



কাজী নজরুল বিশ্ববিদ্যালয়

আসানসোল, বর্ধমান

বাংলা ভাষা ও সাহিত্য বিভাগ

ত্রিবার্ষিক স্নাতক বাংলা পাঠক্রম

(২০১৬-১৭ থেকে প্রযোজ্য)

প্রতিটি কোর্সের পূর্ণমান - ৫০ (৪০ লিখিত এবং অভ্যন্তরীণ মূল্যায়ন - ১০)

প্রথম সেমেস্টার

Discipline - I

কোর্স কোর্স/১ (C-1) বাংলা সাহিত্যের ইতিহাস ও বাংলা ভাষার ইতিহাস - ৫০

ক. বাংলা সাহিত্যের ইতিহাস

প্রাচীন ও মধ্যযুগ - চর্যাগীতি ; শ্রীকৃষ্ণকীর্তন; কৃত্তিবাস ; বিজয়গুপ্ত; কবিকঙ্কণ মুকুন্দ; ভারতচন্দ্র ।

গদ্য - ফোর্ট উইলিয়াম কলেজ; রামমোহন; ভবানীচরণ বন্দ্যোপাধ্যায়; বিদ্যাসাগর; প্যারীচাঁদ মিত্র, কালীপ্রসন্ন; বঙ্কিমচন্দ্র

কবিতা - মাইকেল মধুসূদন দত্ত, রবীন্দ্রনাথ, নজরুল ইসলাম, জীবনানন্দ দাশ ।

কথা সাহিত্য - বঙ্কিমচন্দ্র, রবীন্দ্রনাথ, শরৎচন্দ্র, বিভূতিভূষণ, মানিক বন্দ্যোপাধ্যায়।

খ. বাংলা ভাষার ইতিহাস -

বাংলা ভাষা ও উপভাষা ; বাংলা শব্দ ভান্ডার ; শব্দার্থতত্ত্ব; ধ্বনি পরিবর্তন(কারণ ও প্রকৃতি);

বাংলা ভাষার উদ্ভব, স্তর বিভাগ ও বৈশিষ্ট্য।

দ্বিতীয় সেমেস্টার

Discipline - I

কোর্স কোর্স/৩ (C-3) ছন্দ ও অলঙ্কার - ৫০

ক. বাংলা ছন্দ

ধ্বনি ও বর্ণ ; অক্ষর (দল); মাত্রা (কলা); শ্বাসাঘাত(প্রস্বর) ; ছেদ; যতি; পর্ব ; পর্বঙ্গ; চরণ (পংক্তি); মিল।

বাংলা ছন্দের তিন রীতি : মিশ্র কলাবৃত্ত; কলাবৃত্ত ; দলবৃত্ত।

ছন্দের গঠন- দ্বিপদী, ত্রিপদী, চৌপদী; পয়ার, মহাপয়ার, অমিত্রাক্ষর, মুক্তক, সনেট; গদ্যছন্দ ।

• ছন্দোলিপিকরণ

খ. বাংলা অলঙ্কার

অলঙ্কার কী এবং কেন ? অলঙ্কারের শ্রেণি বিভাগ।

শব্দালঙ্কার - অনুপ্রাস; যমক; শ্লেষ ; বক্রোক্তি

অর্থালঙ্কার – উপমা , উৎপ্রেক্ষা; রূপক; অপহুতি ; সন্দেহ; নিশ্চয়; ব্যতিরেক ; সমাসোক্তি; বিষম; অসঙ্গতি; বিরোধভাস;ব্যাজস্ততি;
বিভাবনা ।

অলঙ্কার নির্ণয়

তৃতীয় সেমিস্টার

Discipline – I

কোর কোর্স /৫ (C-5) মধ্যযুগের বাংলা পদাবলি – ৫০

ক। বৈষ্ণব পদাবলী (ক. বি প্রকাশিত)

আজু হাম কি পেখলু নবদ্বীপচন্দ; নীরদ নয়নে নীর ঘন সিঞ্চনে; ঘরের বাহিরে দণ্ডে শতবার ; যাঁহা যাঁহা নিকসয়ে তনু তনু জ্যোতি ;
রূপ লাগি আঁখি বুঝে ; হাথক দরপণ মাথক ফুল; মন্দির বাহির কঠিন কপাট ; কুল মরিয়াদ কপাট উদ্দাটলু ; এ সখি হামারি দুখের
নাহি ওর; অব মথুরাপুর মাধব গেল; তাতল সৈকত বারি বিন্দু সম; বহুদিন পরে বঁধুয়া এলে ।

খ। শাক্ত পদাবলি – অমরেন্দ্রনাথ রায় সম্পাদিত (ক.বি)

গিরি এবার আমার উমা এলে ; আমি কি হেরিলাম নিশি স্বপনে ; গিরি গৌরী আমার এসেছিল; কবে যাবে গিরিরাজ গৌরীরে আনিতে;
ছিলাম ভালো জননী গো হরেরই ঘরে ; গিরিরাজ হে, জামায়ে এনো মেয়ের সঙ্গে; অরে নবমী নিশি না হইয়ো রে অবসান; যেও না
রজনী আজি লয়ে তারাদলে ; ভবের আশা খেলব পাশা; মা আমায় ঘুরাবে কত; কেবল আসার আশা ভবে আসা ।

চতুর্থ সেমিস্টার

Discipline- I

কোর কোর্স/৭ (C-7) রবীন্দ্রনাথের কবিতা এবং আধুনিক বাংলা কবিতা – ৫০

ক. সঞ্চয়িতা – রবীন্দ্রনাথ ঠাকুর

নির্বরের স্বপ্নভঙ্গ; বিদায় অভিশাপ; দুই পাখি ; বৈষ্ণব কবিতা; ব্রাহ্মণ ; বলাকা ; কৃপণ; হারিয়ে যাওয়া ।

খ। আধুনিক কবিতা সঞ্চয়ন (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)

বনলতা সেন - জীবনানন্দ দাশ; মানুষ - কাজী নজরুল ইসলাম; সংগতি - অমিয় চক্রবর্তী; হারিয়ে - প্রেমেন্দ্র মিত্র; একখানা হাত -
বুদ্ধদেব বসু ; উলঙ্গ রাজা - নীরেন্দ্রনাথ চক্রবর্তী; প্রিয়তমাসু - সুকান্ত ভট্টাচার্য; বাবরের প্রার্থনা - শঙ্খ ঘোষ ।

Discipline Sentric Elective (DSE)

পঞ্চম সেমিস্টার

Group –A

(দুটি কোর্সের মধ্যে যে কোন একটি নিতে হবে।প্রতিটি কোর্সের পূর্ণমান – ৫০(৪০ লিখিত এবং অভ্যন্তরীণ মূল্যায়ন ১০)

কোর্স /১ বাংলা উপন্যাস- ৫০

ক. দেবী চৌধুরাণী – বঙ্কিমচন্দ্র চট্টোপাধ্যায়

খ। পল্লীসমাজ - শরৎচন্দ্র চট্টোপাধ্যায়

কোর্স /২ ছোটগল্প ও প্রবন্ধ - ৫০

ক. ছোটগল্প

একালের গল্প - বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত।

(নির্বাচিত গল্প) - পুঁইমাচা - বিভূতিভূষণ বন্দ্যোপাধ্যায় ; জলসাঘর- তারাশঙ্কর বন্দ্যোপাধ্যায় , প্রাগৈতিহাসিক - মানিক বন্দ্যোপাধ্যায় ; ফসিল - সুবোধ ঘোষ ; রস - নরেন্দ্রনাথ মিত্র ; টোপ - নারায়ণ গঙ্গোপাধ্যায় ; আদাব - সমরেশ বসু।

খ। প্রবন্ধ -

বাংলা প্রবন্ধ - বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত।

(নির্বাচিত প্রবন্ধ) লোকশিক্ষা - বঙ্কিমচন্দ্র চট্টোপাধ্যায় ; আমাদের ভাষা সঙ্কট- প্রমথ চৌধুরী ; পারিবারিক নারী সমস্যা - অন্নদাশঙ্কর রায় ; সং প্রসঙ্গ- মীর মশাররফ হোসেন ; বাংলার ব্রত - অবনীন্দ্রনাথ ঠাকুর।

Discipline Sentric Elective (DCE)

।। ষষ্ঠ সেমেস্টার ।।

Group - D

(দুটি কোর্সের মধ্যে যে কোন একটি নিতে হবে। প্রতিটি কোর্সের পূর্ণমান - ৫০(৪০ লিখিত এবং অভ্যন্তরীণ মূল্যায়ন ১০)

কোর্স /৩ (DSE- 3) উনিশ - বিশ শতকের নাটক - ৫০

ক. বিসর্জন - রবীন্দ্রনাথ

খ. গোত্রান্তর - বিজন ভট্টাচার্য

কোর্স /৪ (DCE-4) কল্প বিজ্ঞান ও গোয়েন্দা কাহিনি -৫০

ক। স্বয়ং প্রফেসর শঙ্কু - সত্যজিৎ রায়।

খ। শজারুল কাঁটা - শরদিন্দু বন্দ্যোপাধ্যায়।

Interdisciplinary / Generic Elective (GE)

।। পঞ্চম সেমেস্টার ।।

Group -B

প্রতিটি কোর্স ৫০ নম্বরের । (৪০ নম্বর লিখিত এবং ১০ নম্বর অভ্যন্তরীণ মূল্যায়ন) যে কোন একটি কোর্স নিতে হবে

কোর্স/১ (GE-1) প্রবন্ধ ও নির্বাচিত গল্প - ৫০

ক. বঙ্কিমচন্দ্র চট্টোপাধ্যায় - মনুষ্যফল; বসন্তের কোকিল ; বিড়াল

রবীন্দ্রনাথ ঠাকুর - কাব্যের উপেক্ষিতা ; সাহিত্যের সামগ্রী ; সাহিত্যের উদ্দেশ্য

খ. প্রভাতকুমার মুখোপাধ্যায় - বাজীকর ; ভিখারী সাহেব ; রসময়ীর রসিকতা

শরৎচন্দ্র চট্টোপাধ্যায় – মন্দির; অভাগীর স্বর্গ ; মহেশ

কোর্স/ ২ (GE-2) অলৌকিক গল্প ও কল্প কাহিনি (ফ্যান্টাসি) ৫০

ক.কর্তার ভূত - রবীন্দ্রনাথ ঠাকুর

ভুশঙ্কীর মাঠে - পরশুরাম

মায়া কুরঙ্গী - শরদিন্দু বন্দ্যোপাধ্যায়

খগম - সত্যজিৎ রায়

খ. মনোজদের অদ্ভুত বাড়ি - শীর্ষেন্দু মুখোপাধ্যায়

অলৌকিক - বিমল কর

।। ষষ্ঠ সেমেস্টার ।।

Group - E

দুটি কোর্সের মধ্যে ১ টি নিতে হবে । কোর্সের পূর্ণমান ৫০ (লিখিত ৪০ এবং অভ্যন্তরীণ মূল্যায়ন ১০)

কোর্স/১(GE -1) বাংলা শিশু সাহিত্য- ৫০

ক. আবোল তাবোল - সুকুমার রায়

হলদে পাখির পালক - লীলা মজুমদার

খ. গুপী গায়েন ও বাঘা গায়েন - উপেন্দ্রকিশোর রায়চৌধুরী

বুড়ো আংলা - অবনীন্দ্রনাথ ঠাকুর

কোর্স/২(GE-2) বাংলা গদ্য সাহিত্য -৫০

ক. ছিন্নপত্র - রবীন্দ্রনাথ ঠাকুর(নির্বাচিত)২০,৩০,৩৬,৪৩,৬৪,৬৭ সংখ্যক পত্র ।

খ. চাচা কাহিনী - সৈয়দ মুজতবা আলী (নির্বাচিত)

স্বয়ংবরা ; মা- জননী ; কর্ণেল ; পুনশ্চ ; বেঁচে থাকো সর্দি কাশি।

Skill Enhancement course(SEC)

।। ভাষা বোধ ও রচনাশক্তির দক্ষতাবৃদ্ধির পাঠক্রম ।।

[তৃতীয় ও চতুর্থ সেমেস্টারে একটি করে কোর্স নিতে হবে । কিন্তু পঞ্চম ও ষষ্ঠ সেমেস্টারে দুটি করে কোর্স এবং এই দুটি কোর্সের মধ্যে যে কোন একটি করে নিতে হবে । প্রতিটি কোর্সের পূর্ণমান ৫০ (লিখিত ৪০ এবং অভ্যন্তরীণ মূল্যায়ন ১০)

।। তৃতীয় সেমেস্টার ।।

কোর্স / ১ (SEC- 1)রচনা শক্তির নৈপুণ্য- ৫০

ক. ব্যক্তিগত , আনুষ্ঠানিক ও প্রাতিষ্ঠানিক পত্র

খ. সংবাদ পত্রে প্রকাশের উপযোগী প্রতিবেদন রচনা

গ. অনুচ্ছেদ রচনা এবং ভাবসংক্ষেপ রচনা

খ. কবিতার ভাবার্থ এবং ভাবসম্প্রসারণ রচনা

॥ চতুর্থ সেমেস্টার ॥

কোর্স/ ২(SEC-2) বাংলা ব্যাকরণ - ৫০

ক. বর্ণ ও ধ্বনি ; ধ্বনি পরিবর্তন ; বাগযন্ত্র ও বাংলা ধ্বনি গুলির উচ্চারণ তত্ত্ব; অপিনিহিতি ; অভিশ্রুতি; স্বরসংগতি; সমীভবন; তালব্যীভবন ; স্বতোনাসিকীভবন ।

খ. পদের শ্রেণিবিভাগ; কারক- বিভক্তি; সমাস; সন্ধি; শব্দের শ্রেণিবিভাগ; ছেদ ও যতির ব্যবহার; পদ পরিবর্তন ; প্রবাদ প্রবচন ও বাগ্ধারা ।

॥ পঞ্চম সেমেস্টার ॥

Group -C

কোর্স / ৩ (SEC-3) ব্যবহারিক বাংলা চর্চা - ৫০

ক. বিজ্ঞাপনের খসড়া রচনা

খ. প্রফ সংশোধন

গ. বানান বিধি সম্পর্কে ধারণা (পঃ বঃ বাংলা আকাদেমি অনুসরণে)

ঘ. পরিভাষা (আবশ্যিক বাংলা - বিশ্ববন্ধু ভট্টাচার্য সম্পাদিত/ বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)

কোর্স / ৪(SEC-4) অনুবাদ চর্চা - ইংরেজি থেকে বাংলা - ৫০

ক. অনুবাদ তত্ত্ব

খ. মূলানুগ অনুবাদ

গ. ভাবানুবাদ

॥ ষষ্ঠ সেমেস্টার ॥

Group- F

কোর্স /৫ (SEC-5) প্রয়োগ শৈলী - ৫০

ক. সৃজনশীল রচনা ও সম্পাদনা ।

খ. গদ্যশৈলী এবং কাব্য সৌন্দর্য বিশ্লেষণ ।

কোর্স /৬(SEC- 6) প্রকল্পপত্র রচনা ও উপস্থাপনা - ৫০

ক. প্রকল্পপত্র রচনা (Project writing)

খ. উপস্থাপনা (Paper Presentation)

MIL (AECC) Core

কোর কোর্স/১ (AECC-1) বাংলা গীতি কবিতা ও বাংলা ছোটগল্প- ৫০

ক. বাংলা গীতি কবিতা

ঈশ্বরচন্দ্র গুপ্ত- পৌষপার্বণ

হেমচন্দ্র বন্দ্যোপাধ্যায়- ভারত বিলাপ

মধুসূদন দত্ত – বঙ্গভাষা
 গিরীন্দ্রমোহিনী দাসী – শ্রাবণে
 নবীনচন্দ্র সেন – প্রণয়োচ্ছ্বাস
 অক্ষয়কুমার বড়াল- মধ্যাহ্নে
 দেবেন্দ্রনাথ সেন – প্রকৃতি
 সত্যেন্দ্রনাথ দত্ত – আমরা

খ. বাংলা ছোটগল্প

প্রভাতকুমার মুখোপাধ্যায় – আদরিণী
 তারাশঙ্কর বন্দ্যোপাধ্যায়- ডাইনী
 মানিক বন্দ্যোপাধ্যায় – দুঃশাসনীয়
 বিভূতিভূষণ বন্দ্যোপাধ্যায় – কিষ্করদল
 শরদিন্দু বন্দ্যোপাধ্যায় – অমিতাভ
 বনফুল – শ্রীপতি সামন্ত

কোর কোর্স / 3 (AECC- 3) কাজী নজরুল ইসলামের কবিতা ও উপন্যাস – ৫০

ক. সঙ্গীতা (নির্বাচিত কবিতা)

বিদ্রোহী ; অভিশাপ ; নারী(সাম্যবাদী); ফরিয়াদ; আমার কৈফয়ৎ ; কাণ্ডারী হুঁশিয়ার ; গোপন প্রিয়া; চাঁদনী রাতে; বাতায়ন পাশে
 গুবাক তরুর সারি; জীবন বন্দনা

খ. বাঁধনহারা (উপন্যাস)

রবীন্দ্র সাহিত্য

N.B. -অভ্যন্তরীণ মূল্যায়নের জন্য MCQ/Power Point Presentation /objective প্রশ্ন রাখতে হবে ।



কাজী নজরুল বিশ্ববিদ্যালয়

আসানসোল, বর্ধমান

বাংলা ভাষা ও সাহিত্য বিভাগ

ত্রিবার্ষিক বাংলা সাম্মানিক পাঠক্রম

(২০১৬-২০১৭ শিক্ষাবর্ষ থেকে প্রযোজ্য)

মোট নম্বর - ১৩০০

মোট সেমিস্টার - ০৬

[৬ টি সেমিস্টার কোর কোর্স বা আবশ্যিক কোর্স ১৪ টি । । সেমিস্টার - ১ এবং ২ এ কোর কোর্স ২ টি করে। সেমিস্টার ৩ ও ৪ এ কোর কোর্স ৩ টি করে এবং ৫ ও ৬ নম্বর এ কোর কোর্স ২ টি করে] প্রতিটি কোর কোর্স এর পূর্ণমান ৫০ (লিখিত ৪০ এবং অভ্যন্তরীণ মূল্যায়ন - ১০)

।। সেমিস্টার -১।।

কোর কোর্স/ ১ [C-1] বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ) - ৫০

ক. চর্যাগীতি ; বাঙালি রচিত সংস্কৃত-প্রাকৃত-অপভ্রংশ সাহিত্য; তুর্কি বিজয় ও ফলশ্রুতি ; শ্রীকৃষ্ণকীর্তন; বিদ্যাপতি; চণ্ডীদাস; মালাধর বসু; মনসামঙ্গল; শ্রীরাম পাঁচালি ও কৃত্তিবাস ওঝা।

খ. বাংলা চৈতন্যচরিত সাহিত্য; জ্ঞানদাস; গোবিন্দ দাস; বলরাম দাস; চণ্ডীমঙ্গল; ভারত পাঁচালি ও কাশীরাম দাস; নাথসাহিত্য; আরাকান রাজসভার সাহিত্য; ভারতচন্দ্র ও অন্নদামঙ্গল ; কবিগান; লালন ও বাউলগান।

কোর কোর্স /২ [C-2] মধ্যযুগের কবিতা - ৫০

ক. বৈষ্ণব পদাবলী - ক. বি. প্রকাশিত। নির্বাচিত পদ -

আজু হাম কি পেখলুঁ নবদ্বীপচন্দ; নীরদ নয়নে নীর ঘন সিঞ্চনে; সেই , কেবা শুনাইল শ্যামনাম; ঘরের বাহিরে দণ্ডে শতবার; রূপ লাগি আঁখি ঝুরে; যাঁহা যাঁহা নিকসয়ে তনু তনু জ্যোতি ; হাথক দর্পণ মাথক ফুল; মন্দির বাহির কঠিন কপাট ; এ ঘোর রজনী মেঘের ঘটা ; মাধব, কি কহব রে দৈব দুর্বিপাক; সুখের লাগিয়া এ ঘর বাঁধিনু ; এ সখি হামারি দুখের নাহিক ওর ; অব মথুরাপুর মাধব গেল ; আজু রজনী হাম ভাগে পোহায়লুঁ ; তাতল সৈকত বারিবিন্দুসম।

খ. শাক্ত পদাবলী - অমরেন্দ্র নাথ রায় সম্পাদিত / ক. বি. প্রকাশিত। নির্বাচিত পদ -

গিরি এবার উমা এলে ; গিরি গৌরী আমার এলো কৈ? ; আমি কি হেরিলাম নিশিস্বপনে ; গিরিরাজ হে , জামায়ে এনো মেয়ের সঙ্গে ; ছিলাম ভালো জননী গো হরেরই ঘরে ; ওরে নবমী নিশি না হইও রে অবসান ; যেও না রজনী আজি লয়ে তারাদলে ; ওহে প্রাণনাথ গিরিবর হে ভয়ে তনু কাঁপিছে আমার ; কি হলো নবমী নিশি হইলো অবসান গো ; ফিরে

চাও গো উমা তোমার বিধু মুখ হেরি ; ভবের আশা খেলব পাশা; কেবল আসার আশা ভবে আসা ; আমি তাই অভিমান করি ; তারা কোন্ অপরাধে এ দীর্ঘ মেয়াদে সংসার গারদে ; মা আমায় ঘুরাবে কত ।

।। সেমিস্টার – ২ ।।

কোর কোর্স / ৩ [C-3] সংস্কৃত ও ইংরেজি সাহিত্যের ইতিহাস – ৫০

ক. সংস্কৃত সাহিত্যের ইতিহাস – রামায়ণ , মহাভারত , কালিদাস , ভবভূতি, শূদ্রক, বাণভট্ট, ভাস, জয়দেব। (কবি – কাব্য - কবিকৃতিত্ব)

খ. ইংরেজি সাহিত্যের ইতিহাস – চসার , শেক্সপিয়ার, মিলটন, ওয়ার্ডসওয়ার্থ, কোলরীজ, শেলী, কীটস্, বায়রণ, স্কট, টমাস হার্ডি , চার্লস ডিকেন্স, চার্লস ল্যান্স, এলিয়ট, ইয়েটস্ । (জীবন ও সাহিত্য)

কোর কোর্স / ৪ [C-4] বাংলা ভাষার ইতিহাস – ৫০

ক. বাগ্যন্ত্র ও বাংলা ধ্বনিগুলির উচ্চারণ তত্ত্ব; ধ্বনি পরিবর্তন (কারণ ও প্রকৃতি) ; বাংলা শব্দভাণ্ডার; বাংলা শব্দার্থতত্ত্ব ; বাক্যগঠনতত্ত্ব ।

খ. বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ ; প্রাচীন – মধ্য – আধুনিক বাংলার রূপতাত্ত্বিক ও ধ্বনিতাত্ত্বিক বৈশিষ্ট্য ; বাংলা উপভাষা; বাংলা সাধু ও চলিত রীতি ।

।। সেমিস্টার – ৩ ।।

কোর কোর্স / ৫ [C-5] মঙ্গল কাব্য ও চরিত সাহিত্য – ৫০

ক. চণ্ডীমঙ্গল (আখ্যটিক খন্ড) – কবিকঙ্কণ মুকুন্দ / ক. বি. প্রকাশিত

খ. চৈতন্যভাগবত (আদিখণ্ড) – বৃন্দাবন দাস / সুকুমার সেন সম্পাদিত (সাহিত্য সংসদ)

কোর কোর্স / ৬ [C-6] ছন্দ – অলঙ্কার (সংজ্ঞা ও স্বরূপ) – ৫০

ক. ছন্দ - ধ্বনি ও বর্ণ ; অক্ষর (দল); মাত্রা (কলা); শ্বাসাঘাত(প্রস্বর) ; ছেদ; যতি; পর্ব; পর্বাঙ্গ; অতিপর্ব; চরণ ও পংক্তি; মিল।

ছন্দের গঠন বিভাগ- এক পদী, দ্বিপদী, ত্রিপদী, চৌপদী; পয়ার, মহাপয়ার, প্রবহমান পয়ার; অমিত্রাক্ষর, মুক্তক, সনেট; গদ্য কবিতা ।

ছন্দের তিনরীতি- মিশ্রকলাবৃত্ত (তানপ্রধান); কলাবৃত্ত (ধ্বনি প্রধান) ; দলবৃত্ত(শ্বাসাঘাত প্রধান)

খ. অলঙ্কার – শব্দালঙ্কার ও অর্থালঙ্কার – সংজ্ঞা, স্বরূপ ও বৈশিষ্ট্য।

শব্দালঙ্কার – অনুপ্রাস ; যমক ; শ্লেষ ; বক্রোক্তি।

অর্থালঙ্কার – উপমা; উৎপ্রেক্ষা; রূপক , অপহুতি ; সন্দেহ; নিশ্চয়; ভ্রান্তিমান;ব্যতিরেক সমাসোক্তি; অতিশয়োক্তি; বিষম; অসঙ্গতি; বিরোধভাস;ব্যাজস্ততি ।

- বিভিন্ন অলঙ্কারের মধ্যে তুলনামূলক আলোচনা ।
- অলঙ্কার নির্ণয় ।

কোর কোর্স / ৭ [C-7] উনিশ শতকের কাব্য – ৫০

ক. বীরঙ্গনা কাব্য – মাইকেল মধুসূদন দত্ত

(নির্বাচিত) দুঃস্বপ্নের প্রতি শকুন্তলা ; সোমের প্রতি তারা ; দশরথের প্রতি কেকয়ী; পুরুরবার প্রতি উর্বশী ; নীলধ্বজের প্রতি জনা ।

খ. সারদামঙ্গল – বিহারীলাল চক্রবর্তী

।। সেমেস্টার - ৪ ।।

কোর কোর্স / ৮ [C-8] উনিশ শতকের নাটক – ৫০

ক. নীলদর্পণ – দীনবন্ধু মিত্র

খ. বিল্বমঙ্গল ঠাকুর – গিরিশচন্দ্র ঘোষ

কোর কোর্স / ৯ [C-9] বিশ শতকের নাটক – ৫০

ক. অচলায়তন – রবীন্দ্রনাথ ঠাকুর

খ. সওদাগরের নৌকা – অজিতেশ বন্দ্যোপাধ্যায়

কোর কোর্স / ১০ [C-10] উনিশ - বিশ শতকের উপন্যাস – ৫০

ক. কপালকুন্ডলা - বঙ্কিমচন্দ্র চট্টোপাধ্যায়

খ. চোখের বালি – রবীন্দ্রনাথ ঠাকুর

।। সেমেস্টার - ৫ ।।

কোর কোর্স / ১১ [C-11] উনিশ - বিশ শতকের কবিতা – ৫০

ক. সঞ্চয়িতা – রবীন্দ্রনাথ ঠাকুর

(নির্বাচিত কবিতা) সোনার তরী, বিদায় অভিশাপ, অভিসার, কৃপণ , ভারততীর্থ, বাঁশি, চঞ্চলা, শাজাহান, মানবপুত্র

খ. আধুনিক কবিতা সংগ্ৰহ - বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত ।

(নির্বাচিত কবিতা) বোধ - জীবনানন্দ দাশ ; মানুষ - কাজী নজরুল ইসলাম ; উট পাখি - সুধীন্দ্রনাথ দত্ত; তুমি শুধু পচিশে বৈশাখ - বিষ্ণু দে; কাস্তে - দিনেশ দাস; কলকাতার যীশু - নীরেন্দ্রনাথ চক্রবর্তী ; অবনী বাড়ি আছে ? - শক্তি চট্টোপাধ্যায় ; বাবরের প্রার্থনা - শঙ্খ ঘোষ ।

কোর কোর্স / ১২ [C-12] আধুনিক বাংলা উপন্যাস - ৫০ :

ক. শ্রীকান্ত (৪র্থ পর্ব) - শরৎচন্দ্র চট্টোপাধ্যায়

খ. আরণ্যক - বিভূতিভূষণ বন্দ্যোপাধ্যায়

।। সেমেস্টার -৬ ।।

কোর কোর্স - ১৩ [C-13] বাংলা ছোটগল্প/ - ৫০

ক. গল্পগুচ্ছ - রবীন্দ্রনাথ ঠাকুর : (নির্বাচিত) কঙ্কাল , শান্তি , সমাপ্তি ; গুণ্ডধন; দুরাশা ; অতিথি; স্ত্রীর পত্র ; চোরাই ধন ।

খ. একালের গল্প - বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত ।:(নির্বাচিত) পুঁইমাচা - বিভূতিভূষণ বন্দ্যোপাধ্যায় ; ফসিল - সুবোধ ঘোষ ; রস - নরেন্দ্র নাথ মিত্র ; টোপ - নারায়ণ গঙ্গোপাধ্যায় ; আদাব - সমরেশ বসু ; সাঁঝ সকালের মা - মহাশ্বেতা দেবী ; অশ্বমেধের ঘোড়া - দীপেন্দ্রনাথ বন্দ্যোপাধ্যায় ; হুঁদুর - সোমেন চন্দ ।

কোর কোর্স / ১৪ [C-14] সাহিত্যতত্ত্ব - ৫০:

ক. কাব্যজিজ্ঞাসা - অতুলচন্দ্র গুপ্ত (নির্বাচিত) ধ্বনি , রস

খ. সাহিত্যের রূপ ও রীতি - ক্লাসিসিজম্ ; রোমান্টিসিজম্ ; সিম্বলিজম্ ; এপিক; ট্রাজেডি ; কমেডি; ফার্স, সুররিয়ালিজম্ ।

Discipline Specific Elective (DSE)

।। সান্মানিক বাংলা ঐচ্ছিক কোর্স ।।

[প্রথম ৫ টি কোর্স ৫ম সেমেস্টারের জন্য এবং এই ৫ টি কোর্স এর মধ্যে যে কোন ২ টি নিতে হবে। দ্বিতীয় ৫ টি কোর্স ৬ষ্ঠ সেমেস্টারের জন্য এবং এই ৫ টি কোর্স এর মধ্যে যে কোন ২ টি নিতে হবে। প্রতিটি কোর্সের পূর্ণমান - ৫০ (লিখিত ৪০ এবং অভ্যন্তরীণ মূল্যায়ন ১০)]

II পঞ্চম সেমেস্টার II

কোর্স / ১ [DSE -1] উনিশ শতকের গীতিকবিতা ও আখ্যান কাব্য -৫০

ক. ঈশ্বরচন্দ্র গুপ্ত - স্বদেশ ;মাতৃভাষা

হেমচন্দ্র বন্দ্যোপাধ্যায় - ভারতবিলাপ; বাঙালীর মেয়ে

দেবেন্দ্রনাথ সেন - প্রকৃতি ; অদ্ভুত অভিসার

অক্ষয় কুমার বড়াল - শ্রাবণে , মৃত্যু

খ. পলাশীর যুদ্ধ - নবীনচন্দ্র সেন

কোর্স /২ [DSE -2] উনিশ শতকের প্রবন্ধ - ৫০

ক. কমলাকান্তের দণ্ডের - বঙ্কিমচন্দ্র চট্টোপাধ্যায়

(নির্বাচিত) মনুষ্যফল, বিড়াল , বসন্তের কোকিল , কমলাকান্তের জবানবন্দী , বড়বাজার

খ. পঞ্চভূত - রবীন্দ্রনাথ ঠাকুর

(নির্বাচিত) পরিচয় , মন, কৌতুকহাস্য, গদ্য ও পদ্য, নরনারী

কোর্স /৩ [DSE -3] তারাশঙ্কর ও মানিক বন্দ্যোপাধ্যায়ের ছোটগল্প (নির্বাচিত) - ৫০

ক. তারাশঙ্করের শ্রেষ্ঠগল্প - জগদীশ ভট্টাচার্য সম্পাদিত

(নির্বাচিত) জলসাঘর, বেদেনী , নারী ও নাগিনী , ডাইনী , অগ্রদানী ।

খ. মানিক বন্দ্যোপাধ্যায়ের শ্রেষ্ঠগল্প - যুগান্তর চক্রবর্তী সম্পাদিত

(নির্বাচিত) প্রাগৈতিহাসিক, কুষ্ঠরোগীর বউ, সরীসৃপ, হলুদপোড়া, শিল্পী , হারানের নাতজামাই

