 4. Smelser, Neil. 1993. Sociology. Prentice Hall India Ltd. New Delhi.
- 5. Harlambos & Holborn 2000, Sociology, London: Harper-Collins.
- 6. Harlambos, M. 1998, Sociology: Themes and Perspective, New Delhi: OUP.
- 7. Giddens Anthony 2001, Sociology 4th Edn), Cambridge, UK: Blackwell Publishers.
- 8. Gisbert, P. 2010, Fundamental of Sociology, New Delhi: Orient Blackswan.
- 9. Ogburn and Nimkoff 1964, A Handbook of Sociology, N.Delhi:
- 10. Jayaram, N. 1988, Introductory Sociology, MacMillan India, Madras
- 11. Inkeles, Alex 1987, What is Sociology? New Delhi: Prentice-Hall of India.
- 12. Bhattacharya, D. C 1996, ociology, Bijoya Publishing House, Kolkata
- 13. Rawat, K.H., 2009, Sociology, Rawat Publications, new Delhi.
- 14. Rao Shankar, C N, 2012, Sociology, S Chand & Company Pvt. Ltd. New Delhi
- 15. ALEX Inlxels What is Sociology, Printice- Hall of India, New Delhi.
- 16. H.M. Jhonshan- An Introduction to Sociology, Allied Publishers, Delhi

2

Major CORE COURSE- 02 { SEMESTER -II } INDIAN SOCIETY-I Paper code: USOCMAJ12002

Credits: 4
Full Marks: 75

Course Objectives:

This paper aims to familiarize the students with the essential socio-cultural components that constitutes the Indian society. It offers an elaborative understanding of caste as social structure along with the significance of the institutions of family and marriage in Indian society. The course also aims to impart knowledge regarding the cultural diversities that contributes to the uniqueness of Indian society.

Unit 1: Varna and Caste system in India:

- 1.2 Bases of Hindu Social Organization, Varna, Ashram
- 1.3 Origin, Meaning Definition
- 1.4 Features and Functions.,
- 1.5 Changes in Caste system,

Unit- 2.: Family in India

- 2.1 Meaning and definition
- 2.2 Features and functions
- 2.3 Types of Indian Family

Unit - 3: Institution of Marriage in India

- 3.1 Concept, Definition, Forms
- 3.2 Rules of Hindu Marriage
- 3.3 Rules of Muslim Marriage

Unit - 4: Understanding of Indian Society:

- 4.1 Religious, Linguistic, Ethnic and regional diversity
- 4.2 Unity in diversity

Readings:

1. Srinivas, M.N., 1969, "The Caste System in India", in A. Béteille (ed. *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265-272

- 2. Uberoi, P., 1997. Family, Kinship and Marriage in India. New Delhi: Oxford India Publications
- 3. Shah, A.M. 1998. The Family in India. New Delhi: Orient Longman
- 4. Hutton, J.H. 1969). Caste in India. London: OUP.
- 5. Dumont, L, 2006, Homo Hierarchicus, Oxford University Press
- 6. Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
- 7. Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
- 8. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171
- 9. Kaviraj, S., 2010, The Imaginary Institution of India, Ranikhet: Permanent Black, Pp.85-126
- 10. Guha, R., 1982, Subaltern Studies, Volume I. Delhi: Oxford University Press, Pp.1-8
- 11. Mencher, J., 1991, "The Caste System Upside Down", in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109
- 12. Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D.Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275
- 13. Breman, J., 1999, "The Study of Industrial Labour in Post Colonial India: The Formal Sector", *Contributions to Indian Sociology*, 33(1&2), Pp.1-41
- Haimendorf, C. V. F., 1967, "The Position of Tribal Population in India", in
 P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9
- 15. Srinvas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi:Oxford University Press, Pp.20-59
- 16. Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73
- 17. Srinivas, M.N. and A. M. Shah, 1968, "Hinduism", in D. L. Sills (ed.) *TheInternational Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366
- 18. Momin, A.R., 1977, "The Indo Islamic Tradition", Sociological Bulletin, 26, Pp.242-258
- 19. Uberoi, J.P.S., 1997, "The Five Symbols of Sikhism", in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332
- 20. Uberoi, P., 1997. Family, Kinship and Marriage in India. New Delhi: Oxford India Publications
- 21. Shah, A.M. 1998. The Family in India. New Delhi: Orient Longman

Minor Programme-01 [Semester -I] Introduction to Sociology Paper code- USOCMIN10001

Credits: 4
Full Marks: 75

Course Objectives:

This course is a broad introduction to the discipline of sociology. It familiarizes the students with the origin and history, fundamental concepts and concerns of the disciplines. This course aims to clarify and broaden the students' learning about the subject and provide an overall understanding of the subject-matter of this discipline.

UNIT-1: Sociology as Discipline

- 1.1 Emergence of sociology,
- 1.2 Definition and subject matter,
- 1.3 Nature and Scope.

UNIT-2: Relationship of Sociology with other Social Sciences:

- 2.1 Anthropology
- 2.2 Political Science
- 2.3 History

UNIT-3: Sociological Concepts: Concepts, meaning, definition, Characteristics, Types

- 3.1 Society: Concepts, definitions, Types: Agrarian, Industrial, Tribal, Urban society.
- 3.2 Community, Meaning, Definition, Characteristics
- 3.3 Institution-Definition, Significance
- 3.4 Social group, Definition, characteristics, types, Importance.

Unit 4: Social Control and Social Change:

- 4.1 Social Control: Meaning, definition,
- 4.2 formal & informal social control

Readings:

- **1.** Giddens, A., 2006 (5th ed.), *Sociology*, London: Oxford University Press, Chapter 1, pp. 2-29.
- 2. Giddens, A., 2002, Sociology, (4th Edition), Polity, UK, Chapter 1. Pp 6-13

- **3.** Bottomore, T.B. 1972, Sociology: A Guide to Problems and Literature, Bombay:George Allen& Unwin
- **4.** Davis Kingsley 1982, Human Society, New Delhi: Surfeit Publications.
- 5. Smelser, Neil. 1993. Sociology. Prentice Hall India Ltd. New Delhi.
- **6.** Harlambos & Holborn 2000, Sociology, London: Harper-Collins.
- 7. Harlambos, M. 1998, Sociology: Themes and Perspective, New Delhi: OUP.
- 8. Giddens Anthony 2001, Sociology 4th Edn), Cambridge, UK: Blackwell Publishers.
- 9. Gisbert, P. 2010, Fundamental of Sociology, New Delhi: Orient Blackswan.
- 10. Ogburn and Nimkoff 1964, A Handbook of Sociology, N.Delhi:
- 11. Jayaram, N. 1988, Introductory Sociology, MacMillan India, Madras
- 12. Inkeles, Alex 1987, What is Sociology? New Delhi: Prentice-Hall of India.
- 13. Bhattacharya, D. C 1996, ociology, Bijoya Publishing House, Kolkata
- 14. Rawat, K.H., 2009, Sociology, Rawat Publications, new Delhi.
- 15. Rao Shankar, C N, 2012, Sociology, S Chand & Company Pvt. Ltd. New Delhi
- **16.** ALEX Inlxels What is Sociology, Printice- Hall of India, New Delhi.
- 17. H.M. Jhonshan- An Introduction to Sociology, Allied Publishers, Delhi
- **18.** Horton, P.B. and C.L. Hunt, 1985, *Sociology*, New York: McGraw Hill, Chapter 7 & 20, pp. 154-181, 509-540.

Minor-02: Sociology of India [Semester -II] Paper code- USOCMIN10001

Credits: 4
Full Marks: 75

Course Objectives:

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

Unit-1: India - A plural Society

- 1.1 Unity in Diversity
- 1.2 Religion
- 1.3 Ethnic
- 1.4 Linguistic
- 1.5 Regional

UNIT-2: Social Institutions and Practices

- 2.1 Caste concept, definition, Characteristics, Jajmani system, Nature of change.
- 2.2 Tribe Notion, definition, Characteristics, Location, Features and types of Tribal economy. PVTG
- 2.3 Village Characteristics, economy, Nature of change

UNIT-3: Institution of Family and Marriage

- 3.1 Meaning, Definition, Characteristics
- 3.2 Forms.
- 3.3 Recent Structural and Functional Change

Unit- 4: Institution of Marriage

- 4.1. Meaning Definition, Characteristics
- 4.2. Forms of marriage
- 4.3 Recent Changes

Readings:

- 1. Mason, Philip 1967. "Unity and Diversity: An Introductory Review" in Philip Mason (ed.) India and Ceylon: Unity and Diversity. London:Oxford University Press
- **2.** Stern, Robert W. 2003. *Changing India*. Cambridge: OUP,Introduction.Change, societies of India and Indian Society. pp. 1 31.
- **3.** Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille(ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, pp.265-272.

- **4.** Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.
- **5.** Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of 'Developing Societies': South Asia.* London: Macmillan. In John Harriss"*The Formation of Indian society: Ideology and Power*". pp. 126–133.
- **6.** Haimendorf, C.V.F., 1967, "The Position of Tribal Population in India", in Philip Mason (ed.), *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9.
- **7.** Thorner, Daniel, 1992. "Agrarian Structure" in Dipankar Gupta (ed.), *Social Stratification in India*, New Delhi: Oxford University Press, pp. 261-270.
- **8.** Deshpande, Satish, 2003, *Contemporary India : A Sociological View*. New Delhi; Viking, pp. 125-150.
- **9.** Srinivas, M.N., 1987, *The Dominant Caste and Other Essays*, Delhi:Oxford University Press, pp.20-59
- **10.** Shah, A. M., 1998, *The Family in India: Critical Essays*. New Delhi: Orient Longman, pp.52-63.
- **11.** Karve, Iravati. 1994, "The Kinship map of India", in Patricia Uberoi(ed.) *Family, kinship and marriage in India*. Delhi: Oxford University Press, pp.50-73.
- **12.** Shah, Ghanshyam. 2001, *Dalit identity and politics*. Delhi: Sage Publications, Chapter 1 and 7.
- **13.** Kumar, Radha. 1999, "From Chipko to sati: The Contemporary women"s movement", in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.
- **14.** Madan, T.N., 1997, *Modern Myths and Locked Minds*. Delhi: Oxford University Press, Chapter 8.
- 15. Dumont, L. 1997, Religion, Politics and History in India. Paris: Mouton, Chapter 5.

SEC 1- 1st Semester Sociology of Environment Paper code- USOCSEC11001

Credit-3

Full Marks-75

Theory- 40

Practical- 20

Guidelines for practical exams- As a part of SEC practical exam, students are required to write an assignment/report within 500 words. The students can take up any <u>One</u> of the following for practical exam:

- i) A fieldwork based report within 500 words on a topic approved by the department. Students can collect data from the places or areas of their choice.
- ii) An assignment drawing data from secondary sources or critical analysis on the topic approved by the department.

Course objective:

From the social causes over environmental issues to the environmental movement, this paper allows us to learn in an introductory way about how the discipline approaches some of the most important problems and issue of our time. It is based on the premise that environmental problems and issues are social in their causes and in their consequences.

Unit 1: Environmental Sociology

1.1 Emergence, nature and scope.

Unit 2: Social Concerns over Environmental Issues

- 2.1 Population Explosion
- 2.2 Deforestation
- 2.3 Pollution
- 2.4 Global warming
- 2.5 Dams and displacements.

Unit 3: Environmental Movements and Approaches

- 3.1 Eco feminism
- 3.2 Political ecology
- 3.3 Forest based movement -Chipko movement
- 3.4 Water based movement Narmada movement

Unit 4: Policy Prescription

4.1 Environmental policies and programs.

4.2 The Rio Declaration: Social and Economic aspects

4.3 Protecting Deforestation

Readings:

A David & R. Guha (eds) 1995 Nature, Culture, Imperialism: Essays on the Environmental History of South Asia. New Delhi: OUP.

A William & C. E. Little 2006 Encyclopedia of Environmental Studies. New Delhi: Viva Agarwal, Arun 2005 Environmentality: Technologies of Government and the Making of Subjects. New Delhi: OUP.

Anderson, Walt (ed.) 1975 Politics and Environment: A Reader in Ecological Crisis. California: Goodyear Publishing Company.

Asthana, Vandana 1992. The Politics of Environment: A Profile. New Delhi: Ashish Publishing House.

Banerjee, Arunendu 2005.Rabindranath Tagore and Patrick Geddes: The Ecological Cultural Visionaries. Kolkata: Asiatic Society.

Bhargava, Gopal 2001 Ecological Politics: Different Dimensions. New Delhi; Kalpaz Publications.

Chhokar, Kiran B. et. al. 2004 Understanding environment. New Delhi: Sage

Foster, J. Bellamy 2001 Marx's Ecology: Materialism and Nature, Kharagpur. Cornerstone Publications.

Gadgil, Madhav & R. Guha 1997 This Fissured Land: An Ecological History of India. New Delhi: OUP.

Gettel, R. G. et.al.(eds.) 2004 Ecologism: An Essential Reading. New Delhi: Cosmo.

Guha, R & J. Martiner-Alier 1997 Varieties of Environmentalism: Essays North and South. New Delhi: OUP.

Guha, Ramchandra (ed.) 1994 Social Ecology. New Delhi: OUP.

Guha, Sumit 1999 .Environment and Ethnicity in India: 1200-1991. Cambridge: Cambridge University Press.

Harvey, B & J. D. Hallett (eds.) 1977 Environment and Society: An Introductory Analysis. London: Macmillan.

Kalland, A & G. Persoon (eds.) 1998. Environmental Movements in Asia. Richmond Surrey:

Karlsson, B. G. 1997 .Contested Belonging: An Indigenous People's Struggle for forest and Identity in Sub-Himalayan Bengal. Lund: Department of Sociology, Lund University.

Keil, Roger et.al. 1998 .Political Ecology: Global and Local London: Routledge

Krishna, Sumi 1996 Environmental Politics: People's Lives and Development--Choices. New Delhi; Sage. --

Kumar, Abhay 2005 Environmental Protection - in India: Socio-Economic Aspects. New Delhi: Newb- Century Publications.

Lindahl-Kiessling, K (eds.) et.al. 1997 Population, Economic Development, and the Environment. Oxford: OUP.

Mohan, Madan 2000. Ecology and Development. Jaipur: Rawat.

Mukherjee, A (eds.) et.al. 1993. Environment and development: Views from the east and the West. New Delhi: Concept Publishing Company.

Mukherjee, Radhakamal 1968. Man, and His Habitation: A Study in Social Ecology. Bombay: Popular Prakashan.

Oommen, T.K. 2015. 'Radhakamal Mukherjee on Social Ecology',

SEC 2- 2nd Semester Gender Sensitization Paper code- USOCSEC12002

Credit- 3 Full Marks- 75 Theory- 40 Practical- 20

Guidelines for practical exams- As a part of SEC practical exam, students are required to write an assignment/report within 500 words. The students can take up any <u>One</u> of the following for practical exam:

- i) A fieldwork based report within 500 words on a topic approved by the department. Students can collect data from the places or areas of their choice.
- ii) An assignment drawing data from secondary sources or critical analysis on the topic approved by the department.

Course objectives:

The course aims to help students to develop a comprehensive understanding of gender as a social construct. The objective is to raise awareness about gender biases and stereotypes in society. To address the issue of gender-based violence and create awareness about its various forms, explore the root causes and strategies for prevention and support are other objectives of this paper. The course also aims to critically analyze the patriarchal power structure, to foster empathy and respect towards individuals of all genders and encourage students to become advocates for gender equality and social change.

Unit 1: Discipline and Perspective

- 1.1 Gender, Sex and sexuality
- 1.2 Masculinity and Femininity
- 1.3 Gender stereotypes

Unit 2. Gender Construction

- 2.1 Beyond the gender binary
- 2.2 Ideas and Discrimination on LGBTQ

Unit 3: Gender Practices and Policies

- 3.1 Gender Inequality
- 3.2 Female Infanticide and Child Marriage
- 3.3 Pocso Act: Overview and Awareness
- 3.4 Gender and Workplace Harassment
- 3.5 Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 ("POSH Act")

Readings:

- 1. Ashay Abbhi | Kirthi Jayakumar | Manasa Ram Raj | Ramya Padmanabhan. 2013. Child Marriages in India An insight into Law and Policy December 2013 Final Report of the Red Elephant Foundation; December 2013.
- 2. Chesta Akhtar. 2013. Eve teasing as a form of violence against women: A case study of District Srinagar, Kashmir; International Journal of Sociology and Anthropology; Vol. 5(5), pp. 168-178, August, 2013
- 3. Cristina Bicchieri Ting Jiang Jan Willem Lindemans . 2015. A Social Norms Perspective on Child Marriage: The General Framework; University of Pennsylvania, To be Published by UNICEF.
- 4. Kandiyoti, Deniz. 1991. "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.). 1991. The Social Construction of Gender. Newbury Park, Calif: Sage Publications (pp 104-118).
- 5. MacKinnon, Catharine A. Only Words. Cambridge, Mass.: Harvard University Press, 1993. Chapter II Racial and Sexual Harassment. Pp. 43-68.
- 6. Menon, Nivedita (ed.).1999. Gender and Politics in India. New Delhi: Oxford University Press.
- 7. Omvedt, Gail, Violence Against Women: New Movements and New Theories in India.
- 8. Newton, Esther. 2000. "Of Yams, Grinders and Gays: The Anthropology of Homosexuality" in Margaret Mead Made Me Gay: Personal Essays, Public Ideas. Durham: Duke University Press (pp 229-237)
- 9. Palriwala, Rajni, 1999. "Negotiating Patriliny: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.). 1996. Shifting Circles of

- Support: Contextualizing Kinship and Gender in South Asia and Sub-Saharan Africa. New Delhi: Sage Publications (pp 190-220).
- 10. Phipps, Alison 2009. Rape and respectability: ideas about sexual violence and social class. Sociology, 43 (4). pp. 667-683.
- 11. Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." Economic and Political Weekly, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp39-48)
- 12. Sharon L. Talboys, Manmeet Kaur, James Van Derslice, Lisa H. Gren, Haimanti Bhattacharya, and Stephen C. Alder. 2017. What Is Eve Teasing? A Mixed Methods Study of Sexual Harassment of Young Women in the Rural Indian Context; SAGE Open January-March 2017: 1–10
- 13. Stanley, L. 2002. 'Should Sex Really be Gender or Gender Really be Sex', in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader, London: Routledge (pp31-41).
- 14. Uberoi, Patricia "Feminine Identity and National Ethos in Indian Calendar Art" In Economic and Political Weekly Vol. 25, No. 17 (Apr. 28,1990), (pp WS 41-48).

MDC-02 (2nd Semester) Sociology of Development Paper code- UPOBMDC12038

Credit: 3

Full Marks: 75

Marks in Theory- 60

Course Objectives: The course aims to focus on the understanding of development as a apart of socio-cultural dynamism. It deals with the changing relationship that is emerging as a consequence of economic development and its repercussion on different aspects of society namely social, cultural and political.

Unit 1: Sociology of Development: Origin, Nature and Scope

Unit 2: Introduction to Development

- 2.1 Concept and Definition
- 2.2 Characteristics
- 2.3 Economic- Human- Social- Sustainable- Ecological notions of Development.

Unit 3: Social development

- 3.1 Meaning and definitions, Features
- 3.2 Factors facilitating Social Development
- 3.3 Factors Affecting Social Development
- 3.4 Human Development: Concept and Definition, Key Indicators
- 3.5 Barriers to human development

Unit 4: Development Issues in India

- 4.1 Planning and Development
- 4.2 Indian vision of Development: Vivekananda, Gandhi and Tagore

Unit 5: Development induced social problems.

- 5.1 Displacement
- 5.2 Regional disparity
- 5.3 Social Exclusion

Readings:

Desai A. R, (ed), 1971. Essays on Modernisation of Underdeveloped Societies. Bombay: Tacker & Co.

Desai A.R. 1985. India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan. (Chapter-2)

Derze, Jean and Amartya Sen. 1998. India: Economic Development and Social Opportunity. New Delhi, OUP.

Harrison, David. 1988. The Sociology of Modernization and Development. London: Routledge Kothari, Rajni. 1990. Rethinking Development- In Search of Human Alternatives. New Delhi, Ajanta Publications.

Marglin, F A et.al.(eds.) 1990. Dominating Knowledge: Development, Culture, and Resistance.
Oxford: Clarendon Press

Murickan, Jose et. al. 2003. Development Induced Displacement and Resettlement. Jaipur: Rawat. Pandey, Rajendra. 1985. Sociology of Development: Concepts, Theories and Issues. New Delhi: Mittal Publications

Planning Commission of India: Various reports and working paper Amin, Samir. 1979. Unequal Development. New Delhi: OUP.

Webster, Andrew. 1984. Introduction to Sociology of Development. London, McMillan

FOUR YEAR UNDERGRADUATE PROGRAM (FYUGP) WITH SINGLE MAJOR UNDER THE NEW CURRICULUM & CREDIT FRAMEWORK, 2022

हिंदी पाठ्यक्रम

SYLLABUS FOR HINDI

(Effective from 2023-24 Academic Session)

UNIVERSITY OF NORTH BENGAL



समानो मन्त्रः समितिः समानी

University of North Bengal Raja Rammohunpur Dist.-Darjeeling 734003

Course structure of all the Papers (Semester-wise)

1st Year

Semester	Sl. No.	Course Type	Course	Credits	Cumulative Credits
I	1	MAJ	MAJ001	4	4
I	2	MIN	MINA01 (Minor Course A)	4	8
I	3	MDC	MDC001	3	11
I	4	AEC	AECL01 / AECM01	2	13
I	5	SEC	SEC001	3	16
I	6	VAC	VACA01 / VACB01	4	20
II	7	MAJ	MAJ002	4	24
II	8	MIN	MINB02 (Minor Course B)	4	28
II	9	MDC	MDC002	3	31
II	10	AEC	AECM02 / AECL02	2	33
II	11	SEC	SEC002	3	36
II	12	VAC	VACB01 / VACA01	4	40

2nd Year

Semester	Sl. No.	Course Type	Course	Credits	Cumulative Credits
III	13	MAJ	MAJ003	4	44
III	14	MAJ	MAJ004	4	48
Ш	15	MAJ	MAJ005	4	52
III	16	MIN	MINA03 (Minor Course A)	4	56
Ш	17	AEC	AECL03 / AECM03	2	58
III	18	SEC	SEC003	3	61
IV	19	MAJ	MAJ006	4	65
IV	20	MAJ	MAJ007	4	69
IV	21	MAJ	MAJ008	4	73
IV	22	MIN	MINB04 (Minor Course B)	4	77
IV	23	MDC	MDC003	3	80
IV	24	AEC	AECM04 / AECL04	2	82

3rd Year

Semester	Sl. No.	Course Type	Course	Credit s	Cumulativ eCredits
V	25	MAJ	MAJ009	4	86
V	26	MAJ	MAJ010	4	90
V	27	MAJ	MAJ011	4	94
V	28	MAJ	MAJ012	4	98
V	29	MIN	MINA05 (Minor Course A)	4	102
V	30	IARD	Internship	2	104
VI	31	MAJ	MAJ013	4	108
VI	32	MAJ	MAJ014	4	112
VI	33	MAJ	MAJ015	4	116
VI	34	MAJ	MAJ016	4	120
VI	35	MIN	MINB06 (Minor Course B)	4	124

4th Year [Four Year under Graduate Program with Honours (FYUGHONS)]

Semester	Sl. No.	Course Type	Course	Credits	Cumulative Credits
VII	36	MAJ	MAJ017	4	128
VII	37	MAJ	MAJ018	4	132
VII	38	MAJ	MAJ019	4	136
VII	39	MIN	MINA07 (Minor Course A)	4	140
VIII	40	MAJ	MAJ020	4	144
VIII	41	MAJ	MAJ021	4	148
VIII	42	MAJ	MAJ022	4	152
VIII	43	MAJ	MAJ023	4	156
VIII	44	MIN	MINB08 (Minor Course B)	4	160

4th Year [Four Year Under Graduate Program with Honours Research (FYUGHWRS)]

Semester	Sl. No.	Course Type	Course	Credits	Cumulative Credits
VII	36	MAJ	MAJ017	4	128
VII	37	MAJ	MAJ018	4	132
VII	38	MAJ	MAJ019	4	136
VII	39	MIN	MINA07 (Minor Course A)	4	140
VIII	40	MAJ	MAJ020	4	144
VIII	41	MIN	MINB08 (Minor Course B)	4	148
VIII	42	IARD	Research Project / Dissertation	12	160

Credit Allocation and Marks Distribution for the FYUGP in Hindi (SEM I & II)

Semester	Course	Course Code	Course Title	Credit	Total
	Type				Marks
	MAJ(TH)	UHINMAJ11001	आदिकाल : साहित्येतिहास एवं काव्य	4	75
			Aadikal: Sahityetihas Evam Kavya		
	MIN(TH)	UHINMIN10001	हिंदी काव्य	4	75
			(Hindi Kavya)		
			(अन्य मेजर कोर्स के विद्यार्थियों के लिए)		
		UHINAEM10001	हिंदी भाषा एवं साहित्य	2	50
I			Hindi Bhasha Evam Sahitya (BA के अलावा अन्य कोर्स के विद्यार्थियों के लिए)		
1	AEC(TH)	UENGAEL10001	Compulsory English	2	50
			(B.A. के विद्यार्थियों के लिए)		
	SEC(TH)	UHINSEC11001	भाषा कौशल : विविध आयाम	3	75
			Bhasha Kaushal: Vividh Aayaam		
	VAC(TH)	UENVVAC11001	Environmental Education	4	75
	MDC(TH)		MDC001	3	75
	MAJ(TH)	UHINMAJ12002	भक्तिकाल : साहित्येतिहास एवं काव्य	4	75
			Bhaktikal: Sahityetihas Evam Kavya		
	MIN(TH)	UHINMIN10001	हिंदी काव्य	4	75
			(Hindi Kavya) (अन्य मेजर कोर्स के विद्यार्थियों के लिए)		
		UHINAEM10001	हिंदी भाषा एवं साहित्य	2	50
II	A D.C.(THI)		Hindi Bhasha Evam Sahitya (BA के विद्यार्थियों के लिए)		
	AEC(TH)	UENGAEL10001	Compulsory English (BA के अलावा अन्य कोर्स के विद्यार्थियों के लिए)	2	50
	SEC(TH)	UHINSEC12002	मीडिया सामग्री निर्माण	3	75
	VAC(TH)	UDIMVAC1202B/	(Media Samagri Nirman) Digital Marketing/ Understanding	4	75
	VAC(111)	UINDVAC1202A	India	7	13
	MDC(TH)		MDC002	3	75

Question Pattern for Major & Minor Course (Theoretical): 60 Marks

Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1.	8	8	1	1×8=8
2.	5	8	2	2×5=10
3.	3	5	4	4×3=12
4.	3	5	10	10×3=30

Question Pattern for SEC Course (Theoretical): 40 Marks

Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1.	5	5	1	1×5=5
2.	5	8	3	3×5=15
3.	2	4	10	10×2=20

Question Pattern for AEC Course (Theoretical): 30 Marks

Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1.	5	5	1	1×5=5
2.	3	5	3	3×3=9
3.	2	4	8	8×2=16

Discipline:	Scien	ice		Arts, Humanit	ies & S	Social Sc	ience	✓
	Com	merce		ВВА		BCA	\	
Subject Name:	HINDI							
Subject Code:				(Will be provid	ded by	the Uni	iversity)	
Semester:	Semester I ✓	☐ Semes	ter II 🗆	Semester III 🗆	Sem	ester IV	′ 🗆	
	Semester V	Semes	ter VI 🗆	Semester VII	Sem	ester V	III 🗆	
Course Name:	Aadikal: Sa	ahityetiha	as Evam	Kavya				
Course Code:	UHINMA	AJ11001	(V	Vill be provided	d by th	e Unive	rsity)	
Course Credit:	Theoretical	3		Practical/Tuto	orial	1		
Marks Allotted	: Theoretical	60		Practical/Tuto	rial			
Con	۱ tinuing Evalua	ition	10	Attendance	'	5		
Course Type (ti	ck the correct	alternativ	/es):					
MAJOR		✓ □		AEC				
Interdisciplinar	y/ DSE			SEC				
Minor / Generi	c Elective			VAC				
Research Proje	ct/Dissertation	1 🗆		Vocational				
Is the course fo	ocused on emp	oloyability	/ / entrep	oreneurship?	YES		NO 🗆	
Is the course fo	ocused on imp	arting life	skill?		YES	√ □	NO 🗆	
Is the course ba	ased on Activi	ty?			YES		NO ✓□	
Remarks by Cha	airman, UG BC	S, if any						

SYLLABUS FOR B.A. HINDI (FYUGP) UNDER NEW CURRICULUM AND CREDIT FRAMEWORK, 2022

प्रथम सत्र SEMESTER-I

MAJOR-1

आदिकाल : साहित्येतिहास एवं काव्य Aadikal: Sahityetihas Evam Kavya

Course Type	Course Code	Total Class Hours	Total Credits	Components		
				Lecture	Tutorial	
MAJ(Theory)	UHINMAJ11001	60	4	3	1	

पाठ्यक्रम के उद्देश्य (Course Objectives):

- 🗲 साहित्य के इतिहास की अवधारणा एवं इतिहास-दृष्टि से विद्यार्थियों को अवगत कराना।
- आदिकालीन साहित्येतिहास के साथ-साथ उक्त काल के काव्य को विद्यार्थियों के लिए बोधगम्य बनाना।
- काव्य के साथ साहित्येतिहास को प्रवृत्तिमूलक, समसामयिक एवं वर्तमान अर्थवत्ता से परिचित कराना।
- 🗲 विद्यार्थियों में बहुआयामी प्रश्नों की समझ विकसित करना।
- हिंदी काव्य के विकास से अवगत कराना।

अपेक्षित अधिगम परिणाम (Course Learning Outcomes):

ज्ञान संबंधी	 आदिकालीन साहित्य के इतिहास को विद्यार्थी व्यावहारिक स्तर पर समझ
	पाएंगे।
	 साहित्य की वस्तुगत ही नहीं, उद्देश्यपरक औचित्य से परिचित होंगे।
	 आगामी सत्र के साहित्येतिहास की व्यावहारिक पृष्ठभूमि की समझ बनेगी।
कौशल दक्षता संबंधी	 आदिकालीन काव्य से बहुआयामी स्तर से विद्यार्थी अवगत होंगे।
रोजगार संबंधी	 विद्यार्थी शिक्षण-सामर्थ्य अर्जित करेंगे।

इकाई – 1 (15 घंटे)

- साहित्येतिहास : अवधारणा एवं इतिहास-दर्शन।
- हिंदी साहित्येतिहास लेखन परम्परा एवं पुनर्लेखन की आवश्यकता।
- काल विभाजन एवं नामकरण।

इकाई – 2 (15 घंटे)

- आदिकाल की पृष्ठभूमि, समय-सीमा एवं नामकरण।
- आदिकालीन साहित्य : सिद्ध, नाथ, जैन, रासो, लौकिक एवं गद्य साहित्य।
- आदिकालीन साहित्य की प्रवृत्तियाँ एवं उपलब्धियां।

इकाई
$$-3$$
 (15 घंटे)

• गोरखनाथ : गोरखबानी, (सं.) पीताम्बरदत्त बड़थ्वाल, हिन्दी साहित्य सम्मलेन, इलाहाबाद

सबदी सं. 13 (कोई बादी कोई...)

सबदी सं. 4 (वेद कतेब न...)

सबदा स. 13 (काइ बादा काइ...)

सबदी सं. 14 (उतपति हिन्दू जरणां...)

सबदी सं. 36 (अति अहार...)

सबदी सं. 38 (घटी घटी गोरष...)

सबदी सं. 122 (मूरिष सभा न...)

सबदी सं. 154 (अवधू मन चंगा...)

सबदी सं. 248 (पढ़ि पढ़ि पढ़ि...)

• चंदबरदाई : संक्षिप्त पृथ्वीराजरासो, (सं.) हजारीप्रसाद द्विवेदी एवं नामवर सिंह, साहित्य भवन, इलाहाबाद

शशिव्रता विवाह प्रस्ताव(आरंभिक 5 पद)-

पद सं.1 (पुच्छ कथा सुक...)

पद सं. 2 (नालकेर दुज गहिय...)

पद सं. 3 (चल्यौ सु दच्छिन...)

पद सं. 4 (हेम हंस तन...)

पद सं. 5 (कहै बाल मनि...)

इकाई – 4 (15 घंटे)

विद्यापित : विद्यापित, शिवप्रसाद सिंह, लोकभारती प्रकाशन, इलाहाबाद पद सं. 5 (भल हर भल...)
 पद सं. 14 (चांद-सार लए मुख...)
 पद सं. 23 (सरस बसन्त समय...)
 पद सं. 54 (मधुपुर मोहन गेल...)
 पद सं. 102 (सिख है कि...)

द्रुत पाठ – सरहपा, अब्दुर्रहमान, शालिभद्र सूरि एवं अमीर खुसरो।

मूल्यांकन/ परीक्षा योजना

	सत्रांत परीक्षा (निर्धारित समय : 2.5 घंटे)			
घटक	मध्यावधि परीक्षा	सेमिनार-पत्र प्रस्तुति/ परियोजना	उपस्थिति	
निर्धारित अंक	05	05	05	
पूर्णांक (75)		60		

अनुशंसित ग्रंथ:

- 1. हिंदी साहित्य का इतिहास, आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी
- 2. हिंदी साहित्य का इतिहास, (सं.) डॉ. नगेन्द्र, मयूर बुक्स, नई दिल्ली
- 3. हिंदी साहित्य का आलोचनात्मक इतिहास, रामकुमार वर्मा, लोकभारती प्रकाशन, नई दिल्ली
- 4. हिंदी साहित्य का दूसरा इतिहास, बच्चन सिंह, राधाकृष्ण प्रकाशन, नई दिल्ली
- 5. हिंदी साहित्य की भूमिका, हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली
- 6. हिंदी साहित्य और संवेदना का विकास, रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन
- 7. हिंदी साहित्य का इतिहास पुनर्लेखन की आवश्यकता, पुखराज मारू, राधाकृष्ण प्रकाशन, दिल्ली
- 8. आदिकालीन हिंदी साहित्य : अध्ययन की दिशाएँ, (सं.) अनिल राय, शिवालिक प्रकाशन, दिल्ली
- 9. साहित्य और इतिहास दर्शन, डॉ. मैनेजर पाण्डेय, वाणी प्रकाशन, नई दिल्ली
- 10. साहित्य का इतिहास दर्शन, नलिन विलोचन शर्मा, बिहार राष्ट्रभाषा परिषद, पटना
- 11. आदिकालीन काव्य, प्रो. वासुदेव सिंह, विश्वविद्यालय प्रकाशन, वाराणसी
- 12. हिंदी साहित्य का आदिकाल, हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली

- 13. सिद्ध साहित्य, डॉ. धर्मवीर भारती, किताब महल, इलाहाबाद
- 14. नाथ संप्रदाय, हजारी प्रसाद द्विवेदी, लोकभारती प्रकाशन, इलाहाबाद
- 15. गोरखनाथ और उनका युग, रांघेय राघव, आत्माराम एंड संस, दिल्ली
- 16. गोरखचरित, (सं.) रामलाल श्रीवास्तव, गोरखनाथ मंदिर, गोरखपुर
- 17. भारतीय साहित्य के निर्माता : चंदबरदाई, शान्ता सिंह, साहित्य अकादमी
- 18. पृथ्वीराज भाषा और साहित्य, नामवर सिंह, राधाकृष्ण प्रकाशन, नई दिल्ली
- 19. विद्यापति की पदावली, रामवृक्ष बेनीपुरी, पुस्तक-भंडार, लहेरियासराय, पटना
- 20. विद्यापति : अनुशीलन एवं मूल्यांकन, डॉ वीरेंद्र श्रीवास्तव, बिहार हिंदी ग्रंथ अकादमी, पटना
- 21. खुसरो की हिंदी कविता, (सं.) ब्रजरत्नदास, नागरी प्रचारिणी सभा, काशी
- 22. सिद्ध सरहपा, डॉ. विश्वम्भरनाथ उपाध्याय, वाणी प्रकाशन, नई दिल्ली
- 23. हिंदी साहित्य का समीक्षात्मक इतिहास, डॉ. विजयपाल सिंह, राधाकृष्ण प्रकाशन, नई दिल्ली
- 24. हिंदी साहित्य का ओझल नारी इतिहास, नीरजा माधव, सामयिक बुक्स, नई दिल्ली

Discipline:	Science		Arts, Hu	manities & S	Social So	cience	\checkmark
	Commerce		BBA		ВСА	Ą	
Subject Name:	HINDI						
Subject Code:			(Will be	provided by	the Un	iversity)	
Semester:	Semester I ✓ 🗆	Semest	er II 🗆	Semester III	□ Ser	nester IV 🗆	
	Semester V 🗆	Semest	er VI 🗆	Semester VI	I□ Ser	nester VIII	
Course Name:	Hindi Kav	va					
Course Code:	UHINMIN	V10001	Wil	l be provide	d by the	e University	·)
Course Credit:	Theoretical	3		Practical/Tu	utorial [1	
Marks Allotted:	Theoretical	 50		Practical/Tu	torial		
	Continuing Ev	aluation	10	Attendance		5	
Course Type (tick the c	orrect alternativ	es):					
MAJOR				AEC			
Interdisciplinar	y/ DSE			SEC			
Minor / Generi	c Elective 🔻			VAC			
Research Proje	ct/Dissertation			Vocational			
Is the course focused o	on employability	/ / entrep	oreneurs	hip? YES	√ □	NO 🗆	
Is the course focused o	on imparting life	skill?		YES	√ □	NO 🗆	
Is the course based on	Activity ?			YES		NO ✓□	
Remarks by Chairman,	UG BOS, if any						

SYLLABUS FOR B.A. HINDI (FYUGP) UNDER NEW CURRICULUM AND CREDIT FRAMEWORK, 2022

प्रथम सत्र SEMESTER-I

MINOR-1

हिंदी काव्य

Hindi Kavya

Course Type	Course Code	Total Class Hours	Total Credits	Components	
				Lecture	Tutorial
MIN(Theory)	UHINMIN10001	60	4	3	1

पाठ्यक्रम के उद्देश्य (Course Objectives):

- 🗲 विद्यार्थियों को हिंदी के महत्त्वपूर्ण किव एवं काव्य से अवगत कराना।
- 🗲 हिंदी कविता का प्रवृत्तिगत बोध कराना।
- 🗲 काव्य की भावगत एवं शिल्पगत उपलब्धियों से परिचित कराना।
- हिंदी कविता की परंपरा का सामान्य बोध कराना।
- काव्य विधा के प्रति रुचि विकसित करना।

अपेक्षित अधिगम परिणाम (Course Learning Outcomes):

ज्ञान संबंधी	 विद्यार्थी हिंदी काव्य का प्रवृत्तिमूलक ज्ञान अर्जित करेंगे।
	 विद्यार्थियों में व्याख्या करने की क्षमता विकसित होगी।
कौशल दक्षता संबंधी	 विद्यार्थी काव्य के शिल्प पक्ष का ज्ञान प्राप्त कर काव्य-सृजन की ओर प्रवृत्त होंगे।
रोजगार संबंधी	 विद्यार्थी शिक्षण-सामर्थ्य अर्जित करेंगे।

इकाई – 1 (15 घंटे)

कबीरदास: कबीर ग्रंथावली, (सं.)डॉ. श्यामसुंदर दास, नागरी प्रचारिणी सभा, काशी
 गुरुदेव कौ अंग: दोहा सं. 3 (सतगुरु की महिमा...)
 साध कौ अंग: दोहा सं. 4 (मेरे संगी दोइ...)
 सम्रथाई कौ अंग: दोहा सं. 5 (सात समंदर दोइ...)