কোর্স /৪ [DSE -4] বাংলা নাটক - ৫০ :

ক. সাজাহান - দ্বিজেন্দ্রলাল রায়;

খ. দুঃস্বপ্নের নগরী – উৎপল দত্ত

কোর্স / ৫ [DSE -5] বাংলা প্রবন্ধ - নিবন্ধ -৫০

ক. সাহিত্য – রবীন্দ্রনাথ ঠাকুর

(নির্বাচিত) সাহিত্যের তাৎপর্য , সাহিত্যের সামগ্রী, কাব্য : স্পষ্ট এবং অস্পষ্ট, সাহিত্যের উদ্দেশ্য , সাহিত্য ও সভ্যতা ।

খ. বাংলা প্রবন্ধ – বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত

(নির্বাচিত) আমাদের ভাষা সংকট - প্রমথ চৌধুরী , পারিবারিক নারী সমস্যা - অন্নদাশঙ্কর রায়, সৎ প্রসঙ্গ- মীর মশাররফ হোসেন, বাংলার ব্রত - অবনীন্দ্রনাথ ঠাকুর , জাতি, সংস্কৃতি ও সাহিত্য - সুনীতিকুমার চট্টোপাধ্যায় ।

ষষ্ঠ সেমেস্টার

কোর্স / ১ [DSE - 1] বিশ শতকের গদ্য - ৫০

ক. রাজকাহিনী – অবনীন্দ্রনাথ ঠাকুর

খ. চাচাকাহিনী – সৈয়দ মুজতবা আলি

কোর্স / ২ [DSE -2] বাংলা একাঙ্ক নাটক - ৫০

ক. দেবী – তুলসী লাহিড়ী

রাজপুরী – মন্মথ রায়

খ. সুন্দর – মোহিত চট্টোপাধ্যায়

অশ্বখামা – মনোজ মিত্র

কোর্স /3[DSE - 3] পত্র সাহিত্য ও আত্মজীবনী - ৫০

ছিন্নপত্র – রবীন্দ্রনাথ ঠাকুর (নির্বাচিত ৫ টি পত্র) ২০,৩৬,৪৩,৬৪,৬৭ সংখ্যক পত্র।

যখন ছোট ছিলাম – সত্যজিৎ রায়

কোর্স / ৪ [DSE - 4] নাট্যকাব্য ও কাব্যনাট্য - ৫০

ক. সতী - রবীন্দ্রনাথ ঠাকুর

কর্ণ-কুন্তী সংবাদ – রবীন্দ্রনাথ ঠাকুর

খ. প্রথম পার্থ – বুদ্ধদেব বসু ।

কোর্স/ ৫[DSE - 5] লোকসংস্কৃতি ও লোকসাহিত্য - ৫০

ক. লোকসংস্কৃতি ও লোকসংগীত : সংজ্ঞা , স্বরূপ, বৈশিষ্ট্য ও বিভাজন

ভাদু, টুসু, ভাওয়াইয়া,ঝুমুর, ভাটিয়ালি ।

খ. লোকসাহিত্য : সংজ্ঞা , স্বরূপ ও বৈশিষ্ট্য

ছড়া , ধাঁধাঁ, প্রবাদ - প্রবচন , লোককথা, লোকগাথা

লোকনাটক - আলকাপ, লেটো, ছৌ, নাটুয়া, মাছানি ।

Skill Enhancement Course

।। ভাষাবোধ ও রচনা শক্তির নৈপুণ্য বৃদ্ধি ।।

[তৃতীয় সেমেস্টারে ২ টি কোর্সের মধ্যে ১ টি নিতে হবে। চতুর্থ সেমেস্টারে ২ টি কোর্সের মধ্যে ১ টি নিতে হবে । প্রতিটি কোর্সের কোর্স এর পূর্ণমান ৫০ (লিখিত ৪০ এবং অভ্যন্তরীণ মূল্যায়ন - ১০)]

II তৃতীয় সেমেস্টার II

কোর্স/ ১ [SEC-1] বাংলা ব্যাকরণ - ৫০

বর্ণ ও ধ্বনি - ধ্বনি পরিবর্তন ; অপিনিহিতি; অভিশ্রুতি; স্বরসঙ্গতি; সমীভবন; পদের শ্রেণি বিভাগ; কারক-বিভক্তি; সমাস; সন্ধি; শব্দের শ্রেণিবিভাগ; ছেদ ও যতি চিহ্নের ব্যবহার; প্রবাদ -প্রবচন ও বাগ্‌ধারা ।

কোর্স / ২ [SEC-2] রচনা শক্তির নৈপুণ্য - ৫০

ক. ব্যক্তিগত, ব্যবহারিক এবং প্রাতিষ্ঠানিক পত্রলিখন ।

খ. সংবাদপত্রে প্রকাশের উপযোগী প্রতিবেদন রচনা ।

গ. অনুচ্ছেদ রচনা

ঘ. ভাবার্থ ও ভাবসম্প্রসারণ ।

II চতুর্থ সেমেস্টার II

কোর্স /১ [SEC-1] ব্যবহারিক বাংলা চর্চা - ৫০

ক. বিজ্ঞাপনের খসড়া রচনা ।

খ. প্রুফ সংশোধন ।

গ. পরিভাষা (আবশ্যিক বাংলা সংকলন - বিশ্ববন্ধু ভট্টাচার্য সম্পাদিত) ব. বি. প্রকাশিত ।

ঘ. বানান বিধি (প. ব. বাংলা আকাদেমি) আকাদেমি বাংলা বানান বিধি

কোর্স /২ [SEC-2] অনুবাদ চর্চা – (ইংরেজি থেকে বাংলা) – ৫০

ক. অনুবাদ তত্ত্ব

খ. মূলানুগ অনুবাদ

গ. ভাবানুবাদ

Generic Elective Course (Inter disciplinary) (GE)

১ম ও ২য় সেমেস্টারে একটি করে কোর্স থাকবে। কিন্তু ৩য় ও ৪র্থ সেমেস্টারে দুটি করে কোর্স থাকবে এবং ঐ দুটি করে কোর্সের মধ্যে ১ টি করে নিতে হবে] প্রতিটি কোর্স এর পূর্ণমান ৫০ (লিখিত ৪০ এবং অভ্যন্তরীণ মূল্যায়ন – ১০)

II প্রথম সেমেস্টার II

কোর্স/ ১ [GE -1] বাংলা সাহিত্য ও সংস্কৃতির ইতিহাস – ৫০

ক. বাঙালির ইতিহাস – সুভাষ মুখোপাধ্যায়

খ. চর্যাগীতি , শ্রীকৃষ্ণকীর্তন, বিদ্যাপতির পদাবলি,চণ্ডীদাসের পদাবলি, মনসামঙ্গল, রামায়ণ, চণ্ডীমঙ্গল , অন্নদামঙ্গল, ফোর্ট উইলিয়াম কলেজ ও বাংলা গদ্য, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, মাইকেল মধুসূদন দত্ত, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, নজরুল ইসলাম, জীবনানন্দ দাশ, বিজন ভট্টাচার্য, শরৎচন্দ্র চট্টোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়।

II দ্বিতীয় সেমেস্টার II

কোর্স/ ২ [GE-2] ভাষার ইতিহাস ও ভাষাতত্ত্ব - ৫০

ক. বাংলা ভাষার উদ্ভব ও ক্রম বিকাশ ; প্রাচীন বাংলা , মধ্য বাংলা ও আধুনিক বাংলার সাধারণ লক্ষণ ও বৈশিষ্ট্য; বাংলা উপভাষা; বাংলা সাধু ও চলিত রীতি ।

খ. স্বরধ্বনি ও ব্যঞ্জন ধ্বনির শ্রেণি বিভাগ ও ধ্বনিগুলির উচ্চারণ তত্ত্ব ; বাংলা শব্দভাণ্ডার; শব্দার্থতত্ত্ব; ধ্বনি পরিবর্তনের প্রকৃতি ও কারণ

II তৃতীয় সেমেস্টার II

কোর্স / ৩ [GE -3] বাংলা উপন্যাস -৫০

ক. মালঞ্চ - রবীন্দ্রনাথ ঠাকুর;

খ. পথের পাঁচালি - বিভূতিভূষণ বন্দ্যোপাধ্যায়

কোর্স / ৪ [GE-4] বাংলা কবিতা - ৫০

ক. আত্মবিলাপ - মাইকেল মধুসূদন দত্ত; শ্রাবণে - অক্ষয়কুমার বড়াল ; বুলন - রবীন্দ্রনাথ ঠাকুর; চম্পা - সত্যেন্দ্রনাথ দত্ত; দুখবাদী - যতীন্দ্রনাথ সেনগুপ্ত ; বিদ্রোহী - কাজী নজরুল ইসলাম ;

খ. বাংলার মুখ আমি দেখিয়াছি - জীবনানন্দ দাশ; কান্তে - দিনেশ দাস; একটি মোরগের কাহিনী - সুকান্ত ভট্টাচার্য ; যত দুরেই যাই - সুভাষ মুখোপাধ্যায়; ভৌগোলিক - প্রেমেন্দ্র মিত্র; ভিখারি ছেলের অভিমান - শঙ্খ ঘোষ

II চতুর্থ সেমেস্টার II

কোর্স / ৫ [GE - 5] বাংলা নাটক - ৫০

ক. কৃষ্ণকুমারী - মধুসূদন দত্ত ;

খ. দেবীগর্জন - বিজন ভট্টাচার্য

কোর্স / ৬ [GE -6] বাংলা প্রবন্ধ - ৫০

ক. মনুষ্যফল - বঙ্কিমচন্দ্র চট্টোপাধ্যায়; কৌতুক হাস্য - রবীন্দ্রনাথ ঠাকুর; পারিবারিক নারী সমস্যা -
অন্নদাশঙ্কর রায়

আমাদের ভাষাসংকট - প্রমথ চৌধুরী

খ. বাংলার ব্রত - অবনীন্দ্রনাথ ঠাকুর; রবীন্দ্রনাথ ও উত্তর সাধক - বুদ্ধদেব বসু; সৎ প্রসঙ্গ - মীর মোশাররফ হোসেন

জাতি, সংস্কৃতি ও সাহিত্য - সুনীতিকুমার চট্টোপাধ্যায়



PROGRAMME	
SUB: BENGALI	
HONOURS	
PROGRAMME	
COURSE OUTCOME	
<ol style="list-style-type: none"> 1. Linguistic attainments 2. Growth of moral values 3. Knowledge of comparative Literature 4. Broader mindset 5. To build a good character 	

MAPPING PROGRAMME OUTCOME

PO1	PO2	PO3	PO5	PO6	PO7
CRITICAL THINKING	EFFECTIVE COMMUNICATION	SOCIAL INTERACTION	LABORATORY SKILL	ENVIRONMENT SUSTAINABILITY	SELF LEARNING
CC1	AECC2	GEC1			SEC1
CC2	GEC4	GEC2			DSEC4
CC3	SEC1	GEC3			
CC4		DSEC1			
CC5		DSEC3			
CC6					
CC7					
CC8					
CC9					
CC10					
CC11					
CC12					
DSEC1					
CC13					
CC14					
GEC2					

Sanchai Bhattacharya
27/6/24

CO-ORDINATOR
IQAC
Pandaveswar College
Paschim Bardhaman

Jayanta Ghosh
Principal
PANDAVESWAR COLLEGE
Pandaveswar Paschim Bardhaman



Kazi Nazrul University
Department of English
B.A. Program in English (2018-21)
COURSE STRUCTURE
(As per LOCF circulated, 2020)

Semester I

BAPENGC101 Rhetoric and Prosody

[Credit – 6]

At the very onset, students are made familiar with the art of analyzing the language of English from an aesthetic point of view through the study of Rhetoric and Prosody. This intricate and interesting area of study helps them to form basic concepts about prose and verse and analyze the metrical patterns to find the encoded poetic meaning. Knowledge about various Rhetorical devices in speech enables them to use embellished and figurative language which can persuade the audience and achieve the desired impact upon the listener

Unit I:

Rhetoric: Identification of Figures of Speech with Definition and Nomenclature

(Five short answer type questions of 02 marks to be attempted out of eight : 02x5 = 10)

Unit II:

Prosody: Literary Passages to be scanned and metres to be described

Suggested Reading: English Rhetoric and Prosody by Bose and Sterling

(One short answer type question of 05 marks to be attempted out of two : 05x1 = 05)

Unit III:

Substance Writing (**10 marks**) and Critical Appreciation of Unseen Literary Passages (**5 marks**) and Comprehensive Questions to be answered (**Five short answer type questions of 02 marks to be attempted out of eight: 02x5 = 10**)

Internal Assessment: 10 marks

MILCE101 Basic English Understanding
AEC [Credit – 6]

Recommended Text: T Sriraman.ed. *Macmillan College Prose*. Macmillan

This course is designed to enhance the ability of the undergraduate students in understanding the basics of English language and literature through reading, comprehension and writing. Some lucid and interesting prose pieces are included in the course so that the students may develop a taste for appreciating prose literature by coming across such nice examples of different styles of writing. Unseen passages would also be given to them in order to test their ability of comprehension. Besides, they are also to be trained through this course on how to compose formal letters for various official purposes. With the objective as mentioned already, this course as a blending of both literary and non-literary specimens of English would enable the students to get associated with complex compositions in the semesters to follow.

Unit I

Five short questions of 01 mark each to be attempted out of eight: 01 x 5 = 05

Three short answer type questions of 05 marks each to be attempted out of five: 05 x 3 = 15

M K Gandhi: *Voluntary Poverty*

C.E.M. Joad: *The Civilization of Today*

Virginia Woolf: *Profession for Women*

R.K.Narayan: *Snake in the Grass*

Katherine Mansfield: *A Cup of Tea*

Unit II

Unseen Passage to be provided from which objective questions to be answered and a summary of the passage to be attempted.

Five short answer type Comprehension questions of 02 marks each to be attempted out of eight: 02 x 5 = 10

Summary of the given passage : 10x1 = 10

Internal Assessment: Formal Letter/Business Letter

One question of 10 marks to be attempted out of two : 10x1 = 10

SEMESTER II

BAPENGC201 Poetry

[Credit – 6]

1. William Shakespeare – Sonnet 73 “That time of year thou mayst in me behold”
2. William Wordsworth – “Daffodils”
3. P B Shelley – “One word is too often profaned”
4. John Keats – “To one Who has been long in city pent”
5. Alfred Tennyson – “Break, break, break”
6. Elizabeth Barrett Browning – “How Do I Love Thee? Let Me Count the Ways”
7. Thomas Hardy – The Darkling Thrush
8. Robert Frost – Nothing Gold Can Stay
9. Sarojini Naidu - Palanquin Bearers

(Five short answer type questions of 01 mark to be attempted out of eight : 01x5 = 05

Five short answer type questions of 02 marks to be attempted out of eight : 02x5 = 10

Three short answer type questions of 05 marks each to be attempted out of eight : 05x3 = 15

One question of 10 marks to be attempted out of two: 10x1 = 10)

Internal Assessment: 10 marks

MILCE201 English Short Stories and Composition

AECC- 2 [Credit – 6]

(For BA/BCom Programme only)

Reading short stories for grammatical and language comprehension:

- A) After Twenty Years- O. Henry
- B) Kabuliwalah- Rabindranath Tagore
- C) The Signal Man- Charles Dickens

(One question of 10 marks to be attempted out of two: 10x1 = 10

Two short answer type questions of 05 marks each to be attempted out of three: 05x2= 10)

Recommended Text: *Rainbow an Anthology of Short stories* ed. By Ashok Chaskar, Bharti S. Khairmar, R.S. Jain, Orient Blackswan Publication, 2014.

Report Writing:

(Two questions of 10 marks to be attempted out of three: 10x2 = 20)

Internal Assessment: CV/ BIO-DATA writing/ Professional Profile Writing: 10 marks

AECCE201 [Credit – 4]

(For Both Honours and Programme BA/BSc/BCom)

Course Title – English/MIL Communication

Unit I

Types and Modes of Communication:

Verbal and Non-Verbal

Personal, Social, and Business

Group Communication

Effective Communication and Miscommunication

The basic concepts of the above should be discussed in the class.

(One question of 5 marks out of two: 5x2=10)

Unit II

Dialogue and Monologue

Group Discussion

Interview

Public Speech

Students should be engaged in practice-sessions and should be made aware of the basic techniques.

(One question of 5 marks out of two: 5x2=10)

Recommended Readings for Unit I and II:

1. ***Fluency in English-*** Part II, Oxford University Press,2006.

2. *Business English*, Pearson, 2008.
3. *Language through Literature and Creativity*, Orient Blackswan, 2013.

Unit III

Passage for Comprehension (Unseen)

Exercises: Comprehension

- A. Summary, Paraphrasing
- B. Vocabulary Test

(5 questions of 1 mark each to be attempted out of eight: 1X 5= 5

1 question of 10 marks to be attempted out of two: 10X 1= 10

1 short answer type question of 5 marks to be attempted out of two: 05X 1= 05)

Internal Assessment: 10 marks

(Five short answer type questions of 02 marks each to be attempted out of eight: 02X 5= 10)

SEM III

BAPENGC301 Fiction and Short Stories [Credit – 6]

UNIT – I (Short Stories)

1. Katherine Mansfield – The Fly
2. Somerset Maugham – Lotus Eaters
3. Joseph Conrad - The Lagoon
4. G.k. Chesterton – The Blue Cross

(Five short answer type questions of 01 marks to be attempted out of eight : 01x5 = 05

Five short answer type questions of 02 marks to be attempted out of eight : 02x5 = 10

Two short answer type questions of 05 marks each to be attempted out of three: 05x 2= 10)

UNIT- II (NOVEL)

Arthur Conan Doyle -- The Hound of Baskervilles

(Ten short answer type questions of 01 marks to be attempted out of Sixteen: 01x10 = 10

One question of 05 marks to be attempted out of two: 5x1= 05)

Internal Assessment : 10

MILCE301 British Poetry [Credit – 6]
(For Programme only)

Selected poems from the text: Auroral Musings: An Anthology of English poetry (Pub. Orient Blackswan)

UNIT I: POETRY

1. "Grammar Rules" – Sir Philip Sidney
2. "On His Blindness" – John Milton
3. "A Slumber Did My Spirit Seal" – William Wordsworth
4. "The Oxen" – Thomas Hardy
5. "God's Grandeur" – Gerard Manley Hopkins

Synonyms and Antonyms of words from prescribed texts:

(Five short answer type questions of 01 marks to be attempted out of eight : 01x5 = 05)

Preposition:

(Five short answer type questions of 01 marks to be attempted out of eight : 01x5 = 05)

Word meanings and framing of sentences:

(Five short answer type questions of 02 marks to be attempted out of eight : 02x5 = 10)

Question and answer from the poems:

(One question of 10 marks to be attempted out of two: 10x1 = 10)

Explanations:

(Two questions of 05 marks to be attempted out of three: 5x2= 10)

InternalAssessment: 10

BAPENGSE301 Phonetics and Phonology [Credit – 4]

Unit I

- Articulation Mechanism, Features of Vowels and Consonants, Consonant Clusters
- Syllabic structure , stress
- Phonetic Transcription

(Three short answer type questions of 05 marks each to be attempted out of five: 05x3= 15)

Two short answer type questions of 05 marks each to be attempted out of three: 05x2= 10

Five short answer type questions of 01 marks to be attempted out of eight : 01x5 = 05)

Unit II: Content Writing

1. Advertisement content writing
Advertisement on New Colleges, new courses, new social programmes, seminars etc.
2. Content writing on newsletter / Brochure
Brochure of a college or on any other social institution / Newsletter of an institution
3. Content writing on institutional web page.

Web page of a College or School or University

(One question of 10 marks to be attempted out of two: 10x1 = 10)

Internal Assessment: 10

SEM IV

BAPENGC401

Bhasa Literature

[Credit – 6]

Unit I Bhasa Poetry

MirzaGhalib A Thousand Desires

Rabindranath Tagore The Golden Boat

Ajneya Hiroshima

Kamala Das My Grandmother's House

(Five short answer type questions of 03 marks each to be attempted out of eight: 03x5= 15)

Unit IIBhasa Non Fiction

SaadatHasanManto Second Letter to Uncle Sam

A K Ramanujan Three Hundred Ramayanas

(Three short answer type questions of 05 marks each to be attempted out of five: 05x 3= 15)

(One question of 10 marks to be attempted out of two: 10x1 = 10)

Internal Assessment: 10

MILCE401 Appreciating Poetry

AECC – IV [Credit – 6]

William Shakespeare	“Sonnet No 18”
John Donne	“Sweet Love, I Do not Go”
John Milton	“On His Blindness”
William Blake	“The Tyger”
William Wordsworth	“Daffodils”
Matthew Arnold	“Dover Beach”

Suggested Text Book: *Gems of English Verse, Poetry until the Nineteenth Century*, Ed. L M Joshi, Orient Blackswan

Word Meaning:

(Five short answer type questions of 01 marks to be attempted out of eight : 01x5 = 05)

Objective Questions:

(Five short answer type questions of 02 marks to be attempted out of eight : 02x5 = 10)

Explanations:

(Three short answer type questions of 05 marks each to be attempted out of five: 05x 3= 15)

Essay Type Questions:

(One question of 10 marks to be attempted out of two: 10x1 = 10)

Internal Assessment: 10

BAPENGSE401 Composition [Credit – 4]

One Essay on to be written on a Contemporary Social Issue.

(One question of 10 marks to be attempted out of two: 10x1 = 10)

A Newspaper Report is to be prepared on a given incident

(One question of 10 marks to be attempted out of two: 10x1 = 10)

One Precis is to be written on a given passage

(One question of 10 marks to be attempted out of two: 10x1 = 10)

Or

Comprehension Questions may be attempted from the same passage.

(Five short answer type questions of 02 marks to be attempted out of eight : 02x5 = 10)

One Official Letter is to be drafted on a given topic

Or

One application is to written on a particular subject

(One question of 10 marks to be attempted out of two: 10x1 = 10)

Internal Assessment: 10

SEMESTER V

BAPENG DSE501: English Literature and Gender [Credit – 6]

UNIT-I (POETRY)

1. Kamala Das: Summer in Calcutta
2. Sylvia Plath: Circus in Three Rings

(Three short answer type questions of 05 marks each to be attempted out of five: 05x3= 15)

UNIT-II (PROSE)

1. Rokeya Sakhawat Hossain: Sultana's Dream
2. Virginia Woolf: "Profession for Women"

(Five short answer type questions of 01 marks to be attempted out of eight : 01x5 = 05

Two short answer type questions of 05 marks each to be attempted out of three: 05x 2= 10

One question of 10 marks to be attempted out of two: 10x1 = 10)

Internal Assessment: 10

OR

BAPENGDSE 502: English Literature and Ecology [Credit – 6]UNIT-I

(POETRY)

1. William Wordsworth: Reverie of Poor Susan
2. G.M. Hopkins: Binsey Poplars
3. Gordon J.L. Ramel: Daffodils No More

(Three short answer type questions of 05 marks each to be attempted out of five: 05x 3= 15)

UNIT-II (PROSE)

1. Ruskin Bond: *Our Trees Still Grow in Dehra* : "Coming Home To Dehra"

(Five short answer type questions of 01 marks to be attempted out of eight : 01x5 = 05

Two short answer type questions of 05 marks each to be attempted out of three: 05x 2= 10

One question of 10 marks to be attempted out of two: 10x1 = 10)

Internal Assessment:10

Generic Elective

BAPENGGGE501 English Literature and Social Exclusion

[Credit – 6]

Unit 1

Arjun Dangle (ed.): Selection from *Poisoned Bread*: Introduction only

(Two short answer type questions of 05 marks each to be attempted out of three: 05x 2= 10)

Unit II

'Water' : poem in *The Exercise of Freedom : An Introduction to Dalit Writing* ed Satyanarayana and Susie Tharu

Mahasweta Devi: Dhauli

Suggested Reading: Mahasweta Devi's "Dhauri" from *Outcast: Four Stories* (Tr.) Sharmishtha Dutta Gupta (Seagull)

(Three short answer type questions of 05 marks each to be attempted out of five: 05x 3= 15)

Unit III

"Poisoned Bread" by Bandhu Madhav from *Poisoned Bread* (Ed) by Arjun Dangle

Meena Kandasamy's 'Touch'

(Five short answer type questions of 01 marks to be attempted out of eight : 01x5 = 05

Two short answer type questions of 05 marks each to be attempted out of three: 05x 2= 10)

Internal Assessment: 10

OR

BAPENGGGE502 Film and Literature

[Credit – 6]

UNIT-I

1. Terms and Concepts related with Cinema: [Jump Cut, Film Editing, Film Script, Parallel Cinema, Montage]

Suggested Reading for Cinematic Terms and Concepts: Oxford Dictionary of Film Studies

(Two short answer type questions of 05 marks each to be attempted out of three: 05x 2= 10)

UNIT-II

Selections from Texts by Noted Film Makers:

Satyajit Ray: *Our Films Their Films* – “A Long Time on the Little Road”
Charlie Chaplin: *My Autobiography*: “Introduction”

(Three short answer type questions of 05 marks each to be attempted out of five: 05x 3= 15)

UNIT-III

Film as Text

PatherPanchali and Modern Times

(Five short answer type questions of 01 marks to be attempted out of eight : 01x5 = 05

Two short answer type questions of 05 marks each to be attempted out of three: 05x 2= 10)

Internal Assessment: 10

BAPENGSE501: Communicative English

[Credit – 4]

Types and Modes of Communication

UNIT-I

1. Language of Communication:

- (a) Verbal and Non-Verbal (Spoken and Written)
- (b) Personal, Social and Business

(Five short answer type questions of 01 marks to be attempted out of eight : 01x5 = 05)

2. Speaking Skills:

- (a) Group Discussion,
- (b) Effective Communication

- (c) Interview
- (d) Public Speech

(Two short answer type questions of 05 marks each to be attempted out of three: 05x 2= 10)

Recommended Text: *Form and Finesse: Communication and Soft Skill* by Shruti Das. Orient Blackswan

UNIT-II

- 3. Reading and Understanding:
 - (a) Comprehension of a given passage
 - (b) Summary and Paraphrasing
 - (c) Analysis and Interpretation

(Three short answer type questions of 05 marks each to be attempted out of five: 05x 3= 15)

- 4. Writing Skills
 - (a) Paragraph Writing (Approx 300 to 350 words)
 - (b) Making Notes
 - (c) Letter Writing

(One question of 10 marks to be attempted out of two: 10x1 = 10)

Internal Assessment: 10

OR

BAPENGSE502: Report Writing:

[Credit – 4]

UNIT-I

Terms related to Report Writing:

Title Page, Table of Contents, Works Cited, Appendix, Formal Report, Informal Report, Technical Report, Financial Report, Problem-solving Report, infographics, Key Words, SEO (Search Engine Optimization)

(Five short answer type questions of 01 marks to be attempted out of eight : 01x5 = 05)

Two short answer type questions of 05 marks each to be attempted out of three: 05x2= 10)

UNIT-II

Types of Report :

Political Report,
Scientific Report,
Media Report,
Film, Television and Stage Report,
Weather Report
Ecological Report
Reports of Social Awareness
Book Review

(Three short answer type questions of 05 marks each to be attempted out of five: 05x3= 15)

UNIT-III

Exercises in Report Writing

(One question of 10 marks to be attempted out of two: 10x1 = 10)

Internal Assessment: 10

SEMESTER VI

BAPENDSE601 LITERATURE AND FINE ARTS [Credit – 6]

Unit I

Critical Terms:

Pre-Raphaelite Movement, Surrealism, Modernism, Expressionism, Cubism, Impressionism, Vorticism, Dadaism

(Three short answer type question of 05 marks each to be attempted out of eight : 05x3 = 15)

Unit II

William Blake's "The Sick Rose"

D.G Rossetti's "The Blessed Damozel"

W.H.Auden's "Musee de Beaux Arts"

O' Henry's "The Last Leaf"

R Shiva Kumar. *The Paintings of Abanindranath Tagore*: Introduction. Pratikshan Publishers

(Five short questions of 01 mark each to be attempted out of eight: 01 x 5 = 05

Five short answer type questions of 02 marks each to be attempted out of eight: 02 x 5 = 10

One question of 10 marks to be attempted out of two : 10x1 = 10)

Internal Assessment: 10

Five short questions of 02 marks each to be attempted out of eight: 02 x 5 = 10

OR

BAPENG DSE602 LITERATURE AND PHILOSOPHICAL THOUGHTS [Credit – 6]

Unit I

Rabindranath Tagore's "Holistic Education: Knowledge, Action, Love" from the book

Rabindranath Tagore's Educational Ideas by Christine Kupfer

Or

Rabindranath Tagore, "The Parrot's Training" on <tagoreweb.in>

**(Three short answer type questions of 05 marks each to be attempted out of eight :
05x3 = 15)**

Unit II

Somerset Maugham's "The Lotus Eater"

Robert Lynd's "Sea Side"

Alfred Lord Tennyson's "Crossing The Bar"

John Milton's "On His Blindness"

(Five short questions of 01 mark each to be attempted out of eight: 01 x 5 = 05

Five short answer type questions of 02 marks each to be attempted out of eight: 02 x 5 = 10

One question of 10 marks to be attempted out of two : 10x1 = 10)

Internal Assessment: 10

Five short questions of 02 marks each to be attempted out of eight: 02 x 5 = 10

GENERIC ELECTIVE

BAPENGGE601 LITERATURE AND MYTHS [Credit – 6]

Unit I

Poetry:

Henry Wadsworth Longfellow's "Pegasus in Pound"

Sylvia Plath's "Medusa"

A.K.Ramanujan's "Prayer to Lord Murugan"

(One question of 10 marks to be attempted out of two : 10x1 = 10

Two short answer type questions of 05 marks each to be attempted out of four : 05x2 = 10)

Unit II

Prose:

R.K. Narayan's *The Ramayana*: Prologue. Penguin Classics

Ruskin Bond's *Tales and Legends from India* (Selections): "Shakuntala", "The Hare in the Moon", "The Tiger King's Gift"

Namita Gokhale and Malashri Lal's *In Search of Sita*: Revisiting Mythology (pp 83-89 only) Penguin.

(One question of 10 marks to be attempted out of two : 10x1 = 10

Two short answer type questions of 05 marks each to be attempted out of four : 05x2 = 10)

Internal Assessment: 10

Five short questions of 02 marks each to be attempted out of eight: 02 x 5 = 10

OR

BAPENGGE602 BHASA LITERATURE

[Credit – 6]

Unit I

Bhasa Literature: Definitions, Concepts: What is Bhasa Literature; Why Bhasa Literature; Indianness and Bhasa Literature; Bhasa Literature and Translation

(Two short answer type questions of 05 marks each to be attempted out of four : 05x2 = 10)

Unit II

Poetry:

Rabindranath Tagore's "Where the Mind is Without Fear"

Navakant Barua's "Two Stanzas for a River" (ref. *One Hundred Indian Poets: Signatures*. Ed. K. Satchidanandan. Poem trans. By Pradip Acharya)

K. Satchidanandan's "Genesis"

(One question of 10 marks to be attempted out of two : 10x1 = 10)

One short answer type question of 05marks to be attempted out of two : 05x1 = 05)

Unit III

Short Fiction:

Premchand's "The Shroud"

IsmatChughtai's "The Quilt"

Saadat Hassan Manto's "Toba Tek Singh"

(One question of 10 marks to be attempted out of two : 10x1 = 10)

Oneshort answer type question of 05marks to be attempted out of two : 05x1 = 05)

Internal Assessment: 10

Five short questions of 02 marks each to be attempted out of eight: 02 x 5 = 10

BAPENGSE601 CREATIVE WRITING

[Credit – 4]

Unit I

- a. What is Creative Writing?

- b. The art and Craft of Writing.
- c. Modes of Creative Writing
- d. Writing for the Media

Suggested Readings –

Creative Writing: A Beginner's Manual by Anjana Neira Dev and Others. Pearson. Delhi. 2009.

Creative Writing by Board of Editors. Orient Blackswan.

(Four short answer type questions of 05 marks each to be attempted out of eight : 05x4 = 20)

Unit II

- a. Story writing
- b. Dialogue writing

Candidates are required to develop a story in not more than 350 words and a dialogue in not more than 350 words based on hints provided. They are to provide suitable titles both for Story-Writing and Dialogue-Writing.

(Two questions of 10(2 + 8)marks to be attempted out of four : 10x2 = 20)

Internal Assessment: 10

Five short questions of 02 marks each to be attempted out of eight: 02 x 5 = 10

OR

BAPENGSE602 TRANSLATION SKILLS [Credit – 4]

UNIT I

Basic Concepts:

Source Language Text, Target Language text, Literary Translation, Non-Literary Translation, Machine translation, Free translation, Cultural Equivalence, Translator's Visibility, Translator's Invisibility, Translation as Treason, Translation as discovery, Postcolonial Translation

(Five short questions of 01 mark each to be attempted out of eight: 01 x 5 = 05

Five short answer type questions of 02 marks each to be attempted out of eight: 02 x 5 = 10)

Suggested Reading:

Baker, Mona. *In Other Words: A Coursebook on Translation*. Routledge. 2001.

Unit II

Translator's Experience

- a. Roy, Sukhendu (Tr). *Tales From ThakurmarJhuli*: Translator's Note. Oxford University Press.
- b. William Radice (Tr). Rabindranath Tagore. *Selected Poems*: Translator's Introduction. Penguin.

(Five short questions of 01 mark each to be attempted out of eight: 01 x 5 = 05

Five short answer type questions of 02 marks each to be attempted out of eight: 02 x 5 = 10

One question of 10 marks to be attempted out of two : 10x1 = 10)

Internal Assessment: 10

Five short questions of 02 marks each to be attempted out of eight: 02 x 5 = 10



PROGRAMME	
SUB: ENGLISH	
HONOURS	
PROGRAMME	
COURSE OUTCOME	
<ol style="list-style-type: none"> 1. Improvement of communication skills 2. Growth of moral values 3. Understanding environmental sustainability 4. Broader mindset on gender, race, caste, and creed 5. To build a good character 	

MAPPING PROGRAMME OUTCOME					
PO1	PO2	PO3	PO5	PO6	PO7
CRITICAL THINKING	EFFECTIVE COMMUNICATION	SOCIAL INTERACTION	LABORATORY SKILL	ENVIRONMET SUSTAINABILITY	SELF LEARNING
CC1	AECC2	GEC1			SEC1
CC2	GEC4	GEC2			DSEC1
CC3	SEC2	GEC3			
CC4		DSEC2		DESC2	
CC5		DSEC3		DSEC4	
CC6		DSEC4			
CC7					
CC8					
CC9					
CC10					
CC11					
CC12					
DSEC1					
CC13					
CC14					
DSEC3					

Sanchai Bhattacharya
 COORDINATOR 27/6/24
 IGAC
 Pandaveswar College
 Paschim Bardhaman

Jayanta Choudhury
 Principal 27/06/2024
 PANDAVESWAR COLLEGE
 Pandaveswar, Paschim Bardhaman

Learning Outcome based Curriculum Framework (LOCF)

For

Choice Based Credit System (CBCS)

Syllabus

B.A. (Honours) in Hindi

w.e.f. Academic Session 2020-21



Kazi Nazrul University
Asansol, Paschim Bardhaman
West Bengal 713340

Preamble

The objective of any programme at a Higher Education Institution is to create for its students a sound foundation for their character development which directly contributes to the well-being of a nation. Kazi Nazrul University envisions all its programmes in the spirit of its “motto” which is to inspire the youth to show steadfastness and devotion in a fearless pursuit of truth. The LOCF aims at preparing young minds for constructive and productive character development by honing their creative and humanistic skills for their own betterment as well as for the greater good of the society. In order to provide an opportunity to students to discover a method of thinking which will help them realise their true potential, the University offers a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is intended to provide focused, outcome-based syllabi at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner by making the courses flexible and by offering students more choices. The LOCF approach has been adopted to strengthen the teacher- learner interaction as students engage themselves in programmes of their choice and learn to realize their inner calling. As the Under- Graduate Programmes focus on ‘preparing minds’, they will create individuals who will have intellectual prowess, interactive competence, courage to lead the world and also compassion and empathy for fellow human beings. The LOCF thus aims at strengthening not merely students’ employability skills but also at imparting to them vital life-skills required to lead a happy personal and social life.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that they offer to inculcate at the graduation level. The graduate attributes encompass values related to students’ well-being, emotional stability, critical thinking etc. intermingled with a sense of social justice and harmony. In short, each programme prepares students for employability, sustainability and life-long learning. The new curriculum will empower students to innovate and also inspire them to convert their innovations into real business models for the country’s economic and social prosperity. The proposed LOCF offers better understanding of the business world and aims at building students’ entrepreneurial skills by giving them hands-on training. The Kazi Nazrul University hopes the LOCF approach of the programme will motivate students to transition from being passive knowledge-seekers to becoming active and aware knowledge-creators.

Semester-I

Course Name: Hindi Sahitya Ka Itihas : Ritikal tak

Course Code: BAHHINC101

Course Type: Core (Theoretical)	Course Details: CC-1		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी 10वीं शताब्दी से अब तक के सामाजिक, सांस्कृतिक, राजनीतिक और विशेष रूप से साहित्यिक सन्दर्भों का ज्ञान प्राप्त कर सकेंगे।
2. हिन्दी साहित्य के विकासात्मक स्वरूप से परिचित हो सकेंगे
3. 11सौ वर्षों के हिन्दी साहित्य की प्रवृत्तियों से परिचित हो सकेंगे।
4. हिन्दी साहित्य के रचानाकारों और रचनाओं से परिचित हो सकेंगे।
5. अपभ्रंश, राजस्थानी, मैथिली, भोजपुरी, अवधी, ब्रज भाषा, खड़ी बोली आदि के विकास को समझ पाने में समर्थ होंगे।

Content/ Syllabus:

इकाई : एक

साहित्येतिहास लेखन की परंपरा |

काल विभाजन और नामकरण |

इकाई : दो

आदिकालीन काव्य : सामाजिक-सांस्कृतिक, राजनैतिक और साहित्यिक पृष्ठभूमि ।

आदिकालीन साहित्य : प्रमुख प्रवृत्तियाँ ।

सिद्ध साहित्य, नाथ साहित्य, जैन साहित्य, रासो काव्य, लौकिक काव्य ।

आदिकालीन गद्य : सामान्य परिचय ।

इकाई : तीन

भक्तिकाल : सामाजिक-सांस्कृतिक, राजनैतिक तथा साहित्यिक पृष्ठभूमि, प्रमुख निर्गुण कवि, प्रमुख सगुण कवि ।

भक्तिकाल की प्रमुख प्रवृत्तियाँ ।

भक्तिकालीन काव्य की विविध धाराएँ : निर्गुण काव्यधारा(संत काव्य, सूफी काव्य), सगुण काव्यधारा(रामभक्ति काव्य, कृष्णभक्ति काव्य) ।

इकाई : चार

रीतिकाल की सामाजिक-सांस्कृतिक, राजनैतिक और साहित्यिक पृष्ठभूमि ।

रीतिकाल की प्रमुख प्रवृत्तियाँ ।

रीतिकालीन काव्यधाराएँ : रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त ।

सहायक ग्रन्थ/सन्दर्भ ग्रन्थ :

- 1 हिंदी साहित्य का इतिहास-रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी
- 2 हिंदी साहित्य : उद्भव और विकास-आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली
- 3 हिंदी साहित्य की भूमिका- आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली
- 4 हिंदी साहित्य का आदिकाल- आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली हिंदी

- 5 इतिहास और आलोचक दृष्टि- रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद
- 6 हिंदी साहित्य का आधा इतिहास –सुमन राजे, भारतीय ज्ञानपीठ, नयी दिल्ली
- 7 साहित्येतिहास : संरचना और स्वरूप-सुमन राजे, ग्रंथम प्रकाशन, कानपुर
- 8 हिंदी साहित्य का इतिहास-सं० डॉ० नगेन्द्र, मयूर पेपर बुक्स, नोएडा
- 9 रीतिकाल की भूमिका –डॉ० नगेन्द्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली
- 10 हिंदी साहित्य का दूसरा इतिहास –बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद
- 11 हिंदी साहित्य का इतिहास- विजेंद्र स्नातक, साहित्य अकादेमी, नयी दिल्ली
- 12 साहित्य और इतिहास दृष्टि-मैनेजर पाण्डेय, वाणी प्रकाशन, नयी दिल्ली
- 13 हिंदी साहित्य का इतिहास-विश्वनाथ त्रिपाठी, एन०सी०इ०आर०टी०. नयी दिल्ली
- 14 हिंदी गद्य : उद्भव और विकास- रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
- 15 हिंदी साहित्य का आलोचनात्मक इतिहास-रामकुमार वर्मा, हिन्दुस्तानी एकेडमी, इलाहाबाद
16. हिंदी साहित्य का नया इतिहास-रामखेलावन पाण्डेय, अनुपम प्रकाशन, पटना
- 17 साहित्य का इतिहास दर्शन-नलिन विलोचन शर्मा, बिहार राष्ट्रभाषा परिषद्, पटना
- 18 हिंदी साहित्य का वैज्ञानिक इतिहास-गणपतिचंद्र गुप्त, भारतेंदु भवन, चंडीगढ़
- 19 हिंदी साहित्य का समेकित इतिहास-सं० डॉ० नगेन्द्र. हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय

Semester-I

Course Name: Aadikalin evam madhyakalin kavya

Course Code: BAHHINC102

Course Type: C (Theoretical)	Course Details: CC-2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी हिंदी साहित्य के आदिकाल और मध्यकाल के विकास, प्रवृत्तियों, कविताओं और रचनाकारों की जानकारी प्राप्त करेंगे।
2. विद्यार्थी इसमें भारतीय कविता के अस्तित्व और भक्ति के तल के क्लासिकल रूप को जान सकते हैं।
3. विद्यार्थी आठ प्रतिनिध रचनाकारों की कुछ प्रमुख रचनाओं के पाठ को हृदयंगम कर सकेंगे।
4. आठ महत्वपूर्ण कवियों की रचनाओं की अंतर्वस्तु से परिचित हो सकेंगे।
5. भोजपुरी, मैथिली, अवधी, ब्रज भाषा की बानगियां विद्यार्थियों को यहां प्राप्त हो सकेगी।
6. हिन्दी की बोलियों की विविधता को समझ पाने में सक्षम हो सकेंगे।

Content/ Syllabus:

इकाई : एक

विद्यापति (विद्यापति – शिवप्रसाद सिंह से 7 पद) : 1. विदिता देवि विदिता हो(1) 2. नंदक नन्दन कदम्बेरि तरुतरे(8) 3. सुन रसिया, अब न बजाऊ बिपिन बंसिया(9) 4. सैसव-जौवन दुहु मिलि गेल, सवनक पथ दुहु लाचन लेल(11) 5. को हमे साँझक एकसरि तारा(51) 6. मधुपुर मोहन गेल रे, मोरा बिदरत छाती(54) 7. सरसिज बिनु सर सर बिनु सरसिज(83)

कबीर (कबीर ग्रंथावली –श्यामसुंदर दास से 7 पद) : 1.संतों भाई आई ज्ञान की आंधी रे(16) 2. चलन चलन सब कोई कहत है, न जाने बैकुण्ठ कहाँ है (24) 3. पांडे कौन कुमति तोहि लागी (39) 4. पंडित बाद वदंते झूठा (40) 5.माया तजूं तजी नहीं जाइ(84) 6. मन रे तन कागद का पुतला(92) 7. हरि जननि मैं बालक तोरा(111) .

इकाई : दो

सूरदास (सूरदास सटीक –धीरेन्द्र वर्मा से 7 पद) : 1. अबिगत-गति कछु कहत न आवै(विनय तथा भक्ति : 2) 2. सिखवति चलन जसोदा मैया(गोकुल लीला : 20) 3. मुरली तऊ गुपालहिं भावति(गोकुल लीला : 42) 4. बुझत स्याम कौन तू गौरी(राधा-कृष्ण : 2) 5. कोउ ब्रज बांचत नाहिंन पाती (उद्धव-सन्देश : 44) 6. आए जोग सिखावन पांडे (उद्धव-सन्देश : 69) 7. निरगुन कौन देस कौ बासी?(उद्धव-सन्देश : 77)

तुलसीदास(कवितावली के ‘उत्तरकाण्ड’ से 7 पद) : - 1. मनोराजु करत अकाजु भयो आजु लागि, चाहे चारु चीर, पै लहै न टूकु टाटको (66) 2. ऊँचो मनु, ऊँची रुचि, भागु नीचो निपट ही, लोकरीति-लायक न, लंगर लबारु है (67) 3. जातिके, सुजातिके, कुजाति के पेटागि बस खाए टूक सबके, बिदित बात दुनीं सो(71) 4. किसबी, किसान-कुल, बनिक, भिखारी, भाट,चाकर,चपल नट,चोर,चार, चेटकी(96), 5. कुल-करतूति-भूति-कीरति-सरूप-गुन-जौबन जरत जुर, परै न कल कहीं(98) 6. धूत कहौ, अवधूत कहौ, रजपूत कहौ, जोलाहा कहौ कोऊ (106), 7. लालची ललात बिललात द्वार-द्वार दीन, बदन मलीन, मन मिटै ना बिसूरना (148)

इकाई : तीन

मीराबाई (मीरा का काव्य-विश्वनाथ त्रिपाठी से 7 पद) : 1. आली री म्हारे णणा बाण पड़ी 2. म्हारां री गिरिधर गोपाल दूसरा णा कूयां 3. जोगिया जी निसदिन जोवां थारी बाट 4. को बिरहिनी को दुःख जाणै हो 5. पतियां मैं कैसे लिखूं, लिख्योरी न जाय 6. भज मन चरण कंवल अवणासी 7. राम नाम रस पीजै मनआं, राम नाम रस पीजै

बिहारी(बिहारी-रत्नाकर : जगन्नाथ दास रत्नाकर से 15 दोहे) : 1. बैठी रही अति सघन बन, पैठि सदन-तन माँह(52) 2. कागद पर लिखत न बनत, कहत संदेसु लजात(60) 3. या अनुरागी चित्त की गति समुझै नहिं कोई(121) 4. मोहन-मूरति स्याम की अति अद्भुत गति जोइ(161) 5. बड़े न हूँ गुननु बिनु बिरद-बड़ाई पाइ(191) 6. तजि तीरथ हरि राधिके(201) 7. आड़े दे आले बसन जाड़े हूँ की रात(283) 8. सीस-मुकुट, कटि-काछनी, कर-मुरली, उर-माल (301) 9. कोरि जातन कोऊ करू, पुरै न प्रकृतिहिं बीचु(341) 10. लिखन बैठि जाकी सबी गहि गहि गरब गरूर(347) 11. दुसह दुराज प्रजानु कौं क्यों न बढै दुःख-दं दु (357) 12. दृग उरझत, टूटत कुटुम, जुरत चतुर-चित प्रीति(363) 13. समै समै सुन्दर सबै, रूप कुरूप न कोई(432) 14. बतरस-लालच लाल की मुरली धरी लुकाइ (472) 15. लटुआ लौं प्रभ-कर गहैं निगुनी गुन लपटाइ(501)

इकाई : चार

भूषण (स्वर्ण मञ्जूषा-नलिनविलोचन शर्मा, केसरी कुमार से 7 पद) : 1. पावक तुल्य अमीतन को भयो (1) 2. जै जयति, जै आदि-सकति जै कालि, कपर्दिनि(3) 3. इंद्र जिमि जम्भ पर बाडव ज्यों अंभ पर(5) 4. बासब-से बिसरत बिक्रम की कहा चली(11) 5. मद-जलधरन दुरद-बल राजत(12) 6. भुज-भुजगेस की वै संगिनी भुजंगिनी-सी (17) 7. साजि चतुरंग बीर-रंग में तुरंग चढ़ि(20)

घनानंद (घनानंद कवित्त : विश्वनाथ प्रसाद मिश्र से 7 पद) : 1. झलकै अति सुन्दर आनन गौर (2) 2. पहिलें घन-आनंद सींचि सुजान कहीं बतियाँ अति प्यार पगी (10) 3. तब तो छबि पीवत जीवत है, अब सोचन लोचन जात जरे(13) 4. रावरे रूप की रीति अनूप, नयो-नयो लागत ज्यों-ज्यों निहारियै (15) 5. अति सूधो सनेह को मारग है जहाँ नेकु सयानप बांक नहीं (82) 6. घन आनंद प्यारे सुजान सुनौ जिहि भातिन हौं दुःख-सूल सहों (88) 7. पूरन प्रेम को मंत्र महा पण जा मधि सोधि सुधारि है लेख्यौ (97)

सहायक ग्रन्थ/सन्दर्भ ग्रन्थ :

1. विद्यापति –शिवप्रसाद सिंह, लोकभारती प्रकाशन, इलाहाबाद
2. कबीर ग्रंथावली –सं० श्यामसुंदर दास, नागिरी प्रचारिणी सभा, वाराणसी
3. सूरसागर सटीक –सं०- धीरेन्द्र वर्मा, साहित्य भवन प्रा० लिमिटेड, इलाहाबाद
4. कवितावली- तुलसीदास, गीता प्रेस, गोरखपुर
5. मीरा का काव्य- सं० विश्वनाथ त्रिपाठी, वाणी प्रकाशन, नयी दिल्ली
6. बिहारी रत्नाकर- जगन्नाथ प्रसाद रत्नाकर, लोकभारती प्रकाशन, इलाहाबाद
7. घनानंद-कवित्त –सं० विश्वनाथ प्रसाद मिश्र, संजय बुक सेंटर, वाराणसी
8. स्वर्ण-मञ्जूषा- सं० नलिन विलोचन शर्मा, केसरी कुमार; मोतीलाल-बनारसी दास, दिल्ली
9. कबीर- हजारिप्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली
10. भक्ति-काव्य यात्रा-रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद

11. हिंदी के प्राचीन प्रतिनिधि कवि- द्वारिका प्रसाद सक्सेना, श्री विनोद पुस्तक मंदिर, आगरा
12. भक्ति आन्दोलन और सूरदास का काव्य- मैनजर पांडेय, राजकमल प्रकाशन, दिल्ली
13. सूरदास –आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी
14. गोस्वामी तुलसीदास- आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी
15. लोकवादी तुलसीदास-विश्वनाथ त्रिपाठी, राधाकृष्ण प्रकाशन, नयी दिल्ली
16. घनानंद – लल्लन राय, साहित्य अकादेमी, नयी दिल्ली
17. रीतिकाव्य की भूमिका –डॉ० नगेन्द्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली
18. बिहारी-विश्वनाथ प्रसाद मिश्र, संजय बुक सेंटर, वाराणसी
19. महाकवि भूषण- विश्वनाथ प्रसाद मिश्र, संजय बुक सेंटर, वाराणसी
20. सूरदास –सं० हरवंशलाल शर्मा, राधाकृष्ण प्रकाशन, नयी दिल्ली
21. घनानंद और स्वच्छंद काव्यधारा–मनोहरलाल गौड़, लोकभारती प्रकाशन, इलाहाबाद
22. महाकवि सूरदास –नंददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद
23. सूरदास – ब्रजेश्वर वर्मा, लोकभारती प्रकाशन, इलाहाबाद

Semester-I

Course Name: Hindi Cinema

Course Code: BAHHINGE101

Course Type: GE (Theoretical)	Course Details: GEC-1		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. यह पेपर हिंदी सिनेमा के इतिहास, परम्परा, उसके वैविध्य पहलुओं, सिनेमा और समाज के संबंध और प्रभाव की जानकारी देगा। शोध कार्य में यह जानकारी महत्वपूर्ण होगी।
2. टेलीविजन के हिन्दी चैनल के वैविध्य रूप, उसके प्रस्तुत कार्यक्रम की जानकारी, उसका मूल्यांकन और समाज पर उसके प्रभाव का ज्ञान होगा।
3. विद्यार्थी हिन्दी सिनेमा के विकास से परिचित हो सकेंगे।
4. समाज पर हिन्दी सिनेमा के पड़ रहे प्रभाव के विश्लेषण में सक्षम होंगे।
5. हिन्दी सिनेमा के गीत-संगीत की व्याप्ति की समझ विकसित होगी।
6. चार प्रतिनिधि हिन्दी फिल्मों के मूल्यांकन के माध्यम से सिनेमा के प्रति आलोचनात्मक दृष्टि विकसित होगी।

Content/ Syllabus:

इकाई-1: हिन्दी सिनेमा का संक्षिप्त इतिहास

इकाई-2: हिन्दी सिनेमा में भारतीय समाज
समाज पर हिन्दी सिनेमा का प्रभाव

इकाई-3: हिन्दी सिनेमा के गीत :वस्तु और शिल्प

इकाई- 4 :फिल्म समीक्षा

- 1 मदर इंडिया
- 2 तीसरी कसम
- 3 शोले
- 4 तारे जमीं पर

सहायक ग्रन्थ/सन्दर्भ ग्रन्थ :

- 1 हिन्दी सिनेमा का इतिहास- मनमोहन चड्ढा
- 2 सिनेमा आज और कल –विनोद भारद्वाज
- 3 हिन्दी सिनेमा के सौ वर्ष –प्रकाशन विभाग
- 4 हिन्दी सिनेमा के सौ वर्ष –प्रहलाद अग्रवाल
- 5 सिनेमा का जादुई सफर –प्रताप सिंह

Semester-I

Course Name: Television ke Hindi Channel

Course Code: BAHHINGE102

Course Type: GE (Theoretical)	Course Details: GEC-1		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	al		al
.....	10	.....	40		

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. यह पेपर हिंदी टेलीविजन चैनल के इतिहास, परम्परा, उसके वैविध्य पहलुओं, सिनेमा और समाज के संबंध और प्रभाव की जानकारी देगा। शोध कार्य में यह जानकारी महत्वपूर्ण होगी।
2. टेलीविजन के हिन्दी चैनल के वैविध्य रूप, उसके प्रस्तुत कार्यक्रम की जानकारी, उसका मूल्यांकन और समाज पर उसके प्रभाव का ज्ञान होगा।
3. विद्यार्थी टेलिविजन के अब तक के विकास को समझ पाने में समर्थ होंगे।
4. समाचार, मनोरंजन, अध्यात्म, खोज परक, बच्चों के चैनल की विविधता और उपयोगिता का विश्लेषण कर सकेंगे।
5. टेलीविजन के समाज पर पड़ रहे प्रभाव का मूल्यांकन कर सकेंगे।
6. सूचना और ज्ञान के स्रोत के रूप में टेलीविजन की उपयोगिता आंक सकेंगे।

Content/ Syllabus:

इकाई-1: टेलीविजन के हिन्दी चैनल : संक्षिप्त इतिहास

इकाई-2: टेलीविजन के हिन्दी चैनल :

समाचार चैनल

मनोरंजन चैनल

बच्चों के चैनल

ज्ञान -विज्ञान के चैनल

इकाई-3 : टेलीविजन के हिन्दी चैनल : भाषा

इकाई- 4 : टेलीविजन के हिन्दी चैनल : मूल्यांकन

1 आज तक

2 एपिक

3 पोगो

4 डी.डी .भारती

सहायक ग्रंथ :

1 टेलीविजन की भाषा – हरिश्चंद्र बरनवाल

2 टेलीविजन लेखन –असगर वजाहत,प्रभात रंजन

3 मीडिया समग्र- 11खंड – जगदीश्वर चतुर्वेदी

Semester –II

Course Name: Hindi Sahitya Ka Itihas : Aadhunik Kaal

Course Code BAHHINC201

Course Type: Core (Theoretical)	Course Details: CC-3		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी हिन्दी साहित्य की उत्पत्ति, विकास, प्रवृत्तियों और रचनाकारों की जानकारी प्राप्त करेंगे ।
- 2)हिन्दी साहित्य के आधुनिक काल से परिचित करवाना ।
- 3)आधुनिक काल के विभिन्न युगों का परिचय कराना ।
- 4)आधुनिक काल के कवियों की उपादेयता से परिचित करवाना ।
- 5)इस काल में विकसित होने वाली विधाओं से परिचित करवाना ।

Content/ Syllabus:

इकाई -1: आधुनिक काल :

- नवजागरण : सामान्य परिचय ।
- भारतेन्दु युग : पृष्ठभूमि, प्रवृत्तियाँ तथा प्रमुख कवि ।
- द्विवेदी युग : पृष्ठभूमि, प्रवृत्तियाँ तथा प्रमुख कवि ।

इकाई -2 : छायावाद : पृष्ठभूमि, प्रवृत्तियाँ तथा प्रमुख कवि ।

इकाई -3 : छायावादोत्तर काव्य : पृष्ठभूमि, प्रवृत्तियाँ तथा प्रमुख कवि ।

इकाई -4 :

- हिन्दी नाटक का उद्भव और विकास ।
- हिन्दी उपन्यास का उद्भव और विकास ।
- हिन्दी कहानी का उद्भव और विकास ।
- हिन्दी निबंध का उद्भव और विकास ।
- हिन्दी आलोचना का उद्भव और विकास ।

सहायक ग्रंथ:

1- हिन्दी साहित्य का इतिहास- आचार्य रामचंद्र शुक्ल

1- आधुनिक साहित्य की प्रवृत्तियाँ - नामवर सिंह

2- छायावाद - नामवर सिंह

3- हिन्दी साहित्य का आधुनिक इतिहास - बच्चन सिंह

4- हिन्दी का गद्य साहित्य - रामचन्द्र तिवारी

5- हिन्दी साहित्य का इतिहास -(संपादक) नगेन्द्र

6- हिन्दी साहित्य कोश - भाग 1 तथा 2

Semester –II

Course Name: Aadhunik Hindi Kavita : Chhayavad Tak

COURSE CODE : BAHHINC202

Course Type: Core (Theoretical)	Course Details: CC-4		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- 1)भारतेंदु युग से छायावाद युग तक के कवियों का परिचय करवाना ।
- 2)छायावाद युग तक के कवियों तथा काव्य-संग्रहों से परिचित करवाना ।
- 3)छायावादी काल तक के कवियों के अवदान से परिचित करवाना ।

Content/ Syllabus:

इकाई : एक

भारतेंदु : दशरथ-विलाप, बसंत, प्रात समीरन, नये जमाने की मुकरी(भारतेंदु समग्र से)

अयोध्यासिंह उपाध्याय 'हरिऔध' : पवनदूत प्रसंग ('प्रियप्रवास' के षष्ठ सर्ग का छंद सं०-26 से 83 तक)

इकाई : दो

मैथिलीशरण गुप्त : हम कौन थे क्या हो गए, सखि वे मुझसे कहकर जाते, प्रियतम तुम श्रुति पथ से

रामनरेश त्रिपाठी : कामना, अतुलनीय जिनके प्रताप का, पुष्प विकास(कविता कोश से संग्रहित)

इकाई : तीन

जयशंकर प्रसाद : बीती विभावरी जाग री, मेरे नाविक, तुमुल कोलाहल कलह में, पेशोला की प्रतिध्वनि

सूर्यकांत त्रिपाठी 'निराला' : बादल राग-6, जागो फिर एक बार, तोड़ती पत्थर, स्नेह निर्झर बह गया है

इकाई : चार

सुमित्रानंदन पन्त : नौका-विहार, ताज, यह धरती कितना देती है, भारत माता

महादेवी वर्मा : मैं नीर भरी दुःख की बदली, विरह का जलजात जीवन, मधुर-मधुर मेरे दीपक जल, हे चिर महान

सहायक ग्रन्थ / सन्दर्भ ग्रन्थ :

1. प्रसाद, निराला, पन्त और महादेवी की श्रेष्ठ रचनाएँ –संपादक वाचस्पति पाठक, लोकभारती प्रकाशन, इलाहाबाद
2. प्रियप्रवास – अयोध्यासिंह उपाध्याय 'हरिऔध', हिंदी साहित्य कुटीर, वाराणसी
3. भारत भारती– मैथिलीशरण गुप्त, नेशनल पब्लिशिंग हाउस, नयी दिल्ली
4. यशोधरा- मैथिलीशरण गुप्त, नेशनल पब्लिशिंग हाउस, नयी दिल्ली
5. प्रसाद-निराला-अज्ञेय –रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद
6. निराला की साहित्य साधना, खंड-2, -रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली
7. निराला : आत्महंता आस्था –दूधनाथ सिंह, लोकभारती प्रकाशन, इलाहाबाद
8. निराला की कविताएँ और काव्यभाषा –रेखा खरे, लोकभारती प्रकाशन, इलाहाबाद
9. सुमित्रानंदन पन्त –डॉ० नगेन्द्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली

10. महादेवी : परमानंद श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद
11. हिंदी के आधुनिक प्रतिनिधि कवि –द्वारिका प्रसाद सक्सेना, श्री विनोद पुस्तक मंदिर, आगरा
12. सुमित्रानंदन पन्त –कृष्णदत्त पालीवाल, साहित्य अकादेमी, इलाहाबाद
13. सुमित्रानंदन पन्त : जीवन और साहित्य(2 भाग), राजकमल प्रकाशन, नयी दिल्ली
14. मैथिलीशरण गुप्त- नंदकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली
15. भारतेन्दु ग्रंथावली खंड-3, संपादक-ओमप्रकाश सिंह, प्रकाशन संस्थान, नयी दिल्ली
16. भारतेन्दु समग्र- सं० हेमंत शर्मा, प्रचारक ग्रंथावली परियोजना, हिंदी प्रचारक संस्थान, वाराणसी

Semester –II

Course Name: Rachanatmak Lekhan

COURSE CODE : BAHHINGE201

Course Type: GE	Course Details: GEC-2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. लेखन क्षमता तथा वर्तनी का ज्ञान ।
2. भाषा कौशल का विकास होगा ।
3. कविता, कथा साहित्य की आधारभूत तत्त्वों का ज्ञान होगा ।
4. कथेतर साहित्य की की संरचना की जानकारी मिलेगी ।