सूरा तन कौ अंग : दोहा सं. 21 (प्रेम न खाली...)

बिरह कौ अंग : दोहा सं. 21 (बिरहा बिरहा जिनि....)

• तुलसीदास : दोहावली, (अनु.) हनुमान प्रसाद पोद्दार, गीता प्रेस, गोरखपुर

दोहा सं. 6 (राम नाम मनि दीप धरु...)

दोहा सं. 99 (करमठ कठमलिया कहै...)

दोहा सं. 182 (राम राज राजत सकल धाम...)

दोहा सं. 280 (रटत- रटत लसना लटी...)

दोहा सं. 337 (नीच निचाई नहिं तजइ...)

इकाई -2 (15 घंटे)

- बिहारी : बिहारी रत्नाकर, (सं.) जगन्नाथदास 'रत्नाकर', लोकभारती प्रकाशन, इलाहाबाद दोहा सं. 1 (मेरी भव्-बाधा हरौ...) दोहा सं. 42 (मंगलु बिंदु सुरंगु...) दोहा सं. 265 (सहित सनेह, सकोच सुख...) दोहा सं. 363 (दृग उरझत, टूटत कुटुम्ब...) दोहा सं. 461 (इक भीजैं, चहलैं परेँ...)
- घनानन्द: घनानंद कवित्त, (सं.) विश्वनाथ प्रसाद मिश्र, वाणी वितान प्रकाशन, वाराणसी पद सं. 5 (जासों प्रीति ताहि निठुराई...) पद सं. 15 (रावरे रूप की रीति...) पद सं. 82 (अति सुधो सनेह को मारग...)

इकाई -3 (15 घंटे)

• भारतेंदु हरिश्चंद्र :

नये जमाने की मुकरी(आरंभिक 6 मुकरियां) 'हिंदी की उन्नति पर व्याख्यान' शीर्षक कविता के दोहे-छंद सं. 5 (निज भाषा उन्नति अहै सब ...) छंद सं. 9 (यह सब भाषा काम...) छंद सं. 78 (अंगरेजी अरु फारसी)

• सूर्यकांत त्रिपाठी 'निराला' :

राजे ने अपनी रखवाली की तोड़ती पत्थर

इकाई -4 (15 घंटे)

• सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय' :

साँप नदी के द्वीप

• रघुवीर सहाय:

हँसो-हँसो जल्दी हँसो पढ़िए गीता

मूल्यांकन/ परीक्षा योजना

	सत्रांत परीक्षा (निर्धारित समय : 2.5 घंटे)			
घटक	मध्यावधि परीक्षा	सेमिनार-पत्र प्रस्तुति/ परियोजना	उपस्थिति	
निर्धारित अंक	05	05	05	
पूर्णांक (75)		60		

अनुशंसित ग्रंथ:

- 1. कबीर, हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली
- 2. अकथ कहानी प्रेम की, पुरुषोत्तम अग्रवाल, राजकमल प्रकाशन, नई दिल्ली
- 3. कबीर पुनर्पाठ/ पुनर्मूल्यांकन, (सं.) परमानन्द श्रीवास्तव, अभिव्यक्ति प्रकाशन, इलाहाबाद
- 4. संत कबीर और उनका दर्शन, डॉ. रामाश्रय दस ब्रह्मचारी, प्रकाशन संस्थान, नई दिल्ली
- 5. कबीर की भाषा, महेंद्र, आर्य प्रकाशन मंडल, दिल्ली
- 6. गोस्वामी तुलसीदास, रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी
- 7. लोकवादी तुलसीदास, विश्वनाथ त्रिपाठी, राधाकृष्ण प्रकाशन, दिल्ली
- 8. बिहारी का नया मूल्यांकन, बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद
- 9. बिहारी नवनीत, डॉ. रवीन्द्रकुमार जैन, नेशनल पब्लिशिंग हाउस, दिल्ली
- 10. घनानंद काव्य और आलोचना, डॉ. किशोरीलाल, साहित्य भवन (प्रा.) लिमिटेड, इलाहाबाद
- 11. घनानंद और स्वछंद काव्यधारा, मनोहर लाल गौड़, नागरी प्रचारिणी सभा, काशी
- 12. महाकवि घनानंद, डॉ. राज बुद्धिराजा, तक्षशिला प्रकाशन, नई दिल्ली
- 13. मध्ययुगीन काव्य साधना, डॉ. रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
- 14. मध्ययुगीन काव्य प्रतिभाएं, डॉ. रामकली सराफ, विश्वविद्यालय प्रकाशन, वाराणसी
- 15. रीतिकाव्य की भूमिका, डॉ. नगेन्द्र, नेशनल पब्लिसिंग हाउस, नई दिल्ली
- 16. भारतेंदु संचयन, (सं.) रामजी यादव, भारतीय पुस्तक परिषद, नई दिल्ली
- 17. आत्महंता आस्था: निराला, दूधनाथ सिंह, लोकभारती प्रकाशन, इलाहाबाद
- 18. निराला, डॉ. रामविलास शर्मा, राधाकृष्ण प्रकाशन, नई दिल्ली
- 19. निराला का काव्य, डॉ. बच्चन सिंह, आधार प्रकाशन, पंचकूला
- 20. छायावाद, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
- 21. अज्ञेय : कवि कर्म का संकट, कृष्णदत्त पालीवाल, किताबघर प्रकाशन, दिल्ली
- 22. अज्ञेय का काव्य, प्रणय कृष्ण, लोकभारती प्रकाशन, इलाहाबाद
- 23. अज्ञेय कवि और काव्य, डॉ. राजेंद्र प्रसाद, वाणी प्रकाशन, नई दिल्ली
- 24. अज्ञेय की कविता परंपरा और प्रयोग, रमेश ऋषिकाव्य, वाणी प्रकाशन, नई दिल्ली
- 25.रघुवीर सहाय का काव्य एक अनुशीलन, डॉ. शोभा साहेब राणे, नेशनल पब्लिशिंग हाउस
- 26. रघुवीर सहाय की काव्यानुभूति और काव्यभाषा, डॉ. अनंतकीर्ति तिवारी, विश्वविद्यालय प्र.

Discipline:	Science		Arts, Hu	manities & Soci	al Science	\checkmark
	Commerce		BBA		ВСА	
Subject Name:	HINDI					
Subject Code:			(Will be	provided by the	: University)	
Semester:	Semester I ✓□	Semeste	er II 🗆	Semester III 🗆	Semester IV	<i>'</i> □
	Semester V 🗆	Semeste	er VI 🗆	Semester VII 🗆	Semester V	III 🗆
Course Name:	Bhasha Ka	ushal: V	ividh A	Aavaam]
Course Code:	UHINSEC1:	1001	Wil	ll be provided by	the Univers	sity)
Course Credit:	Theoretical 2	2		Practical/Tutor	ial 1	
Marks Allotted:	Theoretical 4	10		Practical/Tutori	al 20	
Cont	tinuing Evaluatio	on .	15	Attendance	5	
Course Type (tick the co	orrect alternati	ves):				
MAJOR				AEC		
Interdisciplinary	y/ DSE			SEC	✓ []
Minor / Generio	c Elective			VAC		
Research Projec	ct/Dissertation			Vocation	al 🗆	
Is the course focused o	n employability	/ / entrep	reneurs	hip? YES √□	NO	
Is the course focused o	n imparting life	skill?		YES ✓□	NO NO	
Is the course based on	Activity ?			YES ✓□	NO	
Remarks by Chairman, U	JG BOS, if any					
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SYLLABUS FOR B.A. HINDI (FYUGP) UNDER NEW CURRICULUM AND CREDIT FRAMEWORK, 2022

प्रथम सत्र SEMESTER-I

SEC-1

भाषा कौशल : विविध आयाम Bhasha Kaushal: Vividh Aayaam

Course Type	Course Code	Total Class Hours	Total Credits	Compo	nents
				Lecture	Tutorial
SEC (Theory)	UHINSEC11001	45	3	2	1

पाठ्यक्रम के उद्देश्य (Course Objectives):

- 🗲 दैनिक जीवन एवं रोजगारपरक उद्देश्य की दिशा में विद्यार्थियों को सक्षम बनाना।
- 🕨 शुद्ध, सार्थक एवं प्रभावी बहुआयामी अभिव्यक्ति-कौशल से अवगत कराना।
- 🕨 व्याकरण-बोध द्वारा अकादिमक एवं प्रतियोगितामूलक चुनौतियों के लिए सक्षम बनाना।
- > भाषा कौशल के विविध आयामों से अवगत कराना।
- 🗲 मीडिया की भाषिक प्रकृति से अवगत कराना।

अपेक्षित अधिगम परिणाम(Course Learning Outcomes):

ज्ञान संबंधी	विद्यार्थी दैनिक, अकादिमक एवं रोजगार की दिशा में अपनी अभिव्यक्ति को
	संतुलित कर पाएंगे।
	 आगामी सत्र में मीडिया सामग्री निर्माण के लिए भाषाई सामर्थ्य विकसित कर
	पाएंगे।
कौशल दक्षता संबंधी	 वर्तमान मीडिया युग के अनुकूल अपने भाषा कौशल की पहचान कर सकेंगे।
	 अकादमिक सामग्री के पठन एवं उत्तर-पुस्तिका लेखन की क्षमता विकसित
	होगी।
रोजगार संबंधी	रोजगार की अपार संभावनाओं के साथ मीडिया जगत में अपनी प्रतिभा को
	सार्थक कर पाएंगे।

इकाई - 1

हिंदी व्याकरण-बोध (14 घंटे)

- वर्ण विचार : वर्ण की परिभाषा, वर्ण-भेद, वर्ण-विच्छेद एवं उच्चारण।
- शब्द विचार : संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया विशेषण, कारक, संधि, समास, वचन,
 लिंग, उपसर्ग, प्रत्यय, अव्यय, शब्द-भेद, शब्द शक्ति।
- अर्थ विचार : विलोम शब्द, अनेक शब्दों के लिए एक शब्द, समरूपी भिन्नार्थक शब्द।
- संक्षेपण, भाव पल्लवन, अपठित अंश का वस्तुनिष्ठ अध्ययन।

इकाई
$$-2$$
 (13 घंटे)

भाषा कौशल : अवधारणा, उपयोगिता एवं पद्धतियां।
 विविध सोपान- श्रवण, भाषण, पठन, लेखन।

- मीडिया का भाषा-बोध : अवधारणा एवं उपयोगिता।
- विविध माध्यम : मुद्रित, श्रव्य, दृश्य-श्रव्य एवं नव-माध्यम(न्यू मीडिया)।

असाइनमेंट/ फील्ड वर्क : (5 घंटे)

प्रिंट लेखन एवं संपादन, श्रव्य लेखन एवं संपादन, दृश्य-श्रव्य लेखन एवं संपादन, डिजिटल लेखन एवं संपादन, प्रूफ़ रीडिंग। (इनमें से किसी **एक** पर)

मूल्यांकन/ परीक्षा योजना

	सतत् मूल्यांकन				सत्रांत परीक्षा
				(सैद्धांतिक) निर्धारित समय : 2 घंटे	(असाइनमेंट/ फील्ड वर्क)
घटक	मध्यावधि परीक्षा	सेमिनार-पत्र प्रस्तुति/ परियोजना	उपस्थिति		
निर्धारित अंक	05	05	05		
पूर्णांक (75)		15		40	20

अनुशंसित ग्रंथ:

- 1. आधुनिक हिंदी व्याकरण और रचना, डॉ. वासुदेवनंदन प्रसाद, भारती भवन प. ब्यू., इलाहाबाद
- 2. हिंदी व्याकरण, कामताप्रसाद गुरु, नागरी प्रचारिणी सभा, काशी
- 3. हिंदी: शब्द, अर्थ, प्रयोग, हरदेव बाहरी, अभिव्यक्ति प्रकाशन, दिल्ली
- 4. हिंदी शब्द सामर्थ्य, कैलाशचन्द्र भाटिया, प्रभात प्रकाशन, नई दिल्ली
- 5. हिंदी शिक्षण, डॉ. एस एन श्रीवास्तव, डॉ. सुरेन्द्र सिंह, कादियान जगदम्बा पब्लिशिंग कम्पनी,
- 6. समाचार पत्रों की भाषा, डॉ. माणिक मृगेश, वाणी प्रकाशन, नई दिल्ली
- 7. मीडिया और हिंदी, (सं.) जाधव केशव मौर्य, वाणी प्रकाशन, नई दिल्ली
- 8. मीडिया की बदलती भाषा, डॉ. अजय कुमार सिंह, लोकभारती प्रकाशन, इलाहाबाद
- 9. मीडिया की भाषा लीला, रविकान्त, वाणी प्रकाशन, नई दिल्ली
- 10. फीचर लेखन : स्वरूप और शिल्प, डॉ. मनोहर प्रभाकर, राजकमल प्रकाशन, नई दिल्ली
- 11.मीडिया लेखन और संपादन कला, गोविन्द प्रसाद एवं अनुपम पाण्डेय, डिस्कवरी हाउस,दिल्ली
- 12. द आर्ट ऑफ़ पब्लिक स्पीर्किंग, डेल कारनेगी, अमृत बुक्स, नई दिल्ली
- 13. अच्छा बोलने की कला और कामयाबी, डेल कारनेगी, प्रभात पेपरबैक्स, दिल्ली

Discipline:	Science		Arts, Hu	imanities & So	ociai Sc	ience	v []
	Commerce		BBA		BCA		
Subject Name:	HINDI						
Subject Code:			(Will be	provided by	the Uni	versity)	
Semester:	Semester I ✓□	Semest	er II 🗆	Semester III	Sem	ester IV 🗆	
	Semester V 🗆	Semest	er VI 🗆	Semester VII	□ Sem	ester VIII	
Course Name:	Hindi Bhas	ha Evan	n Sahit	ya			
Course Code:	UHINAEN	M 10001	Wi	ll be provided	by the	University	<u>') </u>
Course Credit:	Theoretical	2		Practical/Tut	torial	0	
Marks Allotted:	Theoretical 3	<u> </u>		Practical/Tut	orial		
Con	tinuing Evaluatio	on	15	Atter	ndance	5	
Course Type (tick the correct alternatives):							
MAJOR				AE	С	✓ 🗆	
Interdisciplinar	ry/ DSE			SEC	0		
Minor / Generi	ic Elective			VA	С		
Research Proje	ect/Dissertation			Voc	cational		
la tha a suura fa sua da		. /		hina vec	/ □	NO 🗆	
Is the course focused o			reneurs			NO 🗆	
Is the course focused o	on imparting life	skill?		YES		NO 🗆	
Is the course based on	Activity ?			YES [NO✓□	
Remarks by Chairman,	UG BOS, if any						

SYLLABUS FOR HINDI (FYUGP) UNDER NEW CURRICULUM AND CREDIT FRAMEWORK, 2022

प्रथम सत्र SEMESTER-I

AEC-1 MIL (HINDI)

(For Courses other than B.A.)

हिंदी भाषा एवं साहित्य Hindi Bhasha Evam Sahitya

Course Type	Course Code	rse Code Total Class hours Total Credits		Components	
				Lecture	Tutorial
AEC(Theory)	UHINAEM10001	30	2	2	0

पाठ्यक्रम के उद्देश्य (Course Objectives) :

- 🕨 विद्यार्थियों को शुद्ध, सार्थक एवं प्रभावशाली भाषा के स्वरूप से अवगत कराना।
- शब्द-चयन का बोध जगाना।
- 🗲 भक्तिकाल एवं आधुनिक काल के कवियों एवं उनके काव्य से परिचित कराना।
- व्यंग्य एवं कहानी विधा के शिल्प की समझ विकसित करना।
- > राजभाषा हिंदी की संवैधानिक स्थिति से अवगत कराना।

अपेक्षित अधिगम परिणाम (Course Learning Outcomes) :

ज्ञान संबंधी	 विद्यार्थी वर्ण, शब्द, वाक्य के शुद्ध प्रयोग की क्षमता अर्जित करेंगे।
	 कवि एवं उनके महत्वपूर्ण काव्य से अवगत होंगे।
	 व्यंग्य एवं कहानी विधा के प्रति रुचि बढ़ेगी।
कौशल दक्षता संबंधी	 हिंदी की संवैधानिक स्थिति के प्रति समझ विकसित होगी।
रोजगार संबंधी	 विद्यार्थी प्रतियोगितामूलक परीक्षाओं में बेहतर प्रदर्शन कर पाएंगे।

इकाई - 1 : हिंदी व्याकरण (12 घंटे)

- वर्ण विचार : परिभाषा, वर्ण-भेद, वर्ण-विच्छेद।
- शब्द विचार : संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रियाविशेषण, संधि, समास, उपसर्ग, प्रत्यय, लिंग, वचन।
- अर्थ विचार : विलोम शब्द, पर्यायवाची शब्द, अनेकार्थी शब्द।
- वाक्य विचार : वाक्य-भेद एवं वाक्य के घटक।

इकाई - 2: साहित्य

पद्य (12 घंटे)

कबीरदास :

कबीरा खड़ा बाजार में... पोथी पढ़ि पढ़ि जग मुआ....

रामधारी सिंह 'दिनकर' :

अवकाश वाली सभ्यता

• दुष्यंत कुमार:

कहाँ तो तय था चरागाँ हर एक घर के लिये

गद्य

• प्रेमचंद

मनोवृत्ति (कहानी)

• हरिशंकर परसाई

इंस्पेक्टर मातादीन चाँद पर (व्यंग्य)

इकाई -3 (6 घंटे)

- राजभाषा हिंदी की संवैधानिक स्थिति (अनुच्छेद 343 से 351)
- हिंदी भाषा के विविध रूप बोलचाल की भाषा, सर्जनात्मक भाषा, संपर्क भाषा, संचार भाषा एवं राजभाषा का सामान्य परिचय।

मूल्यांकन/ परीक्षा योजना

	सत्रांत परीक्षा निर्धारित समय : 1.5 घंटे		
घटक	असाइनमेंट/ परियोजना	उपस्थिति	
निर्धारित अंक	15	05	
पूर्णांक (50)	20		30

अनुशंसित ग्रंथ:

- 1. आधुनिक हिंदी व्याकरण और रचना, वासुदेवनंदन प्रसाद, भारती भवन प. डिस्ट्रीब्यूटर, पटना
- 2. हिंदी व्याकरण, कामताप्रसाद गुरु, नागरी प्रचारिणी सभा, काशी
- 3. हिंदी : शब्द, अर्थ, प्रयोग, हरदेव बाहरी, अभिव्यक्ति प्रकाशन, दिल्ली
- 4. कबीर ग्रंथावली, (सं) डॉ. श्यामसुंदर दास, नागरी प्रचारिणी सभा, काशी
- 5. राजभाषा हिंदी, डॉ. भोलानाथ तिवारी, प्रभात प्रकाशन, दिल्ली
- 6. अपराजेय आस्था के किव दुष्यंत कुमार, कृष्ण कमलेश, भारतदेशम् प्रकाशन, दिल्ली
- 7. साये में धूप, दुष्यंत कुमार, राजकमल प्रकाशन, नई दिल्ली
- 8. दुष्यंत कुमार की ग़ज़लों का रचना विधान, मिथिलेश वामनकर, शिवना प्रकाशन, भोपाल
- 9. दिनकर के काव्य में प्रगतिशील चेतना, देवजानी सेन, सार्थक पब्लिकेशन, कोलकाता
- 10. प्रेमचंद की कहानियों का समाजशास्त्रीय विश्लेषण, अनीता रानी, प्रकाशन संस्थान, नई दिल्ली
- 11. प्रेमचंद, (सं) सत्येंद्र, राधाकृष्ण प्रकाशन, नई दिल्ली
- 12. व्यंग्य का सौंदर्यशास्त्र, मलय, शब्दसृष्टि प्रकाशन, दिल्ली

Discipline:	Science		Arts, Humaniti	es & Social	Science	✓ 🗌
	Commerce		BBA		BCA	
Subject Name:	HINDI					
Subject Code:			(Will be provid	led by the	University)	
Semester:	Semester I 🗆	Semest	ter II √ □	Semeste	r III 🗆 Seme	ester IV 🗆
	Semester V 🗆	Semest	ter VI 🗆 Semes	ter VII 🗆 S	Semester VII	
Course Name:	Bhaktikal:	Sahity	etihas Evam	Kavya		
Course Code:	UHINMA	J12002	Will be pr	ovided by	the Universi	ty)
Course Credit:	Theoretical	3	Practi	cal/Tutoria	1	
Marks Allotted:	Theoretical	 60	Practio	cal/Tutoria	I	
Cor	ntinuing Evaluati	on	10 Attend	lance	5	
Course Type (tick the correct alternatives):						
MAJOR		√ □	AEC			
Interdisciplina	ry/ DSE		SEC			
Minor / Gener	ric Elective		VAC			
Research Proj	ect/Dissertation		Vocat	ional		
Is the course focused	on employabilit	y / entre	preneurship?	YES ✓□	NO 🗆	
Is the course focused				YES ✓□	NO 🗆	
Is the course based or	n Activity?			YES 🗆	NO✓□	
Remarks by Chairman	, UG BOS, if any					

SYLLABUS FOR HINDI (FYUGP) UNDER NEW CURRICULUM AND CREDIT FRAMEWORK, 2022

द्वितीय सत्र SEMESTER-II

MAJOR-2

भक्तिकाल : साहित्येतिहास एवं काव्य Bhaktikal: Sahityetihas Evam Kavya

Course Type	Course Code	Total Class hours	Total Credits	Comp	onents
				Lecture	Tutorial
MAJ(Theory)	UHINMAJ12002	60	4	3	1

पाठ्यक्रम के उद्देश्य (Course Objectives):

- 🗲 भक्ति आन्दोलन के ऐतिहासिक परिप्रेक्ष्य से अवगत कराना।
- > भक्तिकालीन काव्य के आधार पर भक्तिकाल के साहित्येतिहास से अवगत कराना।
- 🗲 धर्म, भक्ति एवं कर्मकांड के अंतर को ऐतिहासिक संदर्भ में विश्लेषित करना।
- भक्तिकालीन कवियों के समसामयिक सरोकार एवं वर्तमान अर्थवत्ता के सन्दर्भ में आलोचना के प्रतिमानों से अवगत कराना।

अपेक्षित अधिगम परिणाम (Course Learning Outcomes):

ज्ञान संबंधी	• भक्ति काव्य में निहित भक्ति के अर्थ, स्वरूप और उसकी सामाजिक उपादेयता
	समझ पाएंगे।
	 भक्त कवियों की समसामियक उपलब्धियां एवं उसमें निहित हमारे समय के
	लिए आवश्यक संभावनाओं से लाभान्वित होंगे।
	 भक्त कवियों की रचनाधर्मिता की समझ विकसित होगी।
कौशल दक्षता संबंधी	 भक्तिकाव्य की समाजशास्त्रीय समझ विकसित हो पाएगी।
रोजगार संबंधी	 विद्यार्थी शिक्षण-सामर्थ्य अर्जित करेंगे।

इकाई – 1 (15 घंटे)

- भक्तिकाल की पृष्ठभूमि, भक्ति का उदय और विकास।
- भक्ति आन्दोलन : स्वरूप, सामर्थ्य एवं सीमाएं।
- भक्तिकालीन काव्यधारा : निर्गुण एवं सगुण।
- भक्तिकालीन प्रवृत्तियां एवं उपलब्धियां।

इकाई – 2 (15 घंटे)

• कबीर : कबीर ग्रंथावली, (सं.) डॉ. श्यामसुंदर दास, नागरी प्रचारिणी सभा, काशी गुरुदेव कौ अंग : दोहा सं.1 (सतगुर सवांन को सगा...) निहकर्मी पतिव्रता कौ अंग : दोहा सं. 13 (कबीर कलियुग आइ करी...) माया कौ अंग : दोहा सं. 21 (कबीर माया पापिणीं...) कामी नर कौ अंग : दोहा सं. 23 (कांमी लज्जा ना करै...) मिध कौ अंग : दोहा सं. 10 (काबा फिर कासी भया...) पद सं. 16 (संतौं भाई आई ग्यान...) पद सं. 202 (ऐसा रे अवधू की वाणी...) पद सं. 246 (तेरा तेरा झूठा मीठा लागा...)

• जायसी : जायसी ग्रंथावली, (सं.) रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी पद्मावत–

स्तुतिखंड : पद सं.1 (सुमिरौ आदि एक करतारू...)

मानसरोवर खंड : पद सं. 8 (कहा मानसर चाह सो पाई...)

षटऋतु वर्णन खंड : पद सं. 5 (प्रथम बसंत नवल ऋतु आई...)

नागमती वियोग खंड : पद सं.1 (नागमति चितउर पथ होरा...)

अखरावट- पद सं. 5 (एक चाक सब पिंडा चढ़े....)

इकाई -3 (15 घंटे)

• सूरदास: सूर सुषमा, नंददुलारे वाजपेयी, काशी प्रचारिणी सभा, वाराणसी पद सं. 1 (अविगत-गति कछु कहत न आवै...) पद सं. 21 (किलकत कान्ह घुटुरुविन आवत...) पद सं. 54 (चले ब्रज - धरिन कौं नर-नारि...)

भ्रमरगीतसार, रामचंद्र शुक्ल, लोकभारती प्रकाशन, इलाहाबाद पद सं. 25 (आए जोग सिखावन पाँड़े...) पद सं. 52 (हमारे हरि हारिल की लकड़ी...)

• तुलसीदास : विनय पत्रिका, (सं.) योगेन्द्र प्रताप सिंह, लोकभारती प्रकाशन, इलाहाबाद पद सं.101 (जाउँ कहाँ तिज चरण तुम्हार...) पद सं.105 (अबलौं नसानी अब न नसैहौं...)

> कवितावली (उत्तरकाण्ड), गीता प्रेस, गोरखपुर पद सं.83 (जागिए न सोइए...) पद सं.97 (खेती न किसानको...) पद सं. 106 (धूत कहौ, अवधूत कहौ...)

इकाई -4 (15 घंटे)

- मीराबाई: मीराँबाई की पदावली, (सं.) परशुराम चतुर्वेदी, हिन्दी साहित्य सम्मेलन,प्रयाग पद सं. 18 (म्हाराँ री गिरधर गोपाल...) पद सं. 26 (आली सहेल्याँ रली कराँ हे...) पद सं. 32 (निहं सुख भावै थारो देसलड़ो...) पद सं. 33 (राणो म्हाँने या बदनामी लगे...) पद सं. 194 (भज मण चरण कँवल...)
- **द्रुत पाठ** : रामानंद, रैदास, कुतुबन एवं सहजोबाई।

मूल्यांकन/ परीक्षा योजना

	सत्रांत परीक्षा (निर्धारित समय : 2.5 घंटे)			
घटक	मध्यावधि परीक्षा	सेमिनार-पत्र प्रस्तुति/ परियोजना	उपस्थिति	
निर्धारित अंक	05	05	05	
पूर्णांक (75)		60		

अनुशंसित ग्रंथ:

- 1. भक्ति और भक्ति आन्दोलन, डॉ. सेवा सिंह, आधार प्रकाशन, पंचकूला
- 2. भक्ति आन्दोलन और काव्य, गोपेश्वर सिंह, वाणी प्रकाशन, नई दिल्ली
- 3. भक्तिकाव्य और लोकजीवन, शिवकुमार मिश्र, वाणी प्रकाशन, नई दिल्ली
- 4. भक्ति का सन्दर्भ, देवीशंकर अवस्थी, वाणी प्रकाशन, नई दिल्ली
- 5. भारतीय भक्ति-साहित्य, डॉ. राजमल बोरा, वाणी प्रकाशन, नई दिल्ली
- 6. मध्ययुगीन काव्य-साधना, डॉ. रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
- 7. भारतीय चिंतन परंपरा, के. दामोदरन, पीपुल्स पब्लिशिंग हाउस, नई दिल्ली
- 8. कबीर, हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली
- 9. अकथ कहानी प्रेम की, पुरुषोत्तम अग्रवाल, राजकमल प्रकाशन, नई दिल्ली
- 10. कबीर पुनर्पाठ/ पुनर्मूल्यांकन, परमानन्द श्रीवास्तव, अभिव्यक्ति प्रकाशन, इलाहाबाद
- 11. पूरा कबीर, (सं.) बलदेव वंशी, प्रकाशन संस्थान, नई दिल्ली
- 12. जायसी: एक नयी दृष्टि, रघुवंश, राजकमल प्रकाशन, नई दिल्ली
- 13. जायसी, विजयदेव नारायण साही, हिन्दुस्तान एकेडमी, इलाहाबाद
- 14. भक्ति आन्दोलन और सूरदास का काव्य, मैनेजर पाण्डेय, वाणी प्रकाशन, नई दिल्ली
- 15.सूरदास, ब्रजेश्वर वर्मा, लोकभारती प्रकाशन, इलाहाबाद
- 16. महाकवि सूरदास, नंददुलारे वाजपेयी, राजकमल प्रकाशन, नई दिल्ली
- 17. सूर और उनका भ्रमरगीत, डॉ. किशोरी लाल, अभिव्यक्ति प्रकाशन, इलाहाबाद
- 18. सूर-साहित्य, हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली
- 19. लोकवादी तुलसीदास, विश्वनाथ त्रिपाठी, राधाकृष्ण प्रकाशन, नई दिल्ली
- 20. तुलसी की साहित्य साधना, डॉ. लल्लन राय, वाणी प्रकाशन, नई दिल्ली
- 21.मीरा पदावली, विश्वनाथ त्रिपाठी, वाणी प्रकाशन, नई दिल्ली
- 22. मीरा : एक पुनर्मूल्यांकन, पल्लव, आधार प्रकाशन, पंचकूला
- 23. महाकवि रविदास समाज चेतना के अग्रदूत, विजय कुमार त्रिशरण, गौतम बुक सेंटर, दिल्ली
- 24. संत रविदास और मानवीय चेतना, डॉ. आर. पी. वर्मा, कान्ती पब्लिकेशन्स, दिल्ली

Discipline:	Science		Arts, Humani	ities & Soci	al Science	\checkmark
	Commerce		BBA		ВСА	
Subject Name:	HINDI					
Subject Code:			(Will be prov	ided by the	University)	
Semester:	Semester I 🗆	Semest	er II 🗸 🗆	Semest	er III 🗆 Seme	ester IV 🗆
	Semester V 🗆	Semest	er VI 🗆 Seme	ester VII 🗆	Semester VIII	
Course Name:		Hindi k	Kavya			
Course Code:	UHINMIN	110001	Will be p	provided by	the Universit	y)
Course Credit:	Theoretical	3	Prac	tical/Tutor	ial 1	
Marks Allotted:	Theoretical 6	50	Pract	tical/Tutori	al	
Con	tinuing Evaluatio	on	10 Atter	ndance	5	
Course Type (tick the c	orrect alternativ	ves):				
MAJOR			AEC	С		
Interdisciplinar	y/ DSE		SEC			
Minor / Generi	c Elective	✓ □	VAC	С		
Research Proje	ct/Dissertation		Voca	ational		
Is the course focused c	n employability	/ / entre	oreneurship?	YES ✓ []	NO 🗆
Is the course focused o	on imparting life	skill?		YES ✓]	NO 🗆
Is the course based on	Activity ?			YES 🗆		NO✓□
Remarks by Chairman,	UG BOS, if any					

SYLLABUS FOR B.A. HINDI (FYUGP) UNDER NEW CURRICULUM AND CREDIT FRAMEWORK, 2022

द्वितीय सत्र SEMESTER-II

MINOR-2

हिंदी काव्य Hindi Kavya

Course Type	Course Code	Total Class Hours	Total Credits	Con	Components	
				Lecture	Tutorial	
MIN(Theory)	UHINMIN10001	60	4	3	1	

पाठ्यक्रम के उद्देश्य (Course Objectives):

- 🗲 विद्यार्थियों को हिंदी के महत्त्वपूर्ण किव एवं काव्य से अवगत कराना।
- 🗲 हिंदी कविता का प्रवृत्तिगत बोध कराना।
- 🗲 काव्य की भावगत एवं शिल्पगत उपलब्धियों से परिचित कराना।
- > हिंदी कविता की परंपरा का सामान्य बोध कराना।
- काव्य विधा के प्रति रुचि विकसित करना।

अपेक्षित अधिगम परिणाम (Course Learning Outcomes):

ज्ञान संबंधी	 विद्यार्थी हिंदी काव्य का प्रवृत्तिमूलक ज्ञान अर्जित करेंगे।
	 विद्यार्थियों में व्याख्या करने की क्षमता विकसित होगी।
कौशल दक्षता संबंधी	 विद्यार्थी काव्य के शिल्प पक्ष का ज्ञान प्राप्त कर काव्य-सृजन की ओर प्रवृत्त होंगे।
रोजगार संबंधी	 विद्यार्थी शिक्षण-सामर्थ्य अर्जित करेंगे।

इकाई -1 (15 घंटे)

• कबीरदास: कबीर ग्रंथावली, (सं.)डॉ. श्यामसुंदर दास, नागरी प्रचारिणी सभा, काशी गुरुदेव कौ अंग - दोहा सं. 3 (सतगुरु की महिमा...) साध कौ अंग - दोहा सं. 4 (मेरे संगी दोइ...) सम्रथाई कौ अंग - दोहा सं. 5 (सात समंदर दोइ...) सूरा तन कौ अंग - दोहा सं. 21 (प्रेम न खाली...) बिरह कौ अंग - दोहा सं. 21 (बिरहा बिरहा जिनि...)

• तुलसीदास : दोहावली, (अनु.) हनुमान प्रसाद पोद्दार, गीता प्रेस, गोरखपुर

दोहा सं. 6 (राम नाम मनि दीप धरु...)

दोहा सं. 99 (करमठ कठमलिया कहै...)

दोहा सं. 182 (राम राज राजत सकल धाम...)

दोहा सं. 280 (रटत- रटत लसना लटी...)

दोहा सं. 337 (नीच निचाई नहिंं तजइ...)

इकाई -2 (15 घंटे)

• बिहारी : बिहारी रत्नाकर, (सं.) जगन्नाथदास 'रत्नाकर', लोकभारती प्रकाशन, इलाहाबाद दोहा सं. 1 – मेरी भव्-बाधा हरौ... दोहा सं. 42– मंगलु बिंदु सुरंगु... दोहा सं. 265 – सहित सनेह, सकोच सुख... दोहा सं. 363 – दृग उरझत, टूटत कुटुम्ब.... दोहा सं. 461– इक भीजैं, चहलैं परें...

घनानन्द: घनानंद कवित्त, (सं.) विश्वनाथ प्रसाद मिश्र, वाणी वितान प्रकाशन, वाराणसी
पद सं. 5 – जासों प्रीति ताहि निठुराई...

पद सं. 15 - रावरे रूप की रीति...

पद सं. 82 – अति सूधो सनेह को मारग...

इकाई -3 (15 घंटे)

• भारतेंदु हरिश्चंद्र :

नये जमाने की मुकरी (आरंभिक 6 मुकरियां) 'हिंदी की उन्नति पर व्याख्यान' शीर्षक से - छंद सं. 5 (निज भाषा उन्नति अहै सब...) छंद सं. 9 (यह सब भाषा काम...) छंद सं. 78 (अंगरेजी अरु फारसी...)

• सूर्यकांत त्रिपाठी 'निराला' :

राजे ने अपनी रखवाली की तोड़ती पत्थर

इकाई -4 (15 घंटे)

• सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय' :

सॉप नदी के द्वीप

• रघुवीर सहाय :

हँसो-हँसो जल्दी हँसो पढ़िए गीता

मूल्यांकन/ परीक्षा योजना

	सतत् मूल्यांकन					
घटक	मध्यावधि परीक्षा	सेमिनार-पत्र प्रस्तुति/ परियोजना	उपस्थिति			
निर्धारित अंक	05	05	05			
पूर्णांक (75)		15		60		

अनुशंसित ग्रंथ:

- 1. कबीर, हजारी प्रसाद द्विवेदी , राजकमल प्रकाशन, नई दिल्ली
- 2. अकथ कहानी प्रेम की, पुरुषोत्तम अग्रवाल, राजकमल प्रकाशन, नई दिल्ली
- 3. कबीर पुनर्पाठ/ पुनर्मूल्यांकन, (सं.) परमानन्द श्रीवास्तव, अभिव्यक्ति प्रकाशन, इलाहाबाद
- 4. संत कबीर और उनका दर्शन, डॉ. रामाश्रय दस ब्रह्मचारी, प्रकाशन संस्थान, नई दिल्ली
- 5. कबीर की भाषा, महेंद्र, आर्य प्रकाशन मंडल, दिल्ली
- 6. गोस्वामी तुलसीदास, रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी
- 7. लोकवादी तुलसीदास, विश्वनाथ त्रिपाठी, राधाकृष्ण प्रकाशन, दिल्ली
- 8. बिहारी का नया मूल्यांकन, बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद
- 9. बिहारी नवनीत, डॉ. रवीन्द्रकुमार जैन, नेशनल पब्लिशिंग हाउस, दिल्ली
- 10. घनानंद काव्य और आलोचना, डॉ. किशोरीलाल, साहित्य भवन (प्रा.) लिमिटेड, इलाहाबाद
- 11. घनानंद और स्वछंद काव्यधारा, मनोहर लाल गौड़, नागरी प्रचारिणी सभा, काशी
- 12. महाकवि घनानंद, डॉ. राज बुद्धिराजा, तक्षशिला प्रकाशन, नई दिल्ली
- 13. मध्ययुगीन काव्य साधना, डॉ. रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
- 14. मध्ययुगीन काव्य प्रतिभाएं , डॉ. रामकली सराफ, विश्वविद्यालय प्रकाशन, वाराणसी
- 15. रीतिकाव्य की भूमिका, डॉ. नगेन्द्र, नेशनल पब्लिसिंग हाउस, नई दिल्ली
- 16. भारतेंदु संचयन, (सं.) रामजी यादव, भारतीय पुस्तक परिषद, नई दिल्ली
- 17. आत्महंता आस्था: निराला, दूधनाथ सिंह, लोकभारती प्रकाशन, इलाहाबाद
- 18. निराला, डॉ. रामविलास शर्मा, राधाकृष्ण प्रकाशन, नई दिल्ली
- 19. निराला का काव्य, डॉ. बच्चन सिंह , आधार प्रकाशन, पंचकूला
- 20. छायावाद, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
- 21. अज्ञेय : कवि कर्म का संकट, कृष्णदत्त पालीवाल, किताबघर प्रकाशन, दिल्ली
- 22. अज्ञेय का काव्य, प्रणय कृष्ण, लोकभारती प्रकाशन, इलाहाबाद
- 23. अज्ञेय कवि और काव्य, डॉ. राजेंद्र प्रसाद, वाणी प्रकाशन, नई दिल्ली
- 24. अज्ञेय की कविता परंपरा और प्रयोग, रमेश ऋषिकाव्य, वाणी प्रकाशन, नई दिल्ली
- 25. रघुवीर सहाय का काव्य एक अनुशीलन, डॉ. शोभा साहेब राणे, नेशनल पब्लिशिंग हाउस
- 26.रघुवीर सहाय की काव्यानुभूति और काव्यभाषा, डॉ. अनंतकीर्ति तिवारी, विश्वविद्यालय प्र.

Discipline:	Science		Arts, Humanit	ies & Soc	cial Science	\checkmark
	Commerce		ВВА		BCA	
Subject Name:	HINDI					
Subject Code:			(Will be provid	ded by th	e University)	
Semester:	Semester I 🗆	Semest	er II √ □	Semes	ter III 🗆 Seme	ester IV 🗆
	Semester V 🗆	Semest	er VI 🗆 Semes	ster VII 🗆	Semester VIII	
Course Name:	Med	lia Sam	agri Nirman			
Course Code:	UHINSEC	12002	Will be pr	ovided b	y the Universit	:y)
Course Credit:	Theoretical 2	2	Practi	ical/Tuto	rial 1	
Marks Allotted:	Theoretical 4	0	Praction	cal/Tuto	rial 20	
Cont	tinuing Evaluatio	n	10 Attend	dance	5	
Course Type (tick the c	orrect alternativ	/es):				
MAJOR			AEC			
Interdisciplinar	y/ DSE		SEC		✓ □	
Minor / Generi	c Elective		VAC			
Research Proje	ct/Dissertation		Vocat	tional		
Is the course focused o	n employability	/ entre	oreneurship?	YES √ [□ NO □	
Is the course focused o	n imparting life	skill?		YES ✓	NO 🗆	
Is the course based on	Activity?			YES √ [□ NO □	
Remarks by Chairman,	UG BOS, if any					

SYLLABUS FOR B.A. HINDI (FYUGP) UNDER NEW CURRICULUM AND CREDIT FRAMEWORK, 2022

द्वितीय सत्र SEMESTER-II

SEC-2 मीडिया सामग्री निर्माण Media Samagri Nirman

Course Type	Course Code	Total Class Hours	Total Credits	Compoi	nents
				Lecture	Tutorial
SEC (Theory)	UHINSEC12002	45	3	2	1

पाठ्यक्रम के उद्देश्य (Course Objectives):

- 🗲 विद्यार्थियों को अपनी पाठ्य सामग्री की डिजिटल प्रस्तुति में सक्षम बनाना।
- > विद्यार्थियों को मीडिया जगत में रोजगार के लिए सक्षम बनाना।
- विशेषकर भाषा साहित्य के विद्यार्थियों को साहित्य में निहित मूल्यों के तहत मीडिया के
 प्रति उनकी जवाबदेही को गंभीर बनाना।
- 🗲 न्यू-मीडिया में रोजगार के अवसरों से अवगत कराना।

अपेक्षित अधिगम परिणाम(Course Learning Outcomes) :

ज्ञान संबंधी	 डिजिटल दौर में विद्यार्थी अपनी पाठ्य सामग्री को सार्थक एवं आकर्षक ढंग से तैयार कर सकेंगे।
कौशल दक्षता संबंधी	 साहित्य से अर्जित मानव मूल्यों को डिजिटल प्लेटफार्म पर साकार कर पाएंगे। मोबाइल के माध्यम से अपने सृजनात्मक कौशल को विकसित कर पाएंगे।
रोजगार संबंधी	• बहुआयामी मीडिया में रोजगार के अवसर लाभ प्राप्त कर सकेंगे।

इकाई -1 (10 घंटे)

• मीडिया सामग्री निर्माण : अवधारणा, उपयोगिता, प्रकार, प्रक्रिया एवं विकास।

इकाई -2 (20 घंटे)

- मुद्रित सामग्री –
 समाचार पत्र-पत्रिका (समाचार, सम्पादकीय, फीचर), पटकथा, बैनर, होर्डिंग,
 पोस्टर, विवरणिका, फ्लायर और लीफलेट, न्यूज़लेटर्स और पोस्टकार्ड।
- इलेक्ट्रॉनिक सामग्री –
 श्रव्य सामग्री : रेडियो, साक्षात्कार, न्यूज रीडिंग, ऑडियो बुक।
 दृश्य-श्रव्य सामग्री : समूह चर्चा, समाचार वाचन, एंकरिंग (सामान्य, मनोरंजनपरक, प्रेरक, ज्ञानवर्धक सामग्री), फीचर, साक्षात्कार।

इकाई -3 (10 घंटे)

- न्यू मीडिया : अवधारणा एवं स्वरूप।
 ब्लॉगिंग, व्लागिंग, पॉडकास्ट, वॉक्स-पॉप, टॉक-शो, डिजिटल लेखन(ई-कंटेंट)।
- सोशल मीडिया- फेसबुक, लिंक्डइन, व्हाट्सएप, इंस्टाग्राम।

असाइनमेंट/ फील्ड वर्क : (5 घंटे)

न्यूज़लेटर, कहानी विधा का पटकथा रूपांतरण, दृश्य-श्रव्य सामग्री निर्माण (समाचार, रिपोर्टिंग, साक्षात्कार, फीचर, टॉक-शो।)

मूल्यांकन/ परीक्षा योजना

	सतत्	सत्रांत परीक्षा (सैद्धांतिक) निर्धारित समय: 2 घंटे	सत्रांत परीक्षा (असाइनमेंट/ फील्ड वर्क)		
घटक	मध्यावधि परीक्षा	सेमिनार-पत्र प्रस्तुति/ परियोजना	उपस्थिति		
निर्धारित अंक	05	05	05		
पूर्णांक (75)		15		40	20

अनुशंसित ग्रंथ -

- 1. फीचर लेखन: स्वरूप और शिल्प, डॉ. मनोहर प्रभाकर, राजकमल प्रकाशन, नई दिल्ली
- 2. समाचार एवं प्रारूप-लेखन, डॉ. रामप्रकाश एवं डॉ. दिनेशकुमार गुप्त, राधाकृष्ण प्रकाशन
- 3. टेलीविजन की भाषा, हरीशचन्द्र बर्णवाल, राधाकृष्ण प्रकाशन, नई दिल्ली
- 4. रेडियो वार्ता शिल्प, सिद्धनाथ कुमार, राधाकृष्ण प्रकाशन, नई दिल्ली
- 5. भारत में प्रिंट, इलेक्ट्रोनिक और न्यू मीडिया, संदीप कुलश्रेष्ठ, प्रभात प्रकाशन, नई दिल्ली
- 6. इलेक्ट्रानिक मीडिया भाषिक संस्कार और संस्कृति, डॉ. साकेत सहाय, मानव प्रकाशन, दिल्ली
- 7. हिंदी विज्ञापन सरंचना और प्रभाव, डॉ. सुमित मोहन, वाणी प्रकाशन, नई दिल्ली
- 8. टीवी एंकरिंग चैनलों के चेहरे, डॉ. श्याम कश्यप एवं मुकेश कुमार, राजकमल प्रकाशन, दिल्ली
- 9. मीडिया में कैरियर, पुष्पेन्द्र कुमार आर्य, ग्रंथ अकादमी, नई दिल्ली
- 10. डिजिटल मीडिया, इरफ़ान-ए-आज़म, किताबघर प्रकाशन, नई दिल्ली
- 11. प्रयोजनमूलक हिंदी: सिद्धांत और प्रयोग, दंगल झाल्टे, वाणी प्रकाशन, नई दिल्ली
- 12. संवाद एवं संपादन कला, मधुसूदन त्रिपाठी, साहित्य संचयन प्रकाशन, नई दिल्ली
- 13.समाचार पत्र प्रबंधन, गुलाब कोठारी, राजेस्थान हिंदी ग्रन्थ अकादमी , जयपुर

Discipline:	Science		Arts, Humaniti	es & Socia	ai Science	V
	Commerce		BBA		ВСА	
Subject Name:	HINDI					
Subject Code:			(Will be provid	led by the	University)	
Semester:	Semester I 🗆	Semest	ter II √ □	Semeste	er III 🗆 Sem	ester IV 🗆
	Semester V 🗆	Semest	ter VI 🗆 Semes	ter VII 🗆	Semester VII	Ι□
Course Name:	Hindi B	hasha l	Evam Sahitya			
Course Code:	UHINAEM	110001	Will be pr	ovided by	the Universi	ty)
Course Credit:	Theoretical 2	2	Practi	cal/Tutori	al 0	
Marks Allotted:	Theoretical 3	BO	Practio	cal/Tutoria	al	
Con	 tinuing Evaluatio	on	15 Attend	dance	5	
Course Type (tick the c	orrect alternativ	ves):				
MAJOR			AEC		✓ 🗆	
Interdisciplinar	y/ DSE		SEC			
Minor / Generi	c Elective		VAC			
Research Proje	ct/Dissertation		Vocat	ional		
Is the course focused o	n employability	/ entre	preneurship?	YES ✓□	NO	
Is the course focused o	on imparting life	skill?		YES ✓□	NO	
Is the course based on	Activity ?			YES 🗆	NO✓	
Remarks by Chairman,	UG BOS, if any					

SYLLABUS FOR B.A. HINDI (FYUGP) UNDER NEW CURRICULUM AND CREDIT FRAMEWORK, 2022

द्वितीय सत्र SEMESTER-II

AEC-2 MIL (HINDI) (For B.A. Course) हिंदी भाषा एवं साहित्य

Hindi Bhasha Evam Sahitya

Course Type	Course Code	Total Class hours	Total Credits	Components	
				Lecture	Tutorial
AEC(Theory)	UHINAEM10001	30	2	2	0

पाठ्यक्रम के उद्देश्य (Course Objectives) :

- 🗲 विद्यार्थियों को शुद्ध सार्थक एवं प्रभावशाली भाषा के स्वरूप से अवगत कराना।
- > सार्थक शब्द चयन का बोध जगाना।
- 🗲 भक्तिकाल एवं आधुनिक काल के कवियों एवं उनके काव्य से परिचित कराना।
- 🗲 व्यंग्य एवं कहानी विधा के शिल्प की समझ विकसित करना।
- > राजभाषा हिंदी की संवैधानिक स्थिति से अवगत कराना।

अपेक्षित अधिगम परिणाम (Course Learning Outcomes) :

ज्ञान संबंधी	 विद्यार्थी वर्ण, शब्द, वाक्य के शुद्ध प्रयोग की क्षमता अर्जित करेंगे।
	 कवि एवं उनके महत्वपूर्ण काव्य से अवगत होंगे।
	 व्यंग्य एवं कहानी विधा के प्रति रुचि बढ़ेगी।
कौशल दक्षता संबंधी	 हिंदी की संवैधानिक स्थिति के प्रति समझ विकसित होगी।
रोजगार संबंधी	 विद्यार्थी प्रतियोगितामूलक परीक्षाओं में बेहतर प्रदर्शन कर पाएंगे।

पाठ्यक्रम की अंतर्वस्तु

इकाई - 1 : हिंदी व्याकरण (12 घंटे)

- वर्ण विचार : परिभाषा, वर्ण-भेद, वर्ण-विच्छेद।
- शब्द विचार : संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रियाविशेषण, संधि, समास, उपसर्ग, प्रत्यय, लिंग, वचन।
- अर्थ विचार : विलोम शब्द, पर्यायवाची शब्द, अनेकार्थी शब्द।
- वाक्य विचार : वाक्य-भेद एवं वाक्य के घटक।

इकाई - 2: साहित्य

पद्य (12 घंटे)

• कबीरदास :

कबीरा खड़ा बाजार में... पोथी पढ़ि पढ़ि जग मुआ....

रामधारी सिंह 'दिनकर' :

अवकाश वाली सभ्यता

• दुष्यंत कुमार:

कहाँ तो तय था चरागाँ हर एक घर के लिये

गद्य

• प्रेमचंद

मनोवृत्ति (कहानी)

हरिशंकर परसाई

इंस्पेक्टर मातादीन चाँद पर(व्यंग्य)

इकाई – 3 (6 घंटे)

- राजभाषा हिंदी की संवैधानिक स्थिति (अनुच्छेद 343 से 351)
- हिंदी भाषा के विविध रूप बोलचाल की भाषा, सर्जनात्मक भाषा, संपर्क भाषा,
 संचार भाषा एवं राजभाषा का सामान्य परिचय।

मूल्यांकन/ परीक्षा योजना

	आतंरिक मूल्यांकन		सत्रांत परीक्षा निर्धारित समय : 1.5 घंटे
घटक	असाइनमेंट/परियोजना	उपस्थिति	
निर्धारित अंक	15	05	
पूर्णांक (50)	20		30

अनुशंसित ग्रंथ :

- 1. आधुनिक हिंदी व्याकरण और रचना, वासुदेवनंदन प्रसाद, भारती भवन प. डिस्ट्रीब्यूटर्स, पटना
- 2. हिंदी व्याकरण, कामताप्रसाद गुरु, नागरी प्रचारिणी सभा, काशी
- 3. हिंदी : शब्द, अर्थ, प्रयोग, हरदेव बाहरी, अभिव्यक्ति प्रकाशन, दिल्ली
- 4. कबीर ग्रंथावली, (सं.) डॉ. श्यामसुंदर दास, नागरी प्रचारिणी सभा, काशी
- 5. राजभाषा हिंदी, डॉ. भोलानाथ तिवारी, प्रभात प्रकाशन, दिल्ली
- 6. अपराजेय आस्था के कवि दुष्यंत कुमार, कृष्ण कमलेश, भारतदेशम् प्रकाशन, दिल्ली
- 7. साये में धूप, दुष्यंत कुमार, राजकमल प्रकाशन, नई दिल्ली
- 8. दुष्यंत कुमार की ग़ज़लों का रचना विधान, मिथिलेश वामनकर, शिवना प्रकाशन, भोपाल
- 9. दिनकर के काव्य में प्रगतिशील चेतना, देवजानी सेन, सार्थक पब्लिकेशन, कोलकाता
- 10. प्रेमचंद की कहानियों का समाजशास्त्रीय विश्लेषण, अनीता रानी, प्रकाशन संस्थान, नई दिल्ली
- 11. प्रेमचंद, (सं) सत्येंद्र, राधाकृष्ण प्रकाशन, नई दिल्ली
- 12. व्यंग्य का सौंदर्यशास्त्र, मलय, शब्दसृष्टि प्रकाशन, दिल्ली

UNIVERSITY OF NORTH BENGAL UNDER GRADUATE COURSE SYLLABUS



BENGALI (বাংলা)

1st & 2nd SEMESTER (UNDER N.E.P.)

w.e.f. 2023-2024 (Session)

SEMESTER - 1

TOTAL CREDIT: 20

[MAJOR-4, MINOR-4, SEC-3, AEC-2, MDC-3, VAC-4] TOTAL MARKS = 425

[MAJOR-1:75, MINOR-1:75, SEC-1:75, AEC-1:50, MDC:75, VAC:75]

MAJOR COURSE - 1 [UBNGMAJ11001]

CREDIT: 4 (THEORY + TUTORIAL)

TOTAL CLASS: 60 (THEORY-48, TUTORIAL-08, INTERNAL ASSESSMENT-04)
FULL MARKS: 75 (EXAM – 60, INTERNAL ASSESSMENT – 10, ATTENDANCE – 05)

শিরোনাম: বাংলা সাহিত্যের ইতিহাস [প্রাচীন ও মধ্যযুগ: সংশ্ধিন্ত পরিচয়]

প্রথমার্ধ : সাহিত্যের ইতিহাস

১. বাংলা সাহিত্যের ইতিহাস : যুগবিভাগ স<mark>ংক্রান্ত ধারণা</mark>

৩. কোষগ্রন্থ : সুভাষিত রত্নকোষ, সদুক্তি<mark>কর্ণা</mark>মৃত

৪. তুর্কি আক্রমণ : সময়, কার<mark>ণ</mark> ও বাং<mark>লা সাহিত্য-সং</mark>স্কৃতিতে এর প্রভাব

৫. শ্রীকৃষ্ণকীর্তন : আবিষ্কার, পু<mark>থি পরিচয়, খণ্ড বিভাজন, ঐতি</mark>হাসিক গুরুত্ব

৬. অনুবাদ সাহিত্য : কৃত্তিবাস ওঝা, মালাধর বসু, শ্রীকর নন্দী, কবীন্দ্র পরমেশ্বর, কাশীরাম দাস

৭. মঙ্গলকাব্য : (ক) মনসামঙ্গল ্রি:বিজয়গুপ্ত, তন্ত্রবিভূতি, জগজ্জীবন ঘোষাল

(খ) চণ্ডীমঙ্গল : মুকুন্দ চক্রবর্তী
 (গ) ধর্মমঙ্গল : ঘনরাম চক্রবর্তী

(ঘ) অন্নদামঙ্গল : ভারতচন্দ্র রায়গুণাকর

(৬) গোসানীমঙ্গল : রাধাকৃষ্ণ দাস বৈরাগী

৭. চৈতন্যজীবনীগ্রন্থ : বৃন্দাবনদাস, কৃষ্ণদাস কবিরাজ

৮. আরাকান রাজসভার সাহিত্য : দৌলত কাজী, সৈয়দ আলাওল

দ্বিতীয়ার্ধ : পদাবলি সাহিত্য

১. বৈষ্ণব পদাবলি : চৈতন্য পূর্ববর্তী ও পরবর্তী কবিদের রসপর্যায়ভিত্তিক আলোচনা

[চণ্ডীদাস, বিদ্যাপতি, জ্ঞানদাস, গোবিন্দদাস]

২. শাক্ত পদাবলি : রামপ্রসাদ সেন ও কমলাকান্ত ভট্টাচার্য

[আগমনী, বিজয়া এবং ভক্তের আকুতি : পর্যায়ভিত্তিক আলোচনা]

MINOR COURSE – 1 [UBNGMIN10001] 1ST SEMESTER / 2ND SEMESTER

CREDIT: 4 (THEORY + TUTORIAL)

TOTAL CLASS: 60 (THEORY-48, TUTORIAL-08, INTERNAL ASSESSMENT-04)
FULL MARKS: 75 (EXAM – 60, INTERNAL ASSESSMENT – 10, ATTENDANCE – 05)

শিরোনাম : বাংলা সাহিত্যের ইতিহাস [আধুনিক যুগ : সংক্ষিন্ত পরিচয়]

১. গদ্য / প্রবন্ধ : ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, প্রমথ চৌধুরী

২. কাব্য : ঈশ্বরচন্দ্র গুপ্ত, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর ['মানসী' ও

'সোনার তরী' পর্ব], নজরুল ইসলাম, জীবনানন্দ দাশ

৩. নাটক : মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ [পৌরাণিক নাটক], দ্বিজেন্দ্রলাল রায়

[ঐতিহাসিক নাটক]

৪. উপন্যাস : বঙ্কিমচন্দ্র চট্টোপাধ্<mark>যা</mark>য়, রবীন্দ্রনাথ ঠাকুর [বিশ শ<mark>ত</mark>কের উপন্যাস], শরৎচন্দ্র চট্টোপাধ্যায়,

বিভূতিভূষণ বন্দ্যোপাধ্যায়

৫. ছোটোগল্প : রবীন্দ্রনাথ ঠাকুর, <mark>পরশুরাম (রাজশেখর</mark> বসু), ব<mark>ন</mark>ফুল (বলাইচাঁদ মুখোপাধ্যায়),

নারায়ণ গঙ্গোপাধ্যায়

AEC - 1/ AEC - 2 [UBNGAEM10001] 1ST SEMESTER / 2ND SEMESTER

CREDIT : 2 (THEORY + TUTORIAL)

TOTAL CLASS: 30 (THEORY-15, PRACTICAL-10, VIVA-05) FULL MARKS: 50 (EXAM – 30, VIVA-15, ATTENDANCE – 05)

শিরোনাম : यद्रयशितक याःला ভাষাচর্চা

- ১. পত্ররচনা : প্রাতিষ্ঠানিক পত্র, আবেদনপত্র, অভিযোগপত্র, নিমন্ত্রণপত্র
- ২. প্রতিবেদন রচনা
- ৩. সভার কার্যবিবরণী রচনা
- ৪. তাৎক্ষণিক বক্তৃতা
- ৫. প্রাতিষ্ঠানিক সম্ভাষণ ও কথোপকথন

SEC – 1 [UBNGSEC11001]

CREDIT: 3 (THEORY + PRACTICAL)

TOTAL CLASS: 45 (THEORY-25, PRACTICAL-15, INTERNAL ASSESSMENT-05)

FULL MARKS: 75 (EXAM – 40, PRACTICAL – 20, INTERNAL ASSESSMENT – 10, ATTENDANCE – 05)

শিরোনাম : প্রয়োগমূলক বাংলা ভাষা-বিধি

১. বাংলা শব্দভাণ্ডার : তৎসম, অর্ধতৎসম, তদ্ভব, দেশি, আগন্তুক

২. বাংলা বানানচর্চা : (ক) বাংলা বানান-সমস্যা

(খ) বাংলা বানান সংস্কার : ঈশ্বরচন্দ্র বিদ্যাসাগর, রবীন্দ্রনাথ ঠাকুর, কলিকাতা বিশ্ববিদ্যালয়, পশ্চিমবঙ্গ বাংলা আকাদেমি

(গ) বাংলা বানান-বিধি : বিসর্গ (৪) চিহ্ন ব্যবহার, হস্ চিহ্ন, ঙ আর ং-এর ব্যবহার, কি/কী, ই/ঈ, উ/উ, ও-কার, ণত্ব-বিধান ও ষত্ব-বিধান, শ/ষ/স-এর প্রয়োগ, না/নি/নে-র ব্যবহার, র/ড়/ঢ়-এর ব্যবহার, য-ফলার ব্যবহার, হাইফেন চিহ্নের প্রয়োগ, যুক্তাক্ষর ভাঙার রীতি

পরিভাষা : (ক) বাংলা পরিভাষাচর্চার ইতিহাস ও প্রয়োজনীয়তা

(খ) বাংলা পরিভাষা (ইংরেজি থেকে নির্মাণ) : * নীচে দ্রষ্টব্য

- ৪. বিরাম চিহ্নের ব্যবহার
- ৫. বাংলা উচ্চারণ-বিধি
- ৬. সাধু ও চলিত গদ্য : রীতি, বৈশিষ্ট্য ও পারস্পরিক রূপান্তর
- * পরিভাষা (ইংরেজি থেকে বাংলা) :
- ১. Abbreviation সংক্ষেপ, ২. Academic অধিবিদ্যা, বিদ্যাবিষয়ক, ৩. Adolescent নবযুবক, নবযুবতী, ৪. Attested প্রত্যয়িত,

CHE CHICK

৫. Board - পর্যদ, ৬. Carry forward - জের টানা, ৭. Casual - নৈমিন্তিক, ৮. Catharsis - বিমোচন, ভাবমোক্ষণ, ৯. Certificate - শংসাপত্র, প্রমাণপত্র, ১০. Climax - পরাকাষ্ঠা, তুঙ্গ, ১১. College – মহাবিদ্যালয়, ১২. Debt – ঋণ, ১৩. Department - বিভাগ, ১৪. Digital – বৈদ্যুতিন, ১৫. Discount - অবহার, ছাড়, ১৬. Discourse – প্রকরণ, ১৭. Discase - রোগ, ব্যাধি, ১৮. Dissertation - গবেষণাধর্মী প্রবন্ধ, ১৯. Dissolve - ভঙ্গ করা, ভেঙে দেওয়া, দ্রবীভূত করা, ২০. Electronic – বৈদ্যুতিন, ২১. Expression - মত প্রকাশ, ২২. Gorgeous – জাঁকজমকপূর্ণ, ২৩. Insurance – বিমা, ২৪. International – আন্তর্জাতিক, ২৫. Intellectual – বুদ্ধিদীপ্ত, ২৬. Internet – অন্তর্জাল, ২৭. Library – গ্রন্থাগার, ২৮. Mobile phone – চলভাষ, ২৯. Multi National – বহুজাতিক, ৩০. Multi storied – বহুজরীয়, ৩১. Migrant labour - পরিযায়ী শ্রমিক, ৩২. Nation – জাতি, ৩৩. National Education Policy - জাতীয় শিক্ষানীতি, ৩৪. Ordinance – অধ্যাদেশ, ৩৫. Parliament -সংসদ, ৩৬. Project – প্রকল্প, ৩৭. Rank – পদ্মর্যাদা, ৩৮. Robot - যন্ত্র মানব, ৩৯. Suggestion – প্রস্তাব, ৪০. Transaction – লেনদেন, ৪১. Virtual - আন্তর্জালিক, ৪২. University- বিশ্ববিদ্যালয়

Page 4 of 6

SEMESTER - 2

TOTAL CREDIT : 20 [MAJOR-4, MINOR-4, SEC-3, AEC-2, MDC-3, VAC-4] TOTAL MARKS = 425

(MAJOR-2: 75, MONOR-2: 75, SEC-2: 75, AEC: 50, MDC: 75, VAC: 75)

MAJOR COURSE - 2 [UBNGMAJ12002]

CREDIT: 4 (THEORY + TUTORIAL)

TOTAL CLASS: 60 (THEORY-48, TUTORIAL-08, INTERNAL ASSESSMENT-04)
FULL MARKS: 75 (EXAM – 60, INTERNAL ASSESSMENT – 10, ATTENDANCE – 05)

শিরোনাম : বাংলা সাহিত্যের ইতিহাস [আধুনিক যুগ : সংশ্ধিন্ত পরিচয়]

প্রথমার্ধ : উনিশ শতক

১. গদ্য / প্রবন্ধ : ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর

২. পত্র-পত্রিকা : দিগ্দর্শন, সংবাদ প্রভাকর, তত্ত্ববোধিনী পত্রিকা, বঙ্গদর্শন

৩. কাব্য : ঈশ্বরচন্দ্র গুপ্ত, মধু<mark>সুদন দত্ত, বিহারীলাল</mark> চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর ['মানসী' ও 'সোনার

তরী' পর্ব]

8. নাটক : মধুসুদন দত্ত, দীন<mark>বন্ধু মিত্র, গিরিশচন্দ্র ঘোষ [পৌ</mark>রাণিক ও সামাজিক নাটক]

৫. উপন্যাস : বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রমেশচন্দ্র দত্ত, স্বর্ণকুমারী দেবী

দ্বিতীয়ার্ধ : বিশ শতক

১. গদ্য / প্রবন্ধ : প্রমথ চৌধুরী, বুদ্ধদেব বসু

২. পত্ৰ-পত্ৰিকা : সবুজপত্ৰ, কল্পোল

৩. কাব্য : রবীন্দ্রনাথ ঠাকুর ['বলাকা' ও 'পুরবী' পর্ব], নজরুল ইসলাম, জীবনানন্দ দাশ

৪. নাটক : দ্বিজেন্দ্রলাল রায় [পৌরাণিক ও ঐতিহাসিক নাটক], ক্ষীরোদপ্রসাদ বিদ্যাবিনোদ

৫. উপন্যাস : রবীন্দ্রনাথ ঠাকুর [বিশ শতকের উপন্যাস], শরৎচন্দ্র চট্টোপাধ্যায়, বিভূতিভূষণ

বন্দ্যোপাধ্যায়

৬. ছোটোগল্প : রবীন্দ্রনাথ ঠাকুর*, পরশুরাম (রাজশেখর বসু), বনফুল (বলাইচাঁদ মুখোপাধ্যায়),

নারায়ণ গঙ্গোপাধ্যায়

* গল্পকার রবীন্দ্রনাথ ঠাকুরকে উনিশ ও বিশ শতক মিলিয়ে সামগ্রিকভাবে পড়তে হবে।

SEC - 2 [UBNGSEC12002]

CREDIT: 3 (THEORY + PRACTICAL)

TOTAL CLASS: 45 (THEORY-25, PRACTICAL-15, INTERNAL ASSESSMENT-05)

FULL MARKS: 75 (EXAM – 40, PRACTICAL – 20, INTERNAL ASSESSMENT – 10, ATTENDANCE – 05)

শিরোনাম : ব্যবহারিক বাংলা লিখন-কৌশল

- ১. প্রুফ সংশোধন
- ২. সাক্ষাৎকার
- ৩. কাল্পনিক সংলাপ
- ৪. বিজ্ঞাপনের খসড়া
- ৫. শংসাপত্র
- ৬. বিতর্কসভায় বক্তব্য





SYLLABUS FOR FYUG PROGRAMME WITH SINGLE MAJOR IN ENGLISH

(as per the New Curriculum & Credit Framework 2022)

SEMESTERS I & II

Effective from the Academic Session 2023-2024

UNIVERSITY OF NORTH BENGAL RAJA RAMMOHUNPUR DIST. DARJEELING PIN- 734013

(approved by the UGBoS dated 14th July, 2023)

4- YEAR UNDERGRADUATE PROGRAMME WITH SINGLE MAJOR UNDER THE NEW CURRICULUM AND CREDIT FRAMEWORK, 2022

ENGLISH

- Effective from the Academic Session 2023-2024.
- Up to 50% of the questions set in any year may be repeated in the following year.
- The word limit to answers is as follows: (NOTEXCEEDING)

150 words for 05 marks,

200 words for 06 marks,

250 words for 08 marks,

350 words for 10 marks,

450 words for 12 marks.



1.	Programme Objectives & Programme Outcomes
2.	Course Structure for Semesters I & II
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5.	Syllabus & Suggested Reading List for Semester I Minor Course12-15
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7.	Syllabus & Suggested Reading List for Semester I Multi-disciplinary Course19-23
8.	Syllabus for Semester II
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	Syllabus & Suggested Reading List for Semester II Major Course
10.	,
10. 11.	Syllabus & Suggested Reading List for Semester II Minor Course30-32
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PROGRAMME OBJECTIVES

- This course in English aims to impart knowledge about the fundamentals of English Literature and Language.
- The course is designed to familiarize the students with the basic ideas, thoughts, concepts and theories in literary thought.
- The course has been designed in such a way that every student is equipped with certain elementary skills in language and hands-on training in the interpretation of literary texts which can be of help in seeking gainful employment.
- The course intends to introduce students from multidisciplinary backgrounds on the fundamentals of English Literature.
- This course aims to initiate an intellectual urge among the students for understanding the most pressing literary and theoretical issues.
- The aim of this course is also to provide knowledge and skills to the students to enable them to undertake further studies in English Literature in particular and Theoretical Humanities by extension in future.

PROGRAMME OUTCOMES

After completion of this Course, a learner is expected to:

- Acquire domain knowledge in the discipline.
- Develop a general understanding of English Literature as a distinct subject of study and analyze its inter-disciplinary character as well.
- Study and analyze a literary text from critical and constructive perspectives.
- Have a better understanding of the basics of linguistics and the genres of tragedy, comedy, the epic and the lyric.
- Intensify critical thinking and develop the ability to make logical inferences about literary and theoretical issues.
- Pursue higher education such as Post Graduate Studies and Research in English and in other interdisciplinary areas.