● *Content/ Syllabus:*

इकाई-1 . रचनात्मक लेखन की अवधारणा , स्वरूप और सिद्धांत ।

भाव एवं विचार की रचना में रूपांतरण की प्रक्रिया – गद्य , पद्य में ।

इकाई-2. रचनात्मक लेखन : भाषा संदर्भ ।

अनौपचारिक-औपचारिक , मौखिक-लिखित , क्षेत्रीय ।

इकाई-3- कविता और कथा साहित्य की आधारभूत संरचनाओं का अध्ययन ।

इकाई.4- कथेतर साहित्य एवं अन्य विधाओं का अध्ययन ।

संदर्भ ग्रंथ

1. रचनात्मक लेखन - सं. रमेश गौतम , प्रभात रंजन
2. आधुनिक हिंदी कविता में बिम्ब विधान - केदारनाथ सिंह
3. कविता रचना प्रक्रिया - कुमार विमल
4. हिंदी कहानी का शैली विज्ञान - बैकुंठनाथ

Semester –II

Course Name: Patkatha Tatha Samvad Lekhan

COURSE CODE : BAHHINGE202

Course Type: GE	Course Details: GEC-2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- 1)पटकथा और संवाद लेखन से परिचित करवाना।
- 2)फीचर लेखन,टी.वी धारावाहिक तथा डॉक्यूमेंट्री के बीच के अंतर से परिचित करवाना।
- 3)संवाद कौशल को विकसित करना।

Content/ Syllabus:

इकाई : 1. पटकथा : अवधारणा और स्वरूप

इकाई : 2. फीचर फिल्म, टी. वी. धारावाहिक एवं डॉक्यूमेंट्री की पटकथा

इकाई : 3. संवाद: सैद्धांतिकी और संरचना

इकाई : 4. फीचर फिल्म, टी.वी.धारावाहिक एवं डॉक्यूमेंट्री का संवाद लेखन

सहायक ग्रंथ –

- 1.पटकथा लेखन – मनोहर श्याम जोशी
- 2.टेलीविजन का लेखन – असगर वजाहत
- 3.कथा-पटकथा – मन्नू भंडारी
- 4.रेडियो लेखन – मधुकर गंगाधर

Semester-II

Course Name: Hindi Communication

COURSE CODE : AECCH201

Course Type: AE	Course Details: AECC-2		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- 1)आधुनिक काल की विभिन्न साहित्यिक विधाओं से परिचित करवाना।
- 2)कविता, कहानी ,निबंध तथा व्यंग्य साहित्य की महत्ता सिद्ध करते हुए इस क्षेत्र के महत्वपूर्ण साहित्यकारों से परिचित कराना।
- 3) इन सभी विधाओं की भाषागत विविधता से परिचित कराना।

Content/ Syllabus:

इकाई 1 – कविता :-

निराला –राजे ने अपनी रखवाली की (kavitakosh.org)

नागार्जुन -बाते – (kavitakosh.org)

रघुवीर सहाय – आपकी हँसी (kavitakosh.org)

कात्यायनी - अपराजिता (kavitakosh.org)

इकाई-2 कहानी :-

प्रेमचंद- नशा (मानसरोवर भाग-1)

शिवमूर्ति – सिरी उपमा जोग (www.hindisamay.com)

इकाई-3. निबंध :-

भारतेन्दु- भारतवर्षोन्नति कैसे हो सकती है ? (www.hindisamay.com)

राहुल सांकृत्यायन – स्त्री घुमक्कड़ (घुमक्कड़ शास्त्र-राहुल सांकृत्यायन)

इकाई-4. व्यंग्य :-

हरिशंकर परसाई – भारत को चाहिये जादूगर और साधु (वैष्णव की फिसलन-हरिशंकर परसाई)

ज्ञान चतुर्वेदी - मूर्खता में ही होशियारी (www.hindisamay.com)

संदर्भ –

1. कवि निराला – नंददुलारे बाजपेयी
2. निराला की साहित्य साधना – रामविलास शर्मा
3. नागार्जुन का रचना संसार – विजय बहादुर सिंह
4. नागार्जुन का काव्य – अजय तिवारी
5. हिंदी कहानी का विकास – मधुरेश
6. समकालीन कहानी के रचनात्मक आशय – यदुनाथ सिंह
7. हिंदी गद्य की विविध विधाएँ – हरिमोहन
8. हिंदी की प्रमुख विधाएँ – बैजनाथ सिंहल

Semester –III

Course Name : Bhasha Vigyan Aur Hindi Bhasha

COURSE CODE : BAHHINC301

Course Type: Core (Theoretical)	Course Details: CC-5		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी हिंदी भाषा के विकास क्रम और उसकी बोलियों की पूर्ण जानकारी प्राप्त कर सकेंगे ।
2. विद्यार्थी हिंदी भाषा की ध्वनियों और समय-समय पर उन में हुए परिवर्तन को समझ सकेंगे ।
3. विद्यार्थी राजभाषा, राष्ट्रभाषा और संपर्क भाषा के रूप में हिंदी भाषा के महत्व को समझ सकेंगे ।
4. विद्यार्थी को हिंदी भाषा का समुचित और तर्कसंगत ज्ञान हो सकेगा ।

Content/ Syllabus:

इकाई-1: भाषा :परिभाषा, भाषा और बोली | भाषा विज्ञान: सामान्य परिचय, भाषा विज्ञान के अंग, अध्ययन की पद्धतियाँ |

इकाई-2: ध्वनि विज्ञान : परिभाषा, ध्वनि उच्चारण के अवयव, ध्वनि का वर्गीकरण तथा ध्वनि परिवर्तन की दिशाएँ।

इकाई- 3 : हिंदी भाषा का विकास : हिंदी भाषा परिवार की विभिन्न बोलियाँ, सामान्य परिचय, खड़ीबोली हिंदी का विकास ।

इकाई-4: हिंदी के विभिन्न रूप : राष्ट्रभाषा, राजभाषा और संपर्क भाषा, हिंदी का मानकीकरण ।

संदर्भ ग्रंथ :

- 1- भाषा विज्ञान प्रवेश एवं हिंदी भाषा—डॉ. भोलानाथ तिवारी
- 2- भाषा विज्ञान की भूमिका – देवेन्द्र नाथ शर्मा
- 3- भाषा विज्ञान सैद्धांतिक चिंतन-रवींद्रनाथ श्रीवास्तव
- 4- हिन्दी भाषा का इतिहास-- डॉ. भोलानाथ तिवारी
- 5- हिन्दी भाषा—हरदेव बाहरी
- 6- प्रयोजनमूलक हिंदी—विनोद गोदरे
- 7- प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग—दंगल झाल्टे
- 8- व्यवहारिक हिंदी पत्राचार-- दंगल झाल्टे
- 9- मानक हिंदी का शुद्धीपरक व्याकरण—रमेशचंद्र मलहोत्रा
- 10- मानक हिंदी स्वरूप और संरचना—डॉ. रामप्रकाश
- 11- परिष्कृत हिंदी व्याकरण—बदरीनाथ कपूर

Semester –III

Course Name : Chhayavadottar Hindi Kavita

COURSE CODE : BAHHINC302

Course Type: Core (Theoretical)	Course Details: CC-6		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी छायावादोत्तर हिंदी कविता के सामाजिक सांस्कृतिक आर्थिक संदर्भ को समझ सकेंगे।
2. विद्यार्थियों में छायावादोत्तर हिंदी कविता संवेदना और अभिव्यक्ति की समझ विकसित होगी।
3. विद्यार्थियों में छायावादोत्तर हिंदी कविता के भाषा शिल्प की समझ विकसित होगी।
4. विद्यार्थी जीवन यथार्थ के साथ साथ मनुष्य और प्रकृति के गहरे संबंधों को बेहतर रूप में समझ सकेंगे।

Content/ Syllabus:

इकाई-1: दिनकर – रश्मि रथी (तृतीय सर्ग)
अज्ञेय- कलगी बाजरे की, नदी के द्वीप।

इकाई-2: मुक्तिबोध—चाँद का मुँह टेढ़ा है ।
नागार्जुन- प्रतिबद्ध हूँ, बहुत दिनों के बाद ।

इकाई-3 : धूमिल- रोटी और संसद, गाँव ।
रघुवीर सहाय- आत्महत्या के विरुद्ध, खड़ी स्त्री ।

इकाई- 4: अरुण कमल- अपनी केवल धार , पुतली में संसार ।
अनामिका- जनम ले रहा है एक नया पुरुष-1 , नमक ।

संदर्भ ग्रंथ :

- 1- मुक्तिबोध का रचना संसार- सं.गंगा प्रसाद विमल
- 2- गजानन माधव मुक्तिबोध-सं. लक्ष्मण दत्त गौतम
- 3- मुक्तिबोध का साहित्यिक विवेक और उनकी कवित—लल्लन राय
- 4- अज्ञेय की काव्य-तितीर्षा: नंदकिशोर आचार्य
- 5- कविता के नये प्रतिमान-- नामवर सिंह
- 6- अज्ञेय :- सं. विश्वानाथ प्रसाद तिवारी
- 7- नागार्जुन की काव्यप्रक्रिया—अशोक चक्रधर
- 8- समकालीन बोध और धूमिल का काव्य – हुकुमचंद्र राजपाल
- 9- नागार्जुन का रचना संसार—विजय बहादुर सिंह
- 10-रघुवीर सहाय का कवि कर्म—सुरेश शर्मा
- 11-रघुवीर सहाय का काव्य : एक अनुशीलन—मीनाक्षी
- 12-समकालीन कविता और धूमिल—मंजुल उपाध्याय
- 13-समकालीन हिंदी कविता—विश्वानाथ प्रसाद तिवारी
- 14-कविता के देशकाल—मुक्तेश्वरनाथ तिवारी
- 15-कविता का समकालीन प्रमेय—अरुण होता

Semester –III

Course Name : Hindi Natak Aur Ekaanki

COURSE CODE : BAHHINC303

Course Type: Core (Theoretical)	Course Details: CC-7		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. स्वातंत्र्योत्तर भारतीय सामाजिक, राजनीतिक, सांस्कृतिक और आर्थिक परिस्थितियों से विद्यार्थी परिचित हो सकेंगे।
2. विद्यार्थियों को सामाजिक, सांस्कृतिक और नैतिक मूल्यों का ज्ञान हो सकेगा।
3. नाटक और एकांकी का अभिनय करके विद्यार्थियों में अभिनय कला का विकास हो सकेगा।
4. विद्यार्थियों में संवाद लेखन कला का समुचित विकास हो सकेगा।

Content/ Syllabus:

नाटक :-

इकाई-1: ध्रुवस्वामिनी : जयशंकर प्रसाद

इकाई-2:आधे-अधूरे—मोहन राकेश

इकाई-3: बकरी : सर्वेश्वर दयाल सक्सेना

एकांकी –

इकाई:- 4

- 1: सूखी डाली—उपेंद्रनाथ अश्क
- 2: औरंगजेब की आखिरी रात- राम कुमार वर्मा
- 3: स्ट्राइक- भुवनेश्वर

संदर्भ ग्रंथ :

- 1- आधुनिक हिंदी नाटक और रंगमंच-नेमिचंद्र जैन
- 2- प्रसाद के नाटक स्वरूप और संरचन—गोविंद चातक
- 3- समकालीन हिंदी नाटक और रंगमंच—जयदेव तनेजा
- 4- हिन्दी नाटक- जयदेव तनेजा
- 5- हिंदी एकांकी उद्भव और विकास—डॉ. रामचरण महेन्द्र
- 6- हिंदी एकांकी—सत्येंद्र
- 7- एकांकी और एकांकी—डॉ. सुरेंद्र यादव

Semester –III

Course Name : Vigyapan Aur Hindi

COURSE CODE : BAHHINSE301

Course Type: SE	Course Details: SEC-1		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	al		al
.....	10	.....	40		

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी विज्ञापन के विविध रूपों से परिचित हो सकेंगे।
2. विद्यार्थियों में विज्ञापन लेखन कौशल का विकास हो सकेगा।

Content/ Syllabus:

इकाई-1: विज्ञापन की परिभाषा

इकाई-2 : विज्ञापन के प्रकार और उद्देश्य

इकाई-3: विज्ञापन एजेंसियाँ और उद्योग

इकाई-4 : विज्ञापन की भाषा शैली और हिंदी

संदर्भ ग्रंथ :

- 1- मीडिया लेखन कला—सूर्यप्रकाश दीक्षित
- 2- मीडिया लेखन—डॉ.यू.सी. गुप्ता
- 3- व्यवहारिक पत्रकारिता-- डॉ.यू.सी. गुप्ता
- 4- मीडिया लेखन और सम्पादन कला—गोविंद प्रसाद
- 5- जनसम्पर्क, स्वरूप और सिद्धांत—डॉ.राजेंद्र प्रसाद

Semester –III

Course Name : Social Media

COURSE CODE : BAHHINSE302

Course Type: SE	Course Details: SEC-1		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थियों में सोशल मीडिया के विविध आयामों की समझ विकसित होगी।
2. विद्यार्थी मीडिया की निरंतर बदलती हिंदी भाषा से परिचित हो सकेंगे।
3. इंटरनेट के उपयोग को जान पाएगा।

Content/ Syllabus:

इकाई-1 : इंटरनेट

इकाई-2 : विकीपीडिया

इकाई-3 : यू ट्यूब

इकाई-4 : फेसबुक

संदर्भ ग्रंथ :

- 1- मीडिया समग्र 11 खंड—जगदीश्वर चतुर्वेदी
- 2- इंटरनेट विज्ञान—नीति मेहता
- 3- जनसम्पर्क स्वरूप और सिद्धांत—डॉ. राजेंद्र प्रसाद

Semester –III

Course Name : Anuvad

COURSE CODE : BAHHINGE301

Course Type: GE (Theoretical)	Course Details: GEC-3		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी अनुवाद के प्रयोजन और प्रक्रिया को समझ सकेंगे।
2. कार्य करने की क्षमता का विकास विद्यार्थियों में होगा।
3. विद्यार्थियों में अच्छे अनुवादक बनने की इच्छा जागृत हो सकेगी।
4. अनुवाद की प्रयोजन तथा प्रक्रिया की समझ विद्यार्थियों में विकसित होगी।

Content/ Syllabus:

इकाई1- अनुवाद का अर्थ, परिभाषा , स्वरूप और क्षेत्र ।

इकाई2- भारत में अनुवाद की परम्परा ।

इकाई -3. अनुवाद : प्रकृति और प्रकार , अनुवाद : महत्त्व और सीमाएँ।

इकाई-4. समतुल्यता का सिद्धांत और अनुवाद ।

संदर्भ ग्रंथ:-

1. अनुवाद विज्ञान : सिद्धांत और अनुप्रयोग – सं. डॉ. नगेंद्र
2. अनुवाद सिद्धांत की रूपरेखा – कुमार सुरेश
3. अनुवाद विविध आयाम – मा. गो. चतुर्वेदी और कृष्ण कुमार गोस्वामी
4. अनुवाद विज्ञान सिद्धांत और प्रविधि – भोलानाथ तिवारी
5. अनुवाद कला कुछ विचार – आनंद प्रकश खेमाज
6. अनुवाद विज्ञान – भोलानाथ तिवारी
7. अनुवाद विज्ञान भूमिका – कृष्ण कुमार गोस्वामी

Semester –III

Course Name : Patrakarita

COURSE CODE : BAHHINGE302

Course Type: GE	Course Details: GEC-3		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. कार्य करने की क्षमता का विकास विद्यार्थियों में होगा।
2. इलेक्ट्रॉनिक और प्रिंट मीडिया के विविध पक्षों की समझ विद्यार्थियों में विकसित होगी।
3. विद्यार्थी पत्रकारिता क्षेत्र की बारीकियों को समझ सकेंगे और पत्रकारिता क्षेत्र में सृजन कार्य कर सकेंगे।

Content/ Syllabus:

इकाई1- हिंदी पत्रकारिता का उद्भव और विकास ।

इकाई .2-प्रिंट माध्यम की पत्रकारिता : चुनौतियाँ एवं उपलब्धियाँ ।

इकाई3- इलेक्ट्रॉनिक माध्यम की पत्रकारिता : चुनौतियाँ एवं उपलब्धियाँ ।

इकाई4-साहित्यिक पत्रकारिता एवं पीत पत्रकारिता ।

संदर्भ ग्रंथ

1. हिंदी पत्रकारिता : स्वरूप और संदर्भ- विनोद गोदरे
2. समाचार, फिचर लेखन और सम्पादन कला – हरिमोहन
3. समाचार संकलन और लेखन- नंदकिशोर त्रिखा
4. हिंदी पत्रकारिता का विकास – एन. सी.पंत
5. आधुनिक पत्रकारिता- अर्जुन तिवारी
6. लघु पत्रिकाएं और साहित्यिक पत्रकारिता – धर्मेन्द्र गुप्त
7. जनमाध्यम प्रौद्योगिकी और विचारधार-जगदीश्वर चतुर्वेदी

Semester-IV

Course Name: Prayojanamoolak Hindi

COURSE CODE : BAHHINC401

Course Type: C	Course Details: CC-8		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	al		etical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. भाषा को शुद्ध रूप से पढ़ना, लिखना और बोलना सीखेंगे।
2. प्रयोजनमूलक हिन्दी की उपादेयता को समझ सकेंगे।
3. प्रशासनिक पत्राचार के स्वरूप और प्रकार को समझते हुए, प्रशासनिक पत्रों का मसौदा तैयार कर सकेंगे।
4. कार्यालयी हिन्दी में अनुवाद की आवश्यकता से परिचित होने के अलावा कार्यालयीन अनुवाद की समस्या और चुनौतियों को भी जान सकेंगे।

Content/ Syllabus:

इकाई-1. प्रयोजनमूलक हिन्दी : अर्थ , उपयोगिता और प्रयोग क्षेत्र।

इकाई-2. प्रशासनिक पत्राचार : सरकारी पत्र , अर्ध-सरकारी पत्र , कार्यालयी ज्ञापन और अनुस्मारक, निविदा, परिपत्र , अधिसूचना।

इकाई-3: कार्यालयी हिंदी में अनुवाद की भूमिका ।

इकाई-4: कार्यालयीन अनुवाद की समस्याएँ एवं चुनौतियां ।

संदर्भ ग्रंथ :

1. प्रयोजनमूलक हिंदी – विनोद गोदरे
2. हिंदी पत्रकारित और जनसंचार—ठाकुरदत्त आलोक
3. प्रयोजनमूलक हिंदी सिद्धांत और प्रयोग—दंगल झाल्टे
4. राजभाषा हिंदी—भोलानाथ तिवारी

Semester-IV

Course Name: Hindi Upanyas

COURSE CODE : BAHHINC402

Course Type: C	Course Details: CC-9		L-T-P: 5-1-0	
Credit: 6	CA Marks		ESE Marks	
	Practical 1	Theoretical	Practical	Theoretical

	Full Marks: 50	.....	10	.....	40
Course Type: C	Course Details: CC-9		L-T-P: 5-1-0		

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. भारतीय जीवनमूल्यों और मानवीय संदर्भों से छात्र परिचित हो सकेंगे।
2. प्रेमचंद के साहित्य में प्रतिबिंबित समाज और उनकी भाषा शैली से अवगत होते हुए नई चिंतन दृष्टि से समृद्ध हो सकेंगे।
3. जैनेन्द्र का जीवन परिचय और साहित्यिक लेखन से परिचित होते हुए त्यागपत्र उपन्यास में मनुवादी व्यवस्था के अंतर्गत स्त्री की यतनापूर्ण स्थिति को जान सकेंगे।
4. ग्लोबल गाँव के देवता, उपन्यास से छात्र आदिवासी समाज की स्थानीय समस्याओं को समझ सकेंगे।

Content/ Syllabus:

इकाई-1: सेवासदन—प्रेमचंद

इकाई-2: त्यागपत्र — जैनेन्द्र

इकाई-3: आपका बंटी—मन्नू भंडारी

इकाई- 4 : ग्लोबल गाँव के देवता-- रणेंद्र

संदर्भ ग्रंथ :

- 1- प्रेमचंद विरासत का सवाल—शिवकुमार मिश्र
- 2- प्रेमचंद का पूनर्मूल्यांकन—शम्भुनाथ
- 3- प्रेमचंद और उनका युग—रामविलास शर्मा
- 4- हिंदी उपन्यास का इतिहास—गोपाल राय
- 5- हिंदी उपन्यास एक अंतर्यात्रा—रामदरश मिश्र
- 6- आधुनिकता और हिंदी उपन्यास – इंद्रनाथ मदान

- 7- उपन्यास समीक्षा के नए प्रतिमान—दंगल झाल्टे
- 8- हिंदी के आंचलिक उपन्यास और उनकी शिल्प विधि—आदर्श सक्सेना
- 9- उपन्यास की संरचना—गोपाल राय
- 10- प्रेमचंद के उपन्यासों का शिल्प विधान—कमल किशोर गोयंका
- 11- मैला आंचल – मधुरेश
- 12- फणीश्वरनाथ रेणु और मैला आंचल—गोपाल राय

Semester-IV

Course Name: Hindi Kahani

COURSE CODE : BAHHINC403

Course Type: C	Course Details: CC-10		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. हिन्दी कहानी की विकास-यात्रा से परिचित हो सकेंगे।
2. प्रेमचंद की कहानी, सवा सेर गेहूं के माध्यम से किसानों के संघर्ष और पीड़ा से परिचित हो सकेंगे।

3. प्रसाद की कहानियों के माध्यम से प्रेम और उत्सर्ग के उदात्त भाव को आत्मसात् कर राष्ट्रप्रेम के महत्व को समझ सकेंगे।
4. बदलते परिवेश में कहानियों के प्रतिपाद्य का विवेचन कर सकेंगे।

Content/ Syllabus:

इकाई-1 (क) : प्रेमचंद - सवा सेर गेहूँ

(ख) जयशंकर प्रसाद- गुंडा

इकाई-2 (क) : जैनेंद्र - पत्नी

(ख) अज्ञेय – सरणदाता

इकाई-3 (क) : उषा प्रियंवदा – वापसी

(ख) अमरकांत - दोपहर का भोजन

इकाई-4 (क) : उदय प्रकाश - दरियाई घोड़ा

(ख) संजीव – घर चलो दुलारी बाई

संदर्भ ग्रंथ --

- 1) मानसरोवर भाग-4 - प्रेमचंद
- 2) प्रतिनिधि कहानियाँ - जयशंकर प्रसाद
- 3) प्रतिनिधि कहानियाँ - जैनेन्द्र
- 4) सम्पूर्ण कहानियाँ - उषा प्रियंवदा
- 5) प्रतिनिधि कहानियाँ - निर्मल वर्मा
- 6) प्रतिनिधि कहानियाँ - अमरकांत
- 7). हिंदी कहानी : उद्भव और विकास – डॉ. सुरेश सिंहा
- 8). हिंदी कहानी : पहचान और परख – सं. इंद्रनाथ मदान
- 9). कहानी : नयी कहानी – नामवर सिंह
- 10). कहानी शिल्प और संवेदना – राजेंद्र यादव

- 11). नयी कहानी संदर्भ और प्राकृति – देवीशंकर अवस्थी
- 12). हिंदी कहानी का विकास – मधुरेश
- 13). जनवादी कहानी – रमेश उपाध्याय
- 14). दलित साहित्य : बुनियाद सरोकार – कृष्णदत्त पालीवाल
- 15). यसपाल – मधुरेश
- 16). निर्मल वर्मा – सं. अशोक बाजपेयी

Semester-IV

Course Name: Hindi Ka Vaishvik Paridrshya

COURSE CODE : BAHHINGE401

Course Type: GE	Course Details: GEC-4		L-T-P :5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theor etical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. हिन्दी की वैश्विक परिदृश्य में उपस्थिति, उपयोगिता संबंधी जानकारी से छात्र अवगत हो सकेंगे।
2. जनमाध्यमों में हिन्दी की स्थिति और इसकी आवश्यकता को जान सकेंगे।
3. सूचना क्रांति और वैश्विक अर्थव्यवस्था के दौर में हिन्दी के सामने खड़ी चुनौतियों और संभावनाओं का परिचय प्राप्त कर सकेंगे।

Content/ Syllabus:

इकाई-1: भाषाओं का वैश्विक परिदृश्य ।

इकाई-2 : हिंदी का वैश्विक परिदृश्य ।

इकाई- 3 : जनमाध्यमों में हिंदी ।

इकाई- 4: 21 वीं सदी में हिंदी की चुनौतियाँ ।

संदर्भ ग्रंथ :

1. हिंदी का वैश्विक परिदृश्य – वेद प्रकाश उपाध्याय
2. हिंदी का विश्व संदर्भ – डॉ. करुणा शंकर उपाध्याय
3. हिंदी भाषा के बढ़ते कदम – ऋषभ देव शर्मा
4. वेब मीडिया और हिंदी का वैश्विक परिदृश्य – मुनीष कुमार
5. वैश्विक परिदृश्य में आज का भारत : समकालीन विमर्श के विविध सरोकार – वीरेंद्र सिंह यादव

Semester-IV

Course Name: Hindi Bhasha Shikshan

COURSE CODE : BAHHINGE402

Course Type: GE	Course Details: GEC-4		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	al		etical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. भाषा की बारीकियों को समझ सकेंगे ।
2. विद्यार्थी भाषा सीखने की सृजनात्मक प्रक्रिया को समझ सकेंगे ।

Content/ Syllabus:

इकाई-1: भाषा शिक्षण के सामान्य सिद्धांत ।

इकाई-2: हिंदी भाषा शिक्षण की विधियाँ ।

इकाई-3: हिंदी भाषा पाठ्य पुस्तक : चयन एवं उपयोगिता ।

इकाई-4: व्याकरण शिक्षण का उद्देश्य ।

संदर्भ ग्रंथ :

1. हिंदी भाषा का समाजशास्त्र – रवींद्रनाथ श्रीवास्तव
2. मीडिया और बाजारवाद – सं. रामशरण जोशी
3. शिक्षा के समाजशास्त्रीय आधार – एन. आर. स्वरूप सक्सेना
4. हिंदी शिक्षण – बी. एल. श्रमा एवं बी. एम. सक्सैना
5. हिंदी शिक्षण – रामसकल पाण्डेय
6. शिक्षण की तकनीकी – एन. आर. स्वरूप सक्सेना , एम. सी. ओबराय
7. शिक्षा सिद्धांत – एन. आर. स्वरूप सक्सेना

Semester-IV
Course Name: Sambhashan Kala

COURSE CODE : BAHHINSE401

Course Type: SE	Course Details: SEC – 2	L-T-P: 4 - 0 - 0			
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	al		etical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी में अच्छे वक्ता के गुणों का विकास हो सकेगा ।
2. सम्भाषण की कला तथा उसके महत्त्व से परिचित हो पाएंगे ।
3. नामवर सिंह, चित्रा मुद्गल जैसे विशिष्ट रचनाकारों की सम्भाषण कला को पढ़ कर विद्यार्थी सम्भाषण की दक्षता हासिल कर पाएंगे ।

Content/ Syllabus:

इकाई-1: सम्भाषण कला

इकाई-2: सम्भाषण के महत्त्वपूर्ण सिद्धांत

इकाई- 3. अच्छे वक्ता के गुण

इकाई- 4. प्रमुख वक्ताओं की सम्भाषण कला

(क) नामवर सिंह

(ख) चित्रा मुद्गल

संदर्भ ग्रंथ :

1. भाषण कला - महेश शर्मा
2. भाषण और सम्भाषण की दिव्य क्षमता – पं० श्रीराम शर्मा आचार्य
3. आदर्श भाषण कला - चित्रभूषण श्रीवास्तव
4. अच्छी हिंदी सम्भाषण और लेखन - तेजपाल चौधरी

Semester-IV

Course Name: Karyalayi Hindi

COURSE CODE : BAHHINSE402

Course Type: SE	Course Details: SEC-2		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. कार्यालयी हिन्दी के स्वरूप और प्रयोग क्षेत्र को जान सकेंगे।
2. प्रशासनिक पत्राचार के प्रारूप और उनके प्रयोग संदर्भों को समझ सकेंगे।
3. कार्यालयी हिन्दी में अनुवाद की भूमिका और आवश्यकता पर प्रकाश डाल सकेंगे।

Content/ Syllabus:

इकाई-1: कार्यालयी हिन्दी : विविध स्वरूप

इकाई :2-प्रशासनिक पत्राचार : सरकारी पत्र , अर्द्धसरकारी पत्र, कार्यालय ज्ञापन, अनुस्मारक, निविदा, परिपत्र, अधिसूचना ।

इकाई-3: कार्यालयी हिन्दी में अनुवाद की भूमिका, कार्यालयीन अनुवाद ।

इकाई-4: कार्यालयी और साहित्यिक अनुवाद में अंतर, अनुवाद की समस्याएं ।

संदर्भ ग्रंथ :

4. प्रयोजनमूलक हिन्दी – विनोद गोदरे
5. प्रयोजनमूलक हिन्दी : सिद्धांत और प्रयोग– दंगल झाल्टे
3. हिन्दी पत्रकारित और जनसंचार—ठाकुरदत्त आलोक
4. प्रयोजनमूलक हिन्दी सिद्धांत और प्रयोग—दंगल झाल्टे
5. राजभाषा हिन्दी—भोलानाथ तिवारी

Semester- V

Course Name: Bharatiya Kavyashastra

Course Code: BAHHINC501

Course Type: Core (Theoretical)	Course Details: CC-11		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- 1 . विद्यार्थियों को भारतीय काव्यशास्त्र की जानकारी प्राप्त होगी |
- 2 . प्राचीन काव्यगत सिद्धान्तों और सम्प्रदायों की जानकारी के साथ-साथ काव्य-निर्माण की आवश्यक तत्त्वों का ज्ञान प्राप्त होगा |
3. विद्यार्थी साहित्य की परिभाषा के साथ-साथ भारतीय काव्यशास्त्र साहित्य की परंपरा एवं काव्य-लक्षण पर भारतीय आचार्यों के मत-मतांतर से परिचित हो सकेंगे |
4. काव्यशास्त्र के विभिन्न सम्प्रदायों की जानकारी होने पर विद्यार्थियों में काव्य -पाठ को समझने की क्षमता विकसित हो सकेगी |
5. छात्र रस, अंलकार, रीति, ध्वनि, वक्रोक्ति आदि के अध्ययन से काव्य में इनका प्रयोग एवं उपयोगिता से परिचित हो सकेंगे |

Content/ Syllabus:

इकाई-1. काव्य लक्षण, काव्य- हेतु, काव्य प्रयोजन ।

इकाई-2. शब्द शक्तियाँ- अभिधा, लक्षणा, व्यंजना ।

इकाई-3. रस-सिद्धांत : रसांग , रस-निष्पत्ति , साधारणीकरण ।

इकाई-4. रसेतर सिद्धांत- इतिहास और परिचय, अलंकार, ध्वनि, रीति ।

संदर्भ ग्रंथ

1. काव्य शास्त्र- भागीरथ मिश्र
2. रस मीमांसा - रामचंद्र शुक्ल
3. भारतीय काव्य शास्त्र- सत्यदेव चौधरी
4. भारतीय साहित्य शास्त्र (दोनों भाग)- बलदेव उपाध्याय
5. रस सिद्धांत—नगेंद्र
6. ध्वनि सम्प्रदाय और उनके सिद्धांत- भोला शंकर व्यास
7. भारतीय साहित्य शास्त्र—गणेश त्र्यंबक देशपांडे