University of North Bengal Course Structure of ENGLISH for FYUGP (aspertheNewCurriculum & Credit Framework 2022)

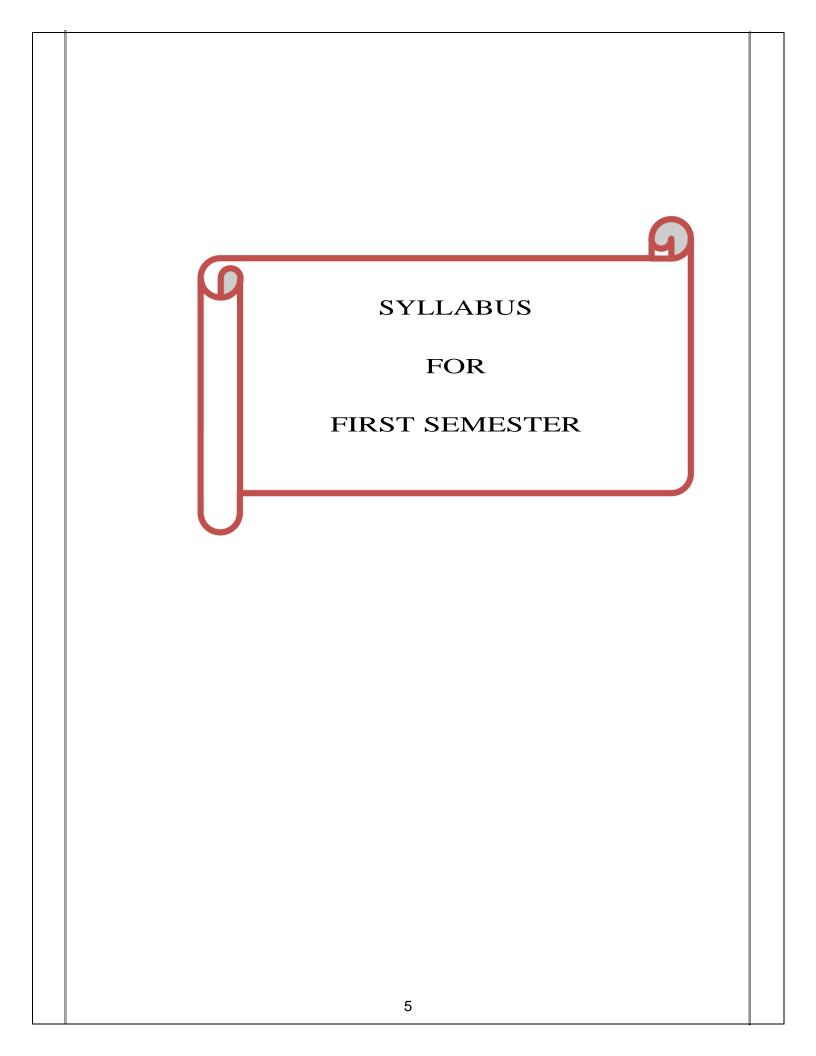
Ist & IInd SEMESTERS

					M	ARKS DIS	TRIBUTI	ON
					End Sem	IA*	Project /Assign ment.	Total
				S				
	MAJOR	UENGMAJ11001	Rhetoric, Prosody, Basic Linguistic Terms And Literary Types	4	60	15	-	75
F I R	MINOR	UENGMIN10001	Understanding Poetry	4	60	15	-	75
S	MDC (Multi- disciplinary Course)	 To	Introduction o African Literature	3	60	15	-	75
	SEC (Skill Enhancement Course)	UENGSEC11001	Text Comprehension	3	40	15	20	75
	MAJOR	UENGMAJ12002	European Classical Literature in Translation	4 on	60	15	-	75
S E	MINOR	UENGMIN10001	Understanding Drama	4	60	15	-	75
C O N D	MDC	2. Grap	standing Shakespeare And Tagore bhic Novels rature of Eastern Himalay	3 as	60	15	-	75

SEC	UENGSEC12002	Professional Writing Skill	3	40	15	20	75
AEC	UENGAEM10001	Alternative English	2	30	20		
Semesters							
1 and 2							
AEC	UENGAEL10001	English	2	30	20		
Semesters 1 and 2		Compulsory					

^{*}IA refers to Internal Assessment.

^{**}There will be a Practical for SEC. Practical may include Assignment/ Project to be conducted by the College.



University of North Bengal Syllabus of ENGLISH for FYUGP

(as per the New Curriculum & Credit Framework 2022)

SEMESTER I

Paper Title	Rhetoric, Prosody, Basic Linguistic Terms, and Literary Types
Paper Code	UENGMAJ11001
Nature of the Paper	Major
Paper Level	100
Paper Type	THEORY
Total Credits	4

COURSE OBJECTIVES:

This course is designed to familiarize the learners with the basic ideas, concepts,theories and issues in Rhetoric and Prosody and Elementary Linguistics.

This course aims to introduce learners to the key aspects of the major literary types in Literature.

LEARNING OUTCOMES:

After completion, a learner is expected to:

Acquire domain knowledge on the discipline.

Develop a general understanding of English Language and Literature as a distinct subject of studyand its inter-disciplinary character as well.

FULL MARKS: 75

(Marks in Semester End Theory/Written Examination: 60, Marks in Continuous Evaluation/Internal Assessment/Mid Semester Examination conducted by the Colleges: 10, Marks in Attendance: 5).

Duration of Examination: 2 Hours 30 Minutes.

Rhetoric, Prosody, Elementary Linguistics, and Literary Types

Unit I: Rhetoric and Prosody

(A) Rhetoric

Three questions to be answered out of Eight. (3X3=9)

(B) Prosody

One question to be answered out of Two. (1X3=3)

Unit II: Basic Linguistic Terms

Four questions to be answered out of Six. (4X6=24)

- 1. Malapropism
- 2. Portmanteau words
- 3. Slang terms
- 4. False etymology
- 5. Euphemism
- 6. English derivative ending '-able'
- 7. Diminutives in English
- 8. Hybrids
- 9. Johnsonese
- 10.Journalese
- 11.Back formation
- 12. The force of monosyllabism
- 13.Spoonerism

- 14. Scandinavian Loan Words in English
- 15. French Loan Words in English
- 16. Classical Loan Words in English
- 17. Latin Ecclesiastical Terms
- 18.Stress Shift
- 19. Consonant Shift
- 20. The medium of Netspeak

Unit III: Literary Types: Tragedy, Comedy, The Epic, The Lyric & its variants

Two Questions to be answered out of Four. (2X12=24)

Tragedy: The Function of Tragedy (Catharsis), Mimesis, Plot and Character in

Tragedy, The Tragic Hero, Shakespearean Tragedy

Comedy: Comedy of Humours, Comedy of Manners, Romantic Comedy

The Epic, The Lyric, The Ode, The Sonnet, The Elegy, The Ballad.

Question pattern:

For 60 Marks

Sl.	Questions	Out of	Marks of each	Total Marks
No.	to be		question	
	answered			
1	4	10	3	$4 \times 3 = 12$
2	4	6	6	$4\times 6=24$
3	2	4	12	$2 \times 12 = 24$

Reading for:

Unit I: Rhetoric and Prosody

- 1.Bahadur Bose, R.R. Nath, and T.S. Sterling. *Elements of English Rhetoric and Prosody*. Calcutta: Chuckerverty, Chatterjee & Co. Ltd., 1960.
- 2. M. Chakraborti. *Principles of English Rhetoric and Prosody*. Calcutta: The World Press Private Limited, 1997.
- 3. Kalyannath Dutta. *Rhetoric and Prosody*. Calcutta: Sribhumi Publishing Company, 1997.

Unit II: Basic Linguistic Terms

- 1. Otto, Jespersen. *Growth and Structure of the English Language*. Charleston: Nabu Press, 2010.
- 2. Albert C. Baugh. A History of the English Language. London: Routledge, 2002.
- 3. Randolph Quirk. English in Use. London: Longman 1990.
- 4. David Crystal. *The English Language: A Guide Tour of the Language*. London: Penguin 2002.
- 5. David Crystal. *Language and the Internet*. Cambridge: Cambridge University Press, 2004.
- 6. J.A. Cuddon and M.A.R. Habib. The Penguin Dictionary of Literary

Terms and Literary Theory: Fifth Edition. London: Penguin, 2015.

Unit III: Literary Types: Tragedy, Comedy, The Lyric & its variants

- 1. S.H. Butcher. *Aristotle's Theory of Poetry and Fine Art*. New Delhi: Kalyani Publishers, 1996.
- 2 O. B. Golden & Hardison. *Aristotle's Poetics: A Translation and Commentary for Students of Literature*. University Press of Florida, 1968.
- 3. Aristotle. *Poetics*. Translated with an introduction and notes by Malcolm Heath.London: Penguin, 1996. chaps. 6–17, 23, 24, and 26.
- 4. Ingram Bywater. *Aristotle: On the art of Poetry*. Pref. by Gilbert Murray. Oxford: Clarendon Press, 1909.
- 5. T.S. Dorsch. *Aristotle/Horace/Longinus*. *Classical Literary Criticism*. London: Penguin Books, 1965.
- 6. Amlan Dasgupta. Aristotle's Poetics. New Delhi: Pearson Longman, 2007.
- 7. Alex Preminger, T.V.F. Brogan. *The New Princeton Encyclopedia of Poetry and Poetics*. Princeton University Press, Princeton, N.J., 1993.
- 8. AC Bradley. Shakespearean Tragedy. 1904. Rpt. London: Penguin, 1991.
- 9. William K. Wimsatt, and Cleanth Brooks. *Literary Criticism A Short History*. 1957. Rpt. London: Routledge, 2022.
- 10. Harry Blamires. *A History of Literary Criticism*. London: Bloomsbury, 1991.
- 11. M.A.R. Habib. *A History of Literary Criticism and Theory: From Plato to the Present*. Oxford: Blackwell, 2005
- 12. M.A.R. Habib. *Modern Literary Criticism and Theory: A History*. Oxford: Blackwell, 2008.
- 13. Moelwyn Merchant. Comedy. London and New York: Routledge, 1972.

14. Andrew Stott. <i>Comedy</i> . New York, Routledge, 2005.	
15. Clifford Leech. <i>Tragedy</i> . London and New York: Routledge, 1969.	
16. Patrick Murray. Literary Criticism: A Glossary of Literary Terms. New	
York: Longman, 1978.	
11	
11	

University of North Bengal Syllabus of ENGLISH for FYUGP (as per the New Curriculum & Credit Framework 2022)

SEMESTER I

Paper Title	Understanding Poetry
Paper Code	UENGMIN10001
Nature of the Paper	MINOR
Paper Level	100
Paper Type	THEORY
Total Credits	4

COURSE OBJECTIVES:

This course aims to impart knowledge about the fundamentals of English Poetry. This course is designed to familiarize the learners with the basic ideas, concepts, approaches, theories and issues in interpreting poetry.

LEARNING OUTCOMES:

After completion, a learner is expected to:

Acquire domain knowledge on the discipline.

Develop a general understanding of English Poetry as a distinct subject of study.

FULL MARKS: 75

(Marks in Semester End Theory/Written Examination: 60, Marks in Continuous Evaluation/Internal Assessment/Mid Semester Examination conducted by the Colleges: 10, Marks in Attendance: 5).

Duration of Examination: 2 Hours 30 Minutes.

Paper 1: UNDERSTANDING POETRY

Unit I: Short notes on Four literary terms out of Six: 4x3=12

Literary terms:

- 1. Bathos
- 2. Blank Verse
- 3. Carpe Diem
- 4. Heroic Couplet
- 5. Lyric
- 6. Sonnet
- 7. Ballad
- 8. Ode
- 9. Imagery
- 10.Epic
- 11.Mock Epic
- 12.Rhyme
- 13.Refrain
- 14.Satire
- 15.Symbol
- 16.Conceit

Unit II: Explain any Four quotes out of Six with reference to the context:

6 quotations should be provided, covering all the poets (4x6=24)

Philip Sidney: "Loving in Truth"

William Shakespeare: "Shall I compare thee to a Summer's day"

John Donne: "The Good Morrow"

George Herbert: "Virtue"

Alexander Pope: The Rape of the Lock (Cantos 1 and 2)

William Blake: "Tyger"

Unit III: Two questions are to be answered from Four questions covering any four poets: 2x12=24

William Wordsworth: Lucy Poems

Coleridge: "Kubla Khan"

P.B. Shelley: "Ode to the West Wind"

John Keats: "Ode to a Nightingale"

Alfred Tennyson: "Ulysses"

Robert Browning: "The Last Ride Together"

Thomas Hardy: "The Darkling Thrush"

W.B. Yeats: "The Wild Swans at Coole"

Wilfred Owen: "Strange Meeting"

T.S. Eliot: "The Hollow Men"

Question pattern:

•For 60 Marks

Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1	4	6	3	$4\times 3=12$
2	4	6	6	$4\times 6=24$
3	2	4	12	$2 \times 12 = 24$

For Further Reading:

- 1. J.A. Cuddon and M.A.R. Habib. The Penguin Dictionary of Literary *Terms and Literary Theory*: Fifth Edition. London: Penguin, 2015.
- 2. M.H. Abrams and Geoffrey Galt Harpham. *A Glossary of Literary Terms*; Edition, 10. Wadsworth Cengage Learning, 2012.
- 3. Andrew Bennett, Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. London: Routledge, 2023.
- 4. Rina Ramdev. *Sidney Spenser & Donne A Critical Introduction*. Delhi: Worldview Publications, 2000.
- 5. David Fairer. *The Rape of the Lock*. Penguin Critical Studies. London: Penguin, 2001.
- 6. Debjani Sengupta and Shernaz Cama. *Blake, Wordsworth and Coleridge*. Delhi: Worldview Publications, 2003.
- 7. Suroopa Mukherjee. *Victorian Poets: Tennyson, Browning, Rossetti*. Delhi: Worldview Publications, 2016.
- 7. Harold Bloom. *The Visionary Company: A Reading of English Romantic Poetry*. New York: Cornell University Press, 1971.
- 8. David Perkins. *The Quest for Permanence: The Symbolism of Wordsworth, Shelley and Keats*. Cambridge: Harvard University Press, 1959.
- 7. Manju Jain. A Critical Reading of the Selected Poems of TS Eliot. New Delhi: OUP, 1991.
- 8. Jeffares Derry. Selected Poems of WB Yeats. Pearson Education, 2000.

University of North Bengal Syllabus of ENGLISH for FYUGP (as per the New Curriculum & Credit Framework 2022)

SEMESTER I

Paper Title	Text Comprehension	
Paper Code	UENGSEC11001	
Nature of the Paper	SEC	
Paper Level	100	
Paper Type	THEORY and PRACTICAL	
Total Credits	3	

COURSE OBJECTIVES:

To equip the learners with a basic concept of how to comprehend a passage/poem and answer questions based on them.

LEARNING OUTCOMES:

After completion, a learner is expected to:

Develop a basic understanding of literary analysis and write the summary of a prose piece and the substance of a poem.

FULL MARKS: 75

Theory/Written Examination: 40, Marks (Marks in Semester End in Practical/Assignment/Field Work/Project: 20, Marks Continuous in Evaluation/Internal Assessment/Mid Semester Examination conducted by the Colleges: 10, Marks in Attendance: 5).

Duration of Examination: 2 Hours.

Unit I:

Comprehension of ONE Verse piece—ONE text followed by SIX questions, out of which FIVE must be answered, each carrying TWO marks. [5x2=10]

Unit II:

Comprehension of ONE Prose piece—ONE text followed by SIX questions, out of which FIVE must to be answered, each question carrying FOUR marks. [5x4=20]

Unit III:

Summarize One Prose piece \underline{OR} attempt a Substance of One Verse piece, One must be answered. [1x10=10]

Question pattern:

·For 40 Marks

Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1	5	6	2	$5 \times 2 = 10$
2	5	6	4	$5 \times 4 = 20$
3	1	2	10	1 × 10 =10

N.B. Practical examination shall comprise Assignments/Projects which shall be conducted by the Colleges themselves.

For further Reading:

- 1. Marcella Frank. Writing as Thinking: A Guided Processed Approach. London: Pearson College Division, 1989.
- 2. Liz Hamp-Lyons & B. Heasely. Study Writing: A Course in written English for Academic & Professional Purposes. New York: Cambridge University Press, 1987.
- 3. J. Alder Mortimer and Charles van Doren. How to Read a Book: The Classic Guide to Intelligent Reading, UK, S&S Inc, 1940.
- 4. Wayne Tennent. Understanding Reading Comprehension: Processes and Practices. UK: Sage, 2014.

University of North Bengal Syllabus of ENGLISH for FYUGP (as per the New Curriculum & Credit Framework 2022)

SEMESTER I

Paper Title	Introduction to African Literature
Paper Code	
Nature of the Paper	MDC
Total Credits	-
Paper Type	THEORY

COURSE OBJECTIVES:

This course aims to introduce the students to the basic concepts and the important texts from African Literature.

LEARNING OUTCOMES:

After completion, a learner is expected to: Understand the basic concepts of African Literature and Culture.

FULL MARKS: 75

(Marks in Semester End Theory/Written Examination: 60, Marks in Continuous Evaluation/Internal Assessment/Mid Semester Examination conducted by the Colleges: 10, Marks in Attendance: 5).

SEMESTER: I, POOL A

Paper Description: 8. INTRODUCTION TO AFRICAN LITERATURE

Duration of Examination: 2 Hours 30 Minutes.

Unit I: NOVELS

One Long Question must be answered from Four questions, set from all the texts: 1x10=10

- 1. Chinua Achebe: Things Fall Apart
- 2. Ngũgĩ wa Thiong'o: The River Between

Unit II: THE SHORT STORY

One Long Question must be answered from Four questions, set from all the texts: 1x10=10

- 1. Nadine Gordimer: "Six Feet of the Country"
- 2. Chinua Achebe: "Girls at War"
- 3. Ben Okri: "After the End"
- 4. Chimamanda Ngozi Adichie: "My Mother, the Crazy African"

Unit III: POETRY

Two Long Question must be answered from Six questions, set from all the texts: 2x10=20

- 1. Chinedu Dike: "Mandela The Immortal Icon"
- 2. Benjamin Zephaniah: "Everybody is Doing It"
- 3. Spike Milligan: "Jumbo Jet"
- 4. Solomon Ochwo-Oburu: "I feel African in every Vein"
- 5. Teddy Kimathi: "South Africa"
- 6. Wole Soyinka: "In the Small Hours"

Short Questions:

Four Short Questions must be answered from Twelve questions, set from all the texts: 4x5=20

Question pattern:

•For 60 Marks

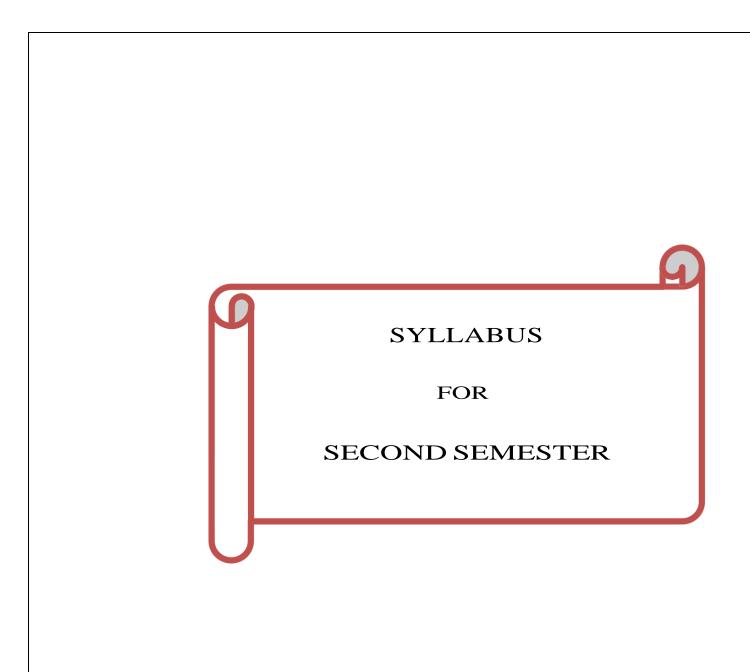
Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1	1	4	10	1 × 10 = 10
2	1	4	10	1 × 10 =10
3	2	6	10	2 × 10 =20
4	4	12	5	$4\times 5=20$

For Further Reading:

- 1. Chinua Achebe. *Things Fall Apart*. New Delhi: Worldview Critical Edition, 2020.
- 2. *Chinua Achebe. Conversations With Chinua Achebe.* Ed. Bernth Lindfors. Jackson: University Press of Mississippi, 1997.
- 3. Simon Gikandi. *Reading Chinua Achebe: Language and Ideology in Fiction*. Nairobi: Heinemann, 1991.
- 4. Solomon O. Iyasere. *Understanding Things Fall Apart: Selected Essays and Criticism*. Troy, NY: Whitson Publishing, 1998.
- 5. G.D. Khillam. *The Writings of Chinua Achebe*. London: Heinemann Educational, 1977.
- 6. Isidore Okpewho. *Chinua Achebe's Things Fall Apart: A Casebook*. Oxford: OUP, 2003.
- 7. Simon Gikandi. Ngugi Wa Thiong'O. Cambridge: CUP, 2010.
- 8. Charles Cantalupo. *Ngugi Wa Thiong'O: Texts and Contexts*. Africa World Press, 1995.
- 9. Chinua Achebe, Catherine Lynette Innes. *African Short Stories*. Heinemann, 1987.
- 10. Mariaconcetta Costantini. *Behind the Mask: A Study of Ben Okri's Fiction* Rome: Carocci, 2002.
- 11. Arlene A. Elder. *Narrative Shape-Shifting: Myth, Humor and History in the Fiction of Ben Okri, B. Kojo Laing and Yvonne Vera*. Oxford: James Currey, 2009, esp. pp. 7-55.
- 12. Robert Fraser. Ben Okri: Towards the Invisible City (Horndon: Northcote House, 2002).

- 13. Rosemary Alice Gray. *The Tough Alchemy of Ben Okri*. London: Bloomsbury, 2021.
- 14. Vanessa Guignery. (ed.), The Famished Road: *Ben Okri's Imaginary Homelands*. Newcastle upon Tyne: Cambridge Scholars

 Publishing, 2013.
- 15. Gerald Moore. The Penguin Book of Modern African Poetry.
- 16. Obi Maduakor. *Wole Soyinka: An Introduction to his Writing*. Garland, 1986.



University of North Bengal Syllabus of ENGLISH for FYUGP (as per the New Curriculum & Credit Framework 2022)

SEMESTER II

Paper Title	European Classical Literature in Translation		
Paper Code	UENGMAJ12002		
Nature of Paper	Major		
Paper Level	100		
Paper Type	THEORY		
Total Credits	4		

COURSE OBJECTIVES:

This course intends to introduce the learners to the most important texts of Classical Greek and Roman drama in translation.

The objective of this course is to familiarize the learners with the concepts of tragedy and comedy.

LEARNING OUTCOMES:

After completion, a learner is expected to:

Be acquainted with the most basic concepts of Classical European literature and the distinctive features of tragedy and comedy.

FULL MARKS: 75

(Marks in Semester End Theory/Written Examination: 60, Marks in Continuous Evaluation/Internal Assessment/Mid Semester Examination conducted by the Colleges: 10, Marks in Attendance: 5).

Duration of Examination: 2 Hours 30 Minutes.

European Classical Literature in Translation

Unit I: Understanding Key Terms in Drama

Four questions to be answered out of Six. (4X3=12)

- 1. Anagnorisis
- 2. Peripeteia
- 3. Chorus
- 4. Tragic Conflict
- 5. Climax
- 6. Comic Relief
- 7. Denouement
- 8. Dramatic irony
- 9. Hamartia
- 10.Hubris
- 11.Soliloquy
- 12. Three Unities
- 13. In Media Res
- 14.Parabasis
- 15.Parodos

Unit II: Classical Drama in Translation

Four questions to be answered out of Six. (4X6=24)

- 1. Aeschylus: Agamemnon
- 2. Sophocles: Oedipus the King
- 3. Euripides: Medea
- 4. Aristophanes: The Frogs/ Plautus: The Pot of Gold.

Unit III: Classical Drama in Translation

Two Questions to be answered out of Four. Two questions with alternatives are to be set from each text. (2X12=24)

1. Aeschylus: Agamemnon

2. Sophocles: Oedipus the King

3. Euripides: Medea

4. Aristophanes: *The Frogs / Plautus: The Pot of Gold.*

Question pattern:

•For 60 Marks

Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1	4	6	3	$4\times 3=12$
2	4	6	6	$4\times 6=24$
3	2	4	12	2 × 12 =24

For Further Reading:

Unit I: Understanding Key Terms in Drama

- J.A. Cuddon and M.A.R. Habib. The Penguin Dictionary of Literary Terms and Literary Theory: Fifth Edition. London: Penguin, 2015.
- 2 M. H. Abrams and Geoffrey Galt *Harpham*. *A Glossary of Literary Terms*; Edition, 10. Wadsworth Cengage Learning, 2012.
- 3. Andrew Bennett, Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. London: Routledge, 2023.

Units II & III: Classical Drama in Translation

- 1. HDF Kitto. *Greek Tragedy: A Literary Study*. 1939.
- 2. HDF Kitto. Form and Meaning in Drama: A Study of Six Greek Plays and of Hamlet. London & New York: Routledge, 2015.
- 3. T. James Luce. *Ancient Writers: Greece and Rome*. Charles Scribner's Sons, 1982.
- 4. Joshua Billings Ed.Oliver Taplin Trans. *Aeschylus: The Oresteia*. A Norton Critical Edition. W. W. Norton & Company, 2018.
- 5. Robert Fagles. *Oresteia: Agamemnon, The Libation Bearers, Eumenides*. New York & London: Penguin, 1982.
- 6. Luci Berkowitz, Theodore F. Brunner. *Oedipus Tyrannus*. A Norton Critical Edition. London: Wiley, 1970.

- 7. Michael J. O'Brien. *Oedipus Rex: A Collection of Critical Essays*. 20th Century Interpretations. New Jersey: Prentice Hall, 1968.
- 8. Bernard Knox. *The Heroic Temper: Studies in Sophoclean Tragedy*. California: University of California Press, 1983.
- 9. Robert Fagles. *Sophocles: The Three Theban Plays*. Introduction by Bernard Knox. New York & London: Penguin, 1982.
- 10. David Littlefield. *The Frogs. A Collection of Critical Essays*. 20th Century Interpretations. Prentice-Hall, Inc., 1968.
- 11.Richard Rutherford (Introducer), John Davie (Translator). *Medea and Other Plays by Euripides*. New York & London: Penguin, 2003.
- 12. Sheila Murnaghan. *Medea*. A Norton Critical Edition (Norton Critical Editions). W. W. Norton & Company, 2018.
- 13. David Barrett. Frogs and Other Plays. New York & London: Penguin, 2007.
- 14.EW Watling. The Pot of Gold and Other Plays. London: Penguin: 1965.
- 15. Marianne Mcdonald and J Michael Walton Ed. *The Cambridge Companion to Greek and Roman Theatre. Cambridge*: CUP, 2007.
- 16. George E. Duckworth, Ed. *The Complete Roman Drama* Vol I, Kolkata: The Standard Literature Company Pvt Ltd, 2006.
- 17. Erich Segal Ed. Plautus; Four Comedies. Oxford: OUP, 1996.Erich Segal. Roman Laughter: The Comedy of Plautus. Oxford, OUP, 1987.
- 18. Alison Sharrock. Reading Roman Comedy: Poetics and Playfulness in Plautus and Terence. London, CUP, 2009.
- 19.C. W. Marshall. *The Stagecraft and Performance of Roman Comedy*, Cambridge, CUP, 2006.
- 20.RL. Hunter. The New Comedy of Greece and Rome, Cambridge, CUP, 1985.

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SEMESTER II

Paper Title	Understanding Drama
Paper Code	UENGMIN10001
Nature of Paper	MINOR
Paper Level	100
Paper Type	THEORY
Total Credits	4

COURSE OBJECTIVES:

This course aims to impart knowledge about the fundamentals of English Drama.

This course is designed to familiarize the learners with the basic ideas, concepts, approaches, theories and issues in interpreting drama.

LEARNING OUTCOMES:

After completion, a learner is expected to: Acquire domain knowledge on the discipline.

Develop a general understanding of English Drama as a distinct subject of study.

FULL MARKS: 75

(Marks in Semester End Theory/Written Examination: 60, Marks in Continuous Evaluation/Internal Assessment/Mid Semester Examination conducted by the Colleges: 10, Marks in Attendance: 5).

Duration of Examination: 2 Hours 30 Minutes.

Paper 2: UNDERSTANDING DRAMA

Unit I: Short notes on Four literary terms out of Six: 4x3=12

Literary terms:

- 1. Anagnorisis
- 2. Peripeteia
- 3. Chorus
- 4. Tragic Conflict
- 5. Climax
- 6. Comic Relief
- 7. Denouement
- 8. Dramatic irony
- 9. Hamartia
- 10.Hubris
- 11.Soliloquy
- 12. Three Unities
- 13. In Media Res
- 14.Parabasis
- 15. Parodos

Unit II: Four questions to be answered from Six questions, covering the two texts

equally: 4x6=24

John Galsworthy: Justice

George Bernard Shaw: Arms and the Man

Unit III: Two questions to be answered from Four questions, covering the two

texts equally: 2x12=24

William Shakespeare:

- 1. Macbeth
- 2. Twelfth Night

Question pattern:

•For 60 Marks

Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1	4	6	3	$4\times 3=12$
2	4	6	6	4 × 6 = 24
3	2	4	12	2 × 12 =24

For Further Reading:

- 1. J.A. Cuddon and M.A.R. Habib. The Penguin Dictionary of Literary *Terms and Literary Theory*: Fifth Edition. London: Penguin, 2015.
- 2. M. H. Abrams and Geoffrey Galt *Harpham*. *A Glossary of Literary Terms*; Edition, 10. Wadsworth Cengage Learning, 2012.
- 3. Andrew Bennett, Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. London: Routledge, 2023.
- 4. Nigel Alexander. A Critical Commentary on Bernard Shaw's Arms and the Man and Pygmalion. London: Macmillan, 1968.
- 4. Stevie Davis. Twelfth Night. London: Penguin, 1993.
- 5. RP Draper. Twelfth Night. London: Macmillan, 2001.
- 6. SC Sengupta. Macbeth. Calcutta: A. Mukherjee & Co. Pvt. Ltd. 2009.
- 7. David Elloway. Macbeth. London: Macmillan, 1985.

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(as per the New Curriculum & Credit Framework 2022)

SEMESTER II

Paper Title	Professional Writing Skill
Paper Code	UENGSEC12002
Nature of Paper	SEC
Paper Level	100
Paper Type	THEORY and PRACTICAL
Total Credits	3

COURSE OBJECTIVES:

To equip the learners with the basic concepts of writing skills and editing.

LEARNING OUTCOMES:

After completion, a learner is expected to:

Develop a basic understanding of how to write a report, an advertisement and a curriculum vitae.

FULL MARKS: 75

(Marks in Semester End Theory/Written Examination: 40, Marks in Practical/Assignment

Field Work/Project: 20, Marks in Continuous Evaluation/Internal Assessment/MidSemester Examination conducted by the Colleges: 10, Marks in Attendance: 5).

Duration of Examination: 2 Hours.

Unit I:

Proof reading of One prose piece to be attempted (in reference to the correct version of that paragraph) carrying 10 marks—One mark each for the correct application of Ten proof reading symbols.[1x10=10]

Unit II:

- Two questions to be answered from Five questions asked serially from the Five topics, covering these equally and with Two internal options from each. [2x10=20]
- 1. Dialogue Writing
- 2. Notice Writing
- 3. Advertising Copy Writing
- 4. CV/Resume Writing
- 5. Report Writing

Unit III:

- One question to be answered from Four questions asked serially from the Four topics, covering these equally and with Two internal options from each. [1x10=10]
- 1. Essay Writing
- 2. Formal Letter Writing
- 3. Informal Letter Writing
- 4. Editorial Writing

Question pattern:

·For 40 Marks

Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1	1	2	10	1 × 10 =10
2	2	5	10	2 × 10 =20
3	1	4	10	1 × 10 =10

N.B. Practical examination shall comprise Assignments/Projects which shall be conducted by the Colleges themselves.

For further Reading:

- 1. Deborah Perlmutter Bloch. *How to Write a Winning Resume*. Illinois: VGM Career Books, 1998.
- 2. Robert W. Bly. Webster's New World Letter Writing Handbook. Wiley Publishing House, 2004.
- 3. Sanjay Kumar & Pushp Lata. *Communication Skills: A Workbook*. New Delhi: OUP, 2018.
- 4. *Interact: A Course in Communicative English*. Cambridge: University Press, 2019.
- 5. Edward L Smith and Stephen A. Bernhardt. Writing At Work: Professional Writing Skills for People on the Job. New York: McGraw Hill Professional, 1997.
- 6. Shirley Wilson Logan and Wayne H. Slater, eds. *Academic and Professional Writing in an Age of Accountability*. Carbondale: Southern Illinois University

Press, 2010.

- 7. John Caples & Fred E. Hahn. *Tested Advertising Methods*. New Jersey: Prentice Hall, 1997.
- 8. Marcella Frank. *Writing as Thinking: A Guided Processed Approach*. London: Pearson College Division, 1989.
- 9. Liz Hamp-Lyons & B. Heasely. *Study Writing: A Course in written English for Academic & Professional Purposes*. New York: Cambridge University Press, 1987.
- 10. Daniel G. Riordan. *Technical Report Writing Today*. 10 th Edition. Boston: Wadsworth, 2014
- 11. William Critchley. *The Pocket Book of Proofreading: A Guide to Freelance Proofreading*. UK: First English Books, 2007.
- 12. Elsie Myers Stainton. *The Fine Art of Copy Editing*. New York: Columbia University Press, 2002.

University of North Bengal Syllabus of ENGLISH for FYUGP the New Corrientum & Credit Framework 2022

(as per the New Curriculum & Credit Framework 2022)

SEMESTER II

Paper Title	Understanding Shakespeare and Tagore
Paper Code	
Nature of Paper	MDC
Total Credits	
Paper Type	THEORY

COURSE OBJECTIVES:

This course intends to introduce the learners to the works of William Shakespeare and Rabindranath Tagore, the literary doyens of England and India.

LEARNING OUTCOMES:

After completion, a learner is expected to:

Develop a basic understanding of the ideas, concepts of the dramas and sonnets of Shakespeare and the short stories and lyrics of Tagore.

FULL MARKS: 75

(Marks in Semester End Theory/Written Examination: 60, Marks in Continuous Evaluation/Internal Assessment/Mid Semester Examination conducted by the Colleges: 10, Marks in Attendance: 5).

SEMESTER: II, POOL B

Paper Description: 23. Understanding Shakespeare and Tagore

Duration of Examination: 2 Hours 30 Minutes.

Unit I: Understanding Shakespeare:

(A) Drama

Five Questions must be answered from Ten Questions, Two Questions to be set from each text. (5 \times 4 = 20)

(Charles and Mary Lamb: *Tales from Shakespeare*. Kolkata: Radha Publishing House.)

- 1. "The Tempest"
- 2. "As You Like It"
- 3. "The Merchant of Venice"
- 4. "Macbeth"
- 5. "Hamlet"

(B) The Sonnets

Two Questions must be answered from Six Questions, One Question to be set from each text. (2 \times 5 = 10)

Sonnet Nos. 18, 29, 30, 65, 137, 148.

Unit II: Understanding Tagore: Short Stories and Poems

Five Questions must be answered from Ten Questions, Two Questions to be set from each text. (5 \times 6 = 30)

- 1. "Kabuliwala"
- 2. "The Postmaster"
- 3. "Africa"
- 4. "The Golden Boat"
- 5. "The Conch"

Question pattern:

·For 60 Marks

Sl. No.	Questions to be	Out of	Marks of each question	Total Marks
	answered			
1	5	8	4	$5 \times 4 = 20$
2	2	6	5	$2 \times 5 = 10$
3	5	10	6	$5 \times 6 = 30$

For further Reading:

- 1. Victor L. Cahn. *Introducing Shakespeare's comedies, histories, and romances: a guide for teachers*. London: Rowman and Littlefield, 2017.
- 2. Anne Marie Hacht, Cynthia Burnstein. *Shakespeare for students: critical interpretations of Shakespeare's plays and poetry*. Thomson/Gale, 2007.
- 3. Lisa Hopkins. Beginning Shakespeare. New Delhi: Viva Books, 2005.
- 4. Sisir Kumar Ghose. Rabindranath Tagore. New Delhi: Sahitya Akademi, 2007.

University of North Bengal Syllabus of ENGLISH for FYUP

(as per the New Curriculum & Credit Framework 2022)

SEMESTER II

Paper Title	Graphic Novels
Paper Code	
Nature of Paper	MDC
Total Credits	
Paper Type	THEORY

COURSE OBJECTIVES:

This course intends to develop among the learners a basic understanding of the ideas and concepts of Graphic Novels.

LEARNING OUTCOMES:

After completion, a learner is expected to:

Develop a basic understanding of the ideas, concepts i n v o l v e d in the interpretation of Graphic Novels

FULL MARKS: 75

(Marks in Semester End Theory/Written Examination: 60, Marks in Continuous Evaluation/Internal Assessment/Mid Semester Examination conducted by the Colleges: 10, Marks in Attendance: 5).

SEMESTER: II, POOL B

Paper Description: 31. GRAPHIC NOVELS

Duration of Examination: 2 Hours 30 Minutes.

Four long questions to be answered out of Eight questions, Two Questions to be set from each text.: $4 \times 10=40$

Four short questions to be answered out of Eight questions, Two questions to be set from each text: $4 \times 5=20$

1. Alan Moore and Dave Gibbons: Watchmen

2.Fred Fordham: To Kill a Mockingbird: A Graphic Novel

3. Frank Miller: Batman: The Dark Knight Returns

4.Orijit Sen: *River of Stories*

Question pattern:

•For 60 Marks

Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1	4	8	10	4 × 10 =40
2	4	8	5	$4\times 5=20$

University of North Bengal Syllabus of ENGLISH for FYUGP (as per the New Curriculum & Credit Framework 2022)

SEMESTER II

Paper Title	Literature of Eastern Himalayas
Paper Code	
Nature of Paper	MDC
Total Credits	
Paper Type	THEORY

COURSE OBJECTIVES:

This course intends to develop among the learners a basic understanding of the much varied literature and culture of the Eastern Himalayas.