Semester-V

Course Name: Pashchatya Kavyashastra

Course Code: BAHHINC502

Course Type: Core (Theoretical)	Course Details: CC-12		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी पश्चिमी परंपरा और विभिन्न पश्चिमी आलोचकों के विचारों सहित साहित्य-चिंतन की परंपरा से भी परिचित हो सकेंगे।
2. विद्यार्थियों में आलोचना-दृष्टि का विकास होगा।
3. प्लेटो, लॉजाइनस, टी. एस. इलियट, आई. ए. रिचर्डस के सिद्धांत के अध्ययन से विद्यार्थियों में विश्लेषण और सर्जनात्मक शक्ति का विकास हो सकेगा।

Content/ Syllabus:

इकाई-1. प्लेटो : काव्यलोचन , अरस्तू : अनुकरण, विरेचन , त्रासदी।

इकाई-2. लॉजाइनस : उदात्त , वर्ड्सवर्थ : काव्यभाषा।

इकाई-3. टी.एस. इलिएट : निवैयक्तिकता, वस्तुनिष्ठ समीकरण एवं आई.ए.रिचर्डस का मूल्य-सिद्धांत एवं संप्रेषण-सिद्धांत ।

इकाई-4. स्वच्छंदतावाद, मनोविश्लेषणवाद ।

संदर्भ ग्रंथ

1. काव्य शास्त्र- भागीरथ मिश्र
2. पाश्चात्य काव्य शास्त्र- देवेन्द्रनाथ शर्मा
3. भारतीय काव्य शास्त्र- सत्यदेव चौधरी
4. पाश्चात्य काव्य शास्त्र चिंतन- निर्मला जैन
5. पाश्चात्य काव्य शास्त्र के सिद्धांत- शांति स्वरुप गुप्त
6. पाश्चात्य काव्य शास्त्र-सावित्री सिन्हा
7. पाश्चात्य काव्य शास्त्र सिद्धांत और वाद—सं. नगेंद्र
8. पाश्चात्य काव्य शास्त्र के सिद्धांत-- निर्मला जैन एवं डॉ. कुसुम बाँठिया

Semester –V

Course Name: Bharatiya Evam Pashchatya Rangamanch Siddhant

Course Code: BAHHINDSE501

Course Type: DSE (Theoretical)	Course Details: DSEC-1 & DSEC- 2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. पाठ्यक्रम अध्ययन करने के पश्चात विद्यार्थी नाटक, रंगमंच के विभिन्न प्रकार, हिंदी- नाट्यशास्त्र, नाट्य-लेखन के इतिहास का सम्पूर्ण ज्ञान प्राप्त कर सकेंगे ।
2. विद्यार्थी रंगमंच के विविध पहलुओं जैसे संवाद-लेखन, पटकथा-लेखन, ध्वनि-व्यवस्था, प्रसाधन आदि में विशेषज्ञता हासिल करने की आधार-भूमि को प्राप्त कर पायेगा ।
3. भारतीय एवं पाश्चात्य रंगमंच को पढ़कर छात्र रंगमंच से जुड़ी बारीकियों को समझ पाएंगे ।

Content/ Syllabus:

इकाई-1. रंगमंच की भारतीय एवं पाश्चात्य अवधारणाएँ और इतिहास

इकाई-2. हिंदी साहित्य में रंगमंच की उपस्थिति और उसका विस्तार

इकाई-3. पाश्चात्य साहित्य में रंगमंच और उसका विस्तार

इकाई-4. आषाढ़ का एक दिन एवं आठवाँ सर्ग का रंगमंच की दृष्टि से विश्लेषण-विवेचन

संदर्भ ग्रंथ :

1. एकांकी और एकांकीकार : रामचरण महेन्द्र
2. हिन्दी एकांकी शिल्पविधि का विकास : सिद्धनाथ कुमार
- 3 . समानांतर : रमेशचन्द्र शाह
4. धर्मवीर भारती ग्रंथावली : संपा० चन्द्रकांत बांदिवडेकर
5. रंगमंच के सिद्धांत – सं. महेश आनंद, देवेन्द्र राज अंकुर
6. रंगमंच का जनतंत्र—हृषीकेश सुलभ

Semester –V

Course Name: Hindi Vyakaran

Course Code: BAHHINDSE502

Course Type: DSE (Theoretical)	Course Details: DSEC-1 & DSEC- 2	L-T-P: 5-1-0			
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. व्याकरण का शुद्ध प्रयोग, शब्दों का ज्ञान, शुद्ध लेखन, व्यावहारिक प्रयोग छात्र सीख पाएंगे
2. भाषायी कौशल, वाचन, श्रवण, लेखन और पठन के गुणों को आत्मसात कर पाएंगे।
3. वाक्यों का शुद्ध चयन और सटीक प्रयोग सीख पाएंगे।

Content/ Syllabus:

इकाई-1: संधि तथा समास, क्रियाविशेषण।

इकाई-2 : शब्द शुद्धि, वाक्य शुद्धि, मुहावरे और लोकोक्तियाँ।

इकाई-3: अनेक शब्दों के लिए एक शब्द, विराम चिह्न।

इकाई-4: छंद (चौपाई, दोहा, कवित्त, सवैया, छप्पय), अलंकार(अनुप्रास, यमक, श्लेष, रूपक, उत्प्रेक्षा)।

संदर्भ ग्रंथ :

- 1- हिन्दी व्याकरण –कामता प्रसाद गुरु
- 2- हिन्दी व्याकरण –एन .सी .ई.आर. टी.
- 3- हिंदी व्याकरण शब्द और अर्थ—हरदेव बाहरी
- 4- शुद्ध हिंदी कैसे लिखें - आर. पी. सिन्हा
- 5- शुद्ध हिंदी - हदेव बाहरी
- 6- काव्य शास्त्र – भगीरथ मिश्र
- 7- काव्यांग पारिजात : डॉ. हरिचरन शर्मा
- 8- अलंकार मुक्तावली : देवेन्द्रनाथ शर्मा
- 9- साहित्य-शास्त्र : राधावल्लभ त्रिपाठी

Semester –V

Course Name: Pustak Samiksha

Course Code: BAHHINDSE503

Course Type: DSE (Theoretical)	Course Details: DSEC-1 & DSEC- 2	L-T-P: 5-1-0			
		CA Marks		ESE Marks	
Credit: 6	Full Marks: 50	Practica	Theoretic	Practical	Theoretic
		l	al		al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. पुस्तक-समीक्षा के माध्यम से समीक्षक पुस्तक या पुस्तक की रचनाओं, लेखक के रचनाकर्म को स्पष्ट करता है। इसके द्वारा पुस्तक समीक्षा के इतिहास से विद्यार्थी अवगत हो पाएंगे।
2. विद्यार्थी समीक्षा की अवधारणा के साथ-साथ हिंदी साहित्य में पुस्तक समीक्षा के इतिहास की परंपरा छात्र एवं छात्राएं परिचित हो सकेंगे।
3. पुस्तक-समीक्षा के माध्यम से पुस्तक के बारे में पाठकों को परिचित कराया जाता है। छात्र- छात्राएं में इसके माध्यम से आलोचनात्मक और तुलनात्मक विश्लेषण क्षमता का विकास हो सकेगा।

Content/ Syllabus:

इकाई-1. समीक्षा की अवधारणाएँ, स्वरूप तथा विशेषताएँ।

इकाई-2. हिंदी साहित्य में पुस्तक समीक्षा का इतिहास।

इकाई-3. पुस्तक समीक्षा के प्रतिमान।

इकाई-4. किसी एक पुस्तक की समीक्षा : 1. अकाल में सारस : केदारनाथ सिंह

अथवा

2. त्यागपत्र : जैनेंद्र कुमार

संदर्भ ग्रंथ

1. हिंदी साहित्य का इतिहास : रामचंद्र शुक्ल
2. हिंदी गद्य का विकास : रामचंद्र तिवारी
3. रचनात्मक लेखन : सं. रमेश गौतम, प्रभात रंजन
4. केदारनाथ सिंह विशेषांक : पाखी, जून-2018 (सं. प्रेम भरद्वाज)
5. जैनेंद्र साहित्य और समीक्षा : राम रतन भटनागर
6. केदारनाथ सिंह : चकिया से दिल्ली –सं. कामेश्वर सिंह

Semester –V

Course Name: Bharatiya Sahitya

Course Code: BAHHINDSE504

Course Type: DSE (Theoretical)	Course Details: DSEC-1 & DSEC- 2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. प्रत्येक साहित्य की अपनी विशेषताएं होती हैं। इस दृष्टि से भारत के विभिन्न भाषाओं का विद्यार्थी अध्ययन कर सकेंगे।
2. भारत बहुभाषा भाषी देश है किंतु भारत के विभिन्न सांस्कृतियों में एक प्रकार की सूत्रबद्धता है। इस प्रश्नपत्र के अध्ययन से विद्यार्थी उससे परिचित हो सकेंगे।
3. भारतीय साहित्य में भारत का बिम्ब एवं भारतीय मूल्यों की अभिव्यक्ति से जुड़ी बारीकियों को छात्र समझ पाएंगे।

Content/ Syllabus:

इकाई-1: भारतीय साहित्य का स्वरूप : आध्ययन की समस्याएँ।

इकाई-2 : भारतीय साहित्य में आज के भारत का बिम्ब ।

इकाई-3: भारतीयता का समाजशास्त्र ।

इकाई- 4 : हिंदी साहित्य में भारतीय मूल्यों की अभिव्यक्ति ।

संदर्भ ग्रंथ :

- 1- भारतीय साहित्य—डॉ. नगेंद्र
- 2- भारतीय साहित्य की भूमिका—रामविलास शर्मा
- 3- भारतीय साहित्य आशा और आस्था—डॉ. आरसु
- 4- तुलनात्मक साहित्य भारतीय परिपेक्ष्य – इंद्रनाथ चौधरी
- 5- भारतीय साहित्य की पहचान : सं. सियाराम तिवारी, वाणी
- 6- भारतीय साहित्य : रोहिताश्व

Semester –V

Course Name : Hindi Bhashi Samaj Ka Sarvekshan

COURSE CODE : BAHHINDSE505

Course Type: DSE (Practical)	Course Details: DSEC-1&DSEC-2		L-T-P: 0 - 2 - 8		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	.....	20	.....

Course Learning Outcomes

After the completion of course, the students have ability to :

1. हिंदी भाषी समाज का सामाजिक, सांस्कृतिक , ऐतिहासिक एवं आर्थिक स्थितियों का ज्ञान प्राप्त होगा।
2. हिंदी भाषी समाज की विकास की प्रेरणा उत्पन्न होगी।
3. हिंदी भाषी समाज की समस्याओं को दूर करने की भावना उत्पन्न होगी।

Content/ Syllabus:

निर्देश :- छात्रों को हिंदी भाषी समाज के किसी एक मुहल्ले का जिसमें न्यूनतम दस परिवार आते हों , का सामाजिक , सांस्कृतिक ,ऐतिहासिक एवं आर्थिक सर्वेक्षण करते हुए 5000 शब्दों में एक परियोजना प्रस्तुत करनी होगी ।

Semester –VI

Course Name: Hindi Nibandh Tatha Anya Gadya Vidhayen

COURSE CODE : BAHHINC601

Course Type: Core (Theoretical)	Course Details: CC-13		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	10	.....	40

Course Learning Outcomes :

After the completion of course, the students have ability to :

1. हिंदी गद्य के कथा साहित्य से भिन्न अन्य गद्य विधाओं का ज्ञान प्राप्त होगा।
2. विभिन्न हिंदी की कथेतर विधाओं के स्वरूप का ज्ञान होगा।
3. युगीन संदर्भ के आलोक में कथेतर गद्य विधाओं को जान सकेंगे।
4. इनके अध्ययन से विद्यार्थी व्यक्तियों, स्थानों, प्रकृति एवं पर्यावरण से परिचित हो सकेंगे।
5. गंभीर भाव, चिंतन, हास्य और मनोरंजन से जुड़कर लाभान्वित होंगे।

Content/ Syllabus:

इकाई-1: रामचंद्र शुक्ल- भय , हजारी प्रसाद द्विवेदी- अशोक के फूल ।

इकाई-2: विद्यानिवास मिश्र – बसंत आ गया कोई उत्कंठा नहीं, रामविलास शर्मा – निराला का अपराजेय व्यक्तित्व ।

इकाई-3: महादेवी वर्मा- जंग बहादूर , राहुल सांकृत्यायन – विद्या और वय ।

इकाई-4: मैत्रेयी पुष्पा -कस्तुरी कुंडल बसै (रे मन जाह , जहाँ तोहि भावे), फणीश्वर नाथ रेणु- सरहद के उस पार ।

संदर्भ ग्रंथ

1. हिंदी का गद्य साहित्य- रामचंद्र तिवारी
2. हिंदी की गद्य विधाएँ- डॉ हरिमोहन
3. हिंदी आलोचना का उद्भव और विकास- नंदकिशोर नवल
4. हिंदी के रेखाचित्र- माखनलाल शर्मा
5. परम्परा का मूल्यांकन- रामविलास शर्मा

Semester –VI

Course Name : Hindi Aalochana

COURSE CODE : BAHHINC602

Course Type: Core (Theoretical)	Course Details: CC-14		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	10	.....	40

Course Learning Outcomes :

After the completion of course, the students have ability to :

1. विद्यार्थियों में आलोचनात्मक विवेक एवं समीक्षात्मक दृष्टि का विकास होगा।
2. विद्यार्थियों में भाषा शिक्षण के संस्कारों का विकास होगा।
3. उत्तर पूर्व से संबंधित हिंदी आलोचकों के परिचय द्वारा राष्ट्रीय एकात्मक भाव का विकास एवं हिंदी की राजभाषा के रूप में स्वीकार्यता की पहचान होगी।

Content/ Syllabus:

इकाई .1-हिंदी आलोचना का प्रारम्भ और द्विवेदीयुगीन आलोचना ।

इकाई . 2-आचार्य रामचंद्र शुक्ल की आलोचना ।

इकाई 3- शुक्लोत्तर हिंदी आलोचना : हजारीप्रसाद द्विवेदी , नंददुलारे वाजपेयी ।

इकाई.4- प्रगतिशील आलोचना की प्रवृत्तियाँ और रामविलास शर्मा , नामवर सिंह ।

संदर्भ ग्रंथ

1. हिंदी आलोचना – विश्वनाथ त्रिपाठी
2. हिंदी आलोचना का विकास – नंदकिशोर नवल
3. हिंदी आलोचना शिखरों से साक्षात्कार – रामचंद्र तिवारी
4. हिंदी आलोचना का विकास – मधुरेश
5. आलोचना और विचारधारा – नामवर सिंह
6. साहित्य और इतिहास दृष्टि – मैनेजर पाण्डेय

Semester –VI

Course Name: Lok-Sahitya

COURSE CODE : BAHHINDSE601

Course Type: DSE (Theoretical)	Course Details: DSEC-3 & DSEC- 4		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica l	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes

After the completion of course, the students have ability to :

1. लोक साहित्य की अवधारणा स्वरूप और संकलन के उद्देश्य का ज्ञान प्राप्त होगा।
2. विद्यार्थी वर्तमान वैश्वीकरण के युग में अपने अंचल विशेष के प्रभावी रूप से लेकर वैश्विक संदर्भ से जुड़ सकेंगे।
3. विद्यार्थियों को लोक साहित्य की भाव गंभीरता, संस्कृति, रूप और सहज अभिव्यक्ति का परिचय प्राप्त हो सकेगा।

Content/ Syllabus:

इकाई-1. लोक साहित्य की अवधारणाएँ , स्वरूप तथा विशेषताएँ।

इकाई-2. लोक साहित्य बनाम शिष्ट साहित्य।

इकाई-3. हिंदी साहित्य विविध विधाओं (कविता एवं कहानी) में लोक और उसकी उपस्थिति।

इकाई-4. लोक साहित्य : वर्तमान और भविष्य।

संदर्भ ग्रंथ -

1. हिंदी लोक साहित्य : सिद्धांत और विकास- डॉ. अनसूया अग्रवाल
2. लोक साहित्य सिद्धांत और प्रयोग - डॉ. शिवराम शर्मा
3. लोक- सं. पीयूष दर्इया
4. लोक संस्कृति की रूपरेखा - डॉ. कृष्णदेव उपाध्याय
5. परम्परा और परिवर्तन - श्यामाचरण दुबे
6. लोकजीवन और साहित्य – डॉ. रामविलास शर्मा
7. लोकसंस्कृति और इतिहास – बद्रीनारायण
8. ग्राम गीत : रामनरेश त्रिपाठी

Semester –VI

Course Name : Bharatiya Sahitya : Pathaparak Adhyayan

COURSE CODE : BAHHINDSE602

Course Type: DSE (Theoretical)	Course Details: DSEC-3&4		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes

After the completion of course, the students have ability to :

1. प्रत्येक साहित्य की अपनी विशेषताएं होती हैं। इस दृष्टि से विद्यार्थी भारत की विभिन्न भाषाओं के साहित्य का अध्ययन कर सकेंगे।
2. भारत बहुभाषी देश है किंतु भारत के विभिन्न संस्कृतियों में एक प्रकार की सूत्रबद्धता है। इस प्रश्न पत्र के अध्ययन से विद्यार्थी उससे परिचित हो सकेंगे।
3. भारतीय साहित्य के स्वरूप का ज्ञान प्राप्त करेंगे।
4. भारतीय साहित्य में आज के भारत का बिंब का ज्ञान प्राप्त कर सकेंगे।

Content/ Syllabus:

इकाई-1. उपन्यास : संस्कार (यू. आर. अनंतमूर्ति)।

इकाई-2. कहानी : युद्ध , जनाजा (शानी)।

इकाई-3. निबंध : साहित्य का तात्पर्य , सभ्यता का संकट (रवींद्रनाथ ठाकुर)।

इकाई-4. आत्मकथा: अक्करमासी का पहला अध्याय (शरण कुमार लिम्बाले)।

संदर्भ ग्रंथ -

1. अक्करमासी - शरणकुमार लिम्बाले
2. प्रतिनिधि कहानियाँ – शानी
3. संस्कार – यू. आर. अनंतमूर्ति
4. रवींद्र रचना संचयन – सं. असित कुमार बंधोपाध्याय

Semester –VI

Course Name : Hindi Rangamanch

COURSE CODE : BAHHINDSE603

Course Type: DSE (Theoretical)	Course Details: DSEC-3&4		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes

After the completion of course, the students have ability to :

1. विद्यार्थी रंगमंच के स्वरूप को जान सकेंगे।
2. लोकनाट्य और लोक रंगमंच के संबंध में जानकारी प्राप्त होगी।
3. इस पाठ द्वारा विद्यार्थी अपने ज्ञान और अनुभव से भावी हिंदी रंगमंच को समर्थ और सार्थक बनाने में समर्थ होंगे।

Content/ Syllabus:

इकाई-1. हिंदी रंग चिंतन की शुरुआत , स्वरूप तथा विशेषताएँ ।

इकाई-2. हिंदी रंग चिंतन की परम्परा : सैद्धांतिक रचनाकार ।

(भारतेन्दु , जयशंकर प्रसाद, मोहन राकेश , भीष्म साहनी) ।

इकाई-3. रंगमंच का सौंदर्यशास्त्र : नाट्यलेख , निर्देशन , प्रेक्षागृह और दर्शक ।

इकाई-4. नाट्य- समीक्षा : ध्रुवस्वामिनी और कोणार्क ।

संदर्भ ग्रंथ

1. रंगमंच के सिद्धांत – सं. महेश आनंद , देवेन्द्र राज अंकुर
2. रंगमंच का सौंदर्यशास्त्र – देवेन्द्र राज
3. अंकुर नाट्य दर्पण—मोहन राकेश
4. रंगमंच का जनतंत्र—हृषिकेश सुलभ

Semester –VI

Course Name : Asmitamoolak Vimarsh Aur Hindi Sahitya

COURSE CODE : BAHHINDSE604

Course Type: DSE (Theoretical)	Course Details: DSEC-3 & DSEC-4	L-T-P: 5-1-0			
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. 21वीं सदी विमर्शों की सदी है, इस सदी में समाज के सभी वंचित समूहों ने अपने हक, अधिकार और अपनी अस्मितागत की पहचान के लिए निर्णायक लड़ाई छेड़ रखी है। विद्यार्थी इस विमर्शगत अधिकार की लड़ाई से परिचित हो पाएंगे।
2. हिंदी साहित्य में इन तीन महत्वपूर्ण विमर्श (दलित, आदिवासी और स्त्री) में समाज के इन वंचित वर्गों ने आत्मकथा, कहानी, कविता, उपन्यास और अन्य विधाओं के माध्यम से साहित्य जगत में मुख्य धारा का ध्यान अपनी ओर खींचा है। इस विमर्शों के अध्ययन से विद्यार्थी अवगत हो पाएंगे।

Content/ Syllabus:

इकाई-1: अस्मितामूलक विमर्श की अवधारणा तथा विशेषताएँ।

इकाई-2 : स्त्री विमर्श की अवधारणा , साठोत्तरी गद्य साहित्य में स्त्री विमर्श ।

इकाई-3: दलित विमर्श की अवधारणा , साठोत्तरी गद्य साहित्य में दलित विमर्श ।

इकाई-4: आदिवासी विमर्श की अवधारणा, साठोत्तरी गद्य साहित्य में आदिवासी विमर्श ।

संदर्भ ग्रंथ--

1. स्त्री संघर्ष का इतिहास—राधा कुमार
2. स्त्रीवादी साहित्य विमर्श—जगदीश्वर चतुर्वेदी
3. स्त्री मुक्ति का सपना—वसुधा विशेषांक(2014)
4. उपनिवेश में स्त्री—प्रभा खेतान
5. स्त्री स्मिता का प्रश्न—सुभाष सेतिया
6. दलित साहित्य का सौंदर्य शास्त्र—शरण कुमार लिम्बाले
7. दलित साहित्य का सौंदर्य शास्त्र—ओमप्रकाश वाल्मीकि
8. दलित विमर्श की भूमिका—कंवल भारती
9. दलित दर्शन—रमणिका गुप्ता
10. दलित लेखन का अंतर्विरोध—डॉ. रामकली सराफ
11. आदिवासी लोक- रमणिका गुप्ता

Semester –VI

Course Name : Hindi Sevi Sansthaon Ka Sarvekshan

COURSE CODE : BAHHINDSE605

Course Type: DSE (Practical)	Course Details: DSEC-3&4		L-T-P: 0-2-8		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	al		al
		30	.....	20	.....

Course Learning Outcomes

After the completion of course, the students have ability to :

1. इस पाठ्यक्रम के तहत विद्यार्थी किसी संस्थान का सर्वेक्षण करने की पद्धति को सीख पाएंगे ।
2. इस पाठ्यक्रम के तहत अहिन्दी भाषी क्षेत्रों में हिंदी सेवी संस्थानों का हिंदी के प्रचार प्रसार के योगदान को जान पाएंगे ।

निर्देश :- छात्रों को किसी एक विद्यालय, महाविद्यालय, विश्वविद्यालय, शोध संस्थान , पुस्तकालय तथा हिंदी सेवी संस्था के हिंदी सम्बन्धी योगदान का सर्वेक्षण करते हुए अधिकतम 5000 शब्दों में एक लिखित परियोजना तैयार करनी होगी ।

Semester-I

Course Name: Hindi Sahitya Ka Itihas

Course Code: BAPHINC101

Course Type: Core (Theoretical)	Course Details: CC-1(1)		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी 10वीं शताब्दी से अब तक के सामाजिक, सांस्कृतिक, राजनीतिक और विशेष रूप से साहित्यिक सन्दर्भों का ज्ञान प्राप्त कर सकेंगे।
2. हिन्दी साहित्य के विकासात्मक स्वरूप से परिचित हो सकेंगे
3. 11सौ वर्षों के हिन्दी साहित्य की प्रवृत्तियों से परिचित हो सकेंगे।
4. हिन्दी साहित्य के रचानाकारों और रचनाओं से परिचित हो सकेंगे।
5. अपभ्रंश, राजस्थानी, मैथिली, भोजपुरी, अवधी, ब्रज भाषा, खड़ी बोली आदि के विकास को समझ पाने में समर्थ होंगे।

Content/ Syllabus:

इकाई : एक

काल विभाजन और नामकरण

आदिकालीन काव्य : पृष्ठभूमि और प्रवृत्तियाँ, प्रमुख कवि तथा उनकी प्रमुख रचनाएँ

इकाई : दो

भक्ति आन्दोलन : सामाजिक-सांस्कृतिक पृष्ठभूमि, प्रमुख निर्गुण कवि, प्रमुख सगुण कवि
भक्तिकाल की प्रवृत्तियाँ

रीतिकाल की ऐतिहासिक पृष्ठभूमि एवं प्रवृत्तियाँ

रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त कवि

इकाई : तीन

भारतेन्दुयुगीन साहित्य की प्रमुख प्रवृत्तियाँ

द्विवेदीयुगीन कविता की प्रमुख प्रवृत्तियाँ

छायावाद, प्रगतिवाद, प्रयोगवाद तथा समकालीन कविता की प्रमुख प्रवृत्तियाँ

इकाई : चार

हिंदी गद्य : उद्भव और विकास

कहानी, उपन्यास, नाटक, निबंध

सहायक ग्रन्थ/सन्दर्भ ग्रन्थ :

हिंदी साहित्य का इतिहास-रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी

हिंदी साहित्य : उद्भव और विकास-आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली

हिंदी साहित्य की भूमिका- आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली

हिंदी साहित्य का आदिकाल- आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली हिंदी साहित्य और

संवेदना का विकास- रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद

इतिहास और आलोचक दृष्टि- रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद

हिंदी गद्य : विन्यास और विकास- रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद

हिंदी साहित्य की अधुनातन प्रवृत्तियाँ-रामस्वरूप चतुर्वेदी, केन्द्रीय हिंदी संस्थान, आगरा

हिंदी साहित्य का आधा इतिहास –सुमन राजे, भारतीय ज्ञानपीठ, नयी दिल्ली

साहित्येतिहास : संरचना और स्वरूप-सुमन राजे, ग्रंथम प्रकाशन, कानपुर

हिंदी साहित्य का इतिहास-सं० डॉ० नगेन्द्र, मयूर पेपर बुक्स, नोएडा

रीतिकाव्य की भूमिका –डॉ० नगेन्द्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली

आधुनिक साहित्य-नंददुलारे वाजपेयी, भारती भंडार, इलाहाबाद

हिंदी साहित्य : बीसवीं शताब्दी, लोकभारती प्रकाशन, इलाहाबाद

हिंदी साहित्य का दूसरा इतिहास –बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद

आधुनिक साहित्य का इतिहास-बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद

हिंदी साहित्य का इतिहास- विजेंद्र स्नातक, साहित्य अकादेमी, नयी दिल्ली

हिंदी साहित्य : बीसवीं शताब्दी-नंददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद

छायावाद-नामवर सिंह, राजकमल प्रकाशन, इलाहाबाद

आधुनिक साहित्य की प्रवृत्तियाँ- नामवर सिंह, राजकमल प्रकाशन, नयी दिल्ली

साहित्य और इतिहास दृष्टि-मैनेजर पाण्डेय, वाणी प्रकाशन, नयी दिल्ली
हिंदी साहित्य का इतिहास-विश्वनाथ त्रिपाठी, एन०सी०इ०आर०टी०. नयी दिल्ली
हिंदी गद्य : उद्भव और विकास- रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
हिंदी साहित्य का आलोचनात्मक इतिहास-रामकुमार वर्मा, हिन्दुस्तानी एकेडमी, इलाहाबाद
हिंदी साहित्य का नया इतिहास-रामखेलावन पाण्डेय, अनुपम प्रकाशन, पटना
साहित्य का इतिहास दर्शन-नलिन विलोचन शर्मा, बिहार राष्ट्रभाषा परिषद्, पटना
हिंदी साहित्य का वैज्ञानिक इतिहास-गणपतिचंद्र गुप्त, भारतेन्दु भवन, चंडीगढ़
हिंदी साहित्य का समेकित इतिहास-सं० डॉ० नगेन्द्र. हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय
हिंदी साहित्य का इतिहास-सं० श्याम कश्यप, हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय
सगुण-निर्गुण : डॉ० आशा गुप्ता, साहित्य भंडार, इलाहाबाद
हिंदी कहानी का इतिहास-गोपाल राय, राजकमल प्रकाशन, नयी दिल्ली
हिंदी कहानी का इतिहास-गोपाल राय, राजकमल प्रकाशन, नयी दिल्ली
हिंदी साहित्य का वस्तुनिष्ठ इतिहास(दो भाग)- डॉ० कुसुम राय, विश्वविद्यालय प्रकाशन, वाराणसी

Semester-I

Course Name: Hindi Vyakaran Aur Sampreshan(MIL)

Course Code: MILCH101

Course Type: C	Course Details: CC-3(1)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी हिन्दी व्याकरण की समझ विकसित कर सकेंगे।
2. हिन्दी भाषा के शुद्ध उच्चारण और लेखन में सक्षम हो सकेंगे।
3. हिन्दी भाषा की संप्रेषणीयता से परिचित हो सकेंगे।
4. हिन्दी में परिचर्चा करने और साक्षात्कार लेने की क्षमता का विकास होगा।

Content/ Syllabus:

इकाई-1:

काल, क्रिया, अव्यय एवं कारक का परिचय ।

उपसर्ग, प्रत्यय, संधि तथा समास

इकाई-2 :

शब्द शुद्धि, वाक्य शुद्धि, मुहावरे और लोकोक्तियाँ ।

पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए एक शब्द,

पल्लवन और संक्षेपण ।

इकाई-3:

संप्रेषण की अवधारणा और महत्त्व

संप्रेषण के प्रकार

इकाई- 4 :

अध्ययन, वाचन और चर्चा: प्रक्रिया और बोध

साक्षात्कार, भाषण कला एवं रचनात्मक लेखन

संदर्भ ग्रंथ :

संप्रेषण परक व्याकरण : सिद्धांत और स्वरूप – सुरेश कुमार

हिन्दी व्याकरण –कामता प्रसाद गुरु

हिन्दी व्याकरण –एन .सी .ई.आर. टी.