LEARNING OUTCOMES:

After completion, a learner is expected to:

Develop a basic understanding of the ideas, concepts of the diverse literature and culture of the Eastern Himalayas.

FULL MARKS: 75

(Marks in Semester End Theory/Written Examination: 60, Marks in Continuous Evaluation/Internal Assessment/Mid Semester Examination conducted by the Colleges: 10, Marks in Attendance: 5).

SEMESTER: II, POOL B

Paper Description: 42. Literature of Eastern Himalayas

Duration of Examination: 2 Hours 30 Minutes.

Unit I: NOVELS

One Long Question must be answered from Four questions, set from all the texts:

1x10=10

I.B. Rai: There's a Carnival Today

Kunzang Choden: The Circle of Karma

Unit II: SHORT STORIES

One Long Question must be answered from Four questions, set from all the texts:

1x10=10

Temsula Ao: "The Last Song"

Manjushree Thapa: "Friends"

Prajwal Parajuli: "No land is her Land"

Aruni Kashyap: "His Father's Disease"

Unit III: POETRY

Two Long Question must be answered from Six questions, set from all the texts:

2x10=20

Manprasad Subba: "A Poem for a Poet"

Mamang Dai: "Small Towns and the River"

Robin S Ngangom: "A Poem for Mother"

Parijat: "A Sick Lover's Letter to her Soldier"

Esther Syiem: "To the Rest of India from Another Indian"

Tenzin Tsundue: "When it rains in Dharamsala"

Short Questions:

Four Short Questions must be answered from Twelve questions, set from all the

texts: 4x5=20

Question pattern:

•For 60 Marks

Sl.	Questions		Marks of	
No.	to be answered		each question	
1	1	4	10	$1 \times 10 = 10$
2	1	4	10	1 × 10 = 10
3	2	6	10	2 × 10 = 20
4	4	12	5	$4\times 5=20$

Further Reading:

- 1. Bal Ram Adhikari. *Nepali Literature in English Translation- History and Criticism*. Kathmandu: Nepal Academy, 2021.
- 2. Priyanka Kakoti. *English Writings from Northeast India: Of Inclusions, Exclusions and Beyond*. Newcastle: Cambridge Scholars Publishing, 2021.
- 3. Indu Swami. Exploring Untouched Shades of North-East Indian

- Literature in English. New Delhi: Omniscriptum Gmbh & Co. Kg., 2010.
- 4. Indu Swami. *Poetry on the Lips of the Earth: North-East Indian English Poetry, A Critical Analysis*. Lap Lambert Academic Pub, 2012.
- 5. K.M. Baharul Islam. *Literatures from Northeast India: Beyond the Centre- Periphery Debate.* New Delhi: Routledge India, 2022.
- 6. Amit Baishya. *Contemporary Literature from Northeast India: Deathworlds, Terror and Survival.* London and New York: Routledge, 2019.

University of North Bengal Syllabus of ENGLISH at FYUGP (as per the New Curriculum & Credit Framework 2022)

SEMESTERS: I & II

PAPER: AEC

PAPER CODE: UENGAEM10001

PAPER LEVEL: 100

Paper Description: ALTERNATIVE ENGLISH

Paper Title: Literary Application

Paper Type: Theory; Credits: 2

Full Marks: 50

(Marks in Semester End Theory/Written Examination: 30, Marks in Continuous Evaluation/Internal Assessment/Mid Semester Examination conducted by the Colleges: 15, Marks in Attendance: 5).

Duration of Examination: 1 Hour 30 Minutes

Three long questions to be answered out of Six questions provided with alternatives from each text: $3 \times 8=24$

Two short questions to be answered out of Six questions, two questions from each text: $2 \times 3=06$

1. J. M. Synge: Riders to the Sea

2. F. Scott Fitzgerald: The Great Gatsby

3. R. K. Narayan: The Man-Eater of Malgudi

Question pattern:

•For 30 Marks

Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1	3	6	8	$3\times8=24$
2	2	6	3	$2 \times 3 = 06$

University of North Bengal Syllabus of ENGLISH at FYUGP (as per the New Curriculum & Credit Framework 2022)

SEMESTERS: 1 & 2

PAPER CODE: UENGAEL10001

PAPER LEVEL: 100

Paper Description: English Compulsory

Paper Title: Enhancing Reading and

Writing Skills

Paper Type: Theory; Credits: 2

Full Marks: 50

(Marks in Semester End Theory/Written Examination: 30, Marks in Continuous Evaluation/Internal Assessment/Mid Semester Examination conducted by the Colleges: 15, Marks in Attendance: 5).

Duration of Examination: 1 Hour 30 Minutes.

Unit I

Two short questions to be answered from Four texts, One question to be set from each text: 2x5=10

William Wordsworth: "Daffodils"

Walt Whitman: "O Captain! My Captain!"

Maya Angelou: "And Still I Rise"

Rabindranath Tagore: "Where the mind is without fear"

Unit II

Two short questions to be answered from Four texts, One question to be set from each text: 2x5=10

Ernest Hemingway: "Old man at the Bridge"

M.K. Gandhi: "How A Client was Saved"

Dorothy Parker: "A Telephone Call"

O'Henry: "The Gift of the Magi"

Unit III

Writing skills:

Two questions must be answered from Four: 2x5=10

E mail

CV

Paragraph Writing

Report Writing

Question pattern:

•For 30 Marks

Sl.	Questions	Out of	Marks of each	Total Marks
No.	to be answered		question	
1	2	4	5	$2\times 5=10$
2	2	4	5	$2\times 5=10$
3	2	4	5	$2\times 5=10$

For further Reading:

- 1. Robert W. Bly. *Webster's New World Letter Writing Handbook*. Wiley Publishing House, 2004.
- 2. Sanjay Kumar & Pushp Lata. *Communication Skills: A Workbook*. New Delhi: OUP, 2018.
- 3. Interact: A Course in Communicative English. Cambridge: University Press, 2019.
- 4. Edward L Smith and Stephen A. Bernhardt. Writing At Work: Professional Writing Skills for People on the Job. New York: McGraw Hill Professional, 1997.
- 5. Shirley Wilson Logan and Wayne H. Slater, eds. *Academic and Professional Writing in an Age of Accountability*. Carbondale: Southern Illinois University Press, 2010.
- 6. Marcella Frank. *Writing as Thinking: A Guided Processed Approach*. London: Pearson College Division, 1989.
- 7. Liz Hamp-Lyons & B. Heasely. *Study Writing: A Course in written English for Academic & Professional Purposes*. New York: Cambridge University Press, 1987.
- 8. Daniel G. Riordan. *Technical Report Writing Today*. 10 th Edition. Boston: Wadsworth, 2014.

NATIONAL EDUCATION POLICY

FYUGP REGULATIONS-2022

B.A/B.COM/BBA/S.SC/SCA 4 –YEAR UNDERGRADUATE PROGRAM 9FYUGP0 WITH SINGLE MAJOR UNDER THE NEW CURRICULUM AND CREDIT FRAMEWOK, 2022

VALUE ADDED COURSES (VAC)

ENVIROMENTAL EDUCATION (EE)



UNIVERSITY OF NORTH BENGAL

RAJA RAMMOHUNPUR, P.O.-N.B.U; DISTRICT-DARJEELING, PIN-734013, WEST BENGAL, INDIA

Undergraduate Board of Studies

ENVIRONMENTAL EDUCATION (EE)

Dr. Monoranjan Chowdhury, Professor, Department of Botany, NBU [Chairman]

Dr. Arnab Sen, Professor, Department of Botany, NBU [Member]

Dr. Snehasish Saha, Asst. Professor, Department of Geography & Applied Geography, NBU [Member]

Mrs. Meeta Bala, Asst. Professor, KGT Mahavidyalaya, [Member]

COURSE – ENVIROME	NTAL EDUCATION (EE)				
PROGRAM-	YEAR- 1st Year	SEMESTER- I (B.A.)			
UNDERGRADUATE	TEAK 1st Tour	SEMESTER-II (OTHER THAN B.A.)			
Course component-Value	Added Course (VAC)	Course code- UENVVAC10001			

Course Description:

Through the process of environmental education as Value added course (VAC), under-graduate student in the affiliated colleges of this University can learn about the detail information about the global Ecosystems and environmental issues and engage themselves in problem-solving activities, and take steps to protect the environment at their localities. As a result, students are better able to understand environmental challenges and make judgments that are well-informed and moral.

To aid in achieving these aims, the following five related objectives have been suggested:

Awareness: increasing the sensitivity and knowledge of individuals and social groupings to environmental challenges and solutions.

Knowledge: empowering to learn a variety of facts and develop a fundamental grasp of nature and environments.

Attitude: helping social groups and individuals adopt a perspective on the environment that will motivate them to actively contribute to its improvement and protection.

Skills: improving social groups' and individuals' awareness of and response to environmental problems.

Participation: specific involvement of individuals and social groups the chance to join in efforts to speak environmental issues at their levels.

Course outcomes:

After completing this course students will able to:

- Understand the concept of natural resources, their types and availability.
- To develop concept and need of conservation of natural resources and their sustainable development.
- Develop knowledge of ecosystem diversity in India and understanding ecosystem services.
- Understand the concept of Biodiversity, factor impacting towards its loss and conservation.
- Develop an understanding the types of pollution and their adverse impact on environment and health system; controlling measures and policies.
- Understanding crucial Social Issues related to Environment.

Learn the ma	ajor international treaties and le	gislation.				
Core compulsory PAPER LEVELS -	100	Total Credits-04				
		Credit distribution:				
MAX. Marks. 75		Theory-Marks-60 (MCQ)-Credit-03				
TVIIII IVIIII IVI		Field work/Projects & attendance -Marks- 10+5 –Credit-01				
Lectures-60 [Lectur	res-45 +Tutorials-15]	Mandatory: Mid-semester test report preparation	& Field work			
Units	Т	Topics				
	Environmental education ar	nd sustainable development	4 lectures			
Unit-1	Definition and objectives of Environmental education; Levels and significance of Environmental Education. Sustainable Development- Definition; Sustainable Development Goals (SDGs)- targets and indicators, challenges and strategies for SDGs.					
	Natural Resources	7 lectures				
Unit-2	Classification of natural r renewable and non-renewable					
	Biotic resources: Major typ grasslands, wetlands, wildlife marine); Microbes as a resour					
	Forest resources: Use and case studies. Timber extraceffects on forest and tribal ped					
	Water resources: Fresh a Availability and use of w impact of over-exploitation, scarcity and stress; Conflicts of					
	Soil and mineral resources exploitation; Environmental minerals and use; Soil as a res					
	Ecosystems and ecosystem se	7 lectures				
Unit-3	Concept of an ecosystem ecosystem. Energy flow succession. Food chains, food					
	Major ecosystem types characteristics- forests, we					

	coastal and marine; Ecosystem services- classification and their significance. Forest Ecosystem of North Bengal.	
	Biodiversity and its conservation	7 lectures
	Definition, types of biodiversity. Biodiversity Hot-spots. Biogeographical classification of India. India as a mega-diversity nation.	
Unit-4	Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values	
	Threats to biodiversity : Land use and land cover change; Commercial exploitation of species; Invasive species; Fire, disasters and climate change; man-wildlife conflicts.	
	Conservation of biodiversity: <i>in-situ</i> and <i>ex-situ</i> conservation of biodiversity. National and International Instruments for biodiversity conservation. Endangered and endemic species of India	
	Environmental Pollution and management	8 lectures
	Definition of pollution; Point sources and non-point sources of pollution.	
	Air pollution: Sources of air pollution; Primary and secondary pollutants; Criteria pollutants- carbon monoxide, lead, nitrogen oxides, ground-level ozone, particulate matter and sulphur dioxide; Indoor air pollution; Adverse health impacts of air pollutants; Air pollution control. National Ambient Air Quality Standards. AQI.	
Unit-5	Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life. Water pollution control.	
	Soil pollution and solid waste: Soil pollutants and their sources; Solid and hazardous waste; Impact on human health, Solid waste Management	
	Noise pollution: Definition of noise; Unit of measurement of noise pollution; Sources of noise pollution; Noise standards; adverse impacts of noise on human health. Abatement of noise pollution.	
	Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.	
	Role of an individual in prevention of pollution. Pollution case studies.	
Unit-6	Social Issues and the Environment Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. Disaster management: floods, earthquake, cyclone and landslides. Water conservation, rain water harvesting, watershed	7 lectures

10 M C C M C M C M C M C M C M C M C M C	initiatives: United IEP), International re (IUCN), World Plopment (WCED), fic and Cultural mental Panel on Panel Biosphere (MAB)
programme.	
Field Work/Project Submission of individual/group field rep following activity focusing environme /management (Any One). 1. Plantation of one tree sapling (in species) at home premises/ in college	ental conservation

- village/community. Supervise continuously and record the growth pattern. Submit initial and final plant condition with relevant details and future benefits of the tree (Geo-tagged photos etc.)
- Cleaning and restoration of a nearby ponds/ river/water body. Supervise and clean periodically and record the quantity and quality of solid wastes. Submit initial and final water-body condition with relevant details (Geotagged photos etc.)
- 3. Cleaning and restoration of a nearby picnic spot/public place. Supervise and clean periodically and record the quantity and quality of solid wastes. Submit initial and final status of the place with relevant details (Geo-tagged photos etc.)
- 4. Three Awareness campaign on environmental issues (safe solid waste disposal, communicable diseases, safe drinking water, tree plantation, vaccination, etc.) in nearby locality/adopted villages. Submit detailed report of the campaign with relevant details like no. of person participated, feedback and outcomes of the campaigns (Geo-tagged photos etc.)

Suggested readings:

- Adenle A., Azadi H., Arbiol J. (2015). Global assessment of technological innovation for climate change adaptation and mitigation in developing world, Journal of Environmental Management, 161 (15): 261-275.
- Ahluwalia, V. K. (2015). Environmental Pollution, and Health. The Energy and Resources Institute (TERI).
- Ambasht R.S. (2017) 15th ed. A textbook of plant ecology
- Bawa, K.S., Oomen, M.A. and Primack, R. (2011) Conservation Biology: A Primer for South Asia. Universities Press.
- Bhagwat, Shonil (Editor) (2018) Conservation and Development in India: Reimagining Wilderness, Earthscan Conservation and Development, Routledge.
- Bohra, Saroj, Judicial Intervention and Evolution of Environmental Principles and Doctrines (January 7, 2019). Available at SSRN: https://ssrn.com/abstract=3311406 or http://dx.doi.org/10.2139/ssrn.3311406. Cambridge University Press
- Chapman, J. L. and Reiss, M. J. (1992). Ecology Principles and Applications,
- D. K. Choudhary, Environmental Education (For Degree Level Students), Manish Prakashan, Varanasi
- D.K. Asthana, Meera Asthana, A textbook of Environmental Studies, S Chand & Company

- Erach Bharucha, A textbook of Environmental Studies, Universities Press (India) Pvt. Limited
- Fisher, Michael H. (2018) An Environmental History of India- From Earliest Times to the Twenty-First Century, Cambridge University Press.
- Headrick, Daniel R. (2020) Humans versus Nature- A Global Environmental History, Oxford University Press.
- Hughes, J. Donald (2009) An Environmental History of the World- Humankind's Changing Role in the Community of Life, 2nd Edition. Routledge.
- J. L. Chapman and M. J. Reiss (1999) 2nd edition Ecology: Principles and Applications
- J. S. Singh, S. P. Singh, S.R. Gupta, Ecology, Environmental Science and Conservation

Khitoliya R.K. (2006). Environmental pollution, S Chand & Company.

L. Jeanne, James F. Kitchell, Nancy E. Langston and Monica G. Turner (1998.) Ecology. Oxford University Press.

Learning, New Delhi, India; 598 p

Miller, G. T., & Spoolman, S. (2015) Environmental Science. Cengage Learning.

Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmes. https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf

Misra, R. (2018). Indian manual of plant Ecology, Scientific publishers (India).

Odum, E. P. and Barrett, G. W. (2005). Fundamentals of Ecology, 5th Edition, Cengage

Perman, R., Ma, Y., McGilvray, J., and Common, M. (2003) Natural Resource and Environmental Economics. Pearson Education.

Publications, Merrut, India.

Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.

Rajesh Makol, Lalita Makol, Environmental Education, Rajesh Makol.

Robert E. Ricklefs and Gary L. Miller Ecology by W. H. Freeman Publications, 1999. S.P. Misra, S.N. Pandey, Essential Environmental Studies, CRC Press.

Sharma, P. D. (2009). Ecology and Environment, 10th Revised Edition, Rastogi

Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications https://sdgs.un.org/goals

- Smith, R. L. (2006). Element of Ecology, 6th Edition, Pearson Education, New Delhi, India; 658 p 4.
- Stanley I. Dodson, Timothy F. H. Allen, Stephen R. Carpenter, Anthony R. Ives, Robert Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2nd Edition. CRC Press.
- UNEP (2007) Multilateral Environmental Agreement Negotiator's Handbook, University of Joensuu.
- William D. Bowman, Sally D. Hacker and Michael L (2017) Ecology, Oxford University Press, USA Publications.

[Dr. Monoranjan Chowdhury]

Signature of the Chairman Board of Under-Graduate Studied Environmental Education (EE)

Discipline:	Science		Arts, Humanities & Social S				Science		
	Commerce		BBA			BCA			
Subject Name:	Education								
Subject Code:	EDC		(Will b	e provide	ed by th	e Uni	versity)		
Semester:	Semester I	Semes	ter II 🗆	Semeste	er III 🗆	Semo	ester IV 🗆		
	Semester V	Semes	ter VI 🗆	Semeste	er VII 🗆	Semo	ester VIII		
Course Name:	Foundation	s of Educa	ition						
Course Code:	UEDCMAJ 1	1001	(Will b	e provide	ed by the	e Univ	versity)		
Course Credit:	Theoretical	4		Tutoria	.1				
Marks Allotted:	Theoretical	60		Tutoria	.1				
	Continuing E	valuation	10	Attenda	ance		5		
Course Type (tick the c	correct alternat	ives):				l			
Major Core				AEC					
Interdisciplinar	ry/ DSE			SEC					
Minor / Generi	c Elective			VAC					
Research Proje	ct/Dissertation			Vocatio	nal				
Is the course focused or	n employabilit	y / entrepr	eneurshi	p?	YES	NO [
Is the course focused or	n imparting life	e skill?			YES	NO [
Is the course based on A	Activity ?				YES 🗆	NO [
Remarks by Chairman,	UG BOS, if a	ny							
UG BOS Meeting Refe	erence Number	:					Date:		

Course Code: UEDCMAJ11001 (Theory) Course Name: Foundations of Education

Brief Course Description:

Foundations of Education is an Introductory Course which provides an overview about the development of Education, from the point of view of Philosophy, Sociology, Psychology and Technology.

Prerequisite(s) and/or Note(s):

Students from any stream can apply for the Course.

Course Objectives:

Knowledge to be acquired:

- Meaning of Education and its related aspects.
- Relation between Education and Philosophy.
- Relation between Education and Sociology.
- Relation between Education and Psychology.
- Relation between Education and Technology.

Skills to be gained:

- Application of Philosophical Principles in Education.
- Application of Sociological Principles in Education.
- Application of Psychological Principles in Education.
- Application of Technology in Education.

Competency to be Developed:

- Applying the knowledge of Educational Philosophy in daily life.
- Utilizing the principles of Educational Sociology for a better overview of social problems.
- Incorporation of principles of Educational Psychology for dealing with classroom situations.
- Implementation of ICT in Education.

Course Syllabus Overview:

Unit I: Introduction to Educational Philosophy

- a) Meaning, Nature and Scope of Education
- b) Individualistic and Socialistic Aims of Education
- c) Meaning, Nature and Scope of Educational Philosophy
- d) Relation between Education and Philosophy

Unit II: Introduction to Educational Sociology

- a) Meaning, Nature and Scope of Educational Sociology
- b) Relation between Education and Sociology
- c) Difference between Educational Sociology and Sociology of Education
- d) Social Agencies of Education: Family, School, Mass Media, Religion and State

Unit III: Introduction to Educational Psychology

- a) Meaning, Nature and Scope of Educational Psychology
- b) Relation between Education and Psychology

- c) Importance of Educational Psychology for Teachers
- d) Methods of Educational Psychology Observation, Experimentation and Case Study

Unit IV: Introduction to Educational Technology

- a) Meaning, Nature and Scope of Educational Technology
- b) Relation between Technology in Education and Technology of Education
- c) Approaches of Educational Technology: Hardware, Software, and System
- d) Role of ICT in Education

Suggested Readings:

English Version

- 1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
- Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt Ltd
- 3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
- 4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
- 5. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.
- 6. Essentials of Educational Psychology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
- 7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
- 8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
- 9. Educational Technology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
- 10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

Bengali Version

- 11. শিক্ষাবিজ্ঞানের ভিত্তি (Foundations of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
- 12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ। ড. তারিণী হালদার, আহেলি পাবলিশার্স
- 13. শিক্ষা মনোবিদ্যা, ড. বিজন সরকার, আহেলি পাবলিশার্স
- 14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, ড. অজিত মন্ডল, সুব্রত বাছার, ড. মোম মিএ, আহেলি পাবলিশার্স
- 15. শিক্ষাশ্রয়ী সমাজতত্ত্ব এবং সাম্প্রতিক ঘটনাবলী, সুব্রত আচার্য্য, আল্পনা এন্টারপ্রাইস
- 16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
- 17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস
- 18. শিক্ষা প্রযুক্তিবিদ্যা, কৌশিক চ্যাটার্জি, রীতা পাবলিকেশন

Discipline:	Science		Arts, H	umanities &	& Social	Science	
	Commerce		BBA		ВС	CA	
Subject Name:	Education						
			(W:11 L	م سمینام ما ۱	lavy Ala o T Iv	-ii	
Subject Code:	EDC		· _	e provided	•	- ,	
Semester:	Semester I □	Semest	ter II	Semester I	III □ Sei	mester IV [
	Semester V	Semest	ter VI 🗆	Semester V	VII 🗆 Sei	mester VII	
Course Name:	Perspective	s of Educa	tion				
Course Code:	UEDCMAJ12	002	(Will b	e provided	by the Ui	niversity)	
Course Credit:	Theoretical	4		Tutorial			
Marks Allotted:	Theoretical [60		Tutorial			
	Continuing E	valuation	10	Attendance	e	5	
Course Type (tick the co	orrect alternati	ves):		I			
Major Core				AEC			
Interdisciplinar	y/ DSE			SEC			
Minor / Generic	Elective			VAC			
Research Project	ct/Dissertation			Vocational	l 🗆		
Is the course focused or	n employability	y / entrepro	eneurshi	n? YI	ES NO) [
Is the course focused or		_		•	ES NO		
Is the course based on A					= ES□NO		
Remarks by Chairman,	-	ıv					
		-)					
UG BOS Meeting Refer	rence Number	:				Date:	

Course Code: UEDCMAJ12002 (Theory) Course Name: Perspectives of Education

Brief Course Description:

Perspectives of Education explores the factors of education. It highlights the role and importance of social factors which play a role in moulding educational practices.

Prerequisite(s) and/or Note(s):

(1) Students from any stream can apply for the Course.

Course Objectives:

Knowledge to be acquired:

- Information about Child Centric Education.
- Importance of Co-Curricular Activities.
- Concept of Social Groups and Socialisation.
- Different stages of Growth and Development.
- Concept of Teacher Education and Teaching.

Skills to be gained:

- Analyzing the Child Centric System of Education.
- Understanding the importance of social groups and the process of socialization.
- Comprehending the process of child growth and development.
- Analyzing the principles of teaching.

Competency to be Developed:

- An attitude of mutual cooperation for group members.
- Respect for other cultures.
- Applying the knowledge of growth and development while dealing with children and adolescents.
- Ability to distinguish between Pre–Service and In–Service Teacher Education.

Course Syllabus Overview:

Unit I: Aspects of Education

- a) Four Pillars of Education (Delor's Commission, 1996)
- b) Meaning and Characteristics of Child Centric Education, Qualities and Duties of a good Teacher, Meaning and Types of Curriculum
- c) Meaning, Types and Importance of Co-curricular Activities

Unit II: Social Groups and Social Factors

- a) Meaning and Types of Social Group
- b) Meaning, Process and Factors of Socialization, Role of Family and School in Socialisation
- c) Concept and Factors of Culture, Role of Education in Culture

Unit III: Growth and Development

- a) Difference between Growth and Development, Stages of Human Development
- b) Characteristics of Physical, Cognitive, Emotional, Language and Social Development during Infancy, Childhood and Adolescence

c) Piaget's Theory of Cognitive Development, Erikson's Theory of Psychosocial Development, Bandura's Social Learning Theory

Unit IV: Teacher Education and Teaching

- a) Concept, Nature and Scope of Teacher Education
- b) Difference between Pre-Service and In-Service Teacher Education
- c) Criteria of Good Teaching and Maxims of Teaching

Suggested Readings:

English Version

- 1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
- 2. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt Ltd
- 3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
- 4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
- 5. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.
- 6. Essentials of Educational Psychology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
- 7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
- 8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
- 9. Educational Technology, J.C.Aggarwal, Vikash Publishing House Pvt. Ltd.
- 10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

Bengali Version

- 11. শিক্ষাবিজ্ঞানের দৃষ্টিকোণ (Perspectives of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
- 12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ। ড. তারিণী হালদার, আহেলি পাবলিশার্স
- 13. শিক্ষা মনোবিদ্যা, ড. বিজন সরকার, আহেলি পাবলিশার্স
- 14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, ড. অজিত মন্ডল, সুব্রত বাছার, ড. মোম মিএ, আহেলি পাবলিশার্স
- 15. শিক্ষক শিক্ষা ড. উদয় শঙ্কর কবিরাজ আহেলি পাবলিশার্স
- 16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
- 17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

Discipline:	Science		Arts, H				
	Commerce		BBA		В	CA	
Subject Name:	Education						
Subject Code:	EDC		(Will b	e provided	by the U	niversity)
Semester:	Semester I	Semes	ter II 🗆	Semester	III □ S€	emester IV	√ □
	Semester V	Semes	ter VI 🗆	Semester	VII 🗆 Se	emester V	III 🗆
Course Name:	SEC – Yoga	Education	1				
Course Code:	UEDCSEC11	00	(Will b	e provided	by the U	niversity)
Course Credit:	Theoretical	2		Practical		1	
Marks Allotted:	Theoretical	40		Practical		20	
Contin	uing Evaluatio	on	10	Attendance	ee	5	
Course Type (tick the	correct alternat	ives):					
Major Core				AEC			
Interdisciplina	ry/ DSE			SEC			
Minor / Generi	c Elective			VAC			
Research Proje	ect/Dissertation	n 🗆		Vocationa	ıl 🗆		
Is the course focused o	n employabilit	y / entrepi	reneurshi	p? Y	ES N	ОП	
Is the course focused o	n imparting lif	e skill?		Y	ES N	ОП	
Is the course based on	Activity ?			Y	ES N	ОП	
Remarks by Chairman,	UG BOS, if a	ny					
UG BOS Meeting Refe	erence Number	:				Dat	te:

Course Code: UEDCSEC 11001 (Theory and Non – Lab Based Practical)

Course Name: SEC – Yoga Education

Brief Course Description:

This Course teaches the importance of Yoga and how it can be useful for improving our lifestyle.

Prerequisite(s) and/or Note(s):

Students taking Education as Major will study this Course.

Course Objectives:

Knowledge to be acquired:

- Meaning of Yoga.
- History of Yoga Education.
- Importance of Yoga for Healthy Living.
- Types of Yoga.

Skills to be gained:

- Understanding of importance of Yoga as a discipline.
- Demonstration of Asanas.

Competency to be Developed:

- Performance of Asanas to ensure a healthy lifestyle.
- Ability to meditate.

Course Syllabus Overview:

Unit I: Concept of Yoga Education

- a) Meaning of Yoga Education
- b) Aims and Objectives of Yoga Education
- c) History of Yoga as a Discipline

Unit II: Yoga, Health and Living

- a) Importance of Yoga for Physical and Mental Health
- b) Yogic Perspective of Health, Healing and Disease
- c) Yogic Principles of Healthy Living

Unit III: Introduction to Yogic Texts

- a) Classification of Yoga and Yogic Texts
- b) Understanding Astanga Yoga
- c) Meditational Processes

Practical:

Preparation of file with pictorial representations of the following Asanas mentioning their importance for a healthy lifestyle.

a) Padmasana, b) Bajrasana, c) Bhujangasana, d) Halasana, e) Ardhachandrasana

Suggested Readings:

- 1. Yoga Education Self Understanding and Development, Dr. Das, A., Pandey P. Rita Book Agency
- 2. Patanjalis Yoga Sutras, Jha Vinay Kant,
- 3. Raja Yoga, Vivekananda Swami, Adyar Publication
- 4. যোগশিক্ষায় আত্মবোধ ও তার বিকাশ, ড. উদয়াদিত্য ভট্টাচার্য্য, রীতা পাবলিকেশন

Discipline:	Science		Arts, H	umanities & S	ience		
	Commerce		BBA		BCA	1	
Subject Name:	Education						
Subject Code:	EDC		(Will be	e provided by	the Uni	versity)	
Semester:	Semester I	Semest	er II	Semester III	Sem	ester IV 🗆	
	Semester $V \square$	Semest	er VI 🗆	Semester VII	□ Sem	ester VIII 🗆	
Course Name:	SEC – LESSON	PLANNII	NG				
Course Code:	UEDCSEC 1200	02	(Will be	provided by t	he Univ	versity)	
Course Credit:	Theoretical 2	<u> </u>		Practical		1	
Marks Allotted:	Theoretical	10		Practical		20	
	Continuing Evaluation		10	Attendance	l	5	
Course Type (tick the co	orrect alternativ	es):					
Major Core				AEC			
Interdisciplinary	y/ DSE			SEC			
Minor / Generic	Elective			VAC			
Research Projec	ct/Dissertation			Vocational			
Is the course focused on	employability	/ entrepre	eneurship	o? YES	NO		
Is the course focused on	imparting life s	skill?		YES	□ NO		
Is the course based on A	activity ?			YES	NO		
Remarks by Chairman,	UG BOS, if any	7					
UG BOS Meeting Refer	ence Number:					Date:	

Course Code: UEDCSEC 12002 (Theory and Non – Lab Based Practical)

Course Name: Lesson Planning **Brief Course Description:**

This Course is meant to provide the students a hands on training on how to prepare a lesson plan.

Prerequisite(s) and/or Note(s):

Students pursuing Education as their Major subject will study this Course.

Course Objectives:

Knowledge to be acquired:

- Concept of a lesson plan.
- Principles of preparing a lesson plan.
- Types of lesson plan.
- Teaching Learning Materials.

Skills to be gained:

• Analyzing teaching skills.

Competency to be Developed:

• Preparation of a lesson plan.

Course Syllabus Overview:

Unit-I: Concept of Lesson Plan

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

Unit-II: Different aspects of a Lesson Plan

- a) Types of Lesson Plan
- b) Principles of developing a Lesson Plan
- c) Steps of preparing a Lesson Plan

Unit III: Teaching Skills and TLMs

- a) Meaning of Teaching Skill and Simulated Teaching
- b) Core Teaching Skills according to NCERT
- c) Edgar Dale's Model Classification of TLMs

Practical:

Preparation of Lesson Plan: (10 Lesson Plans to be prepared)

Suggested Readings:

English Version

- 1. The Lesson Planning Handbook, PeterBrunn, Scholastic
- 2. Writing Effective Lesson Plan, Serdyukov, P., Ryan, M.
- 3. Lesson Plan: Suzanne Garrnberg,
- 4. Lesson Planning: Jontsan Savage,
- 5. Daily Lesson Plans: A Teacher's Manual, Walater Lowrie Hervey.

Bengali Version

- 6. শিক্ষণ ও শিক্ষা প্রসঙ্গ, সুশীল রায়, সোমা বুক এজেন্সি
- 7. বিদ্যালয় সংগঠন ও শিক্ষা প্রসঙ্গ, সরোজ চট্টোপাধ্যায়, নিউ সেন্ট্রাল বুক এজেন্সি

Discipline:	Science		Arts, Humanities & Social Science						
	Commerce		BBA			BCA			
Subject Name:	Education								
Subject Code:	EDC		(Will b	e provided	by the	Univ	versity)		
Semester:	Semester I	Semest	er II 🗆	Semester	III 🗆	Seme	ester IV		
	Semester V \square	Semest	er VI 🗆	Semester	VII 🗆	Seme	ester VII		
Course Name:	Distance Edu	cation							
Course Code:	UPOAMDC11	.020	(Will be	e provided	by the	Univ	versity)		
Course Credit:	Theoretical	3		Tutorial					
Marks Allotted:	Theoretical [60		Tutorial					
	Continuing Ev	valuation	10	Attendance	ce		5		
Course Type (tick the co	orrect alternativ	ves):							
Major Core				AEC					
Multi-Disciplin	ary			SEC					
Minor / Generic	Elective			VAC					
Research Projec	ct/Dissertation			Vocationa	ıl				
Is the course focused on	ı employability	/ entrepro	eneurshij	p? Y	ES 🗆	NO 🗆]		
Is the course focused on	imparting life	skill?		Y	ES 🗆	NO 🗆]		
Is the course based on A	activity ?			Y	ES 🗆	NO 🗆]		
Remarks by Chairman,	UG BOS, if an	y							
UG BOS Meeting Refer	rence Number:						Date:		

Course Code: UPOAMDC 11020 (Theory)

Course Name: Distance Education

Brief Course Description:

This course traces the development of Distance Education and emphasizes upon its importance in the present day context.

Prerequisite(s) and/or Note(s):

Students who have not studied Education in Class XI and XII and have not opted for Education as Major or Minor Course.

Course Objectives:

Knowledge to be acquired:

- Concept of Open and Distance Education.
- Strategies of Distance Education.

Skills to be gained:

- Analyzing the need and importance of Distance Education.
- Understanding the role of mass media in Distance Education.

Competency to be Developed:

- Ability to highlight the problems of Distance Education.
- Ability to think of steps to improve the condition of Distance Education.

Course Syllabus Overview:

Unit I: Concept of Open and Distance Education

- a) Meaning of Open and Distance Education
- b) Characteristics and Objectives of Distance Education
- c) Merits and Demerits of Distance Education

Unit II: Strategies of Distance Education

- a) Meaning, Nature and Scope of Non-formal Education
- b) Mode and strategies of Distance Education
- c) Mass Media in Distance Education

Unit III: Status of Distance Education in India

- a) Present status of Distance Education in India
- b) Role of Multi-Media in Distance Education
- c) Application of Technology in Distance Education

Unit IV: Problems and Remedies of Distance Education in India

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

Suggested Readings:

English Version

- 1) Distance Education and Open Learning, Sarma, M., Bookman
- 2) A Comprehensive Study of Education, Ravi S.S
- 3) Modern Trends and Issues in Education of India, Nayak B.K.

Bengali Version

4) সমকালীন ভারতবর্ষ ও শিক্ষা, তারিণী হালদার ও বিনায়ক চন্দ, আহেলি পাবলিশার্স

Discipline:	Science		Arts, H	Iumanities	& Soc	cial Sc	eience	
	Commerce		BBA]	BCA		
Subject Name:	Education							
Subject Code:	EDC		(Will b	e provided	l by th	e Uni	versity)	
Semester:	Semester I	Semes	ter II 🗆	Semester	III 🗆	Semo	ester IV 🗆	
	Semester $V \square$	Semes	ter VI 🗆	Semester	VII 🗆	Semo	ester VIII	
Course Name:	Great Indian	Educato	rs					
Course Code:	UPOAMDC11	.019	(Will b	e provided	l by th	e Uni	versity)	
Course Credit:	Theoretical	3		Tutorial				
Marks Allotted:	Theoretical	60		Tutorial				
	Continuing Ex	valuation	10	Attendan	ce		5	
Course Type (tick the c	correct alternative	ves):				,		
Major Core				AEC				
Multi-Disciplir	nary			SEC				
Minor / Generi	c Elective			VAC				
Research Proje	ct/Dissertation			Vocation	al			
Is the course focused or	n employability	/ entrepr	eneurshi	р? Ү	∕ES □	NO [
Is the course focused or	n imparting life	skill?		Υ	YES □	NO [
Is the course based on A	Activity ?			Υ	∕ES □	NO [
Remarks by Chairman,	UG BOS, if an	y						
UG BOS Meeting Refe	erence Number:						Date:	

Course Code: UPOAMDC 11019 (Theory)
Course Name: Great Indian Educators

Brief Course Description:

This course discusses the educational philosophies of Great Indian Educators.

Prerequisite(s) and/or Note(s):

Students from any stream opting for any Major can pursue this Course.

Course Objectives:

Knowledge to be acquired:

- Philosophies of Great Indian Educators.
- Contribution of Great Indian Educators towards formulation of aims of education, curriculum and method of teaching.

Skills to be gained:

- Analyze the importance of philosophies of Great Indian Educators.
- Understand the contribution of Great Indian Educators.

Competency to be developed:

- Ability to implement the philosophies of Great Indian Educators in the present educational scenario.
- Analysis of contribution of the Great Indian Educators.

Course Syllabus Overview:

Unit I

Contributions to Education and Society

- Shri Aurobinda
- Annie Besant

Unit II

Contributions to Education and Society

- Savitribai Phule
- Dayanand Saraswati

Unit III

Contributions to Education and Society

- Dr. B. R. Ambedkar
- Sarvapalli Radhakrishnan

Unit IV

Contributions to Education and Society

- Jiddu Krishnamurti
- APJ Abdul Kalam

Suggested Readings:

English Version

- 1) Some great educators of the world, Mukherjee, K.K.
- 2) Great educators, Purkait, B.R.
- 3) Banerjee, A Philosophy and principles of education

Bengali Version

- 4) মহান ভারতীয় শিক্ষাবিদদের শিক্ষাচিন্তা, ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
- 5) শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খণ্ড) -ড. বিনায়ক চন্দ, ড. তারিণী হালদার আহেলি পাবলিশার্স
- 6) মহান শিক্ষানায়কদের কথা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস
- 7) শিক্ষা তত্ত্বের রূপরেখা, ড. নুরুল ইসলাম, শ্রীধর প্রকাশনী

Discipline:	Science	cience Arts, Humanities & Social Science						
	Commerce		BBA			BCA	<u>.</u>	
Subject Name:	Education							
Subject Code:	EDC		(Will b	e provided	by the	e Univ	versity)	
Semester:	Semester I	Semes	ter II	Semester	III 🗆	Seme	ester IV 🗆	
	Semester $V \ \square$	Semes	ter VI 🗆	Semester	VII 🗆	Seme	ester VIII	
Course Name:	Mental Heal	th and H	ygiene					
Course Code:	UPOBMDC12	041	Will be p	rovided by	the U	nivers	sity)	
Course Credit:	Theoretical	3		Tutorial				
Marks Allotted:	Theoretical	60		Tutorial				
	Continuing Ex	aluation	10	Attendand	ce		5	
Course Type (tick the co	orrect alternativ	ves):						
Major Core				AEC				
Multi-Disciplina	ary			SEC				
Minor / Generic	Elective			VAC				
Research Projec	et/Dissertation			Vocationa	al			
Is the course focused on	employability	/ entrepr	eneurshi	p? Y	'ES □	NO [
Is the course focused on	imparting life	skill?		Y	ES □	NO [
Is the course based on A	activity ?			Y	ES □	NO [
Remarks by Chairman,		y						
		-						
UG BOS Meeting Refer	ence Number:						Date:	

Course Code: UPOBMDC12041 (Theory) Course Name: Mental Health and Hygiene

Brief Course Description:

This course discusses the concept of mental health and hygiene and the role of teachers and parents in preserving mental health of children.

Prerequisite(s) and/or Note(s):

Students from any stream opting for any Major can pursue this Course.

Course Objectives:

Knowledge to be acquired:

- Concept of Mental Health and Mental Hygiene.
- Information about Stress and Stressors.
- Role of parents and teachers in preserving mental health.

Skills to be gained:

- Understand the need and importance of mental health and mental hygiene.
- Analyze the role of parents in preventing mental illness.

Competency to be Developed:

- Ability to deal with stress and stressors.
- Ability to inculcate good habits to preserve mental health.

Course Syllabus Overview:

Unit I: Mental Health

- a) Meaning of Mental Health
- b) Nature and Characteristics of Mental Health
- c) Causes of ill Mental Health

Unit II: Mental Hygiene

- a) Meaning of Mental Hygiene
- b) Aims and Scope of Mental Hygiene
- c) Relation between Mental Health, Mental Hygiene and Education

Unit III: Stress and Stressors

- a) Meaning of Stress and Stressors
- b) Effects of Stress on Mental Health
- c) Stress Management though Education

Unit IV: Preservation of Mental Health

- a) Role of Parents in preservation of Mental Health
- b) Role of Teachers in preservation of Mental Health
- c) Symptoms of good Mental Health

Suggested Readings:

English Version

1. Mental Hygiene, S. S. Chauhan, Allied

2. Education for Mental Health, Namita Ranganathan, Shipra Publications

Bengali Version

- 3. মানসিক স্বাস্থ্যবিদ্যা, জগদীন্দ্র মন্ডল, সোমা বুক এজেন্সি
- 4. মানসিক স্বাস্থ্যবিজ্ঞান , অরুন কুমার ঘোষ,
- 5. মানসিক স্বাস্থ্যবিজ্ঞান, মজুরি সেনগুপ্ত

Discipline:	Science		Arts, H	umanities d	& Soc	ial Sc	ience	
	Commerce		BBA			BCA		
Subject Name:	Education							
Subject Code:	EDC		(Will be	e provided	by the	Univ	versity)	
Semester:	Semester I	Semest	er II	Semester	III 🗆	Seme	ester IV 🗆	
	Semester $V \square$	Semest	er VI 🗆	Semester	VII 🗆	Seme	ester VIII	
Course Name:	Education of	Children	with Sp	ecial Need	s			
Course Code:	UPOBMDC12	040 (V	Vill be pr	ovided by	the U	nivers	ity)	
Course Credit:	Theoretical	3		Tutorial				
Marks Allotted:	Theoretical	60		Tutorial				
	Continuing Ev	aluation	10	Attendanc	ee		5	
Course Type (tick the co	orrect alternativ	res):				_		
Major Core				AEC				
Multi-Disciplin	ary			SEC				
Minor / Generic	Elective			VAC				
Research Projec	ct/Dissertation			Vocationa	ıl			
Is the course focused on	n employability	/ entrepre	eneurshij	o? Y	ES 🗆	NO 🗆]	
Is the course focused on	imparting life	skill?		Y	ES 🗆	NO [
Is the course based on A	Activity ?			Y	ES 🗆	NO []	
Remarks by Chairman,	UG BOS, if any	<i>y</i>						
UG BOS Meeting Refer	rence Number:						Date:	

Course Code: UPOBMDC12040 (Theory)

Course Name: Education of Children with Special Needs

Brief Course Description:

This course provides information about Disability, Handicap and Impairment. It throws light upon the educational interventions for Children with Special Needs.

Prerequisite(s) and/or Note(s):

Students who have not studied Education in Class XII and have not opted for Education as Major or Minor Course.

Course Objectives:

Knowledge to be acquired:

- Concept of Disability, Handicap and Impairment.
- Concept of Sensory Impairment.
- Educational Interventions for Children with Special Needs.

Skills to be gained:

- Understanding the importance of educational interventions.
- Understanding the role of NGOS.
- Differentiating between the different types of disabilities.

Competency to be Developed:

- Ability to implement the educational interventions.
- Ability to devise strategies for improving the condition of children with special needs

Course Syllabus Overview:

Unit I: Children with Special Needs

- a) Meaning of Children with Special Needs
- b) Types of Children with Special Needs
- c) Meaning of Disability, Handicap and Impairment

Unit II: Disability and Handicap

- a) Intellectually Disabled: Meaning, Identification and Educational Intervention
- b) Orthopaedically Handicapped: Meaning, Identification and Educational Intervention

Unit III: Sensory Impairment

- a) Visual Impairment: Meaning, Identification and Educational Intervention
- b) Hearing Impairment: Meaning, Identification and Educational Intervention

Unit IV: Mainstreaming, Integration and Intervention Programmes

- a) Concept of Mainstreaming, Advantages and Disadvantages of Mainstreaming
- b) Concept of Integration, Aims and Objectives of Integration
- c) Role of NGOs in Intervention Programmes for Children with Special Needs

Suggested Readings:

English Version

- 1. Exceptional Children, Chintamani Kar, Sterling
- 2. Essentials of Exceptionality and Special Education, Dash ans Dash, Atlantic

Bengali Version

- 3. বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তভূক্তি মূলক শিক্ষা, ড. উর্মি চক্রবর্তী
- 4. ব্যাতিক্রমধর্মী শিশু ও তার শিক্ষা, ড. দেবব্রত দেবনাথ ও আশীষ কুমার দেবনাথ

Discipline:	Science		Arts, H	lumanit	ies & So	cience	e		
	Commerce		BBA			BCA	Δ		
Subject Name:	Education								
Subject Code:	EDC		(Will b	e provi	ded by t	he Uni	versity)		
Semester:	Semester I	Semes	ter II	Semes	ster III 🗆	Sem	ester IV 🗆		
	Semester V	Semes	ter VI 🗆	Semes	ter VII	□ Sem	ester VIII 🗆		
Course Name:	Philosophica	l Founda	ition of E	ducatio	on				
Course Code:	UEDCMIN	10001			Will b	e prov	ided by the	University)	
Course Credit:	Theoretical	4		Tutor	ial				
Marks Allotted:	Theoretical	60		Tutor	ial	[
Contin	uing Evaluation	1	10	Attend	lance		5		
Course Type (tick the c	correct alternativ	ves):							
Major Core				AEC					
Interdisciplinar	ry/ DSE			SEC					
Minor / Generi	c Elective			VAC					
Research Proje	ct/Dissertation			Vocati	ional				
Is the course focused or	n employability	/ entrepi	eneurshi	p?	YES	NO			
Is the course focused or	n imparting life	skill?			YES	NO			
Is the course based on A	Activity ?				YES [□ NO			
Remarks by Chairman,	UG BOS, if an	y							
UG BOS Meeting Refe	erence Number:						Date:		

Course Code: UEDCMIN10001 (Theory)

Course Name: Philosophical Foundation of Education

Brief Course Description:

Philosophical Foundation of Education focusses on application of philosophical principles in Education. It highlights the contribution of different schools of Philosophy towards development of educational aims, curriculum and method of teaching.

Prerequisite(s) and/or Note(s):

Students from any discipline can opt for this Course.

Course Objectives:

Knowledge to be acquired:

- Concept of Educational Philosophy.
- Information about factors of Education.
- Contribution of Schools of Philosophy towards development of educational aims, curriculum, method of teaching.
- Contribution of Educators.

Skills to be gained:

- Analyzing the aims of education.
- Understanding of factors of education.
- Understanding of the importance of schools of philosophy.
- Understanding the philosophies of the educators.

Competency to be Developed:

- Inter-relating the factors of education.
- Application of principles of schools of philosophy.
- Comparing the philosophies of the thinkers.

Course Syllabus Overview:

Unit-I: Concept, Scope, Aim of Education & Educational Philosophy:

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

Unit-II: Factors of Education: their inter-relationship.

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
- d) School: vision and functions.

Unit-III: School of Philosophy and National Values

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

Unit-IV: Educational Thinkers

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

Suggested Readings:

English Version

- 1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
- 2. Principles of Education and Education in the Emerging Indian Society, Das, B.N., Ajanta Prakashan
- 3. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
- 4. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
- 5. Philosophical and sociological principles of education, Pathak, R. P. Pearson
- 6. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.

Bengali Version

- 7. শিক্ষাতত্ত্ব ও শিক্ষাদর্শন, সুশীল রায়, সোমা বুক এজেন্সী
- 8. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
- 9. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
- 10. শিক্ষা তত্ত্বের রূপরেখা, ড. নুরুল ইসলাম, শ্রীধর প্রকাশনী
- 11. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

SUBJECT: ECONOMICS

SEMESTER: ONE

COURSE NAME: INTRODUCTORY MICROECONOMICS [MAJOR]

COURSE CODE: UECOMAJ11001

FULL MARKS: 75

Module-I: Demand and Supply: Determination of Market Price [9 hrs]

Determinants of individual demand and supply; Law of Demand and Law of Supply; demand and supply curve, market versus individual demand and supply, and shifts in the demand and supply curve. The concept of elasticity of demand, point and arc elasticity, cross-price elasticity and, income elasticity of demand, elasticity of supply. Consumer Surplus and Producer Surplus; Elementary theory of market price: Determination of equilibrium price in a competitive market

Module-II: Consumer Behaviour [5 hrs]

Cardinal utility theory: Law of Diminishing Marginal Utility, derivation of Marshallian demand curve. Ordinal utility theory: Indifference curves and their properties, budget line, Consumer's equilibrium.

Module-III: Producer Behaviour [8 hrs]

The concepts of Total Revenue, Marginal Revenue and Average Revenue, Production function, the law of variable proportion, fixed co-efficient production function, returns to a factor, returns to scale, iso-quant and its properties, and iso-cost line—the marginal rate of technical substitution, equilibrium of the producer.

Module-IV: Theory Cost [5 hrs]

Various concepts of Cost, Fixed and Variable Costs, Average and Marginal Costs, derivation of short-run cost, long-run cost, the shape of long-run average cost, Economies, and Dis-economies of Scale.

Module-V: Linear Algebra and Applications in Microeconomics [8 hrs]

Ingredients of a Mathematical Model, Real Number System, Concepts of Sets, Relations, Functions, Types of Functions, functions of Two or More Independent Variables, Simultaneous Equations. Application of elementary algebra in Microeconomics

Module-VI: Basic Calculus and Applications in Microeconomics [10 hrs]

Derivative of a Function, Rules of Differentiation, Partial and Total Differentiation, Euler's Theorem. Application in Economics: Demand Function, Elasticity of Demand, Marginal Revenue, Marginal Utility, Marginal Cost, Slope and Curvature of Indifference Curve, Point of Inflexion, Returns to Scale, Homogeneous Functions and their Properties, Cobb-Douglas Production Function and their Properties. Applications of elementary calculus in Microeconomics.

Tutorial Classes: [15 hrs]

Tutorial classes are meant to clarify better the contents of the course. Such classes are meant to promote teacher-student academic interactions and help to build a student's confidence and self-esteem.

Continuing Evaluation:

The course instructor will finalise the modalities of the continuing evaluation. A few suggestions for continuing evaluation are (a) written examination, (b) take-home assignment, and (c) presentation on the topic suggested by the course instructor.

Suggested Readings:

Acemoglu, D., Laibson, D. and List, J.A. 2019. Microeconomics (1e), Pearson.

Gravelle, H. and Rees, R. 2006. Microeconomics, Pearson

Henderson, J.M. and Quandt, R.E. 1980. Microeconomic Theory, McGraw Hill.

Hoy, M., Livernois, J., McKenna, C., Rees, R. and Stengos, T. 2022. Mathematics for Economics, The MIT Press.

Koutsoyiannis, A. 1979. Microeconomic Theory, Palgrave Macmillan

Mankiw, N. Gregory 2003. Economics: Principles and Applications, India edition by South Western.

Pindyck, R.S. and Rubinfeld, D.L. 2018 Microeconomics, Pearson Education Asia.

Salvatore, D. 2003. Microeconomics: Theory and Applications, Oxford University Press.

Varian H.R. 2019. Intermediate Microeconomics: A Modern Approach, W.W. Norton & Company.

Chiang, A. C. and Wainwright K. 2005 Fundamental Methods of Mathematical Economics, McGraw Hill (New Edition).

SUBJECT: ECONOMICS

SEMESTER: TWO

COURSE NAME: BASIC STATISTICS [MAJOR]

COURSE CODE: UECOMAJ12002

FULL MARKS: 75

Module-I: Collection of Data, Classification & Tabulation: [8 hrs]

Meaning of Statistics, Variable and Attribute, Primary and Secondary Data, Population and Sample, Complete Enumeration (or census) and Sample Survey, Classification, Tabulation.

Module II: Frequency Distribution and Representation of Data [5 hrs]

Simple series and frequency distribution, concepts associated with grouped frequency distribution, Construction of frequency distribution, cumulative frequency distribution, diagrammatic representation of frequency distributions, and frequency Curve.

Module III: Measures of Central Tendency [8 hrs]

Mean (Arithmetic Mean, Geometric Mean, and Harmonic Mean) and their properties, advantages, and disadvantages; Relation among A.M., G.M., and H.M; Median and Calculation of Median; Mode, Calculation of Mode, Relation between Mean, Median, and Mode, Quartile, Deciles, and Percentile.

Module IV: Measures of Dispersion [9 hrs]

Meaning and Usefulness of Measures of Dispersion, Quartile Deviation, Mean Deviation, Standard Deviation, Properties and Calculation of S.D., Relation between S.D. and other measures, Lorenz Curve, and Construction of Lorenz Curve.

Module-V: Moments, Skewness, and Kurtosis [5 hrs]

Moments, Skewness and Kurtosis, Central and non-central moments, different measures of skewness and Kurtosis

Module VI: Correlation and Regression [10 hrs]

Definitions, Bivariate data, Bivariate frequency distribution, Scatter Diagram, Covariance, the measure of association, Coefficient of Simple Correlation, Properties, and the calculation method. Concept of Rank correlation, Spearman's Rank Correlation, Measure of influence, Simple Linear Regression, properties of linear regression, Least Squares and Normal Equations, and determination of regression coefficient.

Tutorial Classes: [15 hrs]

Tutorial classes are meant to clarify better the contents of the course. Such classes are meant to promote teacher-student academic interactions and help to build a student's confidence and self-esteem.

Continuing Evaluation:

The course instructor will finalize the modalities of the continuing evaluation. A few suggestions for continuing evaluation are (a) written examination, (b) take-home assignment, and (c) presentation on the topic suggested by the course instructor.

Suggested Readings

Giri, P.K. and Banerjee, J. 2022. Introduction to Statistics Including Statistical Practical, Academic Publishers

Gun, A.M., Gupta, M.K. and Dasgupta, B 2013. Fundamentals of Statistics, Vol. I. World Press.

Gupta, S.C. 2018. Fundaments of Statistics, Himalayan Publishing House

Gupta, S.P. 2021. Statistical Methods; Sultan Chand & Sons

Kapur, J.N. and Saxena H.C. 2010. Mathematical Statistics, Sultan Chand Publications

SUBJECT: ECONOMICS

SEMESTER: ONE

COURSE NAME: TOURISM AND ENTREPRENEURSHIP [SEC]

COURSE CODE: UECOSEC11001

FULL MARKS: 75

Module 1: Introduction to Tourism [10 hrs.]

Concepts of tourism, tourist, Forms of tourism – domestic tourism, outbound tourism and inbound tourism; Types of tourism: Eco-tourism, Village Tourism, Sustainable Tourism, Medical Tourism, Cultural Tourism, Adventure Tourism, Religious/Pilgrimage Tourism, Cultural/Heritage Tourism, Culinary Tourism, Sports Tourism, Mountain Tourism, Dessert Tourism, and Beach Tourism. Tourism's positive and negative impact: Socio-cultural, economic, and environmental impact.

Module 2: Tourism Organisations [10 hrs.]

Tourist Organisations: National Tourist Organisation (NTO), functions of NTO, Indian Association of Tour Operators (IATO), Travel Agents Association of India (TAAI); State Tourism Organisations (STO): Role of STO in promoting tourism in the States of India, International Tourism Organisations: International Union of Official Travel Organisation (IUOTO), United Nations World Tourism Organisation (UNWTO); Role of Travel Agencies in Tourism, Functions of a Travel Agency, Travel Organisations: Travel Agent Association of India (TAAI)

Module 3: Tourism Entrepreneurship [10 hrs.]

Importance of entrepreneurship in tourism, Factors influencing entrepreneurship, Characteristics of entrepreneurship; Contributions of entrepreneur in development; Entrepreneurship in Tourism and Hospitality Industry: Event Management - Scope of Event Management five Cs of events - Key steps to successful events - Emerging areas of entrepreneurship in the tourism sector; Finance and entrepreneurship: source of capital – commercial banks, financial corporations' other sources of financial assistance - District Industries Centre.

Module 4: Tourism Resources in West Bengal [15 hrs.]

Role of West Bengal Tourism Development Corporation (WBTDC) in developing tourism in West Bengal. Important tourism sites in West Bengal: Kolkata, Sunderban, Gangasagar, Digha, Mukutmanipur, Santiniketan, Mayapur, Bishnupur, Murshidabad, Malda, Hills of Darjeeling & Kalimpong, Dooars of Jalpaiguri & Alipurduar, and Cooch Behar.

II. PRACTICAL (NON-LAB)

Module 5: Project

Students will have to submit a project report as a part of their course on Tourism and Entrepreneurship. A few topics are suggested below, but students may take other topics relevant to the course in consultation with the course instructor.

- (a) Students may submit a field trip report on any destination from the visited place. Students must present their report identifying the objectives, method, and findings.
- (b) Students may collect data (secondary/primary) related to tourism and prepare a report on setting up a tourism business venture.
- (c) Students may collect data (secondary/primary) related to write a report on tourism and sustainable development.
- (d) Students may, using secondary data, compare various issues related to tourism in two or more regions.
- (e) Any other issues related to the course

The report should be an original work of the student and submitted both in hard and in MS Word. The size of the paper will be A4, and the font will be Times New Roman. The font size will be 12 with a line spacing of 1.5. There will be a cover page mentioning the title of the report, followed by a declaration of the candidate, content, list of tables, list of figures, abbreviation, chapters, annexure (if required), and references. The write-up should be at least 10000 (ten thousand) words.

Tutorial Classes: [15 hrs]

Tutorial classes are meant to clarify better the contents of the course. Such classes are meant to promote teacher-student academic interactions and help to build a student's confidence and self-esteem.

Continuing Evaluation:

The course instructor will finalise the modalities of the continuing evaluation. A few suggestions for continuing evaluation are (a) written examination, (b) take-home assignment, and (c) presentation on the topic suggested by the course instructor.

Suggested Readings:

Bhat, S.S. and Seth, P.N. 2003 An Introduction to Travel and Tourism, Penguin Book Ltd.

Bhatia, A.K. 2020. Introduction to Tourism, Sterling Publishers Pvt. Ltd

Dasgupta, Devashish 2011. Tourism Marketing, Pearson.

Dileep, M.R. 2020. Tourism: Concepts, Theory and Practice, Dreamtech Press.

Fletcher, J., Fyall, A. Gilbert, D., and Wanhill, S. 2018. Tourism: Principles and Practice, Pearson. Kshitiz Sharma 2014. Introduction to Tourism, McGraw Hill Education (India) Private Limited. Swain, S.K. and Mishra, J.M. 2011. Tourism: Principles and Practices, Oxford University Press Walmsley, Andreas 2019. Entrepreneurship in Tourism, Routledge.

SUBJECT: ECONOMICS

SEMESTER: TWO

COURSE NAME: BASIC COMPUTER APPLICATIONS IN ECONOMICS [SEC]

COURSE CODE: UECOSEC12002

FULL MARKS: 75

Module 1: Introduction to Computer [6 hrs]

Essential Components of Computer, Characteristics, Capabilities, and Limitations of Computer. Storage fundamentals- Primary vs. Secondary, Data Storage and Retrieval Methods, Various Storage Devices.

Module 2: Microsoft Word [6 hrs]

Introduction to MS Word- Creating, Saving, and Opening documents in Word, editing a document, Find and Replace, Inserting, Deleting, and Moving text. Previewing, Printing, and Shrinking a document to fit on a page. Formatting Documents- Paragraph formats, Aligning text and paragraph, Borders and Shading, Headers, and Footers. Tables- Inserting, Filling, and formatting a table.

Module 3: Microsoft PowerPoint [6 hrs]

Creating presentations and templates in various colour schemes, working with different views and menus of PowerPoint, working with slides, Drawing and Inserting objects using Clip Art's pictures and charts: custom Animation, Slide transition effects, and other animation effects.

Module 4: Working with Microsoft Excel [12 hrs]

Spreadsheet basics, creating spreadsheets, entering data into spreadsheets, text, dates, cell formatting values, saving spreadsheets. Working with single and multiple spreadsheets-coping entries, renaming, moving, adding and deleting, and moving between spreadsheets. Previewing and printing spreadsheets.

PRACTICAL (NON-LAB)

Module 5: Project on the Use of Mathematical and Statistical Functions in Spreadsheets

Data Entry, Graphs and Charts, Various charts type (Line diagrams, Bar and Pie charts), Formatting grid lines and legends, Previewing, and Printing charts. Mathematical Functions (ABS, AGGREGATE, EXP, FACT, INT, LN, LOG, POWER, PRODUCT, QUOTIENT, ROUND, SQRT, SUBTOTAL, SUM), Statistical Functions (AVERAGE, STDEV, VAR, CORRELATION and Simple two variable regressions).

Note: The Software version should be Microsoft Office 2016 or any later version.

Using spreadsheet syntax, students will use open-source data to prepare charts and graphs and demonstrate their skills in estimating various mathematical and statistical values. The output should mention the steps in preparing the charts and graphs, and the estimate of mathematical and statistical values should mention the syntax used for its estimation.

Tutorial Classes: [15 hrs]

Tutorial classes are meant to clarify better the contents of the course. Such classes are meant to promote teacher-student academic interactions and help to build a student's confidence and self-esteem.

Continuing Evaluation:

The course instructor will finalise the modalities of the continuing evaluation. A few suggestions for continuing evaluation are (a) written examination, (b) take-home assignment, and (c) presentation on the topic suggested by the course instructor.

Suggested Readings:

Lambart, J. and Frye, C. 2015. Microsoft Office 2016 Step by Step, Microsoft Press.

Dubey, M. 2013. P C Packages, Kamal Prakashan, Indore

Goel, A. 2010. Computer Fundamentals, Pearson.

ITL Education Solutions Limited. 2011. Introduction to Computer Science, Pearson.

Mukhopadhyay, A. K. and Das, A. 2004. *Introduction to Information Technology and Its Business Application*, Kalimata Pustakalaya.

Rajaraman, V. 2014. Fundamental of Computer, Prentice Hall India Pvt. Limited, New Delhi.

Sah, Ash Narayan. 2012. Data Analysis using Microsoft Excel, Excel Books, New Delhi.

Sinha, P.K, and Sinha, P. 2004. Computer Fundamentals, 6th Edition, BPB Publications, New Delhi.

SUBJECT: ECONOMICS

SEMESTER: ONE/TWO

COURSE NAME: ESSENTIALS OF ECONOMICS [MINOR]

COURSE CODE: UECOMIN10001

FULL MARKS: 75

Module I: Theory of Consumer Behaviour [8 hrs]

Cardinal Utility-Total Utility (TU) and Marginal Utility (MU); Relationship between TU and MU; Law of Diminishing Marginal Utility; Law of Demand; Determinants of Demand; Relation between Law of Demand and Law of Diminishing Marginal Utility.

Indifference Curve Analysis- Definition and Characteristics of Indifference Curve; Marginal Rate of Substitution (MRS); Budget Line; Price Ratio; Consumer's Equilibrium.

Elasticity of Demand- Price elasticity of Demand, Cross price elasticity of Demand, and Income elasticity of Demand-Concepts only; Factors Determining Elasticity of Demand.

Module II: Theory of Producer's Behaviour [7 hrs]

Production Function- Definition of Production Function; Definition of Total Product (TP), Average Product (AP), and Marginal Product (MP); Derivation of AP and MP from TP Curve; Law of Variable Proportions.

Cost and Revenue-Fixed Cost and Variable Cost, Average Cost and Marginal Cost; Shape of Cost Curves; Relation between Average Cost and Marginal Cost; Definitions of Total Revenue (TR), Average Revenue (AR) and Marginal Revenue (MR) and relationship among AR, MR and Price Elasticity of Demand.

Module III: Market Morphology [8 hrs]

Perfect Competition-Characteristics of Perfect Competition; Short-run and Long-run Equilibrium of the Firm.

Monopoly: Characteristics; Price and Output Determination in Monopoly-short-run and long-run equilibrium; Price Discrimination-concept only; Perfect competition versus monopoly.

Oligopoly-Oligopoly and Duopoly markets-concepts only; non-collusive and collusive oligopoly, product differentiation-concepts only.

Module IV: National Income Accounting [7 hrs]

What is National Income? Circular flow of Income; Different Concepts of National Income-Distinction between GNP and NNP, GNP and GDP, NNP at factor cost and market price, National income and personal income, nominal and real national income; Different Methods of Measuring National Income-Income Method, Value-added method and expenditure method; Difficulties of Measurement of National Income; Open and closed economy-concepts only; National income as a measure of welfare.

Module V: Inflation and Unemployment [8 hrs]

Inflation: Concepts of Inflation, Deflation, and Stagflation; Different Types of Inflation-hyperinflations, galloping, walking and creeping; Causes of Inflation-Demand-pull and Cost-push Inflation and their distinction; Anti-Inflationary Measures; Trade-off between inflation and unemployment—the basic idea of the Phillips Curve.

Module VI: Money and Banking [7 hrs]

Money-Concept, functions, measurement; theories of money supply determination; definition of money supply in the Indian context (M1, M2, M3, and M4).

Banking- Commercial Banks-Balance sheet and portfolio management; Credit creation; Central Banks- functions and instruments of monetary control.

Tutorial Classes: [15 hrs]

Tutorial classes are meant to clarify better the contents of the course. Such classes are meant to promote teacher-student academic interactions and help to build a student's confidence and self-esteem.

Continuing Evaluation:

The course instructor will finalize the modalities of the continuing evaluation. A few suggestions for continuing evaluation are (a) written examination, (b) take-home assignment, and (c) presentation on the topic suggested by the course instructor.

Suggested Readings

Ahuja, H.L. 2010. Modern Economics, S. Chand and Co. Ltd. 44

Pindyck, R.S. and Rubinfeld, D.L. 2018. Microeconomics, Pearson Education Asia.

Stiglitz, J. E. and Walsh, C. E. 2007. Economics, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition.

Mankiw, N. G. 2007. Economics: Principles and Applications, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition.

Samuelson P.A. and Nordhaus, W.D. 2019. Economics, McGraw-Hill.

Dornbusch, R., Fischer, S. and Starz, R. 2010. Macroeconomics, McGraw Hill, 11th edition.

Modigliani, F. J. F., Jones, F. J. Ferri, and M. G. 2009. Foundations of Financial Markets and Institutions, Pearson Education, 3rd edition.

Mishkin F. S. and Eakins, S. G. 2009. Financial Markets and Institutions, Pearson Education, 6th edition,

Bhole, L. M. and Mahukud, J. 2011. Financial Institutions and Markets, Tata McGraw Hill, 5th edition.

Khan, M. Y. 2011. Indian Financial System, Tata McGraw Hill, 7th edition

Nadar, E.N. 2013. Money and Banking, Prentice Hall India Learning Private Limited

Paul, R.R. 2018. Monetary Economics, Kalyani Publishers

Gupta, S.B. 2011. Monetary Economics-Institutions, Theory, and Policy

SUBJECT: ECONOMICS

SEMESTER: ONE

COURSE NAME: MICROFINANCE AND FINANCIAL INCLUSION [MDC]

COURSE CODE:

FULL MARKS: 75

Module I:

Microfinance as a tool for development, Evolution of microfinance in India, Microfinance products and services, Intermediation and Regulations of Microfinance, Microfinance, and Livelihood options.

Module II:

Microfinance models in India: SHGs, Grameen Model, ROSCA model or Chit Funds, Village Based Model, Intermediary Model, Co-operative Model, Community Banking Model; Differences Between SHG and JLG Model; Indian SHG: Problems and Issues, SHG-Bank Linkages Programmes in India.

Module III:

Financial Inclusion: Relevance for development, financial literacy and importance in financial inclusion, financial education and essential components of financial counselling, financial inclusion through microfinance

Module IV:

Financial inclusion and rural credit: rural credit – concept, need, characteristics and sources of rural credit, institutional and non-institutional rural credit – money lenders, cooperatives, Regional Rural Banks, Commercial Banks, NABARD.

Module V:

Financial Inclusions Schemes in India: Pradhan Mantri Jan Dhan Yojana (PMJDY), Atal Pension Yojana (APY), Pradhan Mantri Mudra Yojana (PMMY), Sukanya Samridhi Yojana (SSY), Pradhan Mantri Suraksha Yojana (PMSY); Financial inclusion programmes organized by RBI.

Suggested Readings

Bhaskaran, R. Microfinance - Perspectives and Operations, Macmillan Education

Bhatnagar, Amitabh. Rural Microfinance and Microenterprise-Informal Revolution, Concept Publishing Company, New Delhi.

Carol Realini. 2015. Financial Inclusion at the Bottom of the Pyramid, Friesen Press.

Chakrabarty K.C. 2011. "Financial Inclusion and Banks: Issues and Perspectives," RBI Bulletin

Debadutta K. Panda. 2009. Understanding Microfinance, Wiley India

Gangadharan, K. 2012. Financial Inclusion, and Inclusive Growth: Scope and Dimension, Reference Press

Indian Institute of Banking & Finance, 2008. Micro-Finance Perspectives and Operations, Taxmann Publications.

Ingrid Matthaus-Maier, J.D. Von Pischke (Editors) 2007. Microfinance Investment Funds: Leveraging Private Capital for Economic Growth and Poverty Reduction, Springer.

Karmakar, K. G., Banerjee, G. D. and Mohapatra, N.P. 2011. Towards Financial Inclusion in India

Khan, M.Y. 2019. Indian Financial System, Tata McGraw Hill Publishing Company Ltd., New Delhi.

Marguerite S. Robinson 2001. The Microfinance Revolution, World Bank

Mike Goldberg, Eric Palladini 2010. Managing Risk and Creating Value with Microfinance, World Bank Publications.

Muhammad Yunus and Alan Jolis (contributor) 2008. Banker to the Poor: Micro-Lending and the Battle Against World Poverty, Public Affairs.

Rana, O.C. and Raj, H. 2016. Microfinance, Himalaya Publishing House: New Delhi

Sarkar, S. and Dhar, S.N. 2011. Microfinance: Concepts, Systems, Perceptions and Impact, Readworthy Publications, New Delhi

Stuart Rutherford 2009. The Pledge: ASA, Peasant Politics, and Microfinance in the Development of Bangladesh, Oxford University Press.

Teki, S. and Mishra, R.R 2012. Microfinance and Financial Inclusion. Academic Foundation.

SYLLABUS

FOUR YEARS UNDERGRADUATE PROGRAMME IN GEOGRAPHY



UNIVERSITY OF NORTH BENGAL RAJA RAMMOHUNPUR

W.E.F: ACADEMIC SESSION 2023-24

Semester: 1

PAPER: MAJOR

Paper Description: Geotectonic

This paper deals with topics in Geotectonic, Scale and Diagrammatic data presentation. In particular, the theoretical part of the course will cover internal structure of the earth, rocks, isostasy, earth movements, mountain building, continental drift theory, sea-floor spreading, plate tectonics and volcanicity; while the practical part will cover construction of linear and comparative scale and diagrammatic data presentation using line, bar and circle.

Paper Code: UGEOMAJ11001

Paper Type: Theory + Practical Lab Based-PLB

Credit: 3 credit theory and 1 credit practical.

Class hours: 3 theory classes per week and 2 practical classes per week. Total 5 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

Syllabus:

Paper Objectives

Knowledge acquired:

- 1. Concept of geotectonic and earth's interior.
- 2. Theories of mountain building.
- 3. Continental drift, plate movements and volcanicity.

Skills gained:

- 1. Develop skills in constructing linear and comparative scale.
- 2. Graphical representation of data using line, bar and circle diagrams.

Competency developed:

- 1. Developing skills in questioning, reasoning, and drawing logical conclusions based on evidence and scientific principles of various theories and concepts related to geotectonic.
- 2. Enable students to interpret and visually communicate data effectively.

Syllabus Overview

Theory

Unit	Content	Hours/Week
	Geological time scale; Internal structure of the earth; Classification of	
1	rocks: Igneous, Sedimentary and Metamorphic; Theory of isostasy: Views	
	of Airy and Pratt.	
	Earth movements, processes and topographic effects of folding and	
2	faulting; Classification of mountains; Theories of mountain building:	
2	Geosynclinal theory of Kober, Thermal contraction theory of Jeffreys,	3
	Thermal convection current theory of Holmes.	
	Continental drift theory of Alfred Wegener; Concept of sea-floor	
2	spreading; Plate tectonics, plate boundaries and subduction zones;	
3	Concept of volcanicity; Classification of volcanoes; Volcanic landforms;	
	World distribution of volcanoes.	

Practical

Unit	Content	Hours/Week
1	Scale: Definition and types; Construction of linear and comparative scale.	
2	Diagrammatic data presentation: Line, bar (simple, compound and composite) and circle (pie graph, proportional circle and proportional divided circle).	

Suggested reading

Monkhouse, F.J. 1974. Principles of Physical Geography (2009-reprint), Platinum Publishers.

Strahler, A. 2016. Introducing Physical Geography, 6th ed, Wiley.

Khullar, D.R. (2012). Physical Geography. New Delhi. India: Kalyani Publishers.

Mohan. K. (2018), GES PERIODOS VOL 1, An Ultimate Guide to Physical Geography, Oak Bridge Publication, New Delhi.