हिंदी व्याकरण शब्द और अर्थ—हरदेव बाहरी

रचनात्मक लेखन – सं. रमेश गौतम

Semester- II

Course Name: Madhyakalin Hindi Kavita

Course Code: BAPHINC201

Course Type:C	Course Details: CC-1(2)	L-T-P: 5-1-0
	CA Marks	ESE Marks

Credit: 6	Full Marks: 50	Practical	Theoretical	Practical	Theoretical
		1	al		al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- 1) मध्यकालीन सामाजिक, राजनीतिक, सांस्कृतिक एवं साहित्यिक परिदृश्यों से परिचित करवाना।
- 2) मध्यकालीन कवियों के साहित्यिक सामर्थ्य से अवगत कराना।
- 3) इस काल के कवियों की भाषाओं से परिचित करवाना।

Content/ Syllabus:

इकाई-1: कबीर

- 1- मोको कहां ढूँढें बंदे, मैं तो तेरे पास में (पद संख्या – 1)
- 2- संतन जात न पूछो निरगुनिया (“ - 2)
- 3- ऐसा लौ नहीं तैसा लौ (“ -9)
- 4- मन ना रंगाए रंगाए जोगी कपड़ा (“ - 66)
- 5- माया महा ठगिनी हम जानी (“ -134)

पाठ्य पुस्तक- कबीर, हजारी प्रसाद द्विवेदी,

इकाई-2 : सूरदास

- 1- सोभित कर नवनीत लिये (पद संख्या -19)

पाठ्य पुस्तक - सूर सुषमा –नंद दुलारे वाजपेयी

2- अंखियां हरि –दरसन की भूखी (पद संख्या - 42)

3. हमारे हरि हारिल की लकरी (पद संख्या -52)

4 .संदेशो देवकी सों कहियो (पद संख्या 375)

5.उधो ! मोहि ब्रज बिसरत

पाठ्य पुस्तक- भ्रमरगीत सार – आ0 रामचंद्र शुक्ल

इकाई :3 तुलसीदास

ऐसी मूढता या मन की । (पद संख्या – 90)

अब लौ नसानी अब न नसैहौं । (“ 105)

केसव ! कहि न जाई का कहिये । (“ - 111)

ऐसो को उदार जग माहीं । (“ - 162)

कबहुंक हौं यहि रहनि रहौंगों । (“ - 172)

पाठ्य पुस्तक - विनय पत्रिका – तुलसीदास

इकाई :4 – बिहारी

1.मेरी भव बाधा हरौ राधा नागरि सोई (दोहा संख्या- 1)

2.नीकी दई अनाकनी फीकी परी गुहारि (“ -11)

3.तो पर वारों उरबसी सुनि राधिके सुजान (“ -25)

4.मंगल बिंदु सुरंगु मुखु ससि केसरि आड़ गुरु (“ -42)

5.तंत्री नाद कबित्त रस सरस राग रति रंग (“ -94)

6.या अनुरागी चित्त की गति समुझै नहिं कोइ (“ - 121)

7. जपमाला छापै तिलक सरे न एकौ कामु (“ -141)

8. कनकु कनकु तैं सौ गुनी मादकता अधिकाई +(“ -192)

9. स्वारथु सुकृतु न श्रम वृथा देखि विहंग विचार (“ -300)

10. बतरस लालच लाल की मुरली धरी लुकाई (“ -472)

पाठ्य पुस्तक - बिहारी रत्नाकर – जगन्नाथदास रत्नाकर

संदर्भ :

1. कबीर – हजारी प्रसाद द्विवेदी
2. कबीर : साहित्य की परख – परशुराम चतुर्वेदी
3. महाकवि सूरदास – रामचंद्र शुक्ल
4. सूर और उनका साहित्य – हरवंशलाल शर्मा
5. गोस्वामी तुलसीदास – रामचंद्र शुक्ल
6. तुलसी काव्य मीमांसा – उदयभानु सिंह
7. बिहारी की वाग्बिभूति – विश्वनाथ प्रसाद मिश्र
8. बिहारी – ओमप्रकाश

Semester- II

Course Name: Hindi Communication

COURSE CODE : AECCH201

Course Type: AE	Course Details: AECC-2		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- 1) आधुनिक काल की विभिन्न साहित्यिक विधाओं से परिचित करवाना।
- 2) कविता, कहानी, निबंध तथा व्यंग्य साहित्य की महत्ता सिद्ध करते हुए इस क्षेत्र के महत्वपूर्ण साहित्यकारों से परिचित कराना।
- 3) इन सभी विधाओं की भाषागत विविधता से परिचित कराना।

Content/ Syllabus:

इकाई 1 – कविता :-

निराला –राजे ने अपनी रखवाली की (kavitakosh.org)

नागार्जुन -बार्ते – (kavitakosh.org)

रघुवीर सहाय – आपकी हँसी (kavitakosh.org)

कात्यायनी - अपराजिता (kavitakosh.org)

इकाई-2 कहानी :-

प्रेमचंद- नशा (मानसरोवर भाग-1)

शिवमूर्ति – सिरी उपमा जोग (www.hindisamay.com)

इकाई-3. निबंध :-

भारतेन्दु- भारतवर्षोन्नति कैसे हो सकती है ? (www.hindisamay.com)

राहुल सांकृत्यायन – स्त्री घुमक्कड़ (घुमक्कड़ शास्त्र-राहुल सांकृत्यायन)

इकाई-4. व्यंग्य :-

हरिशंकर परसाई – भारत को चाहिये जादूगर और साधु (वैष्णव की फिसलन-हरिशंकर परसाई)

ज्ञान चतुर्वेदी - मूर्खता में ही होशियारी (www.hindisamay.com)

संदर्भ –

1. कवि निराला – नंददुलारे बाजपेयी
2. निराला की साहित्य साधना – रामविलास शर्मा
3. नागार्जुन का रचना संसार – विजय बहादुर सिंह
4. नागार्जुन का काव्य – अजय तिवारी
5. हिंदी कहानी का विकास – मधुरेश
6. समकालीन कहानी के रचनात्मक आशय – यदुनाथ सिंह
7. हिंदी गद्य की विविध विधाएँ – हरिमोहन
8. हिंदी की प्रमुख विधाएँ – बैजनाथ सिंहल

Semester-III

Course Name: Aadhunik Hindi Kavita

COURSE CODE- BAPHINC301

Course Type: Core(Theoretical)	Course Details: CC-1(3)	L-T-P: 5-1-0			
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थी आधुनिक हिंदी कविता के विकास-क्रम को समझ सकेंगे।
2. विद्यार्थी आधुनिक हिंदी कविता के सामाजिक-सांस्कृतिक संदर्भों को समझ सकेंगे।
3. विद्यार्थियों में आधुनिक हिंदी कविता की संवेदना और शिल्प की समझ विकसित होगी।
4. विद्यार्थी साहित्य और समाज के अंतःसंबंध को बेहतर समझ सकेंगे।

Content/ Syllabus:

इकाई-1. जयशंकर प्रसाद

पेशोला की प्रतिध्वनि, झरना, जलद- आह्वान, बीती विभावरी जागरी, अरुण यह मधुमय देश हमारा, जगती की मंगलमयी उषा बन ।

इकाई-2 : सूर्यकांत त्रिपाठी निराला

जागो फिर एक बार, गर्म पकौड़ी, भिक्षुक, स्नेह निर्झर बह गया, संध्या सुंदरी, राजे ने रखवाली की ।

इकाई-3 : सुमित्रानंदन 'पंत

आ: धरती कितना देती है, ग्राम श्री, स्त्री, द्रुत झरो, छोड़ द्रुमो की मूदु छाया, प्रथम रश्मि ।

इकाई- 4: अज्ञेय

मैंने आहुति बन कर देखा, सांप, उड़ चल हारील, कलगी बाजरे की, आंगन के पार द्वार खुले, नदी के द्वीप

संदर्भ ग्रंथ :

1. अज्ञेय की काव्य-तितीर्षा : नन्दकिशोर आचार्य
2. कविता के नये प्रतिमान : नामवर सिंह
3. अज्ञेय : सं० विश्वनाथ प्रसाद तिवारी
4. नागार्जुन का काव्य : अजय तिवारी
5. मुक्तिबोध की काव्यप्रक्रिया : अशोक चक्रधर
6. निराला की साहित्य साधना (भाग – 1,2,3) : रामविलास शर्मा
7. प्रसाद का काव्य : प्रेमशंकर
8. सुमित्रानंदन पंत : डॉ० नगेंद्र
9. दिनकर के काव्य में युग चेतना : डॉ० पन्ना

Semester-III

Course Name: Hindi Bhasha Aur Sampreshan

COURSE DETAILS: MILCH301

Course Type: C	Course Details: CC-3(3)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. विद्यार्थियों में भाषा के व्यावहारिक पक्ष और उपयोग पक्ष की समझ विकसित होगी।
2. भाषिक कला के विभिन्न पक्षों को विद्यार्थी समझ सकेंगे।
3. भाषा-सम्प्रेषण के विविध पक्षों का ज्ञान विद्यार्थियों को होगा।
4. उच्चरित और लिखित भाषा के अंतर को विद्यार्थी समझ सकेंगे।

Content/ Syllabus:

इकाई-1. सम्प्रेषण के मूल तत्व: सम्प्रेषण का अर्थ, सम्प्रेषण के विविध रूप , सम्प्रेषण का प्रयोजन, सम्प्रेषण की प्रक्रिया, सफल सम्प्रेषण, सफल सम्प्रेषण के अवरोध।

इकाई-2 : उच्चरित और लिखित भाषा : उच्चरित भाषा की प्रकृति, लिखित भाषा की प्रकृति, उच्चरित और लिखित भाषा के भेद, उच्चरित और लिखित भाषा की विशेषताएँ, लिखित भाषा पर उच्चरित भाषा का प्रभाव।

इकाई-3: आंगिक भाषा और सम्प्रेषण : हाव- भाव के प्रकार्य, हाव - भाव और भाषा में उसका स्थान , आंगिक भाषा शारीरिक प्रतिक्रियाएँ और स्थितियाँ , आंगिक सम्प्रेषण और भाषा।

इकाई- 4: भाषिक कला के विभिन्न पक्ष : सम्प्रेषण का सशक्त माध्यम, भाषा के विभिन्न पक्ष, भाषा के उपयोग, भाषा का व्यावहारिक पक्ष ।

संदर्भ ग्रंथ :

1. भारतीय संस्कृति एवं प्रभावशाली सम्प्रेषण – डॉ० लोकाेश जैन
2. लोक प्रशासन प्रबंधन एवं प्रभावी सम्प्रेषण – डॉ० गिरिवर सिंह राठौर
3. व्यवसायिक सम्प्रेषण – अनुपचंदेर भयानी
4. शिक्षा में सूचना एवं सम्प्रेषण प्रद्योगिकी – आर. एस. चौहान
5. हिंदी भाषा एवं सम्प्रेषण – डॉ० नाना अग्रवाल
6. भाषा विज्ञान – भोलानाथ तिवारी
7. आधुनिक भाषा विज्ञान – देवेन्द्रनाथ शर्मा

Semester-III

Course Name: Chalachitra Lekhan

COURSE CODE- BAPHINSE301

Course Type: SE	Course Details: SEC-1	L-T-P: 4 - 0 - 0			
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. हिंदी सिनेमा के विकास-क्रम को विद्यार्थी समझ सकेंगे।
2. हिंदी सिनेमा और समाज तथा हिंदी सिनेमा और साहित्य के अंतःसंबंधों की समझ विद्यार्थियों में विकसित होगी।
3. विद्यार्थियों में पटकथा-लेखन और संवाद-लेखन का कौशल विकसित हो सकेगा।
4. हिंदी सिनेमा की कलात्मकता की समझ विद्यार्थियों में विकसित हो सकेगी।

Content/ Syllabus:

इकाई-1: भारतीय सिनेमा का इतिहास , हिंदी की आरम्भिक मूक और सवाक फिल्मों।

इकाई-2 : विगत शताब्दी की लोकप्रिय हिंदी फिल्मों , लोकप्रिय फिल्मी गीत तथा प्रसिद्ध संवाद , प्रमुख निर्देशक एवं अभिनेता (दादा साहब पुरस्कार प्राप्त) ।

इकाई-3: हिंदी पटकथा लेखन (सिनेरियो) का क्रमिक विकास , संवाद लेखन प्रणाली या प्राविधि , हिंदी में निर्मित विज्ञापन फिल्मों (एड फिल्मों) ।

इकाई-4: हिंदी की विश्व व्याप्ति में फिल्मों की भूमिका , हिंदी की प्रमुख फिल्मों के आधार पर भाषिक संरचना का व्यावहारिक प्रशिक्षण- देवदास (तीनों निर्मितियां) तथा शोले

संदर्भ ग्रंथ--

1. फिल्म निर्देशन : कुलदीप सिन्हा
2. हिंदी सिनेमा का इतिहास – मनमोहन चड्ढा
3. नया सिनेमा - ब्रजश्वर मदान
4. भारतीय सिने सिद्धांत- अनुपम ओझा
5. सिनेमा : कल, आज, कल- विनोद भारद्वाज
7. हिंदी सिनेमा के सौ वर्ष- प्रह्लाद अग्रवाल
8. सिनेमा का जादुई सफर- प्रताप सिंह

Semester-IV

Course Name: Hindi Gadya Sahitya

COURSE CODE- BAPHINC401

Course Type: Core (Theoretical)	Course Details: CC-1(4)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	al		al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. कहानी की शैली, संवाद और विशेषताओं को समझ सकेंगे।
2. ममता कालिया के उपन्यास 'दौर' के माध्यम से, आधुनिक भारतीय समाज में बाजारवाद और उपभोक्तावाद के परिणामस्वरूप बदलते मानवीय संबंधों के समीकरण को विवेचित-विश्लेषित करने की क्षमता प्राप्त कर सकेंगे।
3. भारतेन्दु की नाट्य दृष्टि और 'अंधेर नगरी' नाटक में व्यक्त तत्कालीन राजनीतिक और सामाजिक यथार्थ की विसंगतियों को समझ सकेंगे।
4. आत्मकथा नामक गद्य विधा की पूरी जानकारी प्राप्त कर सकेंगे।

Content/ Syllabus:

इकाई-1. कहानी - 1. बेटों वाली विधवा --- प्रेमचंद
2. सदाचार का ताबीज --- हरिशंकर परसाई

इकाई-2 : उपन्यास - दौड़---ममता कालिया

इकाई-3: नाटक –अंधेर नगरी---भारतेंदु हरिश्चंद्र

इकाई -4: आत्मकथांश - जूठन (भाग -1), पृ. सं.— 11 से 49 (हमारा घर चंद्रभान तगा के घर से सटा हुआ....सुरजन और मैं नौवीं कक्षा में एक साथ थे। दोनों का सेक्शन भी एक ही था।)

संदर्भ ग्रंथ :

1. हिंदी कहानी : उद्भव और विकास – सुरेश सिन्हा
2. हिंदी उपन्यास : एक अंतर्जात्रा---रामदरश मिश्र
3. आधुनिकता और हिंदी उपन्यास---इंद्रनाथ मदान
4. नाटककार भारतेंदु की रंग-परिकल्पना--- सम्पादक सत्येन्द्र कुमार तनेजा
5. दलित साहित्य का सौंदर्यशास्त्र--- ओम प्रकाश वाल्मीकि

Semester-IV

Course Name: Sambhashan Kala

COURSE CODE- BAPHINSE401

Course Type: SE	Course Details: SEC-2		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	al		al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. सम्भाषण कला के महत्व को समझ सकेंगे ।
2. सम्भाषण के महत्वपूर्ण सिद्धांतों की जानकारी प्राप्त कर सकेंगे ।
3. अच्छे वक्ता के गुणों को रेखांकित कर सकेंगे ।

Content/ Syllabus:

इकाई-1: सम्भाषण कला

इकाई-2: सम्भाषण के महत्वपूर्ण सिद्धांत

इकाई- 3 :अच्छे वक्ता के गुण

इकाई- 4:प्रमुख वक्ताओं की सम्भाषण कला

(क) नामवर सिंह

(ख) चित्रा मुद्गल

संदर्भ ग्रंथ :

- 1- भाषण कला - महेश शर्मा
- 2- भाषण और सम्भाषण की दिव्य क्षमता – पं० श्रीराम शर्मा आचार्य
- 3- आदर्श भाषण कला - चित्रभूषण श्रीवास्तव
- 4- अच्छी हिंदी सम्भाषण और लेखन - तेजपाल चौधरी

Semester-V

Course Name: Chhayavadottar Hindi Kavita

COURSE CODE- BAPHINDSE501

Course Type: DSE (Theoretical)	Course Details: DSEC-1(1)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. छायावादोत्तर युग की सामाजिक, सांस्कृतिक, आर्थिक एवं राजनीतिक परिस्थितियों एवं विसंगतियों से उपजे काव्यांदोलनों से विद्यार्थी परिचित होंगे।
2. इतिहास दृष्टि और लोकजीवन तथा प्रकृति से कविता के सरोकार को रेखांकित कर सकेंगे।
3. छायावादोत्तर युगीन चेतना का वैचारिक आधार और अभिप्राय स्पष्ट रूप से जान सकेंगे।

Content/ Syllabus:

- इकाई-1. अज्ञेय : कलगी बाजरे की, उड़ चल हारिल ।
इकाई-2. नागार्जुन : अकाल और उसके बाद, प्रेत का बयान ।
इकाई-3. रघुवीर सहाय : आपकी हँसी, किताब पढ़कर रोना ।
इकाई-4. केदार नाथ सिंह : दाने, पानी में धिरे हुए लोग ।

संदर्भ ग्रंथ

1. अज्ञेय और आधुनिक रचना की समस्या : रामस्वरूप चतुर्वेदी
2. हिन्दी के आधुनिक प्रतिनिधि कवि : द्वारिका प्रसाद सक्सेना
3. शताब्दी के अंत में कविता – मुक्तेश्वरनाथ तिवारी
4. नागार्जुन प्रतिनिधि कविताएँ: सं. नामवर सिंह
5. केदारनाथ सिंह प्रतिनिधि कविताएँ : सं. परमानंद श्रीवास्तव
6. नागार्जुन का रचना संसार:- विजय बहादुर सिंह
7. रघुवीर सहाय का कवि कर्म :-सुरेश शर्मा
8. रघुवीर सहाय का काव्य एक अनुशीलन : मीनाक्षी
9. रचनाओं के बहाने मनोहर श्याम जोशी – एक संस्मरण :
10. समकालीन हिंदी कविता:- विश्वनाथ प्रसाद तिवारी
14. कविता का देशकाल : मुक्तेश्वरनाथ तिवारी
15. कविता का समकालीन प्रमेय : अरुण होता

Semester-V

Course Name: Kabir

COURSE CODE- BAPHINDSE502

Course Type: DSE (Theoretical)	Course Details: DSEC-1(1)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	al		al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. कबीर के जीवन और साहित्य से विद्यार्थी परिचित हो पाएंगे ।
2. कबीर की प्रसांगिकता को जान पाएंगे ।
3. कबीर की सामाजिक चेतना से विद्यार्थी परिचित हो पाएंगे ।

Content/ Syllabus:

इकाई-1. कबीर : जीवन और साहित्य ।

इकाई-2. कबीर की भक्ति ।

इकाई-3. कबीर की क्रांतिदर्शिता ।

इकाई-4. कबीर : (कबीर ग्रंथावली—श्यामसुंदर दास से दो पद)

पद्य सं.-2. तेरा तेरा झूठा मीठा लागा, तार्थे साचे सँ मन भागा, 4-पाँडे कौन कुमति तोहि लागी, तूँ राम न जपहि अभागी ।

संदर्भ ग्रंथ

1. कबीर साहित्य की परख : परशुराम चतुर्वेदी
2. हिन्दी काव्य की निर्गुण धारा : पीताम्बरदत्त बड़थवाल
3. कबीर : हजारीप्रसाद द्विवेदी
4. अकथ कहानी प्रेम की : पुरुषोत्तम अग्रवाल

Semester-V

Course Name: Rekha Chitra Tatha Sansmaran

COURSE CODE- BAPHINGE501

Course Type: GE (Theoretical)	Course Details: GEC-1		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	al		al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. इस पाठ्यक्रम से विद्यार्थी रेखाचित्र तथा संस्मरण विधाओं के स्वरूप तथा उपलब्ध साहित्य का परिचय प्राप्त करेंगे।
2. गद्य की इन विधाओं के अध्ययन से विद्यार्थी के पठन-कौशल का विकास होगा।
3. सौंदर्यानुभूति की भावना विकसित कर सकेगा।
4. गद्य की विभिन्न विधाओं की शब्दावली, भाषाभिव्यंजना आदि ग्रहण कर अपनी अभिव्यक्ति शक्ति का विकास कर सकेगा।

Content/ Syllabus:

इकाई-1 रेखाचित्र की अवधारणा , स्वरूप और विशेषताएँ।

इकाई-2. महादेवी वर्मा : अलोपी , घीसा।

इकाई-3. संस्मरण की अवधारणा , स्वरूप और विशेषताएँ।

इकाई-4. काशीनाथ सिंह :दंतकथाओं में त्रिलोचन , होल्कर हाउस में द्विवेदी जी।

संदर्भ ग्रंथ

1. हिन्दी की प्रमुख विधाएँ : बैजनाथ सिंहल
2. हिन्दी के रेखाचित्र : मखनलाल शर्मा
3. हिन्दी गद्य : विन्यास और विकास : रामस्वरूप चतुर्वेदी
4. स्मृति की रेखाएं : महादेवी वर्मा
- 5.सम्बोधन(काशीनाथ सिंह विशेषांक)-सं-कमर मेवाडी
- 6.बनास जन(काशीनाथ सिंह विशेषांक)-सं-पल्लव

Semester-V

Course Name: Prayojanmoolak Hindi

COURSE CODE- BAPHINGE502

Course Type: GE (Theoretical)	Course Details: GEC-1		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. प्रयोजनमूलक हिंदी के अभिप्राय तथा उसकी परिव्याप्ति को विद्यार्थी जान पाएंगे ।
2. सरकारी पत्र, अर्ध-सरकारी पत्र, प्रतिवेदन, परिपत्र, निविदा आदि के प्रारूप तथा उदाहरण से अवगत कराया जाएगा ।
3. भारतीय राष्ट्रभाषा और राजभाषा के विकास में प्रयोजनमूलक हिंदी की उपयोगिता से अवगत हो पाएंगे ।

Content/ Syllabus:

इकाई-1: प्रयोजनमूलक हिंदी का अर्थ : उपयोगिता और प्रयोग क्षेत्र

इकाई-2: प्रशासनिक पत्राचार : सरकारी पत्र , अर्द्ध-सरकारी पत्र, कार्यालय ज्ञापन , अनुस्मारक , निविदा, परिपत्र ,अधिसूचना ।

इकाई-3: कार्यालयी हिंदी में अनुवाद की भूमिका ।

इकाई- 4 : कार्यालयी अनुवाद की समस्याएँ एवं चुनौतियाँ ।

संदर्भ ग्रंथ :

1. प्रयोजनमूलक हिंदी – विनोद गोदरे
2. हिंदी पत्रकारिता और जनसंचार—ठाकुरदत्त आलोक
3. प्रयोजनमूलक हिंदी सिद्धांत और प्रयोग—दंगल झाल्टे
4. राजभाषा हिंदी—भोलानाथ तिवारी

Semester-V

Course Name: Sarjanatmak Lekhan Ke Vividh Kshetra

COURSE CODE- BAPHINSE501

Course Type: SE (Theoretical)	Course Details: SEC-3		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	al		al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. इस पाठ्यक्रम के अध्ययन से विद्यार्थियों में प्रकृति और परिवेश को समझने की दृष्टि विकसित हो सकेगी ।
2. विद्यार्थियों की प्रतिभा में निखार आएगा और उनकी कल्पनाशक्ति विकसित होगी ।

3. शिक्षा के क्षेत्र में नवीन आयामों का उद्घाटन कर सकेंगे ।

Content/ Syllabus:

इकाई-1. सर्जनात्मक लेखन की अवधारणा , स्वरूप और सिद्धांत ।

(क). भाव एवं विचार की रचना में रूपांतरण की प्रक्रिया—गद्य, पद्य में ।

इकाई-2. सर्जनात्मक लेखन : भाषा संदर्भ ।

(क). अनौपचारिक-औपचारिक, मौखिक-लिखित , क्षेत्रीय ।

इकाई-3. कविता और कथा साहित्य की आधारभूत संरचनाओं का अध्ययन ।

इकाई-4. कथेतर साहित्य एवं अन्य विधाओं का अध्ययन ।

संदर्भ ग्रंथ

1. रचनात्मक लेखन :- सं. रमेश गौतम , प्रभात रंजन
2. आधुनिक हिंदी कविता में बिम्ब विधान—केदारनाथ सिंह
3. कविता रचना प्रक्रिया :- कुमार विमल
4. हिंदी कहानी का शैली विज्ञान :- बैकुंठनाथ

Semester-V

Course Name: Anuvad Vigyan

COURSE CODE- BAPHINSE502

Course Type: SE (Theoretical)	Course Details: SEC-3		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. इस पाठ्यक्रम को पढ़ने से विद्यार्थी अनुवाद की आवश्यकता, प्रकार और प्रमुख रूप का ज्ञान प्राप्त कर पाएंगे।
2. अनुवाद विज्ञान के विविध पहलुओं को समझ पाएंगे।
3. व्यवहारिक तौर पर अनुवाद का कार्य करने के लिए प्रेरित होंगे।

Content/ Syllabus:

इकाई-1. अनुवाद का अर्थ, परिभाषा।

इकाई-2. अनुवाद का स्वरूप और क्षेत्र।

इकाई-3. अनुवाद : प्रकृति और प्रकार।

इकाई-4. अनुवाद : सीमाएँ और महत्त्व।

संदर्भ ग्रंथ

1. अनुवाद विज्ञान सिद्धांत और अनुप्रयोग : डॉ नगेंद्र
2. अनुवाद सिद्धांत की रूपरेखा – कुमार , सुरेश
3. अनुवाद विविध आयाम – मा चतुर्वेदी और कृष्ण कुमार (गोस्वामी)
4. अनुवाद कला कुछ विचार – आनंद प्रकाश खेमाज
5. अनुवाद विज्ञान – भोलानाथ तिवारी
6. अनुवाद विज्ञान सिद्धांत और प्रविधि – भोलानाथ तिवारी
7. अनुवाद विज्ञान की भूमिका – कृष्ण कुमार गोस्वामी

Semester-VI

Course Name: Aadhunik Bharatiya Kavita

COURSE CODE- BAPHINDSE601

Course Type: DSE (Theoretical)	Course Details: DSEC-1(2)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes

After the completion of course, the students have ability to :

1. इस पाठ्यक्रम के द्वारा विद्यार्थी बांग्ला, उड़िया, उर्दू, पंजाबी आदि के कवि एवं उनके साहित्य से परिचित हो सकेंगे।
2. इस पाठ्यक्रम के द्वारा विद्यार्थी आधुनिक भारतीय भाषाओं की तुलनात्मक अध्ययन कर सकेंगे।

Content/ Syllabus:

इकाई-1. बांग्ला : रवींद्रनाथ ठाकुर – प्राण (अनूदित) । काजी नज़रुल इस्लाम – अगर तुम राधा होते (अनूदित) ।

इकाई-2. उड़िया : सच्चिदानंद राउतराय – पहचानपत्र (अनूदित) । रमाकांत रथ – श्री राधा (अनूदित) ।

इकाई-3. उर्दू : मिर्जा गालिब – कोई उम्मीद वर नजर नहीं आती(अनूदित) । फ़िराक़ गोरखपुरी – थरथरी सी है आस्मानों में । ज़ोर कुछ तो है नातवानों में ॥ (अनूदित)

इकाई-4. पंजाबी : पाश – सबसे खतरनाक होता है सपनों का मर जाना (अनूदित) । अमृता प्रीतम – धूप का टुकड़ा (अनूदित) ।

संदर्भ ग्रंथ

1. बीसवीं सदी की ओड़िया कविता यात्रा : सं. शंकर लाल पुरोहित
2. रवींद्र रचना संचयन : सं. असित कुमार बंधोपाध्याय
3. गालिब – अलि सरदार जाफरी
4. बीच का रास्ता नहीं होता – सं. चमनलाल
5. फ़िराक़ और उनकी शायरी – सं. प्रकाश पंडित

Semester-VI

Course Name: Suryakanta Tripathi 'Nirala'

COURSE CODE- BAPHINDSE602

Course Type: DSE (Theoretical)	Course Details: DSEC-1(2)		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes

After the completion of course, the students have ability to :

1. सूर्यकांत त्रिपाठी निराला की कविताओं में देश प्रेम की भावना किस प्रकार प्रस्फुटित हुई है जानकारी प्राप्त कर सकेंगे।
2. निराला के जीवन संघर्ष का अध्ययन कर सकेंगे।
3. स्वाधीनता संग्राम के दिनों में निराला अपनी कविताओं के द्वारा किस प्रकार भारत वासियों में देश प्रेम की भावना जगा रहे थे इसकी जानकारी विद्यार्थियों को मिलेगी।

Content/ Syllabus:

- इकाई-1. निराला : जीवन और साहित्य ।
इकाई-2. निराला : काव्यात्मक प्रवृत्ति ।

इकाई-3. निराला : गाँधी जी से बातचीत, साहित्यिक सन्निपात (निबंध) ।

इकाई-4. . निराला : (स्नेह निर्झर बह गया है, पत्रोत्कंठित जीवन का विष बुझा हुआ है (काव्य) ।

संदर्भ ग्रंथ

1. हिन्दी के आधुनिक प्रतिनिधि कवि : द्वारिका प्रसाद सक्सेना
2. निराला : आत्महंता आस्था --- दूधनाथ सिंह
3. निराला की साहित्य साधना:- रामविलास शर्मा
4. निराला:- परमानंद श्रीवास्तव
5. निराला रचनावली:- सं. नंदकिशोर नवल

Semester-VI

Course Name: Hindi Cinema

COURSE CODE- BAPHINGE601

Course Type: GE (Theoretical)	Course Details: GEC-2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		1	10	.....	40

Course Learning Outcomes

After the completion of course, the students have ability to :

1. इस पाठ्यक्रम में साहित्य और सिनेमा के अंतर्संबंध को समझा जा सकेगा।
2. हिंदी सिनेमा के इतिहास से विद्यार्थी परिचित होंगे।
3. हिंदी सिनेमा के विकास में हिंदी साहित्य के योगदान को रेखांकित किया जाएगा।
4. विद्यार्थी सिनेमा की कला और हिंदी साहित्य में निहित कलात्मक तत्वों की पहचान कर सकेंगे।
5. पटकथा लेखन और फिल्म निर्माण की कला के बारे में जान सकेंगे।
6. विद्यार्थी अपने अर्जित ज्ञान का उपयोग निर्माता ,लेखक और अभिनेता बनने में कर सकते हैं।

Content/ Syllabus:

इकाई-1. हिंदी सिनेमा का संक्षिप्त इतिहास ।

इकाई-2. . हिंदी सिनेमा और समाज का अंतर्संबंध ।

इकाई-3. फिल्म समीक्षा : मदर इंडिया, तीसरी कसम ।

इकाई-4. . हिंदी सिनेमा : आज की भाषा ।

संदर्भ ग्रंथ

1. हिंदी सिनेमा का इतिहास : मनमोहन चड्ढा
2. हिंदी सिनेमा के सौ वर्ष : प्रकाशन विभाग
3. हिंदी सिनेमा के सौ वर्ष : प्रहलाद अग्रवाल
4. सिनेमा आज और कल : विनोद भारद्वाज
5. बहुवचन(हिंदी सिनेमा विशेषांक)-सं-अशोक मिश्र

Semester-VI

Course Name: Computer Aur Hindi

COURSE CODE- BAPHINGE602

Course Type: GE (Theoretical)	Course Details: GEC-2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes

After the completion of course, the students have ability to :

- 1 विद्यार्थी कंप्यूटर पर देवनागरी लिपि में टाइप करना सीख सकेंगे।
- 2 हिंदी में वेब पेज बनाना सीख सकेंगे।
- 3 हिंदी में ईमेल पर संदेश भेजना सीख सकेंगे।
- 4 डेस्कटॉप पब्लिशिंग की जानकारी और अन्य संबन्धित जानकारी प्राप्त कर 5 हिंदी सॉफ्टवेयर का परिचय प्राप्त कर सकेंगे।
- 6 ऑनलाइन पत्र-पत्रिकाओं की जानकारी प्राप्त कर सकेंगे।

Content/ Syllabus:

इकाई-1. कम्प्यूटर : उद्भव और विकास ।

इकाई-2. कम्प्यूटर और हिंदी : उपयोगिता , उपलब्धियाँ और चुनौतियाँ ।

इकाई-3. कम्प्यूटर और हिंदी : पत्रकारिता , प्रकाशन के नए आयाम ।

इकाई-4. कम्प्यूटर और हिंदी : आनेवाले समय की आवश्यकता ।

संदर्भ ग्रंथ

- 1- मीडिया समग्र 11 खंड—जगदीश्वर चतुर्वेदी
- 2- इंटरनेट विज्ञान—नीति मेहता
- 3- जनसम्पर्क स्वरूप और सिद्धांत—डॉ. राजेंद्र प्रसाद
- 4- मीडिया लेखन : डॉ. यू. सी. गुप्ता

Semester-VI

Course Name: Bhasha Shikshan

COURSE CODE- BAPHINSE601

Course Type: SE (Theoretical)	Course Details: SEC-4		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes

After the completion of course, the students have ability to :

1. विद्यार्थी भाषा सीखने की सृजनात्मक प्रक्रिया को समझ सकेंगे।

2. भाषा की बारीकियों को समझ सकेंगे।
3. भाषा में हिंदी शिक्षण में अच्छे शिक्षक बन सकेंगे।
4. भाषाई दक्षता अर्जित करके फिल्मों में डबिंग, हिंदी गीत लेखन जैसे क्षेत्रों में कार्य कर सकेंगे।

Content/ Syllabus:

- इकाई-1. भाषा शिक्षण के सामान्य सिद्धांत ।
- इकाई-2. भाषा शिक्षण की विधियाँ ।
- इकाई-3. हिंदी भाषा पाठ्य पुस्तक : चयन और उपयोगिता ।
- इकाई-4. व्याकरण शिक्षण का उद्देश्य ।

संदर्भ ग्रंथ

1. हिंदी भाषा का समाजशास्त्र -- रवींद्रनाथ श्रीवास्तव
2. मीडिया और बाजारवाद -- सं. रामशरण जोशी
3. हिंदी शिक्षण : बी. एल. शर्मा एवं बी. एम. सक्सेना
4. हिंदी शिक्षण : राम सकल पाण्डेय
5. शिक्षण की तकनीकी स्वरूप : आर. एन. सक्सेना, एम. सी. ओबराय

Semester-VI

Course Name: Samachar Sankalan Aur Lekhan

COURSE CODE- BAPHINSE602

Course Type: SE (Theoretical)	Course Details: SEC-4		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practica 1	Theoretic al	Practical	Theoretic al
		.....	10	.....	40

Course Learning Outcomes

After the completion of course, the students have ability to :

1. समाचार लेखन में अभी रुचि विकसित होगी।
2. छात्र मीडिया के लिए महत्वपूर्ण व्यक्तियों के साक्षात्कार लेने में सक्षम हो सकेंगे।
- 3 समाचार के स्वरूप को समझ सकेंगे।

Content/ Syllabus:

इकाई-1: समाचार की शुरूआत ,स्वरूप और विशेषताएँ।

इकाई-2 : समाचार लेखन : स्वरूप, विशेषताएँ और प्रकार ।

इकाई-3 : समाचार लेखन :परम्परा और आधुनिकता ।

(प्रिंट पत्रकारिता से आधुनिक ई-पत्रकारिता तक)

इकाई :4 : समाचार संकलन और लेखन : नएपन की निरंतरता और चुनौतियाँ ।

संदर्भ :

1. उत्तर आधुनिक मीडिया विमर्श:- सुधीश पचौरी
2. वेब पत्रकारिता :नया मीडिया नए रुझान :-- शालिनी जोशी, शिवप्रसाद जोशी
3. मीडिया समग्र:- जगदीश्वर चतुर्वेदी
4. समाचार संपादन:- कमल दीक्षित, महेश दर्पण



PROGRAMME	
SUB: HINDI	
HONOURS	
PROGRAMME	
COURSE OUTCOME	
<ol style="list-style-type: none"> 1. Understanding linguistics 2. Learning moral values 3. Understanding Ancient Indian literature and texts 4. Learning literary theories 5. Understanding Ancient Poetics 	

MAPPING PROGRAMME OUTCOME					
PO1	PO2	PO3	PO5	PO6	PO7
CRITICAL THINKING	EFFECTIVE COMMUNICATION	SOCIAL INTERACTION	LABORATORY SKILL	ENVIRONMENT SUSTAINABILITY	SELF LEARNING
CC1	AECC2	GEC1			SEC1
CC2	GEC4	GEC2			DSEC1
CC3	SEC2	GEC3			
CC4		DSEC2		DESC2	
CC5		DSEC3		DSEC4	
CC6		DSEC4			
CC7					
CC8					
CC9					
CC10					
CC11					
CC12					
DSEC1					
CC13					
CC14					
DSEC3					

Sanchari Bhattacharya
 CO-ORDINATOR 27/6/24
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Jayant Chatterjee
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 PANDAVESWAR COLLEGE
 Pandaveswar, Paschim Bardhaman

KAZI NAZRUL UNIVERSITY



ASANSOL-713340, WEST BENGAL

SYLLABUS FOR B.A. HONOURS

IN

SANSKRIT

UNDER SEMESTER WITH CBCS

(Effective from 2020-21)

SEMESTER-I

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks
BAHSNSC101	Classical Sanskrit Literature(Poetry)	CC-1	5-1-0	6	50
	Unit I: Bhaṭṭikāvyaṃ: Canto-II				
	Unit II: Raghuvamśam: Canto-XIII				
BAHSNSC102	Classical Sanskrit Literature (Poetry & Metrics)	CC-2	5-1-0	6	50
	Unit I: Kirātārjunīyam: Canto-I				
	Unit II: A General Concept of Sanskrit Meters & the definitions of the following Meters: Indravajrā, Upendravajrā, Upajāti, Rathodhdhatā, Śālinī, Vamśasthāvilam, Drutavilamvitam, Totakam, Praharṣiṇī, Rucirā, Vasantatilakam, Mālinī, Mandākrāntā, Śikharīṇī, Hariṇī, Śārdūlavikrīḍitam, Sragdharā, Anuṣṭup.				
BAHSNSSE101	Interdisciplinary (Any discipline other than Sanskrit)	GEC-1	5-1-0	6	50
	Environmental studies	AECE-1	4-0-0	4	50
Total				22	200

SEMESTER-II

Course Code	Course Title	Course Type	L.T.P.	Credit	Marks
BAHSNSC201	Classical Sanskrit Literature (Drama)	CC-3	5-1-0	6	50
	Abhijñānaśakuntalam (Whole)				
BAHSNSC202	Classical Sanskrit Literature (Prose)	CC-4	5-1-0	6	50
	Unit I: Śukanāsopadeśa-Kādambarī				
	Unit II: Daśakumārcaritam (Rājvāhanacaritam)				
BAHSNSSE202	Interdisciplinary (Any discipline other than Sanskrit)	GEC-2	5-1-0	6	50
	English/MIL	AECE-2	4-0-0	4	50
Total				22	200

SEMESTER-III

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks
BAHSNSC301	Sanskrit Grammar	CC-5	5-1-0	6	50
	Siddhāntakoumudī(Kāraḥ).				
BAHSNSC302	Sanskrit and World Literature	CC-6	5-1-0	6	50
	Unit I: Sanskrit Studies in West: William Jones, Charles Wilkins, H. Wilson, Max Müller, J.G. Buhler.				
	Unit II: Sanskrit Studies in East: Swami Vivekānanda, Sri Aravinda, Dayānanda Sarasvatī, Haridāsa Siddhāntavāgīśa, Śrījīva				

	Nyāyatīrtha, Kṣitīscandra Chatterjee, Ramā Choudhuri, Pañcānana Tarkaratna, Ramaranjan Mukherjee.				
BAHSNSC303	Self Management in the Gītā	CC-7	5-1-0	6	50
	Śrīmadbhagavatgītā: Chapter –III (Whole)				
BAHSNSSE301	Interdisciplinary (Any discipline other than Sanskrit)	GEC-3	5-1-0	6	50
BAHSNSSE301	Spoken Sanskrit & Translation	Any One	SEC-1	4-0-0	4
BAHSNSSE302	Sanskrit Grammar				

	Strīpratyaya, Atmanepada & Parasmaipadavidhānam, Namadhātu, San , Yañ, Use of Comparative, Superlative & Matvarthiya Taddhita Pratayas & The Concept of Following Saṃjñās: Pada, Vibhakti, Sūtra, Vārtika, Bhāṣya, Vibhāṣā, Upasarga, Gati, Nipāta, Guṇa, Vriddhi, Samprasāraṇam, Avyaya, Niṣṭhā, Anuvṛtti, Ti, Ghi, Ghu, Nadi & Upadhā.					
				Total	28	250

Semester-IV

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks
BAHSNSC401	Sanskrit Grammar	CC-8	5-1-0	6	50
	Siddhāntakoumudī(Samās)				
BAHSNSC402	Indian Epigraphy, Palaeography and Chronology.	CC-9	5-1-0	6	50
	Unit-I: Brāhmī Script				
	Unit-II: Epigraphy: The History of Epigraphical Study in India.				
	Unit-III: Śilālekha: Girnāra inscription of Rudradāmana.				
BAHSNSC403	Vedic Literature	CC10	5-1-0	6	50
	Unit I: Rgvedasaṃhitā: Vedic hymns with Sāyaṇa's Bhasya (Agnisūktam-2.6, Indrasūktam-2.12, Hiranyagarbhasūktam-10.121, Akṣasūktam-10.34, Devīsūktam-10.125).				
	Unit-II: Vedic grammar: Sandhi, Declension of a-stems, Position of vedic upasargas, Vedic				

	Subjunctive, Vedic Infinitive, The vedic accent & Pada-pātha.					
BAHSNSSE401	Interdisciplinary (Any discipline other than Sanskrit)	GEC-4	5-1-0	6	50	
BAHSNSSE401	Ethical and Moral Issues in Sanskrit	SEC-2	4-0-0	4		
	Unit-I: Pañcatantra- (Muni-Mūṣikakathā, Dharmabuddhi-Pāpabuddhikathā)					Any one
	Unit-II: Prastāvana-Hitopadeśa (Verses:1-47)					
BAHSNSSE402	Political Thought in Sanskrit Literature					
	Manusamhitā: Chapter VII (whole)					
Total				28	250	

Semester-V

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks
BAHSNSC501	Poetics and Literary Criticism	CC-11	5-1-0	6	50
	Unit-I: Kāvya prakāśa (Ullās I & II) by Mammata.				
	Unit-II: Sāhityadarpaṇa (Chapter-X) by Viśvanātha: Śleṣa, Upamā, Rūpakam, Utpreksā, Pariṇāma, Bhrāntimān, Apahnuti, Atiśyokti, Tulyayogitā, Dipakam, Prativastūpama, Driṣṭānta, Nidarśanā, Vyāptireka, Samāsokti, Aprastūtapraśamsā & Arthāntaranyāsa.				
BAHSNSC502	Indian Ontology and Epistemology	CC-12	5-1-0	6	50
	Tarkasaṃgraha (Whole) by Annambhaṭṭa .				
BAHSNSDSE501	Sanskrit Linguistics	DSEC-1 & 2	5-1-0	6X2	50X2
	Unit-I: Primitive Indo-European, Divisions of Indo-European, Indo-Irāṇīyan (Āryān), Emergence of Indo-Āryān, Non-Āryān, Influence of Sanskrit,					Any Two

	Vedic & Classical Sanskrit.	Any Two				
	Unit-II: Some Phonetic Laws & Tendencies, Grimm's Law, Verner's Law, Grassmann's Law, Collitz's Law, Assimilation, Dissimilation, Metathesis, Prothesis, Epenthesis, Anaptyxis & Haplology.					
BAHSNSDSE502	Theatre & Dramaturgy					
	Sāhityadarpaṇa (Chapter-VI) by Viśvanāth. Rūpakam, Nāndī, Vṛttis (Without Aṅgas), Prastāvanā, Arthaprakṛti, Arthopakṣepakam, Patākāsthānam, Kāryam, Avasthā, Sandhi (without Aṅgas) & Nāṭikā.					
BAHSNSDSE503	Art of Balanced Living					
	Yogasūtram by Patañjali (Whole).					
Total					24	200

Semester-VI

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks
BAHSNSC601	Indian Social Institutions and Polity.	CC-13	5-1-0	6	50
	Arthasāstram by Kauṭilya: Dūtapraṇidhi, Amātyotpatti, Mantrādhikār, Śāsanādhikār.				
BAHSNSC602	Modern Sanskrit Literature.	CC-14	5-1-0	6	50
	Śivarājaviṣayam (Nisvāsa-I) by Ambika Datta Vyāsa.				
BAHSNSDSE601	Critical Survey of Sanskrit Literature	DSEC 3 & 4	5-1-0	6X2	50
	Unit-I: Vaidika Sāhityam, Rāmāyaṇam, Mahābhāratam, Purāṇam.				
	Unit-II: The History of Sanskrit Literature (Mahākāvyaṃ): Aśvaghōṣa, Kālidāsa, Bhāravi, Māgha, Bhaṭṭi, Śrīharṣa.				

	Unit-III: The History of Sanskrit Literature (Prose): Subandhu, Daṇḍin, Bāṇabhaṭṭa.	Any Two				
	Unit-IV: The History of Sanskrit Literature (Drama): Bhāsa, Kālidāsa, Śūdraka, Viśākhadatta, Śrīharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa.					
	Unit-IV: The History of Sanskrit Literature (Fables): Pañcatantra, Hitopadeśa, Vetālapañcaviṃśati, Śiṃhāsanaadvātriṃśikā, Puruṣaparikṣā.					
BAHSNSDSE602	Fundamentals of Āyurveda					
	Introduction of Āyurveda, Carakasamhitā, Suśrutasamhitā, Aṣṭāṅgasamgraha, Aṣṭāṅghrdaya, Rasaratnasamuccaya.					
BAHSNSDSE603	Environmental Awareness in Sanskrit Literature					
	Environmental Awareness Reflected in Kālidāsa's Literature.					
BAHSNSDSE604	General Concept on Upaniṣadic Literature					
	Introduction of Iṣopaniṣat, Kenopaniṣat, Kaṭhopeniṣat, Muṇḍakopaniṣat, Taittirīyopaniṣat.					
				Total	24	200

Generic Elective (For the Students other than Sanskrit)

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks	
BAHSNSGE101	Basic Sanskrit	GEC-1	5-1-0	6	50	
	Unit-I: Devnāgarī Script					
	Unit-II: Declensions (a-Kārānta, i-Kārānta, u-Kārānta, ṛ-Kārānta, Masculine, Feminine & Neuter).					
	Unit-III: Conjugations (Loṭ, Lot, Lañ, Vidhiliñ, Lṛṭ & Liṭ of Bhū, Gam, Path, Dṛś, Sev, Labh, Vṛt, Pac, Kṛt, Dā, Śru & Jñā)					
	Unit-IV: Composition: Voice, Sandhi, kṛt, Taddhita & Translation.					
BAHSNSGE201	Sanskrit Prose & Poetry	GEC-2	5-1-0	6	50	
	Aśvaghoṣa, Bhāsa, Kālidasa, Bhāravi, Māgha, Bhaṭṭi, Śrīharṣa, Subandhu, Daṇḍin, Bāṇabhaṭṭa, Śūdraka, Viśākhadatta, Bhavabhūti, Bhaṭṭanārāyaṇa, Pañcatantra, Hitopadeśa, Vetālapañcaviṃśati, Siṃhāsanadvātriṃśikā, Puruṣaparīkṣā.					
BAHSNSGE301	Sanskrit Drama	GEC-3	5-1-0	6	50	
	Abhijñānaśakuntalam (Whole)					
BAHSNSGE302	Ancient Indian Polity					
	Arthasāstram by Kauṭilya: Dūtapraṇidhi, Amātyotpatti, Mantrādhikār, Śāsanādhikār.					
BAHSNSGE303	Indian Epigraphy & Paleography.	Any One				
	Unit-I: Brāhmī Script					
	Unit-II: Epigraphy: The History of Epigraphical Study in India.					
	Unit-III: Śilālekha: Gīrnāra inscription of Rudradāmana.					
BAHSNSGE401	Sanskrit Grammar	Any One	GEC-4	5-1-0	6	50
	Strīpratyaya, Atmanepada &					

	Parasmaipadaividhānam, Namadhātu, San , Yañ, Use of Comparative, Superlative & Matvarthīya Taddhita Pratayas & The Concept of Following Samjñās: Pada, Vibhakti, Sūtra, Vārtika, Bhāṣya, Vibhāṣā, Upasarga, Gati, Nipāta, Guṇa, Vṛiddhi, Samprasāraṇam, Avyaya, Niṣṭhā, Anuvṛtti, Ti, Ghi, Ghu, Nadi & Upadhā.					
BAHSNSGE402	Sanskrit Linguistics					
	Unit-I: Primitive Indo- European, Divisions of Indo-European, Indo- Irāṇīyan (Āryān), Emergence of Indo- Āryān, Non-Āryān, Influence of Sanskrit, Vedic & Classical Sanskrit.					
	Unit-II: Some Phonetic Laws & Tendencies, Grīmm's Law, Verner's Law, Grassmann's Law, Collitz's Law, Assimilation, Dissimilation, Metathesis, Prothesis, Epenthesis, Anaptyxis & Haplology.					
BAHSNSGE403	General Concept on Upaniṣadic Literature					
	Introduction of Ísopaniṣat, Kenopaniṣat, Kāthopaniṣat, Muṇḍakopaniṣat, Taittirīyopaniṣat.					

KAZI NAZRUL UNIVERSITY



ASANSOL-713340, WEST BENGAL

SYLLABUS FOR B.A. PROGRAM

IN

SANSKRIT

UNDER SEMESTER WITH CBCS

(Effective from 2020-21)

SEMESTER-I

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks
BAPNSC101	Discipline-1 (Sanskrit) Sanskrit Poetry	CC-1(1)	5-1-0	6	50
	Unit-I: Bhaṭṭikāvyaṃ: Canto-II				
	Unit II: Raghuvamśam: Canto-XIII				
	Discipline-2 (Other than Sanskrit)	CC-1(2)	5-1-0	6	50
	MIL-1	AECC-1	5-1-0	6	50
AEE101	Environment Studies	AECE-1	4-0-0	4	50
Total				22	200

SEMESTER-II

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks
BAPNSC201	Discipline-1 (Sanskrit) Sanskrit Prose	CC-1(2)	5-1-0	6	50
	Daśakumārcaṛitam (Rājavāhanacaṛitam)				
	Discipline-2 (Other than Sanskrit)	CC-2(2)	5-1-0	6	50
AEC201	English-I	AECC-2	5-1-0	6	50
	English/MIL	AECE-2	4-0-0	4	50
Total				22	200

SEMESTER-III

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks
BAPNSC301	Discipline-1 (Sanskrit) Sanskrit Drama	CC-1(3)	5-1-0	6	50
	Abhijñānaśakuntalam (Whole)				
	Discipline-2 (Other than Sanskrit)	CC-2(3)	5-1-0	6	50
	MIL-II	AECC-3	5-1-0	6	50
BAPNSSE301	Spoken Sanskrit & Translation	SEC-1	4-0-0	4	50
Total				22	200

SEMESTER-IV

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks
BAPNSC401	Discipline-1(Sanskrit) Sanskrit Grammar	CC-1(4)	5-1-0	6	50
	Strīpratyaya, Atmanepada & Parasmaipadavidhānam, Namadhātu, San , Yañ, Use of Comparative, Superlative & Matvarthīya Taddhita Pratayas & The Concept of Following Saṃjñās: Pada, Vibhakti, Sūtra, Vārtika, Bhāṣya, Vibhāṣā, Upasarga, Gati, Nipāta, Guṇa, Vṛddhi, Samprasāraṇam, Avyaya, Niṣṭhā, Anuvṛtti, Ti, Ghi, Ghu, Nadī & Upadhā.				
	Discipline-2 (Other than Sanskrit)	CC-2(4)	5-1-0	6	50
AEC401	English-II	AECC-4	5-1-0	6	50
BAPNSSE401	Indian Theatre	SEC-2	4-0-0	4	50
	Sāhityadarpaṇa (Chapter-VI) by Viśvanāth. Rūpakam, Nāndī, Vṛttis (Without Aṃgas), Prastāvanā, Arthaprakṛti, Arthopakṣepakam, Patākāsthānam, Kāryam, Avasthā, Sandhi (without Aṃgas) & Nāṭikā.				
Total				22	200

SEMESTER-V

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks
BAPNSDSE501	Discipline-1 (Sanskrit) Philosophy, Religion and Culture in Sanskrit	Any One DSEC-1(1)	5-1-0	6	50

	tradition					
	Outline of Indian Philosophy.					
BAPNSDSE502	Discipline-1A (Sanskrit) Literary Criticism					
	Sāhityadarpaṇa (Chapter-X) by Viśvanātha: Anuprāsa, Yamakam, Śleṣa, Upamā, Rūpakam, Utprekṣā, Pariṇāma, Bhrāntimān, Apahnuti, Atiśyokti, Tulyayogitā, Dipakam, Prativastūpama, Driṣṭānta, Nidarśanā, Vyātireka, Samāsokti, Aprastūtaprasāmsā & Arhāntaranyāsa.					
	Discipline-2 (Other than Sanskrit)	DSEC-1(2)	5-1-0	6	50	
	Any discipline other than core disciplines including core languages.	GEC-1	5-1-0	6	50	
BAPNSSE501	Vedic Literature	SEC-3	4-0-0	4	50	
	R̥gvedasamhitā: Vedic hymns with Sāyaṇa's Bhasya (Agnisūktam-2.6, Akṣasūktam-10.34, Saṃjñānasūktam-10.191, Vṛṣṭisūktam-5.83)					
Total				22	200	

SEMESTER-VI

Course Code	Course Title	Course Details	L.T.P.	Credit	Marks	
BAPNSDSE601	Discipline-1 (Sanskrit) Epigraphy	Any One	DSEC-1(1)	5-1-0	6	50
	Unit-I: Brāhmī Script					

	Unit-II: Epigraphy: The History of Epigraphical Study in India.					
	Unit-III: Śilālekha: Girnāra inscription of Rudradāmana.					
BAPNSDSE602	Discipline-1A (Sanskrit) Ethical Issues in Sanskrit Literature.					
	Nīṭisatakam by Bhartṛhari.					
	Discipline-2 (Other than Sanskrit)	DSEC-1(2)	5-1-0	6	50	
	Any discipline other than core disciplines including core languages.	GEC-1	5-1-0	6	50	
BAPNSSE601	Basic Elements of Āyurveda.	SEC-4	4-0-0	4	50	
	Introduction of Āyurveda, Carakasamhitā, Suśrutasaṃhitā, Aṣṭāṅgasamgraha, Aṣṭāṅgahṛdaya, Rasaratnasamuccaya.					
				Total	22	200

Subject Group of Discipline Specific Elective(DSE)

Category	
DSE-1	Philosophy, Religion and Culture in Sanskrit tradition
	Outline of Indian Philosophy.
	OR,
	Literary Criticism
	Sāhityadarpaṇa (Chapter-X) by Viśvanātha: Anuprāsa, Yamakam, Śleṣa, Upamā, Rūpakam, Utprekṣā, Pariṇāma, Bhrāntimān, Apahnuti, Atiśyokti, Tulyayogitā, Dipakam, Prativastūpama, Driṣṭānta, Nidarśanā, Vyātireka, Samāsokti, Aprastūtapraśamsā & Arthāntaranyāsa.
DSE-2	Epigraphy.
	Unit-I: Brāhmī Script
	Unit-II: Epigraphy: The History of Epigraphical Study in India.

	Unit-III: Śilālekha: Girnāra inscription of Rudradāmana.
	OR,
	Ethical Issues in Sanskrit Literature.
	Nītiśatakam by Bhartṛhari.

**Subject Group of Generic Elective(GE)
(For the Students Other than Sanskrit)**

Category	
GE-I	Political Thought in Sanskrit
	Manusamhitā: Chapter VII (whole)
GE-II	Ethical Issues in Sanskrit Literature
	Nītiśatakam by Bhartṛhari.



PROGRAMME	
SUB: SANSKRIT	
HONOURS	
PROGRAMME	
COURSE OUTCOME	
<ol style="list-style-type: none"> 1. Understanding linguistics 2. Learning moral values 3. Understanding Ancient Indian literature and texts 4. Learning scriptures 5. Understanding Ancient Poetics 	

MAPPING PROGRAMME OUTCOME

PO1	PO2	PO3	PO5	PO6	PO7
CRITICAL THINKING	EFFECTIVE COMMUNICATION	SOCIAL INTERACTION	LABORATORY SKILL	ENVIRONMENT SUSTAINABILITY	SELF LEARNING
CC1				AECE1	SEC1
CC2	GEC4				SEC2
CC3	SEC1				CC7
CC4		DSEC4			CC9
CC5					
CC6		SEC2			
CC7		CC13			
CC8					
CC9					
CC10					
CC11					
CC12					
DSEC1					
CC13					
CC14					
DSEC3					

Sanchai Bhattacharya
 CO-ORDINATOR
 IQAC
 Pandaveswar College
 Paschim Bardhaman
 27/6/24

Jayanta Das
 22/07/2024
 PANDAVESWAR COLLEGE
 Pandaveswar Paschim Bardhaman

CURRICULUM

B.A. Honours in Education

CHOICE BASED CREDIT SYSTEM

(With effect from 2020-2021 academic sessions and onwards)



KAZI NAZRUL UNIVERSITY
ASANSOL, WEST BENGAL, INDIA

Kazi Nazrul University

Curriculum

B.A. Honours in Education

(6 Semester Pattern)

(With effect from 2020-2021 academic session and onwards)



There will be Six Semesters in the Three Years B.A. Honours course in Education. The Curriculum consists of 14 Core Courses (C), 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Discipline Specific Elective (DSE) courses and 4 Generic Elective (GE) courses [to be taken from options mentioned]. Each course is of 50 marks (40 marks for Semester Examination and 10 marks for internal assessment). For practical based courses 30 marks are for internal assessment and 20 marks are for Semester Examination. **L** stands for Lecture Hour, **T** for Tutorial Hour and **P** for Practical Hour.

B.A. Honours in Education : 1st Semester					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHEDCC101	Introduction to Education	CC-1	5 - I - 0	6	50
BAHEDCC102	History of Education in Ancient & Medieval India	CC-2	5 - I - 0	6	50
BAHEDCGE101	Yoga Education (for others)	GEC-1	5 - I - 0	6	50
AEE101	Environment Studies	AECC-1	4 - 0 - 0	4	50
		SEMESTER	TOTAL:	22	200

B.A. Honours in Education : 2nd Semester					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHEDCC201	History of Education in Pre-Independence & Post-Independence India	CC-3	5 - I - 0	6	50
BAHEDCC202	Philosophical Foundations of Education	CC-4	5 - I - 0	6	50
BAHEDCGE201	Value and Peace Education (for others)	GEC-2	5 - I - 0	6	50
	English/MIL	AECC-2	4 - 0 - 0	4	50
		SEMESTER	TOTAL:	22	200

B.A. Honours in Education: 3rd Semester					
Course Code	Course Title	Course type	(L-T-P)	Cre dit	Mar ks
BAHEDCC301	Sociological Foundations of Education	CC-5	5 - I - 0	6	50
BAHEDCC302	Psychological Foundations of Education	CC-6	5 - I - 0	6	50
BAHEDCC303	School Organization and Educational Management	CC-7	5 - I - 0	6	50
BAHEDCGE301	Human Rights Education (for others)	GEC-3 (any one to be chosen out of two)	5 - I - 0	6	50
BAHEDCGE302	Life Skill Education (for others)				
BAHEDCSE301	Communication Skills	SEC-1 (any one to be chosen out of two)	0 - 0 - 8	4	50
BAHEDCSE302	Computer Application in Education				
SEMESTER			TOTAL:	28	250

B.A. Honours in Education: 4th Semester					
Course Code	Course Title	Course type	(L-T-P)	Cre dit	Mar ks
BAHEDCC401	Educational Technology	CC-8	5 - I - 0	6	50
BAHEDCC402	Curriculum Studies	CC-9	5 - I - 0	6	50
BAHEDCC403	Inclusive Education	CC-10	5 - I - 0	6	50
BAHEDCGE401	Population Education (for others)	GEC-4 (any one to be chosen out of two)	5 - I - 0	6	50
BAHEDCGE402	Women Education (for others)				
BAHEDCSE401	Community Development	SEC-2 (any one to be chosen out of two)	0 - 0 - 8	4	50
BAHEDCSE402	Action Research and Case Study				
SEMESTER			TOTAL:	28	250

B.A. Honours Education: 5th Semester					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHEDCC501	Contemporary Issues in Education	CC-11	5 - I - 0	6	50
BAHEDCC502	Guidance and Counselling in Education	CC-12	5 - I - 0	6	50
	DSE Group A				
	Any two out of five given below				
BAHEDCDSE501	Teacher Education	DSEC-1 & DSEC-2 (Any Two)	5 - I - 0	6 + 6	50 + 50
BAHEDCDSE502	Psychology of Mental Health and Hygiene		5 - I - 0		
BAHEDCDSE503	Education for Sustainable Development		5 - I - 0		
BAHEDCDSE504	Open and Distance Learning		5 - I - 0		
BAHEDCDSE505	Project work - I		0 - 0 - 12		
		SEMESTER	TOTAL:	24	200

B.A. Honours Education: 6th Semester					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHEDCC601	Measurement and Evaluation in Education	CC-13	5 - I - 0	6	50
BAHEDCC602	Fundamentals of Educational Research	CC-14	5 - I - 0	6	50
	DSE Group B				
	Any two out of five given below				
BAHEDCDSE601	Education of Children with Special Needs	DSEC-3 & DSEC-4 (Any Two)	5 - I - 0	6 + 6	50 + 50
BAHEDCDSE602	Educational Thoughts and Ideas of Great Educators		5 - I - 0		
BAHEDCDSE603	Higher Education		5 - I - 0		
BAHEDCDSE604	Alternative Education		5 - I - 0		
BAHEDCDSE605	Project work - II		0 - 0 - 12		
		SEMESTER	TOTAL:	24	200
		GRAND	TOTAL:	148	1300

B.A. Honours in Education

Semester – 1st	
Course: CC-1 (BAHEDCC101) : INTRODUCTION TO EDUCATION	Full Marks:50
Objectives: After going through this course, the students will be able to- <ul style="list-style-type: none">• understand the meaning of Education• understand the types of Education• understand the agencies of Education• understand the nature of knowledge• understand the nature of values in society• understand the role of education in emerging Indian society	
Unit I Introduction <ul style="list-style-type: none">• Education: Meaning, Definitions and Nature• Scope and Functions of Education• Goals of Education in emerging Indian Society• Importance of Education	
Unit II Types of Education <ul style="list-style-type: none">• Formal, Informal & Non- formal• Liberal Education, Professional Education, Vocational Education, Technical Education• Face-to-face Education• Distance Education	
Unit III Agencies of Education <ul style="list-style-type: none">• Home & Family• School,• Community• Mass-media: Concept and importance in education in reference to modern Indian society	
Unit IV Factors of education <ul style="list-style-type: none">• Students• Teachers• School• Curriculum	
Unit V Nature of Knowledge <ul style="list-style-type: none">• Understanding Knowledge• Characteristics of Knowledge• Forms of Knowledge• Ways of Knowledge	
Unit VI Role of Education <ul style="list-style-type: none">• Education for National Integration• Education for International Understanding• Education and Democracy• Education and Empowerment	
Recommended Books: <ul style="list-style-type: none">• Basics in Education: NCERT	