Kearey, P., Klepeis, K.A., Vine, F.J. 2011. Global Tectonics, 3rd ed, Wiley-India.

Singh, S. (2022). Physical Geography. Pravalika Publications, Prayagraj.

Christopherson, R. W. and Birkeland, G. H., (2012) Geosystems: An Introduction to Physical Geography (8th edition), Pearson Education, New Jersey.

Das Gupta, A and Kapoor, A.N., (2001) Principles of Physical Geography, S.C. Chand & Company Ltd. New Delhi.

Skinner, Brian J. and Stephen C. Porter (2000), The Dynamic Earth: An Introduction to Physical Geology, 4th Edition, John Wiley and Sons.

Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.

Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi.

Mishra R. P. and Ramesh A., 1989: Fundamentals of Cartography, Concept, New Delhi.

Practical guidelines: Students will prepare a laboratory notebook covering all the practical units duly signed by the internal faculty members. Viva-voce is compulsory at the time of practical examination.

Question pattern

Type	Marks			Total
Theoretical	1: 5 out of 5	5: 3 out of 5	10: 2 out of 4	40
Practical	15 : 1 out of 1	5: Laboratory noteboo	ok and viva-voce.	20
CE	10: Mid-term test, class test, seminar presentation, term paper (Any one to be decided by the respective departmental faculty members)		10	
Attendance	5		5	
Full marks		75		

Semester: 1

PAPER: SEC

Paper Description: Disaster Management

This paper provides an overview of hazards and disasters, focusing on their definition, classification, and impacts. It examines the concepts of vulnerability and risk and explores various types of natural and human-induced disasters, including floods, droughts, landslides, earthquakes, cyclones, industrial hazards and pandemics. The course also introduces the principles and strategies of disaster management, including identification and risk assessment, risk reduction and preparedness and disaster response and recovery. In the practical part of the course, students work on a project report related to a specific hazard or disaster using secondary sources of data.

Paper Code: UGEOSEC11001

Paper Type: Theory + Practical Lab Based-PLB

Credit: 2 credit theory and 1 credit practical.

Class hours: 2 theory classes per week and 2 practical classes per week. Total 4 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

Syllabus:

Paper Objectives:

Knowledge acquired:

- 1. Definition, concept and classification of hazards and disasters.
- 2. Economic, social and environmental impacts of disasters.
- 3. Concept and strategies of disaster management.

Skills gained:

- 1. Students will learn how to effectively organize and write a project report incorporating appropriate maps, diagrams, charts and tables.
- 2. By working in groups under the supervision of faculty members, students will develop skills required for teamwork; including collaboration, coordination, and task allocation.

Competency developed:

- 1. Develop a comprehensive understanding of hazards and disasters, enabling them to recognize and assess potential risks and vulnerabilities in different contexts.
- 2. Equipped with the knowledge and skills necessary to contribute to the development of effective disaster management plans and strategies.
- 3. Enhance critical thinking abilities by examining the causes, impacts and management strategies associated with hazards and disasters.

Syllabus Overview:

Theory

Unit	Content	Hours/Week
1	Definition and concept of hazards and disasters; definition of vulnerability and risk, classification of hazards and disasters; economic, social and	2
	environmental impacts of disasters; natural and human induced disasters	2

	like flood, drought, landslide, earthquake, cyclone, industrial hazards and pandemics.
2	Concept of disaster management; strategies of disaster management: identification and risk assessment, risk reduction and preparedness, disaster response and recovery.

Practical

Unit	Content	Hours/Week
1	A project report will be prepared by the students in consultation with their respective college teachers on any types or individual cases of hazard and disaster. The report will be prepared based on available sources of secondary data only. Report should be limited within 20-25 pages, handwritten and may include maps, diagrams, charts and tables. The report will be examined externally and marks will be separately allotted for report and viva-voce taken individually. Students will be divided into groups so that in each college at least 4 groups are formed and each group will prepare their report taking different topics under the supervision of the faculty members.	2

Suggested reading

Pandey, Mrinalini. Disaster Management, Wiley India Pvt. Ltd.

Bhattacharya, Tushar. Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd.

Singh, Jagbir. Disaster Management: Future Challenges and Opportunities, K W Publishers Pvt. Ltd.

Singhal, J.P. Disaster Management, Laxmi Publications.

Pandharinath, Navale., Rajan, C.K. Earth and Atmospheric Disaster Management: Natural and Manmade, B S Publications.

Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3.

Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.

Practical guidelines: Although the work on project report will be done in group, but the students will have to carry their individual copy duly signed by their supervising teacher at the time of viva-voce.

Question pattern

Type	Marks			Total
Theoretical	1: 5 out of 5	5: 3 out of 5	10: 2 out of 4	40
Practical	15 : Project Report	5: Viva-voce.		20
CE	10: Mid-term test, classone to be decided by the		tation, term paper (Any ntal faculty members)	10
Attendance	5		5	
Full marks			75	

Semester: 1

PAPER: MINOR

Paper Description: Physical Geography

This paper provides an overview of earth's physical systems and their dynamic processes. The theoretical part covers topics such as the interior of the earth, plate tectonics, weathering, erosion, and landforms. Additionally, it explores the composition and structure of the atmosphere, climate patterns, and climate change. The course also delves into oceanography, including temperature and salinity distribution, ocean currents, coral reefs, and sea level changes. The practical part focuses on construction of scale and map projection techniques. Overall, this course offers a comprehensive understanding of earth's geomorphological, atmospheric and oceanographic processes, enabling students to analyze and interpret various natural phenomena.

Paper Code: UGEOMIN10001

Paper Type: Theory + Practical Lab Based-PLB

Credit: 3 credit theory and 1 credit practical.

Class hours: 3 theory classes per week and 2 practical classes per week. Total 5 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

Syllabus:

Paper Objectives

Knowledge acquired:

- 1. Understanding of the interior of the Earth, including its composition and structure.
- 2. Familiarity with the Continental Drift Theory proposed by Wegener and the concept of plate tectonics.
- 3. Knowledge of various geological phenomena such as folds, faults, weathering, and mass movement.
- 4. Understanding of erosional and depositional landforms formed by fluvial (river), glacial, and aeolian (wind) processes.
- 5. Knowledge of the composition and structure of the atmosphere, including insolation and the heat budget.
- 6. Understanding of temperature distribution, pressure belts, wind systems and different types of precipitation.
- 7. Knowledge about cyclones, anti-cyclones and climate change.
- 8. Understanding of the distribution of temperature and salinity in ocean water and the factors influencing ocean currents.
- 9. Knowledge of coral reefs and theories of reef formation, including the contributions of Darwin and Daly.
- 10. Awareness of sea level change and its implications.

Skills gained:

- 1. Students will develop the ability to analyse geological processes, atmospheric phenomena and oceanic systems.
- 2. They will learn to interpret maps, diagrams and data related to earth science.

- 3. Students will acquire skills in constructing different types of map projections, including polar zenithal gnomonic, simple conical and cylindrical equal area projection.
- 4. They will develop the ability to observe and identify geological and climatic features.

Competency developed:

- 1. Students will develop critical thinking skills by analyzing and evaluating complex geological and atmospheric processes.
- 2. Students will develop an understanding of the earth's natural systems and the impact of human activities on the environment.
- 3. They will learn to interpret and analyse scientific data, including maps, charts and graphs, to draw conclusions and make informed decisions.
- 4. Students will develop the ability to adapt to changes in the earth's systems and understand the dynamic nature of the planet.

Syllabus Overview

Theory

Unit	Content	Hours/Week
1	Interior of the earth; Continental drift theory by Wegener; Plate tectonics;	
	Folds and faults; Weathering and mass movement; Erosional and	
	depositional landforms: Fluvial, Glacial and Aeolian.	
2	Composition and structure of atmosphere; Insolation and heat budget;	
	Temperature distribution, pressure belts, wind systems and precipitation	3
	types; Cyclones and anti-cyclones; Climate change.	
	Distribution of temperature and salinity of ocean water; Ocean currents:	
3	Causes, types and their distribution over the Indian Ocean; Coral reefs and	
	theories of reef formation after Darwin and Daly; Sea level change.	

Practical

Unit	Content	Hours/Week
1	Scale: Definition and types; Construction of linear, comparative and diagonal scale.	
2	Map projection: Definition, classification, properties and uses; Mathematical / graphical construction of Polar Zenithal Gnomonic Projection, Simple Conical Projection with one standard parallel, Cylindrical Equal Area Projection.	

Suggested reading

Ahmed E. (1985) Geomorphology, Kalyani Publishers, New Delhi.

Khullar, D.R. (2012). Physical Geography. New Delhi. India: Kalyani Publishers.

Mohan. K(2018), GES PERIODOS VOL 1, An Ultimate Guide to Physical Geography, OakBridge Publication, New Delhi.

Chorley, R.J., Schumm, S. A. and Sugden, D.E. 1984: Geomorphology, Methuen, London.

Dayal, P. 1996: Textbook of Geomorphology, Shukla Book Depot, Patna.

Thornbury, W. D. (2004): Principles of Geomorphology. New York, U.S.A.: Wiley.

Strahler A.N. (1968) The Earth Sciences, Harper & Row Intl. Edn, New York

K.Siddahartha (2020): Climatology, Atmosphere, Weather and Climate. Kitaba Mahal Publication, New Delhi.

Lal, D. S. (1998). Climatology. Allahabad: Chaitanya Publishing House.

Singh, S. (2005). Climatology. Allahabad: Prayag Pustak Bhawan.

Barry, R.G., Chorley, R.J. (2003): Atmosphere, Weather and Climate; Psychology Press, Hove; East Sussex.

Critchfield, H.J., (1975): general Climatology, Prentice Hall, New Jersey.

Garrison T., 1998: Oceanography, Wordsworth Company, Belmont.

Kershaw S., 2000: Oceanography: An Earth Science Perspective, Stanley Thornes, UK.

Sharma R. C., Vatal M., 1980: Oceanography for Geographers, Chaitanya Publishing House, Allahabad.

Sverdrup K. A., Armbrust, E. V., 2008: An Introduction to the World Ocean, McGraw Hill, Boston.

Singh, R.L. and Singh R.P.B. (1999). Elements of Practical Geography, Kalyani Publishers, New Delhi.

Sarkar, A. (2015) Practical Geography: A Systematic Approach. Orient Black Swan Private Ltd., New Delhi.

Practical guidelines: Students will prepare a laboratory notebook covering all the practical units duly signed by the internal faculty members. Viva-voce is compulsory at the time of practical examination.

Question pattern

Type	Marks			Total
Theoretical	1: 5 out of 5	5: 3 out of 5	10: 2 out of 4	40
Practical	15:1 out of 1	5: Laboratory noteboo	ok and viva-voce.	20
CE	10: Mid-term test, class test, seminar presentation, term paper (Any one to be decided by the respective departmental faculty members)			10
Attendance	5		5	
Full marks		75		

Semester: 2

PAPER: MAJOR

Paper Description: Settlement Geography

This paper deals with topics in settlement geography, scale and map projection. In particular, the theoretical part of the course will cover concept of site and situation, morphology of rural and urban settlements, types, patterns, and distribution of rural settlements, theories of the origin of towns, theories of urban land use, primate cities, rank-size rule, and central place theory. The practical part will cover construction of diagonal and vernier scale and map projections.

Paper Code: UGEOMAJ12002

Paper Type: Theory + Practical Lab Based-PLB

Credit: 3 credit theory and 1 credit practical.

Class hours: 3 theory classes per week and 2 practical classes per week. Total 5 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

Syllabus:

Paper Objectives

Knowledge acquired:

- 1. Concept of site and situation, origin and growth of rural and urban settlements, as well as the types, patterns and distribution of rural settlements,
- 2. Physical layout, structure, and form of rural and urban settlements,
- 3. Theories of the origin of towns and urban land use and morphology.

Skills gained:

- 1. Develop skills in constructing diagonal and Vernier scales,
- 2. Expertise in the mathematical/graphical construction and properties of map projections,

<u>Competency Developed:</u>

- 1. Analyzing the suitability of different locations for settlements and understanding the factors that contribute to their success or decline.
- 2. Understanding the morphological patterns will enable students to identify and analyse the characteristics of different settlement
- 3. Students will develop competency in constructing diagonal and vernier scales and equip with practical skills in map reading, interpretation, and cartographic analysis.

Syllabus Overview:

Theory

Unit	Content	Hours/Week
1	Definition, nature, scope and content of settlement geography; Concept of	
1	site and situation; Origin and growth of rural and urban settlements.	2
2	Types, patterns and distribution of rural settlements; Morphology of rural	3
	settlements; Theories of origin of towns after Childe and Mumford;	

	Functional classification of urban settlements: A.Mitra; Urban landuse and morphology: Concentric zone theory, Sector theory and Multiple nuclei theory.
3	Settlement hierarchies; Concept of Primate city and Rank size rule; Central place theory by W. Christaller and A. Losch.

Practical

Unit	Content	Hours/Week
1	Scale: Construction of Diagonal and Vernier scale.	
2	Map projection: Definition, nature, properties, classification and uses; Mathematical / graphical construction of Polar Zenithal Gnomonic Projection, Polar Zenithal Stereographic Projection, Polar Zenithal Orthographic Projection, Cylindrical Equal Area Projection, Mercator Projection.	2

Suggested reading

Ghosh, Sumita. (2006). Introduction to Settlement Geography. Orient Longman.

Singh, R.Y. (2002) Geography of Settlements. Rawat Publications.

Pacione. M. (2009) Urban Geography: A Global Perspective. Routledge.

Tiwari, R.C. (2020) Settlement Geography: Rural and Urban Settlements. Pravalika publication.

S. D. Maurya. (2015). Settlement Geography. Sharda Pustak Bhawan.

Hussain, J (2021). Settlement Geography. Notion Press.

Childe, V.G. (1950) The Urban Revolution. University of Chicago Press.

Johnston, R., Gregory, D., Pratt, G., et al. (2008) The Dictionary of Human Geography, Blackwell Publication.

Daniel, P.A., Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.

Singh, R. L., Singh, R. P. B. (1999) Elements of Practical Geography, Kalyani Publishers.

Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi.

Practical guidelines: Students will prepare a laboratory notebook covering all the practical units duly signed by the internal faculty members. Viva-voce is compulsory at the time of practical examination.

Question pattern

Type	Marks	Total		
Theoretical	1: 5 out of 5	5: 3 out of 5	40	
Practical	15:1 out of 1	5: Laboratory noteboo	ok and viva-voce.	20
CE	10: Mid-term test, class test, seminar presentation, term paper (Any one to be decided by the respective departmental faculty members)			10
Attendance	5	5		
Full marks				75

Semester: 2

Paper: SEC

Paper Description: Sustainable Development

This paper provides a comprehensive understanding of sustainable development, focusing on its definition, concepts, and various elements such as social, economic, and environmental sustainability. It explores global issues related to sustainable development, including deforestation and soil erosion and examines key global initiatives in sustainable development, along with the Millennium Development Goals. In the practical part of the course, students work on a project report related to any topic or issue on sustainable development using secondary sources of data.

Paper Code: UGEOSEC12002

Paper Type: Theory + Practical Lab Based-PLB

Credit: 2 credit theory and 1 credit practical.

Class hours: 2 theory classes per week and 2 practical classes per week. Total 4 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

Syllabus:

Paper objectives

Knowledge acquired:

- 1. Definition, concept and elements of sustainable development.
- 2. Global challenges such as deforestation and soil erosion, their causes, impacts, and potential solutions.
- 3. Key global initiatives and agreements aimed at promoting sustainable development.
- 4. India's progress in achieving millennium development goals.
- 5. Challenges and obstacles faced in implementing sustainable development strategies.

Skills gained:

- 1. Students will learn how to effectively organize and write a project report incorporating appropriate maps, diagrams, charts and tables.
- 2. By working in groups under the supervision of faculty members, students will develop skills required for teamwork; including collaboration, coordination, and task allocation.

Competency developed:

- 1. Develop the ability to analyze complex sustainability issues critically, evaluate different perspectives and propose informed solutions
- 2. Foster a sense of responsibility and awareness among students towards environmental conservation and protection.
- 3. Students will cultivate a sense of global citizenship and understand the interconnectedness of various regions and societies.

Syllabus Overview:

Theory

Unit	Content	Hours/Week

	Definition and concept of sustainable development; Elements of	
1	sustainable development: Social sustainability, economic sustainability	
1	and environmental sustainability; Global issues related to sustainable	
	development like deforestation and soil erosion.	2
	Global initiatives in sustainable development like Ramsar convention,	2
2	Stockholm conference and Earth Summit (Rio 1992); Millennium	
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Development Goals; India's progress with respect to MDGs; Future	
	trends and challenges of sustainable development.	

Practical

Unit	Content	Hours/Week
1	A project report will be prepared by the students in consultation with their respective college teachers on any issues or topics related to sustainable development. The report will be prepared based on available sources of secondary data only. Report should be limited within 20-25 pages, handwritten and may include maps, diagrams, charts and tables. The report will be examined externally and marks will be separately allotted for report and viva-voce taken individually. Students will be divided into groups so that in each college at least 4 groups are formed and each group will prepare their report taking different topics under the supervision of the faculty members.	2

Suggested reading

"Our Common Future" by World Commission on Environment and Development (Brundtland Report).

Baker, Susan. (2006) Sustainable Development. New York, N.Y.: Routledge.

Singh, R.B. (Ed.) (2001) Urban Sustainability in the Context of Global Change. Science Pub., Inc., New Delhi, India: Enfield (NH), USA and Oxford & IBH Pub.

Osorio, Leonardo., et al. (2005) Debates on sustainable development: towards a holistic view of reality. Switzertland: Environment, Development and Sustainability 7: 501-518.

Muni, S.D., Chaturvedi, S, India and the Millennium Development Goals: Progress and Challenges.

Robertson, Margaret. Sustainable Development: Principles, Policies, and Practices.

Mega, V.P. Sustainable Development: Concepts, Rationalities and Strategies.

Practical guidelines: Although the work on project report will be done in group, but the students will have to carry their individual copy duly signed by their supervising teacher at the time of viva-voce.

Question pattern

Type	Marks	Total		
Theoretical	1: 5 out of 5	5: 3 out of 5	40	
Practical	15 : Project Report	5: Viva-voce.		20
СЕ	10: Mid-term test, classone to be decided by the	10		
Attendance	5	5		
Full marks				75

Semester: 2

PAPER: MINOR

Paper Description: Physical Geography

This paper provides an overview of earth's physical systems and their dynamic processes. The theoretical part covers topics such as the interior of the earth, plate tectonics, weathering, erosion, and landforms. Additionally, it explores the composition and structure of the atmosphere, climate patterns, and climate change. The course also delves into oceanography, including temperature and salinity distribution, ocean currents, coral reefs, and sea level changes. The practical part focuses on construction of scale and map projection techniques. Overall, this course offers a comprehensive understanding of earth's geomorphological, atmospheric and oceanographic processes, enabling students to analyze and interpret various natural phenomena.

Paper Code: UGEOMIN10001

Paper Type: Theory + Practical Lab Based-PLB

Credit: 3 credit theory and 1 credit practical.

Class hours: 3 theory classes per week and 2 practical classes per week. Total 5 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

Syllabus:

Paper Objectives

Knowledge acquired:

- 11. Understanding of the interior of the Earth, including its composition and structure.
- 12. Familiarity with the Continental Drift Theory proposed by Wegener and the concept of plate tectonics.
- 13. Knowledge of various geological phenomena such as folds, faults, weathering, and mass movement.
- 14. Understanding of erosional and depositional landforms formed by fluvial (river), glacial, and aeolian (wind) processes.
- 15. Knowledge of the composition and structure of the atmosphere, including insolation and the heat budget.
- 16. Understanding of temperature distribution, pressure belts, wind systems and different types of precipitation.
- 17. Knowledge about cyclones, anti-cyclones and climate change.
- 18. Understanding of the distribution of temperature and salinity in ocean water and the factors influencing ocean currents.
- 19. Knowledge of coral reefs and theories of reef formation, including the contributions of Darwin and Daly.
- 20. Awareness of sea level change and its implications.

Skills gained:

- 5. Students will develop the ability to analyse geological processes, atmospheric phenomena and oceanic systems.
- 6. They will learn to interpret maps, diagrams and data related to earth science.

- 7. Students will acquire skills in constructing different types of map projections, including polar zenithal gnomonic, simple conical and cylindrical equal area projection.
- 8. They will develop the ability to observe and identify geological and climatic features.

Competency developed:

- 5. Students will develop critical thinking skills by analyzing and evaluating complex geological and atmospheric processes.
- 6. Students will develop an understanding of the earth's natural systems and the impact of human activities on the environment.
- 7. They will learn to interpret and analyse scientific data, including maps, charts and graphs, to draw conclusions and make informed decisions.
- 8. Students will develop the ability to adapt to changes in the earth's systems and understand the dynamic nature of the planet.

Syllabus Overview

Theory

Unit	Content	Hours/Week
	Interior of the earth; Continental drift theory by Wegener; Plate tectonics;	
1	Folds and faults; Weathering and mass movement; Erosional and	
	depositional landforms: Fluvial, Glacial and Aeolian.	
	Composition and structure of atmosphere; Insolation and heat budget;	
2	Temperature distribution, pressure belts, wind systems and precipitation	3
	types; Cyclones and anti-cyclones; Climate change.	
	Distribution of temperature and salinity of ocean water; Ocean currents:	
3	Causes, types and their distribution over the Indian Ocean; Coral reefs and	
	theories of reef formation after Darwin and Daly; Sea level change.	

Practical

Unit	Content	Hours/Week
1	Scale: Definition and types; Construction of linear, comparative and diagonal scale.	
2	Map projection: Definition, classification, properties and uses; Mathematical / graphical construction of Polar Zenithal Gnomonic Projection, Simple Conical Projection with one standard parallel, Cylindrical Equal Area Projection.	

Suggested reading

Ahmed E. (1985) Geomorphology, Kalyani Publishers, New Delhi.

Khullar, D.R. (2012). Physical Geography. New Delhi. India: Kalyani Publishers.

Mohan. K(2018), GES PERIODOS VOL 1, An Ultimate Guide to Physical Geography, OakBridge Publication, New Delhi.

Chorley, R.J., Schumm, S. A. and Sugden, D.E. 1984: Geomorphology, Methuen, London.

Dayal, P. 1996: Textbook of Geomorphology, Shukla Book Depot, Patna.

Thornbury, W. D. (2004): Principles of Geomorphology. New York, U.S.A.: Wiley.

Strahler A.N. (1968) The Earth Sciences, Harper & Row Intl. Edn, New York

K.Siddahartha (2020): Climatology, Atmosphere, Weather and Climate. Kitaba Mahal Publication, New Delhi.

Lal, D. S. (1998). Climatology. Allahabad: Chaitanya Publishing House.

Singh, S. (2005). Climatology. Allahabad: Prayag Pustak Bhawan.

Barry, R.G., Chorley, R.J. (2003): Atmosphere, Weather and Climate; Psychology Press, Hove; East Sussex.

Critchfield, H.J., (1975): general Climatology, Prentice Hall, New Jersey.

Garrison T., 1998: Oceanography, Wordsworth Company, Belmont.

Kershaw S., 2000: Oceanography: An Earth Science Perspective, Stanley Thornes, UK.

Sharma R. C., Vatal M., 1980: Oceanography for Geographers, Chaitanya Publishing House, Allahabad.

Sverdrup K. A., Armbrust, E. V., 2008: An Introduction to the World Ocean, McGraw Hill, Boston.

Singh, R.L. and Singh R.P.B. (1999). Elements of Practical Geography, Kalyani Publishers, New Delhi.

Sarkar, A. (2015) Practical Geography: A Systematic Approach. Orient Black Swan Private Ltd., New Delhi.

Practical guidelines: Students will prepare a laboratory notebook covering all the practical units duly signed by the internal faculty members. Viva-voce is compulsory at the time of practical examination.

Question pattern

Type	Marks	Total		
Theoretical	1: 5 out of 5	5: 3 out of 5	40	
Practical	15:1 out of 1	5: Laboratory noteboo	ok and viva-voce.	20
CE	10: Mid-term test, classone to be decided by the	10		
Attendance	ice 5			
Full marks		_		75

UNIVERSITY OF NORTH BENGAL

FOUR YEAR UNDERGRADUATE PROGRAMME IN HISTORY (FYUGP)

Syllabi for FYUG Programme

In

HISTORY

(as per NEP 2020)

I & II SEMESTERS

UNIVERSITY OF NORTH BENGAL RAJA RAMMOHUNPUR DARJEELING - 734013 WEST BENGAL

(Approved by the BoS dated 10th July and 14th July 2023)

Contents:

- 1. Course Objectives & Learning Outcomes
- 2. Course Structure for Semesters I & II
- 3. Guidelines for End-Semesters & Internal Assessments
- 4. Syllabus for Semester I
- 5. Syllabus & Suggested Reading List for Semester I Major Course
- 6. Syllabus & Suggested Reading List for Semester I Minor Course
- 7. Syllabus & Suggested Reading List for Semester I Skill Enhancement Course
- 8. Syllabus & Suggested Reading List for Semester I Multi-disciplinary Course
- 9. Syllabus for Semester II
- 10. Syllabus & Suggested Reading List for Semester II Major Course
- 11. Syllabus & Suggested Reading List for Semester II Minor Course
- 12. Syllabus & Suggested Reading List for Semester II Skill Enhancement Course
- 13. Syllabus & Suggested Reading List for Semester II Multi-disciplinary Course
- 14. Appendix

Course Objectives

- The objective of this course is to impart knowledge about history and to equip the learners with the tools and techniques of writing history.
- The course aimed to cultivate the scientific temper and objective method in writing and constructing history.

Learning Outcomes

After completion of this course, a student is expected to:

• Acquire the knowledge of writing history on the basis of interpretation of facts.

Course Structure for Semesters I & II

FYUGP IN HISTORY

1st Year

S L	SE M	PAPE R	Course Type	Paper Level s	Paper Name	Credit s	FULL Marks	MARKS IN THEO	MAR KS IN PRAC	MARKS IN CE	MARKS IN ATT
1	Ι	MAJ OR	UHISMAJ11001	100	History of India I (Pre-History and Proto History)	4	75	60		10	5
2	I	MIN OR	UHISMINA100001	100	HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE.	4	75	60		10	5
3	Ι	MDC	UPOAMDC11010	100	History of North Bengal	3	75	60		10	5
4	Ι	AEC	AEC								
5	Ι	SEC	UHISSEC11001	100	Understanding Heritage	3	75	40	20	10	5
6	Ι	VAC	VAC								
7	II	MAJ OR	UHISMAJ12002	100	History of India II (circa 1500 BCE – 300 BCE)	4	75	60		10	5
8	II	MIN OR	UHISMIN20002	100		4	75	60		10	5
9	II	MDC		100		3	75	60		10	5
10	II	AEC	AEC								
11	II	SEC	UHISSEC12002	100	Archives and Museum	3	75	40	20	10	5
12	II	VAC	VAC								

Guidelines for End-Semesters & Internal Assessments

The evaluation of the students will be a continuous process and will be based on their performances in Internal and the End Semester Examination. The Teachers of the Department will conduct all the internal continuous evaluations. It will be based on a combination of Mid Term Tests and Reports or Seminar Presentations or Class Tests, and Field Work, spread over the entire period of study. The modalities of such assessment be recorded and the respective college will preserve documents and those must be placed before a Committee or Team constituted by the University for verification purposes if required. The Internal Assessment marks will be communicated to the Examination Branch of the University at least ten (10) days before the commencement of the University Examinations. After filling in of University examination forms, if the College does not upload a student's internal marks, University will award a minimum of 2 marks for attendance and the marks obtained will be carried over in case the students fail to pass the course(s)

Note: A student to be eligible for appearing at any of the Semesters of the Undergraduate Examination must have minimum 75% attendance of lectures delivered. Award of 05 (five) marks on class attendance will be given in the following manner:

Attendance of 75% and above but below 80%-- 02 marks Attendance of 80% and above but below 85%-- 03 marks Attendance of 85% and above but below 90%-- 04 marks Attendance of 90% and above-- 05 mark

All question papers of Major Course and Skill Enhancement Courses (SEC), will only be in English version, except for vernacular subjects. All question papers on Minor Courses, Multidisciplinary Courses, and Value Added Courses will be in English/Bengali/Nepali versions and Hindi versions only for Hindi Medium Colleges.

Note: All SEC examinations will consist of Theoretical (40 marks) and Practical Components (the latter will have to contain Fieldwork / Project as per the UGBOS)

• Question Pattern for MAJ, MIN & MDC (Theoretical) For 60 Marks

Sl.No	Questions to be answered	out of	Marks of each question	Total Marks
1	4	6	3	4X3=12
2	4	6	6	4X6=24
3	2	4	12	2X12=24

• Question Pattern for SEC (Theoretical) For 40 Marks

Sl.No	Questions to be answered	out of	Marks of each question	Total Marks
1	5	8	1	5X1=5
2	3	5	5	3X5=15
3	2	4	10	2X10=20

a) General guidelines

- A student pursuing a subject as a Major Course will have to opt for SEC in the Major subject.
- ii. Two Minor Courses must be different from the Major Course.
- iii. Three Multidisciplinary Courses (MDC) are to be chosen from a pool of courses.
- iv. Practical/Tutorial: Every Major and Minor Course will have one Practical/Tutorial. Wherever there is a Practical, there will be no Tutorial, and vice-versa.
- v. A student will have to study two papers each from two Ability Enhancement Courses (AEC), and two papers of Value Added Courses (VAC).

Discipline: Arts, Humanities & Social Science

Subject Name: History of India I (Pre-History and Proto History)

Subject Code: UHISMAJ11001

Semester: Semester I

Course Name: MAJOR

Course Code: (Will be provided by the University)

Course Credit: 4 Theoretical 4 Practical/Tutorial

Marks Allotted: 75 Theoretical 60 Practical/Tutorial

Continuing Evaluation 10 Attendance: 5

Course Type (tick the correct alternatives):

Major Core AEC

Interdisciplinary/ DSE SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES

Is the course focused on imparting life skill?

Is the course based on Activity?

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date: 14/07/2023

Course Code: UHISMAJ11001

Course Name: HISTORY (MAJOR)

Brief Course Description:

UHISMAJ11001 deals with topics in Pre History and Proto History. In particular, the course will cover Paleolithic, Mesolithic, Neolithic culture of early human civilization. The course also provides the knowledge on Indus Valley Civilization.

Prerequisite(s) and/or Note(s):

- (1) High school History.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

Course Objectives:

Knowledge acquired:

- (1) Ideas on early human civilization, hunter, gatherers and development of stone tools and food production
 - (2) Characteristic features of Harappa town planning
 - (3) Early village communities and art and craft

Skills gained:

- (1) Archeological evidence exploration,
- (2) Identification of lithic tools and,
- (3) Urban growth and downfall

Competency Developed:

- (1) Facility in handling Archeological evidence
- (2) Facility in solving the various types of stone tools

Course Syllabus Overview:

- Definition and Development of Concept of History
- Sources, Tools, and Techniques of historical reconstruction
- · Pre-historic hunter-gatherers
- · Advent of Food Production
- · Proto-History
- · Legacy of Harappan Civilization

Suggested Readings:

Agrawal, D.P. The Archaeology of India. London: Curzon Press, 1982.

Allchin, Bridget & F.R. The Rise of Civilization in India and Pakistan. London: Cambridge University Press. 1982.

Basham, A.L. The Wonder That was India. London: Fontana, 1971.

Childe, V. Gordon. What Happened in History. London: Penguin Books. 1942.

Chakrabarty, D.K. *The Archaeology of Ancient Indian Cities*. New Delhi: The Oxford Companion to Indian Archaeology. 2006.

Chakrabarty, D.K. Bharata Itihase Adiparva. Kolkata: Orient Longman. 2007.

Jain, V.K 'Prehistory and Protohistory of India-An Appraisal -Palaeolithic, -Non-Harappan, Chalcolithic Cultures'D.K Print World LTD, 2006

Habib, Irfan. A people's History 1, Prehistory. New Delhi: Tulika Books. 2015.

Habib, Irfan. A people's History 2, The Indus Civilization. New Delhi: Tulika Books. 2013.

Sharma, R.S. India's Ancient Past. New Delhi: Oxford University Press(Reprint). 2007.

Singh, Upinder. A History of Ancient and Early Medieval India. Delhi: Pearson. 2009.

SEMESTER I Course: Major Course

Course Code: UHISMAJ11001

Paper Name: History of India I (Pre-History and Proto History)

Credit: 4, Lecture: 60 hours (1 class= 1 hr)

Total Marks: 60(Theory)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

- 1. History: Definition and Development of its Concept
- 2. Sources, Tools, and Techniques of historical reconstruction.
- 3. Pre-historic hunter-gatherers.
- [a] Palaeolithic cultures- sequence and distribution; stone industries and other technological developments.
- [b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.
- 4. Advent of Food Production.
- a. The Neolithic Age and the Beginnings of Food Production
- b. Understanding the regional and chronological distribution of Neolithic cultures, subsistence, and exchange patterns.
- c. Neolithic Revolution: Debate.
- d. Chalcolithic Cultures
- 5. Proto-History:
 - a. Origin, extent, and significant sites of Harappan Civilisation.
 - b. Settlement patterns and town planning.
 - c. Art and craft

- d. Harappan Economy
- e. Society, Polity, and Religious Beliefs.
- f. Decay of Harappan Civilisation
- 6. Legacy of Harappan Civilisation

SUGGESTED READINGS:

Agrawal, D.P. The Archaeology of India. London: Curzon Press, 1982.

Allchin, Bridget & F.R. *The Rise of Civilization in India and Pakistan* . London: Cambridge University Press. 1982.

Basham, A.L. The Wonder That was India. London: Fontana, 1971.

Childe, V. Gordon. What Happened in History. London: Penguin Books. 1942.

Chakrabarty, D.K. *The Archaeology of Ancient Indian Cities*. New Delhi: The Oxford Companion to Indian Archaeology. 2006.

Chakrabarty, D.K. Bharata Itihase Adiparva. Kolkata: Orient Longman. 2007.

Jain, V.K 'Prehistory and Protohistory of India-An Appraisal -Palaeolithic, -Non-Harappan , Chalcolithic Cultures' D.K Print World LTD, 2006

Habib, Irfan. *A people's History 1*, Prehistory. New Delhi: Tulika Books. 2015.

Habib, Irfan. A people's History 2, The Indus Civilization. New Delhi: Tulika Books. 2013.

Sharma, R.S. India's Ancient Past. New Delhi: Oxford University Press(Reprint). 2007.

Singh, Upinder. A History of Ancient and Early Medieval India. Delhi: Pearson. 2009.

Discipline: Arts, Humanities & Social Science

Subject Name: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE.

Subject Code: UHISMIN10001

Semester: Semester I

Course Name: MINOR

Course Code: (Will be provided by the University)

Course Credit: 4 Theoretical 4 Practical/Tutorial

Marks Allotted: 75 Theoretical 60 Practical/Tutorial

Continuing Evaluation 10 Attendance: 5

Course Type (tick the correct alternatives):

Major Core AEC

Interdisciplinary/ DSE SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES

Is the course focused on imparting life skill?

YES

Is the course based on Activity?

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date: 14/07/2023

Course Code: UHISMIN10001

Course Name: HISTORY (MINOR)

Brief Course Description:

UHISMAJ10001 deals with topics in Pre History and Proto History. In particular, the course will cover Paleolithic, Mesolithic, Neolithic culture of early human civilization. The course also provides the knowledge on Indus Valley Civilization.

Prerequisite(s) and/or Note(s):

- (1) High school History.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

Course Objectives:

Knowledge acquired:

- (1) Ideas on early human civilization, hunter, gatherers and development of stone tools and food production
 - (2) Characteristic features of Harappa town planning
 - (3) Early village communities and art and craft

Skills gained:

- (1) Archeological evidence exploration,
- (2) Identification of lithic tools and,
- (3) Urban growth and downfall
- (4) Ideas on Vedic Culture

Competency Developed:

- (1) Facility in handling Archeological evidence
- (2) Facility in solving the various types of stone tools
- (3) Facilitated with the idea of Vedic culture
- (4) Competent to know about early historic period of Indian History

Course Syllabus Overview:

- Definition and Development of Concept of History
- Sources, Tools, and Techniques of historical reconstruction
- · Pre-historic hunter-gatherers
- Advent of Food Production
- · Proto-History
- · Legacy of Harappan Civilization

The Vedic Period: Polity, Society, Economy, and Religion

Mahajanpadas to Empire

Emergence and Growth of the Mauryan Empire

The Satvahanas and Kushanas

The Sangam Age

SUGGESTED READINGS:

Agrawal, D.P. *The Archaeology of India*. London: Curzon Press, 1982. Allchin, Bridget & F.R. *The Rise of Civilization in India and Pakistan*. London: Cambridge University Press. 1982.

Basham, A.L. *The Wonder That was India*. London: Fontana, 1971. Childe, V. Gordon. *What Happened in History*. London: Penguin Books. 1942.

Chakrabarty, D.K. *The Archaeology of Ancient Indian Cities*. New Delhi: The Oxford Companion to Indian Archaeology. 2006.

Jha, D.N. *Ancient India in Historical Outline*. Delhi: Manohar(Reprint). 2012. Sastri, K.A.N. *A History South India*. New Delhi: Oxford University Press. 1997. Singh, Upinder. *A History of Ancient and Early Medieval India*. Delhi: Pearson. 2009.

Thapar, Romila. *History of Early India*. Delhi: Penguin India. 2003. Yazdani , G. *Early History of Deccan*. Andhra Pradesh: Oxford University Press. 1960.

SEMESTER I

Course: Minor Course Course Code: UHISMIN10001

Paper Name: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE.

Credit: 4, Lecture: 60 hours (1 class= 1 hr)

Total Marks: 60(Theory)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

- 1. Sources of Ancient Indian History
- 2. Palaeolithic, Mesolithic, and Neolithic Cultures Sites, tool technology, and key features.
- 3. Harappan Civilization: Origin, Extent, Town Planning & Decline.
- 4. The VedicAge: Polity, Society, Economy, and Religion.
- 5. Mahajanpadas to Empire: Territorial States and the rise of Magadha, Jainism, and Buddhism, Alexander's Invasion and its impact.
- 6. Emergence and Growth of the Mauryan Empire: Administration, Economy, Ashoka's Dhamma.
- 7. The Satvahanas and Kushanas; Aspects of Polity, Coins, Art and Religion,
- 8. The Sangam Age: Sangam Literature and Society.

SUGGESTED READINGS:

Agrawal, D.P. The Archaeology of India. London: Curzon Press, 1982.

Allchin, Bridget & F.R. *The Rise of Civilization in India and Pakistan* . London: Cambridge University Press. 1982.

Basham, A.L. The Wonder That was India. London: Fontana, 1971.

Childe, V. Gordon. What Happened in History. London: Penguin Books. 1942.

Chakrabarty, D.K. *The Archaeology of Ancient Indian Cities*. New Delhi: The Oxford Companion to Indian Archaeology. 2006.

Jha, D.N. Ancient India in Historical Outline. Delhi: Manohar(Reprint). 2012.

Sastri, K.A.N. A History South India. New Delhi: Oxford University Press. 1997.

Singh, Upinder. A History of Ancient and Early Medieval India. Delhi: Pearson. 2009.

Thapar, Romila. History of Early India. Delhi: Penguin India. 2003.

Yazdani , G. Early History of Deccan. Andhra Pradesh: Oxford University Press. 1960.

Discipline: Arts, Humanities & Social Science

Subject Name: HISTORY OF NORTH BENGAL

Subject Code: UPOAMDC11010

Semester: Semester I

Course Name: MDC

Course Code: (Will be provided by the University)

Course Credit: 3 Theoretical 3 Practical/Tutorial

Marks Allotted: 75 Theoretical 60 Practical/Tutorial

Continuing Evaluation 10 Attendance: 5

Course Type (tick the correct alternatives):

Major Core AEC

Interdisciplinary/ DSE SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES

Is the course focused on imparting life skill?

YES

Is the course based on Activity?

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date: 14/07/2023

Course Code: UPOAMDC11010

Course Name: MDC

Brief Course Description:

UPOAMDC11010 deals with topics in history of North Bengal. In particular, the course will cover Ancient, Medieval and Modern history of North Bengal.

Prerequisite(s) and/or Note(s):

- (1) High school History.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

Course Objectives:

Knowledge acquired:

- (1) Ideas on early human settlement in North Bengal
- (2) Characteristic features of North Bengal
- (3) Demography, Movements

Skills gained:

- (1) Archeological evidence exploration,
- (2) Identification of caste and tribe of North Bengal
- (3) Urban growth in the North Bengal
- (4) Ideas on the various culture of North Bengal

Competency Developed:

- (1) Facility in handling Archeological evidence
- (2) Facility in identifying various demographic location of North Bengal
- (3) The paper will provide good knowledge on various movements of North Bengal
- (4) Competent to know about historic developments of North Bengal

Course Syllabus Overview:

- 1. Physical and Historical Geography of North Bengal
- 2. Dynastic History of North Bengal
- 3. Expansion and Consolidation of colonial rule in North Bengal Coochbehar, Dooars, and Darjeeling.
- 4. Introduction of Tea Plantation in North Bengal.
- 5. People's Movement in North Bengal
- 6. Caste Movement with special reference to Rai Saheb Panchanan Barma
- 7. Merger of Coochbehar
- 8. District reorganization till 1956.

SUGGESTED READINGS:

Ali, Khan Sahib M. Abid. *Memoirs of Gaud and Pandua*. Kolkata: Asian Publication Service. 1986.

Amanatullah, Khan Chowdhury. Coochbeharer Itihas/History of Coochbehar. Kolkata: Parul Prakasani(Reprint). 2016.

Bagchi, Anita and Bhattacharya, Dahlia. ed. *Omnibus of North Bengal*. New Delhi: B.R. Publication Corporation. 2015.

Bapari, Parimal. King Nara Narayan and His Times. Siliguri: University of North Bengal Press. 2010

Barman, Rup Kumar. Tribalism State: Reflections on the Emergence of Coochbehar. Delhi: Abhijeet Publications. 2008.

Barman, Upendra Nath. Panchanan Barmar Jibancharit. Jalpaiguri. 1387 B.S.

Basu, Swaraj. Dynamics of a Caste Movement: Rajbanshis of North Bengal. Delhi: Manohar. 2003.

Bondopadhyay, Rakhaldas. Bangalar Itihas. Kolkata: Dey's Publishing. 1981.

Chakraborty, Rajani kanta. Gauder Itihas. Kolkata: Dey's Publishing. 2006.

Chattopadhay, Bhaskar, Gaur Banger Itihas O Sanskriti.

Chowdhury, Kamal. *Uttarbanger Itihas O Sanskriti*. Kolkata: Dey's Publishing. 2011.

Dasgupta, Manas. Economic History of North Bengal.

Debnath, Sailen. An Unexplored History of Eastern India (650-1498). New Delhi: Aayu Publications. 2015.

Dozey, E.C. A Concise History of Darjeeling Since 1835. Siliguri: N.L. Publisher(Reprint). 2011.

Ghosh A.G., Das, N.S., Roy, N.C., Sutradhar, K.C. ed. *Sesquicentennial Commomoration Volume of Jalpaiguri District*. Delhi: Om Publications. 2020.

Ghosh, A.G. and Adhikary M.C. Rai Sahib Panchanan Barma. Delhi: Kunal Books.

Ghosh, A.G. and Kartik Saha. 1947 Parobarti Uttarbanga. Siliguri: N.L. Publications. 2013.

Ghosh, A.G. Uttarbanga Namer Sandhane.

Majumdar, R.C. ed. *History of Bengal. Volume I* Dacca: 1943. B.R. Publishing Corporations. 2011.

Mukherjee, B.N. and Bhattacharya, P.K. *Early Historical Perspective of North Bengal*. Siliguri: North Bengal University Press. 1987.

Roy, Anirudha. Madhya Juger Bangla. Kolkata: Progressive Publications. 2013.

Ray, Dinesh Chandra and Bishal Chettri. Discourses on Darjeeling Hills. Darjeeling: Gama publications. 2014.

Ray, Dhananjay. Dinajpur jelar Itihas. Kolkata: K.P. Bagchi & Company. 2006

Ray, Dinesh Chandra and Srikanta Roychowdhury. *Darjeeling: In Search of People's History of the Hills*. Delhi: Manohar. 2022.

Sarkar, Ichhimuddin. ed. Aitihye O Itihase Uttarbanga. Assam. 2002.

Sarkar, Ichhimuddin.ed. Darjeelinger Itihas.

Semester - I

Course: Multidisciplinary Course Course Code: UPOAMDC11010

Paper Name: **History of North Bengal**Credit: 3, Lecture: 45 Hrs (1 class= 1 hr)

Total Marks: 60(Theory)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

- 9. Physical and Historical Geography of North Bengal
 - a. Major Archaeological Sites: Pundranagar (Mahastahngarh), Bangarh, Pandua, Gosanimari, Dalimkot.
 - b. Ethnographic History of North Bengal Tribes and Castes of Hills and Plains.
- 10. Dynastic History:
 - a. Rise of Gauda (320 650 A.D.): Under Guptas and Sashanka,
 - b. Pala Empire Origin and History of Early Palas (Dharmapal and Devapal)
 - c. Sena Dynasty Origin and Growth
 - d. Ilyas and Hussain Shahi Dynasty
 - e. Khen Dynasty
 - f. Koch Dynasty Biswa Singha and Naranarayan,

- 11. Expansion and Consolidation of colonial rule in North Bengal Coochbehar, Dooars, and Darjeeling.
- 12. Introduction of Tea Plantation in North Bengal.
- 13. People's Movement in North Bengal with special reference to Sannyasi-Fakir, Santhal Movement (Jitu Santhal), Quit India Movement, and Tebhaga Movement.
- 14. Caste Movement with special reference to Rai Saheb Panchanan Barma
- 15. Merger of Coochbehar
- 16. District reorganization till 1956.

SUGGESTED READINGS:

Ali, Khan Sahib M. Abid. Memoirs of Gaud and Pandua. Kolkata: Asian Publication Service. 1986.

Amanatullah, Khan Chowdhury. Coochbeharer Itihas/History of Coochbehar. Kolkata: Parul Prakasani(Reprint). 2016.

Bagchi, Anita and Bhattacharya, Dahlia. ed. Omnibus of North Bengal. New Delhi: B.R. Publication Corporation. 2015.

Bapari, Parimal. King Nara Narayan and His Times. Siliguri: University of North Bengal Press. 2010

Barman, Rup Kumar. Tribalism State: Reflections on the Emergence of Coochbehar. Delhi: Abhijeet Publications. 2008.

Barman, Upendra Nath. Panchanan Barmar Jibancharit. Jalpaiguri. 1387 B.S.

Basu, Swarai, Dynamics of a Caste Movement: Rajbanshis of North Bengal, Delhi: Manohar. 2003.

Bondopadhyay, Rakhaldas. Bangalar Itihas. Kolkata: Dey's Publishing. 1981.

Chakraborty, Rajani kanta. *Gauder Itihas*. Kolkata: Dey's Publishing. 2006.

Chattopadhay, Bhaskar. Gaur Banger Itihas O Sanskriti.

Chowdhury, Kamal. Uttarbanger Itihas O Sanskriti. Kolkata: Dey's Publishing. 2011.

Dasgupta, Manas. Economic History of North Bengal.

Debnath, Sailen. An Unexplored History of Eastern India (650-1498). New Delhi: Aayu Publications. 2015.

Dozey, E.C. A Concise History of Darjeeling Since 1835. Siliguri: N.L. Publisher(Reprint). 2011.

Ghosh A.G., Das, N.S., Roy, N.C., Sutradhar, K.C. ed. *Sesquicentennial Commomoration Volume of Jalpaiguri District*. Delhi: Om Publications. 2020.

Ghosh, A.G. and Adhikary M.C. Rai Sahib Panchanan Barma. Delhi: Kunal Books.

Ghosh, A.G. and Kartik Saha. 1947 Parobarti Uttarbanga. Siliguri: N.L. Publications. 2013.

Ghosh, A.G. *Uttarbanga Namer Sandhane*.

Majumdar, R.C. ed. *History of Bengal. Volume I* Dacca: 1943. B.R. Publishing Corporations. 2011.

Mukherjee, B.N. and Bhattacharya, P.K. *Early Historical Perspective of North Bengal*. Siliguri: North Bengal University Press. 1987.

Roy, Anirudha. Madhya Juger Bangla. Kolkata: Progressive Publications. 2013.

Ray, Dinesh Chandra and Bishal Chettri. Discourses on Darjeeling Hills. Darjeeling: Gama publications. 2014.

Ray, Dhananjay. Dinajpur jelar Itihas. Kolkata: K.P. Bagchi & Company. 2006

Ray, Dinesh Chandra and Srikanta Roychowdhury. *Darjeeling: In Search of People's History of the Hills*. Delhi: Manohar. 2022.

Sarkar, Ichhimuddin. ed. Aitihye O Itihase Uttarbanga. Assam. 2002.

Sarkar, Ichhimuddin.ed. Darjeelinger Itihas.

Discipline: Arts, Humanities & Social Science

Subject Name: Understanding Heritage

Subject Code: UHISSEC11001

Semester: Semester I

Course Name: SEC

Course Code: (Will be provided by the University)

Course Credit: 3 Theoretical 2 Practical/Tutorial 1

Marks Allotted: 75 Theoretical 40 Practical/Tutorial 20

Continuing Evaluation 10 Attendance: 5

Course Type (tick the correct alternatives):

Major Core AEC

Interdisciplinary/ DSE SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES

Is the course focused on imparting life skill?

YES

Is the course based on Activity?

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date: 14/07/2023

Course Code: UHISSEC11001

Course Name: SEC

Brief Course Description:

UHISSEC11001 This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments.

Prerequisite(s) and/or Note(s):

- (1) High school History.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

Course Objectives:

Knowledge acquired:

- (1) Heritage protection in India
- (2) Heritage Legislation and the Institutional Framework:
- (3) Tangible and Intangible Heritage

Skills gained:

- (1) Definition, Meaning of 'antiquity', 'archaeological site,' 'tangible heritage,' 'intangible heritage' and 'art treasure.'
- (2) Conventions and Acts—national and international Heritage-related government departments, museums, regulatory bodies, etc. Conservation Initiatives

Competency Developed:

- (1) Development, antiquity smuggling, and conflict
- (2) Viewing Heritage Sites
- (3) The paper will provide good knowledge on various movements of North BengalThe relationship between cultural heritage, landscape,

Course Syllabus Overview:

- 1. Understanding Heritage
- 2. Evolution of Heritage Legislation and the Institutional Framework:
- 3. Challenges facing Tangible and Intangible Heritage
- 4. Heritage and Travel

SUGGESTED READINGS:

Biswas, S.S. *Protecting the Cultural Heritage*. New Delhi: Intach. 1999.

David, Lowenthal. Possessed by the Past: The Heritage Crusade and Spoils of History. Cambridge. 2010.

Lahiri, N. Marshalling the Past: Ancient India and it's Modern Histories. Ranikhet: Parmanent Black. 2012.

Layton, R.P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property. London: Routledge.* 2001.

Acts, Charters and Conventions are available on the UNESCO and ASI website: www.unesco.org; www.asi.nic.in

Semester I

Course: Skill Enhancement Course

Course Code: UHISSEC11001

Paper Name: Understanding Heritage

Credit: 3.

Lecture: 30 hours (1 class= 1 hr), Tutorial/Practical= 15 hours

Total Marks: 40(Theory)+20 (Field Study/Project)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At

least two Projects will be based on visits to Museums/Heritage Sites.

5. Heritage:

Definition, Meaning of 'antiquity', 'archaeological site,' 'tangible heritage,' 'intangible heritage' and 'art treasure.'

6. Evolution of Heritage Legislation and the Institutional Framework: Conventions and Acts—national and international Heritage-related government departments, museums, regulatory bodies, etc. Conservation Initiatives

7. Challenges facing Tangible and Intangible Heritage

Development, antiquity smuggling, and conflict (to be examined through specific case studies)

8. Heritage and Travel: Viewing Heritage Sites The relationship between cultural heritage, landscape, and travel - recent trends

SUGGESTED READINGS:

Biswas. S.S. Protecting the Cultural Heritage. New Delhi: Intach. 1999.

David, Lowenthal. Possessed by the Past: The Heritage Crusade and Spoils of History. Cambridge. 2010.

Lahiri, N. Marshalling the Past: Ancient India and it's Modern Histories. Ranikhet: Parmanent Black. 2012.

Layton, R.P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property. London: Routledge.* 2001.

Acts, Charters and Conventions are available on the UNESCO and ASI website: www.unesco.org; www.asi.nic.in

Syllabus for Semester II

S L	SE M	PAPE R	Course Type	Paper Levels	Paper Name	Credit s	FULL Marks	MARKS IN THEO	MAR KS IN PRAC	MARKS IN CE	MARKS IN ATT
1	II	MAJO R	UHISMAJ12002	100	History of India II (circa 1500 BCE – 300 BCE)	4	75	60		10	5
2	II	MINO R	UHISMIN20002	100		4	75	60		10	5
3	II	MDC		100							
4	II	AEC	AEC								
5	II	SEC	UHISSEC12002	100	Archives and Museum	3	75	40	20	10	5
6	II	VAC	VAC								

Discipline: Arts, Humanities & Social Science

Subject Name: History of India II (circa 1500 BCE - 300 BCE)

Subject Code: UHISMAJ12002

Semester: Semester II

Course Name: MAJOR

Course Code: (Will be provided by the University)

Course Credit: 4 Theoretical 4 Practical/Tutorial

Marks Allotted: 74 Theoretical 60 Practical/Tutorial

Continuing Evaluation 10 Attendance: 5

Course Type (tick the correct alternatives):

Major Core AEC

Interdisciplinary/ DSE SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES

Is the course focused on imparting life skill?

Is the course based on Activity?

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:14/07/2023

Course Code: UHISMAJ12002

Course Name: HISTORY (MAJOR)

Brief Course Description:

UHISMAJ12002 deals with topics in History from Vedic Age to Rise of Magadh. In particular, the course will cover Vedic culture, texts, sixteen Mahajanapadas. The course also provides the knowledge protest movements and rise of magadh.

Prerequisite(s) and/or Note(s):

- (1) High school History.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

Course Objectives:

Knowledge acquired:

- (1) Reconstruction of Ancient Indian History.
- (2) Vedic Cultre
- (3) Rise of states

Skills gained:

- (1) Ancient Texts
- (2) Religious movements
- (3) Urban growth

Competency Developed:

- (1) Facility in handling literary sources
- (2) Facility in understanding age of history

Course Syllabus Overview:

- 1. Reconstruction of Ancient Indian History.
 - 2. The Aryan Debate.
 - 3. Vedic Age
 - 4. Rise of Mahajanapadas:
 - 5. Rise of Magadha
 - 6. Iron age with reference to Megaliths, PGW and NBPW.

SUGGESTED READINGS

Chakraborty, Uma. The Social Dimensions of Early Buddhism. Delhi: Munshiram Manoharlal Publisher. 2008.

Gurukkal, Ranjan. Social Formations of Early South India. New Delhi: Oxford University Press. 2010.

Jha, D.N. Ancient India in Historical Outline. Delhi: Manohar(Reprint). 2012

Habib, Irfan. *Indus Civilization: Including other Copper Age Cultures and the History of Language Change till 155 B.C.* New Delhi: Tulika Books. 2002.

Roychowdhury, H.C. Political History of Ancient India. Rev. ed. With Commentary by B.N. Mukherjee. Delhi: Oxford University Press. 1997.

Sastri, K.A.N. A History South India. New Delhi: Oxford University Press. 1997.

Sharma, R.S. Material Culture and Social Formations in Ancient India. McMillan India. 1983.

Sharma, R.S. Looking for the Aryas. Delhi: Orient Longman. 1995.

Singh, Upinder. A History of Ancient and Early Medieval India. Delhi: Pearson. 2009.

Thapar, Romila. History of Early India. Delhi: Penguin India. 2003.

Yazdani , G. Early History of Deccan. Andhra Pradesh: Oxford University Press. 1960.

Semester II

Course: Major Course Course Code: UHISMAJ12002

Paper Name: History of India II (circa 1500 BCE - 300 BCE)

Credit: 4, Lecture: 60 hours (1 class= 1 hr)

Total Marks: 60(Theory)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

- 1. Reconstruction of Ancient Indian History.
- 2. The Aryan Debate.
- 3. Vedic Age
 - a. Early Vedic Age: Settlement patterns, political and religious life, Expansion of agrarian economy: production relations,
 - b. Later Vedic Age: Economy and Society, Technological and Economic developments, political relations; religion and philosophy.
 - c. Social stratification: class, Varna, Jati, untouchability; gender; marriage and property relations.
- 4. Rise of Mahajanapadas:
 - a. Sixteen Mahajanapadas
 - b. Urban growth
 - c. Jainism and Buddhism
- 5. Rise of Magadha: a. Factors for the rise of Magadh, b. Political developments in Magadh under Haryanka, Saisunagas and Nandas.
- 6. Iron age with reference to Megaliths, PGW and NBPW.

SUGGESTED READINGS

Chakraborty, Uma. *The Social Dimensions of Early Buddhism*. Delhi: Munshiram Manoharlal Publisher. 2008. Gurukkal, Ranjan. *Social Formations of Early South India*. New Delhi: Oxford University Press. 2010. Jha, D.N. *Ancient India in Historical Outline*. Delhi: Manohar(Reprint). 2012 Habib, Irfan. *Indus Civilization: Including other Copper Age Cultures and the History of Language Change till 155 B.C.* New Delhi: Tulika Books. 2002.

Roychowdhury, H.C. Political History of Ancient India. Rev. ed. With Commentary by B.N. Mukherjee. Delhi: Oxford University Press. 1997.

Sastri, K.A.N. A History South India. New Delhi: Oxford University Press. 1997.

Sharma, R.S. Material Culture and Social Formations in Ancient India. McMillan India. 1983.

Sharma, R.S. Looking for the Aryas. Delhi: Orient Longman. 1995.

Singh, Upinder. A History of Ancient and Early Medieval India. Delhi: Pearson. 2009.

Thapar, Romila. History of Early India. Delhi: Penguin India. 2003.

Yazdani , G. Early History of Deccan. Andhra Pradesh: Oxford University Press.1960.

Discipline: Arts, Humanities & Social Science

Subject Name: ARCHIVES AND MUSEUMS

Subject Code: UHISSEC12002

Semester: Semester II

Course Name: SEC

Course Code: (Will be provided by the University)

Course Credit: 3 Theoretical 2 Practical/Tutorial 1

Marks Allotted: 75 Theoretical 40 Practical/Tutorial 20

Continuing Evaluation 10 Attendance: 5

Course Type (tick the correct alternatives):

Major Core AEC

Interdisciplinary/ DSE SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES

Is the course focused on imparting life skill?

Is the course based on Activity?

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date: 14/07/2023

Course Code: UHISSEC12002

Course Name: SEC

Brief Course Description:

UHISSEC12002: 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 the National Archives, State Archives, National Museum, and exploration of digital archives are an integral part of the course.

Prerequisite(s) and/or Note(s):

- (1) High school History.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the

circumstances. However, students will be evaluated only on the basis of topics covered in the course.

Course Objectives:

Knowledge acquired:

- (1) Use of Archive
- (2) Study of Museum
- (3) Tangible and Intangible Heritage

Skills gained:

- (1) Expert in using archive
- (2) Understanding artefacts of Museum
- (3) Documentation

Competency Developed:

- (1) Literary source handling
- (2) Artefacts handling and identification
- (3) Preservation and Condervation of Monuments and artefacts

Course Syllabus Overview:

- 1. Use of Archives;
- 2. Museum Study;

SUGGESTED READINGS:

Agrawal, O.P. Essentials of Conservation and Museology. Delhi: Sandeep Prakashan. 2006.

Choudhury, R.D. Museums of India and Their Maladies. Kolkata: Agamkala Prakashan . 1988.

Guha Thakurta, Tapati. *Monuments ,Objects, Histories: Institution of Art in Colonial India.* New Work: Colombia University Press . 2004.

Kathpalia Y.P. Conservation and Restoration of Archive Materials. UNESCO. 1973.

Mathur, Saloni. India by Design: Colonial History and Cultural Display. University of California. 2007.

Nair, S.M. Bio- deterioration of Museum Materials. Kolkata: Agamkala Prakashan. 2011

Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal. 2004.

.

SEMESTER II

Course: Skill Enhancement Course

Course Code: UHISSEC12002

Paper Name: ARCHIVES AND MUSEUMS

Credit: 3, Lecture: 30 hours (1 class= 1 hr), Tutorial/Practical= 15 hours

Total Marks: 40(Theory)+20 (Field Study/Project)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

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 the National Archives, State Archives, National Museum, and exploration of digital archives are an integral part of the course.

- 1. Archives:
- a. Definition and types
- b. Techniques of archiving: collection policies, ethics, and procedures.
- c. Archives and Society: Role and functions
- 2. Museum:
- a. Definition and types
- b. Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation, etc.
- c. Documentation: accessioning, indexing, cataloguing, digital documentation, and de-accessioning.
- d. Preservation: curatorial care, preventive conservation, chemical preservation, and Restoration.
- e. Museum Presentation and Exhibition.
- f. Museum and Society: (Education and Communication Outreach Activities)

SUGGESTED READINGS:

Agrawal, O.P. Essentials of Conservation and Museology. Delhi: Sandeep Prakashan. 2006. Choudhury, R.D. *Museums of India and Their Maladies*. Kolkata: Agamkala Prakashan . 1988. Guha Thakurta, Tapati. *Monuments ,Objects, Histories: Institution of Art in Colonial India*. New Work: Colombia University Press . 2004.

Kathpalia Y.P. Conservation and Restoration of Archive Materials. UNESCO. 1973.

Mathur, Saloni. India by Design: Colonial History and Cultural Display. University of California. 2007.

Nair, S.M. Bio- deterioration of Museum Materials. Kolkata: Agamkala Prakashan. 2011

Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal. 2004.

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Appendix I: POOL OF COURSES 1. Major (MAJ) Courses (anyone from the following)

Caianaa	Arts, Humanities and		Business	Computer
Science	Social Science	Commerce	Administration	Applications
1. Anthropology	1. Bengali	1. Accounting and Finance	1. BBA	1. BCA
2. Botany	2. Economics	and Finance	2. BBA (Tourism,	
3. Chemistry	3. Education	2. Management	Aviation &	
4. Computer	4. English		Hospitality	
Science	5. Geography		Management)*	
5. Economics	6. Hindi			
6. Geography	7. History			
7. Geology	8. Mass			
8. Mathematics	Communication &			
9. Microbiology	Journalism			
10. Physics	9. Nepali			
11. Physiology	, , , , , , , , , , , , , , , , , , ,			
12. Statistics*	10. Philosophy			
13. Tea Science	11. Political Science			
14. Zoology	12. Psychology			
	13. Physical			
	Education*			
	14. Sanskrit			
	15. Sociology			
	16. Urdu			

^{*} to be introduced only as a 3-year UG Major Course as of now

1. Minor (MIN) Courses (any two from the following, belonging to the group of the Major subject chosen, excluding the Major subject, one each the two Groups in case of Arts, Humanities and Social Science)

Science	Arts, Humanities and Social Science	Commerce	Business	Computer
	and Social Science		Administration	Applications
1. Anthropology	1. Bengali	1. Commerce Minor*	1. BBA Minor*	 Economics Mathematics
2. Botany	2. Economics			3. NCC
3. Chemistry 4. Computer Science 5. Economics 6. Food Technology 7. Geology 8. Mathematics 9. Microbiology 10. NCC 11. Physics 12. Physiology 13. Statistics 14. Tea Science 15. Zoology	3. English 4. Hindi 5. History 6. Modern Tibetan 7. Nepali 8. Psychology 9. Sanskrit 10. Urdu 11. Education 12. Geography 13. Mass Communication & Journalism 14. NCC 15. Philosophy 16. Physical			4. Statistics
	Education 17. Political Science 18. Sociology			

^{*} to be specified by UG-BoS

1. Multidisciplinary Courses (MDC) (any three from the following, excluding courses belonging to the group of the Major and / or Minor subjects chosen and excluding those courses already undergone at the Higher Secondary Level (12th) class): one each to be chosen from each Semester-wise pool of courses.

Pool A - for Semester 1 only

1	Cultural Anthropology	All Students
2.	Performing Arts	All Students
3	Introduction to Basic Bioinformatics	All Students
4	Chemistry in Action	All Students except those who have studied Chemistry at +2 level and / or are having Chemistry as a Major or a Minor
5.	Accounting and Finance	All Students except Commerce Stream
6.		All Students except those who have studied Economics at +2 level and / or are having Economics as a Major or a Minor
7.	Fundamentals of Data Science	All Students
8.	Introduction to African Literature	All Students except those who are having English as a Major.
9.	Fundamentals of Remote Sensing	All Students except those who have studied Geography at +2 level and / or are having Geography as a Major or a Minor
10.	History of North Bengal	All Students
11.	Management of Libraries and Information Centres	All Students

12.	Community Journalism	All Students except those who are having Mass Communication & Journalism as a Major or a Minor
13.	Sports Management	All Students except those who are having Physical Education as a Major or a Minor
14.	Behavioural Science	All Students
15.	Statistical Survey	All Students except those who are having
		Statistics as a Major or a Minor
16.	Human Rights	All Students
17.	Tibetan Language and Culture	All Students except those who are having
		Modern Tibetan as a Major or a Minor
18.	Gender Studies	All Students
19.	Great Indian Educators	All Students
20.	Distance Education	All Students except those who have studied Education at +2 level and / or are having Education as a Major or a Minor
21.	Studies of Sexualities	All Students

Pool B – for Semester 2 only

Sl No	Course	Eligibility Condition
22.	Local Language and Folk Culture	All Students
23.	Understanding Shakespeare and Tagore	All Students
24.	Strategic and Area Studies	All Students

25.	Introduction to Polymers	All Students except those who have studied Chemistry at +2 level and / or are having Chemistry as a Major or a Minor
26.	Conservation Biology	All Students except those who are having Zoology as a Major or a Minor
27.	Human Resources Management	All Students except Commerce Stream
28.	Web Technology	All Students except those who have studied Computer Science / Information Practices / other IT related subject at +2 level and / or are having Computer Science as a Major or a Minor

29.	Software Development	All Students except those who have studied Computer Science / Information Practices / other IT related subject at +2 level and / or are having Computer Science as a Major or a Minor
30.	Sustainable Development	All Students
31.	Graphic Novels	All Students
32.	Disaster Management	All Students
33.	Media Science	All Students except those who are having Mass Communication & Journalism as a Major or a Minor
34.	Introduction to Linear Programming	All Students except those who have studied Mathematics at +2 level and / or are having Mathematics as a Major or a Minor
35.	Introduction to Astronomy	All Students except those who have studied Physics at +2 level and / or are having Physics as a Major or a Minor
36.	Ergonomics and Sports Medicine	All Students except those who are having Physiology as a Major or a Minor
37.	International Relations	All Students except those who have studied Political Science at +2 level and / or are having Political Science as a Major or a Minor

38.	Sociology of Development	All Students except those who are having Sociology as a Major or a Minor
39.	Tourism and Travel Management	All Students
40.	Education of Children with Special Needs	All Students except those who have studied Education at +2 level and / or are having Education as a Major or a Minor
41.	Mental Health and Hygiene	All Students
42.	Literature of Eastern Himalayas	All Students except those who are having English as a Major or a Minor

Pool C – for Semester 4 only

43.	Pharmacognosy and Medicinal Plants	All Students except those who are
44.	Basic Programming	having Botany as a Major or a Minor All Students except those who have studied Computer Science / Information

		Practices / other IT related subject at +2 level and / or are having Computer Science as a Major or a Minor
45.	Bio Entrepreneurship	All Students except those who have studied Biotechnology at +2 level
46.	Business Regulations	All Students except Commerce Stream
47.	Cognitive Science	All Students
48.	Constitutional Law	All Students
49.	E-commerce	All Students except Commerce Stream
50.	Environmental Microbiology	All Students except those who are having Microbiology as a Major or a Minor
51.	Global Environment and Health	All Students
52.	Green Chemistry	All Students except those who are having Chemistry as a Major or a Minor
53.	Guidance and Counselling	All Students

54.	ICT Fundamentals	All Students except those who have studied Computer Science / Information Practices / other IT related subject at +2 level and / or are having Computer Science / BCA as a Major or a Minor
55.	Introduction to Cosmic Ray Physics	All Students except those who have studied Physics at +2 level and / or are having Physics as a Major or a Minor
56.	Mathematical Economics	All Students except those who are having Economics as a Major or a Minor
57.	Nutrition and Diet	All Students
58.	Political Economy and Development	All Students except those who are having Political Science as a Major or a Minor
59.	Postcolonial Literature	All Students except those who are having English as a Major or a Minor
60.	Public Administration	All Students except those who are having Political Science as a Major or a Minor
61.	Rural Studies	All Students

62.	Social Work	All Students except those who are			
		having Sociology as a Major or a Minor			
63.	Development Studies of Indian Economy	All Students except those who have studied Economics at +2 level and / or are having Economics as a Major or a			
		Minor			

1. Ability Enhancement Course (AEC) (any one from the following): two papers each

	Course
1	Alternative English
2	MIL Bengali
2	MIL Hindi
3	NATION AND AND AND AND AND AND AND AND AND AN
4	MIL Nepali
5	MIL Sanskrit
	MIL Urdu
6	IVIIL OIGU
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Apart from the above, another AEC – Language Core Course (LCC) English (Compulsory) (two papers) needs to be studied, by all UG students.

2. Value Added Courses (VAC)

	Cour se
1	A - Environmental Education (EE)
2	B - Understanding India (UI) / Digital Marketing (DM)

3. Vocational Courses (Optional): required for completion of 4 credits, which may be required for students who will opt for Exit at Certificate / Diploma level -

	Course				
	Beauty and Wellness				
2	GST Filing				
	TT CATA M				
3	Hospitality Management				
	NSS				
4					
5	Office Administration				
5					
6	Soft Skill and Personality Development				

Discipline:	Science		Arts, Humanities & Social Science		ience		
	Commerce	-	BBA		⇒ BCA	1	
Subject Name:	Value Added	Course					
Subject Code:	UINDVAC120	UINDVAC1202A (Will be provided by the University)					
Semester:	Semester L	Semester II Semester III Semester IV					
	Semester V □ Semester VI □ Semester VII □ Semester VIII □						
Course Name:	VAC						
Course Code:		(Will be	e provid	ed by the U	Jniversity)		
Course Credit:	Theoretical	4		Practical/Tutorial			
Marks Allotted:	Theoretical	75		Practical/Tutorial		60	
	Conti	nuing Eva	10	A	ttendance	ς	
Course Type (tick the co	orrect alternati	ves):					
Major Core				AEC			
Interdisciplinar	y/ DSE			SEC			
Minor / Generi	c Elective			VAC			
Research Proje	ct/Dissertation			Vocationa	al 🗆		
Is the course focused o	n employabilit	y / entrep	reneursh	nip? YI	ES 🗆 NO		
Is the course focused o	n imparting life	e skill?		YI	ES 🗆 NO		
Is the course based on	Activity ?			YI	ES 🗆 NO		
Remarks by Chairman, UG BOS, if any							
UG BOS Meeting Refere	ence Number:					Date:	

UNDERSTANDING INDIA

UNIT I

- i. Physical Features of India: Landscape, Mountains and Rivers
- ii. Population, its growth, distribution and migration
- iii. People and Culture of India: Major Festivals, Culinary traditions and Costumes

UNIT II

- i. Religious Tradition of India: Vedic Age, Buddhism, Jainism, Bhakti, Sufi, Social Reform Movement and Revivalism
- ii. Art and Architecture of India: Indus Town Planning, Rock Cut Architecture, Styles of Temple of Temple Architecture, Indo-Islamic Architecture, Colonial Architecture, Ajanta Painting and Bengal School of Art

UNIT III

 Freedom Struggle: Revolt of 1857, Formation of Indian National Congress, Swadeshi Movement, Gandhian Movements, Subhas Chandra Bose and INA, Independence and Partition of India

UNIT IV

Constitution of India

- i. Preamble
- ii. Salient Features
- iii. Fundamental Rights
- iv. Fundamental Duties

UNIT V

Indian Economy

- i. Mixed Economy
- ii. Planning Commission
- iii. Liberalization after 1991

Suggested Readings

- Basham, A.L. A Wonder That Was India. New Delhi: Rupa, 1994.
- Basu, Durga Das. Introduction to the Constitution of India. New Delhi: Lexis Nexis, 2012.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, K.M. Panikkar, and Sucheta Mahajan. *India's Struggle for Independence*. New Delhi: Penguin Books India, 1989.
- Chandra, Satish. History of Medieval India. New Delhi: Orient Black Swan, 2009.
- Dutt, R., and Sundharam. Indian Economy. New Delhi: S. Chand & Company Ltd., 2018.
- Hussain, Majid. *Geography of India*. Edited by Tasawwur Husain Zaidi. Noida: McGraw Hill, 2022.
- Lahiri, Nayanjot. *Marshaling the Past: Ancient India and Its Modern Histories*. New Delhi: Permanent Black, 2012.
- Ray, Tirthankar. *The Economic History of India 1857-1947*. New Delhi: Oxford University Press, 2006.
- Sharma, R.S. India's Ancient Past. New Delhi: Oxford University Press, 2007.
- Thapar, Romila. *The Penguin History of Early India: From the Origins to AD 1300*. New Delhi: Penguin India, 2003.