- J. C. Aggarwal- Theory and Principles of Education
- S. P. Chaube & A. Chaube – Foundations of Education
- Banerjee, A -Philosophy and principles of education
- S. S. Ravi – A Comprehensive Study of Education
- Kundu and Majumder -Theories of education
- Mukherjee, K. K. -Principles of education.
- Purkait, B.R- Principles and Practices of Education
- সূশীল রায়- শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- অর্চনা বন্দ্যোপাধ্যায়- শিক্ষাদর্শন ও শিক্ষানীতি
- দিবেন্দু ভট্টাচার্য্য- শিক্ষা ও দর্শন
- জগদিন্দ্র মণ্ডল- শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
- গৌরদাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
- ড. দেবাশিষ পাল ও ড. দেবাশিষ ধর- শিক্ষার ভিত্তি ও বিকাশ
- ড. নূরুল ইসলাম- শিক্ষাতত্ত্বের রূপরেখা

Objectives:

After going through this course, the students will be able to-

- understand the aims of education in ancient and medieval period in India
- understand the curriculum in ancient and medieval period in India
- understand the methods of teaching in ancient and medieval period in India
- understand the status of women education in ancient and medieval period in India
- understand the evaluation system in education in ancient and medieval period in India
- understand different centres of learning in ancient and medieval period in India

Unit I Education in Vedic Period

- Education in Vedic period with special reference to
- Aims
- Curriculum
- Methods of Teaching
- Women Education
- System of Evaluation

Unit II Education in Brahmanic Period

- Education in Brahmanic period with special reference to
- Aims
- Curriculum
- Methods of Teaching
- Women Education
- System of Evaluation

Unit III Education in Buddhist Period

- Education in Buddhist period with special reference to
- Aims
- Curriculum
- Methods of Teaching
- Women Education
- System of Evaluation

Unit IV Education in Sultanate Period

- Education in Medieval India under Sultanate rulers with special reference to
- Objectives of Education
- Curriculum
- Method of Teaching
- Women Education
- System of Evaluation

Unit V **Education in Mughal Period**

- Education in Medieval India under Mughal rulers with special reference to
- Objectives of Education
- Curriculum
- Method of Teaching
- Women Education
- Evaluation

Unit VI **Centres of Learning**

- Pathsala
- Toll
- Nalanda
- Taxila
- Maktab
- Madrassah

Recommended Books:

- Altekar, A. S.- Education in Ancient India
- Basu, A. N.- Education in Modern India
- Banerjee, J.P.- Education in India-Past, Present and Future
- Keay, F.E.- Indian Education in Ancient Times
- Mukherjee, S.N.- Education in India, Today and Tomorrow
- Narulla, S, Naite J.P.- History of Education in India
- Rawat, P.L.- History of Indian Education
- S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- ভক্তিভূষণ ভট্টা- ভারতীয় শিক্ষার রূপরেখা
- সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
- ড. নূরুল ইসলাম- ভারতীয় শিক্ষা ইতিহাসের রূপরেখা
- রণজিৎ ঘোষ- যুগে যুগে ভারতের শিক্ষা: প্রাচীন, মধ্য ও আধুনিক
- জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- শিক্ষার ইতিহাস
- ড. দিলীপ কুমার ঠাকুর ও শেখ হামিদুল হক- শিক্ষার ইতিহাস: প্রাচীন, মধ্য ও আধুনিক যুগ

Course : GE-1 (BAHEDCGE101) : YOGA EDUCATION	Full Marks:50
Objectives: After going through this course, the students will be able to- <ul style="list-style-type: none"> • Acquaint with the concept of Yoga • understand the historical underpinnings of Yoga • relate between Yoga and science • understand Yoga as a means of personal and social upliftment • understand various forms of Yoga • practice a various guiding principles of Yoga 	
Unit I Introduction to Yoga <ul style="list-style-type: none"> • Concept and Principles • Approaches of Yoga practices: Kriyas, Yama, Niyama, Asana, Pranayama • General guideline for performing Yoga practices 	
Unit II Historical Aspects of Yoga <ul style="list-style-type: none"> • History of Yoga Philosophy • Yoga in Bhagwat Gita • Patanjali Yoga Sutra 	
Unit III Scientific Basis of Yoga <ul style="list-style-type: none"> • Yoga & bio-feed back • Therapeutic values of Yoga 	
Unit IV Yoga and its relationship with individual and social Upliftment <ul style="list-style-type: none"> • Yoga as a way to healthy and integrated living • Yoga as a way to socio-moral upliftment • Yoga as a way to spiritual enlightenment 	
Unit V Types of Yoga <ul style="list-style-type: none"> • Jnana Yoga • Bhakti Yoga • Karma Yoga 	
Unit VI Instrumentals of Yoga <ul style="list-style-type: none"> • Yamas, Niyamas, Asanas • Pranayam, Pratyahara, Dharana • Dhyana & Samadhi 	
Recommended Books: <ul style="list-style-type: none"> • Gore, M.M. –Anatomy and Physiology of Yogic Practices; New Age Books, New Delhi, 2007 • Coulter.H.David- Anatomy of Hathayoga; MLBD, New Delhi, 2007 • Gharote, Manmath M. and Others- Application in Yoga; Lonavla, 2008 • Saraswati, Swami Satyananda- Asana Pranayama & Mudra Bandha; Bihar School of Yoga, Munger, 1969 • Tiwari, O.P.- Asana Why and How?; Kaivalyadhama, Lonavla • Iyengar, B.K.S. Astadal Yoga Mala, (Vol. I-VIII); Allied Publishers Pvt. Ltd., Lucknow, 2009 • Dr. Ajit Das and Pranay Pandey- Yoga Education: Self Understanding and Development • ড. দেবাশিষ পাল ও ড. অজিত দাস- যোগশিক্ষা: আত্মবোধ ও বিকাশ • ড. সুজিত পাল, ড. উদয় শংকর কবিরাজ ও অভিজিৎ পণ্ডিত- যোগশিক্ষা: আত্মউপলব্ধি ও বিকাশ • ড. উদয়াদিত্য ভট্টাচার্য্য- যোগশিক্ষার আত্মবোধ ও তার বিকাশ • ড. অজিত দাস- যোগশিক্ষা • ড. মলয় কুমার মুখোপাধ্যায় ও ড. সুজিত পাল- যোগশিক্ষা • ড. আকাশ বন্দ্যোপাধ্যায়- যোগশিক্ষা 	

Course: AECC-1 (AECE101): ENVIRONMENTAL STUDIES	Full Marks: 50
Course Contents: <ul style="list-style-type: none"> • Ability-Enhancement Compulsory Course AECC-1(Elective) Common Syllabus to be provided by the respective Department. 	

Semester – 2nd

Course: CC-3 (BAHEDCC201) : HISTORY OF EDUCATION IN PRE-INDEPENDENCE & POST-INDEPENDENCE INDIA

Full Marks:50

Objectives:

After going through this course, the students will be able to-

- understand the education system of early British period in India
- understand the influence of western education system in Indian context
- understand different educational policies of India under British rule
- understand the impact of colonial plan of education in India
- understand the education system of post-independent India
- understand different educational policies of post-independent India

Unit I Early British Education

Contribution of Missionaries with special reference to

- Charter Act (1813)
- Macaulay's Minute
- Adam's Report

Unit II Influence of Western Education

- Bengal Renaissance
- Rammohan Roy
- Vidyasagar

Unit III Educational Policies of British India

- Wood's Despatch (1854)
- Educational Contribution of Lord Curzon
- Calcutta University Commission

Unit IV Impact of Colonial Plan of Education in India

- Development of vernacular language
- Women Education
- Teacher Education

Unit V Education in Post-Independent India

- Raddhakrishnan Commission
- Mudaliar Commission
- Kothari Commission

Unit VI Educational Policies in India

- National Policy on Education (1968)
- National Policy on Education (1986)
- Programme of Action (POA) (1992)

Recommended Books:

- Aggarwal, J. C.- Landmarks in the History of Modern Indian Education
- Basu, A.N.- Education in Modern India
- Banerjee, J.P.- Education in India-Past, Present and Future, Vol. I and II
- Mukherjee, S.N.- Education in India, Today and Tomorrow
- Mukherjee, S.N.- History of Education (Modern Period)
- Narulla, S, Naite J.P.- History of Education in India
- Purkait, B.R.- Milestones of Modern Indian Education
- Report of Commissions-Radha Krishnan, Mudaliar, Kothari.
- National Policy on Education, 1986. Policy perspective and Action program
- ড. দিলীপ কুমার ঠাকুর ও শেখ হামিদুল হক- আধুনিক ভারতে শিক্ষার ধারা
- ভক্তিভূষণ ভট্টা- ভারতীয় শিক্ষার রূপরেখা
- রণজিৎ ঘোষ- আধুনিক ভারতে শিক্ষার বিকাশ
- ড. দুলাল মুখোপাধ্যায়, তারিণী হালদার ও বিনায়ক চন্দ্র- সমকালীন ভারতবর্ষ ও শিক্ষা
- ড. নূরুল ইসলাম- ভারতীয় শিক্ষা ইতিহাসের রূপরেখা
- গৌরদাস হালদার ও প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
- রণজিৎ ঘোষ- যুগে যুগে ভারতের শিক্ষা: প্রাচীন, মধ্য ও আধুনিক
- জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা
- ড. অনিরুদ্ধ চক্রবর্তী ও মহঃ নিজাইরুল ইসলাম- শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ
- ড. দেবাশিষ পাল, ড. দিলীপ কুমার ঠাকুর ও হামিদুল হক- সাম্প্রতিককালীন ভারতীয় শিক্ষার ধারা
- ড. দেবাশিষ পাল, ড. দত্ত, ড. ধর ও ড. মণ্ডল- সমসাময়িক ভারতবর্ষে শিক্ষার বিকাশ

Objectives:

After going through this course, the students will be able to-

- understand the meaning and relationship of Education and Philosophy
- understand the meaning and features of child centric education
- understand the concept of Indian philosophy
- understand the concept of western philosophy
- understand the contributions of great Indian educators
- understand the contributions of great western educators

Unit I Education and Philosophy

- Education: Meaning, Nature & Scope
- Aims of Education: Individualistic and Socialistic
- Scope of Educational Philosophy and Relation between Education and Philosophy

Unit II Child Centric Education

- Child centric Education: Meaning and Characteristics
- Aims and approaches of Child centric education
- Life centric education: features and significance

Unit III Indian Philosophy

- Concept of Indian schools of philosophy with a special reference to
- Buddhism
- Jainism

Unit IV Western Philosophy

- Concept of Western schools of philosophy with a special reference to
- Idealism
- Naturalism
- Pragmatism
- Realism

Unit V Contributions of Great Indian Educators

- Swami Vivekananda
- Rabindranath Tagore

Unit VI Contributions of Great Western Educators

- Rousseau
- Froebel

Recommended Books:

- J. C. Aggarwal - Philosophical and Sociological Bases of Education
- K. K. Shrivastava- Philosophical Foundations of Education
- S. S. Chandra & R. K. Sharma- Philosophy of Education
- Chandra S.S- Indian educational development, problems and trends.
- O.P. Dhiman- Philosophical Foundations of Education
- R. R. Sharma- Philosophical and Sociological Foundation of Education
- M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
- B. R. Purkait – Great Educators
- Aggarwal J. C and Gupta S- Great Philosophers and Thinkers on Education
- Mukherjee, K.K. -Some great educators of the world.
- V.R. Taneja- Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Gutek, Gerald L.- New Perspectives on Philosophy and Education. New Jersey, USA: Pearson.
- Nayak, B.K- Text Book of Foundation of Education. Cuttack, Odisha: KitabMhal.
- Ozman, Howard A., & Craver, Samuel M.- Philosophical Foundation of Education. Boston, USA: Allyn & Bacon.
- Wingo. G. Max.- Philosophies of Education New Delhi: Sterling Publishers.
- তারিনী হালদার, বিনায়ক চন্দ, সুশান্ত কুমার বর্মণ, দুলাল মুখোপাধ্যায়- শিক্ষা ও উন্নয়ন
- ড. অভিজিৎ কুমার পাল- শিক্ষা দার্শনের রূপরেখা
- তারিনী হালদার ও ড. প্রনব কুমার চক্রবর্তী- শিক্ষার দার্শনিক ও সমাজতাত্ত্বিক ভিত্তি
- বেবী দত্ত ও দেবীকা গুহ- শিক্ষাদর্শন ও দার্শনিকের অবদান
- ড. উজ্জল পাণ্ডা, ড. মিহির চট্টোপাধ্যায় ও ড. স্বপন সেন- শিক্ষার দার্শনিক ও সামাজিক ভিত্তি
- ড. দেবাশিষ পাল ও ড. মিহির চট্টোপাধ্যায়- শিক্ষার দার্শনিক ভিত্তি
- ড. মিহির চট্টোপাধ্যায় ও ড. কবিতা চক্রবর্তী- শিক্ষাদর্শন ও শিক্ষানীতির রূপরেখা
- সুশিল রায়- শিক্ষাতত্ত্ব ও শিক্ষাদর্শন

Course : GE-2 (BAHEDCGE201) : VALUE AND PEACE EDUCATION	Full Marks:50
Objectives: After going through this course, the students will be able to- <ul style="list-style-type: none"> • understand the meaning and concept of value education • understand the concept of value and morality • understand the necessity of values in schools • understand the meaning and concept of peace education • understand the need of peace education • understand the need of values in peace education 	
Unit I Introduction Value Education <ul style="list-style-type: none"> • Value Education: Meaning • Concept of Value Education • Needs of value education 	
Unit II Value and Morality <ul style="list-style-type: none"> • Value in a pluralistic society • Morality: Concept and needs of Morality • Morality and Value 	
Unit III Value and School <ul style="list-style-type: none"> • Values in classroom • Inculcation of values among the students • Role of teachers in facilitating moral development among the pupils 	
Unit IV Introduction to Peace Education <ul style="list-style-type: none"> • Peace Education: Meaning • Aims of Peace Education • Needs of Peace Education 	
Unit V Peace Education Aspects <ul style="list-style-type: none"> • Peace Education and National Integration • Peace education and Internationalism 	
Unit VI Establishing Peace <ul style="list-style-type: none"> • Values in Peace Education • Peace education and conflict resolution 	
Recommended Books: <ul style="list-style-type: none"> • Damon, W- The Moral child, New York: The free press. • Halstead, J.Mark- Values in Education and Education in value. London. • Durkheim, E.- Moral Education. London. • Kohlberg.- The Psychology of moral Development.New York. • Bagchi, J.P- Values Education, University Book House (P) Ltd. • Dev, Arjun et. al.- Human Rights – A source Book, NCERT, New Delhi. • Puligandla, R.- Fundamentals of Indian Philosophy, Abingdon Press. • Raths,L - Values and Teaching : Working with values in the Classroom • V.C Pandey- Value Education and Education for Human Rights • তারিনী হালদার ও ড. প্রনব কুমার চক্রবর্তী- শিক্ষার দার্শনিক ও সমাজতাত্ত্বিক ভিত্তি • তারিনী হালদার, বিনায়ক চন্দ, সুশান্ত কুমার বর্মণ, দুলাল মুখোপাধ্যায়- শিক্ষা ও উন্নয়ন • তারিনী হালদার- শান্তির জন্য শিক্ষা • ড. দেবশিষ পাল, ড. দেবব্রত দেবনাথ ও রাজীব সরকার- শান্তি, মূল্যবোধ ও পরিবেশ শিক্ষা • ড. প্রদীপ্ত রঞ্জন রায় ও অদিতি রায়- শিক্ষায় শান্তি ও মূল্যবোধ 	

COURSE: AECC-2 :ENGLISH/MIL	Full Marks:50
Course Contents: <ul style="list-style-type: none"> • Ability-Enhancement Compulsory Course AECC-2(Elective) Common Syllabus to be provided by the respective Department. 	

Semester – 3rd

Course: CC-5 (BAHEDCC301) : SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Full Marks:50

Objectives:

After going through this course, the students will be able to-

- understand the meaning and relationship of Education and Sociology.
- understand the types and agencies of education.
- understand the interrelation of school and society.
- understand the sociological bases of education.
- understand the constitutional provisions for education.
- understand the concept and role of religion and culture.

Unit I **Introduction**

- Education: Meaning, Need, Scope and Functions.
- Aims of Education in reference to present Indian Society.
- Sociology: Meaning, Nature, Scope and Functions.
- Relationship between Education and Sociology.

Unit II **Education and Society**

- Education as a Social Subsystem.
- Types of Education – Formal, Informal, Non- formal and its impact on Society.
- Role of Agencies- Home, School, Family and Community in Societal Development.
- Mass-media- concept and importance in education in reference to modern Indian society.

Unit III **School and Society**

- Role of School as a miniature form of Society.
- Role of School in Social Development.
- Role of Society in Social Development.
- Interaction between School and Society.

Unit IV **Sociological Bases of Education**

- Role of Education and Society in preservation and progression of knowledge and transmission of cultural heritage and tradition.
- Need based education for modern society (societal expectations of education).
- Role of Education in socialization and social change.
- Role of Education in social mobility & social stratification.

Unit V **Constitutional Provisions and Social Development**

- Fundamental Rights and Education
- Fundamental Duties and Education
- Preamble of Indian Constitution and Indian Society
- Equity and Equality in society.

Unit VI **Religion and Culture**

- Concept of Religion in India
- Role of Religion in Education and Social Development
- Concept of Culture
- Role of Culture in Education and Social Development

Recommended Books:

- Aggarwal, J.C.- Theory & Principles of Education, New Delhi, Vikas Publishing House.
- Aggarwal, J.C.- Philosophical and Sociological Bases of Education, New Delhi, Vikas Publishing House.
- Bhatia & Bhatia- Theory and Principles of Education, New Delhi; Doaba House.
- Chaube, S.P. and Akhilesh- Philosophical and Sociological Foundations of Education, Vinod Pustak Mandir.
- Havinghurst R.J. & B.L. Newgarben - Society and Education, Allyn & Bacon.
- Mathur, S.S.- A Sociological Approach to Indian Education, Agra; Vinod Pustak Mandir.
- Ottaway, A.K.C.- School and Society, London; Routledge and Keganpal.
- S. P. Chaube & A. Chaube – Foundations of Education
- Sharma, Y. - Sociology of Education
- Brown, F.L. -Educational Sociology
- Chakraborty, J.C. -Educational Sociology
- Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata
- Ganguly, R and Mainuddin, S.A.H.- Contemporary Indian Society, PHI Learning Pvt,Ltd, New Delhi.
- Jayaram, N – Sociology of Education in India; Rawat Publication; Jaipur
- সোনাৰি চক্রবৰ্তী- শিক্ষাৰ সমাজবৈজ্ঞানিক ভিত্তি
- দিবেন্দু ভট্টাচাৰ্য্য- শিক্ষা ও সমাজতত্ত্ব
- মঞ্জুমা তৰফদাৰ- শিক্ষাগ্ৰন্থী সমাজবিজ্ঞান
- বিষ্ণুপদ নন্দ- শিক্ষাগ্ৰন্থী সমাজতত্ত্ব
- শ্যামাপ্ৰসাদ চট্টৰাজ- শিক্ষাগ্ৰন্থী সমাজবিজ্ঞান
- ড. দেবাশিষ পাল- শিক্ষাৰ সামাজিক ভিত্তি
- তাৰিনী হালদাৰ ও ড. প্ৰনব কুমাৰ চক্রবৰ্তী- শিক্ষাৰ দাৰ্শনিক ও সমাজতাত্ত্বিক ভিত্তি
- ড. মিহিৰ চক্রবৰ্তী ও ড. কবিতা চক্রবৰ্তী- শিক্ষা সমাজতত্ত্বৰ ৰূপৰেখা

Objectives:

After going through this course, the students will be able to-

- understand the concept of Psychology
- relate psychology with education
- be acquaint with the concepts of growth and development, their different stages and aspects
- understand the nature and theories of learning and how different factors affect it
- be acquaint with the concepts of Intelligence, Creativity and Personality
- know basic concept of teaching and its different methods

Unit I Psychology and Education

- Concept of Psychology and
- Its relation with education
- Concept and Nature of Educational Psychology
- Scope of Educational Psychology

Unit II Cognition

- Sensation and Perception
- Neural basis of cognition: Structure and Electrical potentials of Neuron & Synoptic transmission
- Human Brain: Structure and Functions
- Neo-endocrinal System

Unit III Growth and Development

- Concept and Factors
- Stages and Types of Human Development: Physical, Motor, Psycho-Social (Erikson), Cognitive (Piaget) and Moral (Kohlberg)

Unit IV Learning

- Concept
- Characteristics
- Theories: Trial and Error, Classical and Operant Conditioning, Insightful Learning
- Factors: Motivation, Memory and Attention

Unit V Intelligence

- Concept
- Theories: Spearman, Guildford, Thurstone
- Measurement: Brief description on Individual, Group, Verbal and Non-verbal tests
- Creativity: Meaning, Nature and Characteristics

Unit VI Teaching

- Concept and Characteristics
- Role of teacher in modifying students' behaviour
- Teaching Methods: Lecture, Demonstration and Tutorial
- Concept of Constructivist Teaching and its difference with traditional teaching

Recommended Books:

- Bigge, M.L- Psychological Foundations of Education. Harper and Row, New York.
- S. K. Mangal- Essentials of Educational Psychology
- J. C. Aggarwal- Essentials of Educational Psychology
- Chauhan, S.S. (1998)- Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube.(1996)- Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997)- Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Woolfolk, A.E. (2011)- Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- Bruner, J.(1977)- The Process of Education, USA: Harvard University Press.
- B. N. Dash & N. Dash –A Test Book of Educational Psychology
- Normann Sprinthall and Richard, C. Sprinthall- Educational psychology: McGraw-Hill Publishing Company.
- সুশীল রায়- শিক্ষা মনোবিদ্যা
- ড. বিজন সরকার- শিখন ও শিক্ষণ
- ড. প্রনব কুমার চক্রবর্তী ও ড. বিজন সরকার- শিখন ও মনোবিদ্যা
- ড. দেবাশিষ পাল- শিখন ও মনোবিদ্যা
- ড. দেবাশিষ পাল, ড. ধর, ড. দাশ ও ড. ব্যানার্জী- পাঠদান ও শিখনের মনস্তত্ত্ব
- ড. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা
- ড. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞান ও শিখনপ্রক্রিয়া
- অরুণ ঘোষ- শিক্ষাপ্রয়ী মনোবিজ্ঞান
- প্রমোদবন্ধু সেনগুপ্ত ও প্রশান্ত শর্মা- শিক্ষা মনোবিজ্ঞান

Objectives:

After going through this paper, the students will be able to-

- understand the concept of educational management
- understand the meaning of educational administration and school organization
- understand the concept of educational supervision
- understand the meaning of educational planning
- know the functions of different administrative bodies
- know the structure of different educational bodies

Unit I Educational Management

- Concept & Nature
- Scope
- Functions
- Types: Autocratic, Democratic, Laissez-fair, centralized and decentralized

Unit II Educational Administration and School Organization

- Educational Administration: Meaning and Functions
- Difference between Administration and Management
- School Organization: Meaning and Functions
- School building, Time table and Welfare Services

Unit III Educational Supervision

- Modern Concept & Difference between Supervision and Inspection
- Purpose
- Types
- Qualities of a Supervisor

Unit IV Educational Planning

- Meaning and Significance
- Types
- Steps
- Institutional Planning

Unit V Functions of Administrative Bodies

- UGC
- NCERT & SCERT
- NCTE
- DIET

Unit VI Teaching

- The role of Central and State Government in School Organisation
- Administrative Structure of Secondary Education of West Bengal
- West Bengal Board of Secondary Education
- West Bengal Council of Higher Secondary Education

Recommended Books:

- P.D. Shukla – Administration of Education in India, Vikash, New Delhi. 1983.
- H. Spears - Improving the supervision of Instruction. Prentice Hall, New York, 1955.
- Ralph B. Kingbrough and Nunnery – Educational Administration, MacMillan New York – 1983.
- Raymond H. Ostrander – A Value Approach to Educational Administration, 1968.
- K.K. Shukla – Inspection and Supervision in Secondary Schools.
- NIEPA – Some Basic Facts about Educational Administration in India.
- J. C. Aggarwal- Educational Administration, Management and Supervision
- Aggarwal, J.C.(2007); Educational Administration And Management : Principles & Practices, DOABA House, New Delhi.
- Mohanty, J. (2012); Educational Administration, Management, And School Organisation, Deep & Deep Publication Pvt Ltd, New Delhi.
- I. S. Sindhu- Educational Administration and Management
- T.S. Sodhi & Aruna Suri – School Management
- Kochar, S.K - Secondary School Organization
- Aggarwal - School Organization
- Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.
- ড. তুহিন কুমার কর ও ভীমচন্দ্র মণ্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
- ড. দুলাল মুখোপাধ্যায় ও লোপামুদ্রা পাল (চক্রবর্তী)-শিক্ষা ব্যবস্থাপনা ও সংগঠন
- ড. দেবাশিষ পাল- বিদ্যালয় সংগঠন ও ব্যবস্থাপনা
- দিলীপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
- বিমল চন্দ্র দাশ, সেনগুপ্ত ও রায়- শিক্ষায় ব্যবস্থাপনা
- ড. দেবাশিষ পাল ও ড. দেবব্রত দেবনাথ- শিক্ষা ব্যবস্থাপনা, পরিকল্পনা ও মূল্যায়ন
- ড. দেবাশিষ পাল ও দেবাশিষ ধর- শিক্ষাক্ষেত্রে সংগঠন ও ব্যবস্থাপনা
- ড. প্রদীপ্ত রঞ্জন রায় ও ড. অমলকান্তি সরকার- বিদ্যালয় সংগঠন, ব্যবস্থাপনা ও পরিকল্পনা
- ড. মহম্মদ আফসার আলি- শিক্ষা ব্যবস্থাপনা ও সংগঠন
- ড. হরেকৃষ্ণ মণ্ডল- বিদ্যালয় পরিচালনা ও ব্যবস্থাপনা

Objectives:

After going through this course, the students will be able to

- comprehends Human Rights education and its significance.
- understand the initiatives taken in the international level about Human Rights education.
- acquaint with the laid down human rights elements in the Constitution of India.
- know the status of the vulnerable and disadvantaged sections of the society with regard to human rights.
- familiar with the enforcement mechanisms of human rights in the society.
- understand the diverse issues of Human Rights education

Unit I Basic Concepts

- Human Values- Dignity, Liberty, Equality, Justice, Unity in diversity, Ethics and Morality
- Concept of Right and Duty and their Relationship
- Meaning and Significance of Human Rights education

Unit II United Nations and Human Rights

- An Overview of UN System
- Provision of the UN Charter dealing with Human Rights
- Universal Declaration of Human Rights (The Preamble and the Article 1 to 30) and its Significance

Unit III Human Rights Elements in The Constitution of India

- The Preamble and The Fundamental Rights
- The Directive Principles of State Policy
- The Fundamental Duties

Unit IV Human Rights and the Vulnerable and Disadvantaged Groups

- Human Rights and Women Rights (International and National Scenario)
- Human Rights and Child Rights (International and National Scenario)
- Status of SC, ST & OBC in relation to Human Rights in Indian Scenario

Unit V Human Rights and Enforcement Mechanisms

- Human Rights Acts- 1993
- Human Rights Commission- National and in the State of West Bengal (Powers and Functions Only)
- Commission of Women, Children, Minority & SC/ST- (National and in West Bengal) and the Indian Judiciary system (Powers and Functional Only)

Unit VI Diverse Issues of Human Rights Education

- Role of Mass Media in Promoting Human Rights
- Curriculum and Teaching Principle and Practices for Human Rights Education (at School, College and University)
- Human Rights Education: Problems and Challenges

Recommended Books:

- Sastry, T. S. N- Introduction to Human Rights and Duties. Pune: University of Pune Press.(available at http://www.unipune.ac.in/pdf_files/Final%20Book_03042012.pdf)
- United Nations- Universal declaration of Human Rights (available at http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)
- Govt. of India- The Constitution of India
- Saxena, K. P.- Teaching Human Rights: A Manual for Adult Education, Landy Books, New Delhi
- Ponaiyan, M and Panch Ramalingam- Education and Human Rights, P. R. Books, New Delhi
- Subramaniam, S.- Human Rights Training, Manas Publications, New Delhi
- Vinod Sharma- Human Rights Violation- A Global Phenomenon, APH Publication, New Delhi
- Naseema, C. – Human Rights Education, Conceptual and Pedagogical Aspects, Kanishka Publishers & Distributors, New Delhi
- Mishra, P. K. – Human Rights (Acts, Statutes and Constitutional Provisions), Ritu Publications, Jaipur
- Sunit Gupta and Muka Mital- Status of Women and Children in India, Anmol Publications, New Delhi
- Bratia, K.C.- Judicial Activism and Social Change, Deep and Deep Publication, New Delhi
- Jed, P.K. – Educating Human Rights. Bhargava Book House, Agra
- The Protection of Human Rights Acts, 1993 (http://nhrc.nic.in/documents/Publications/TheProtectionofHumanRightsAct1993_Eng.pdf)
- West Bengal Human Rights Commission (<http://wbhrc.nic.in/#>)
- National Human Rights Commission (<http://nhrc.nic.in/>)

Objectives:

After going through this course, the students will be able to-

- understand the concept of life skills including different types of skills
- know about the scope of life skill education
- know in detail about life skills and their importance in life
- learn how life skill education is taught with special reference to adolescence period

Unit I Concept of Like skills

- Meaning of Life skills
- Types of Life skills
- Concept of Life skill Education
- Scope of Life Skill Education

Unit II Different Types of Life skills

- Skills of learning and living with oneself
- Skills of Learning and living with others
- Skills of effective decision making
- Ten life skills laid down by WHO (World Health Organization)

Unit III Importance of Life Skills

- Why life skill education is needed
- Who needs life skill education

Unit IV Life skill education with special reference to Adolescence period

- Objectives of life skill education during this period
- How life skill education to be imparted at this stage

Unit V Teaching Methods for Life skill Education

- Class Discussion
- Brain storming
- Role play and simulation
- Games and Story telling

Unit VI Life Skill Policies in India

- National Curriculum Framework
- CBSE and CCE (Comprehensive Continuous Evaluation 2005)
- SSA
- Teacher Development for Life Skill Education
- Challenges to Life skill Education in India

Recommended Books:

- K. Ravikanth Rao and P. Dinakar- Life Skills Education
- Life skill and Education and CCE, Central Board of Secondary Education, Preet Vihar, New Delhi
- Singh, B.D. and Menon R- Life Skills in India (2015) An Overview of Evidence and Current Practices in our Education System
- http://www.unicef.org/lifeskills/index_7308.html...retrieved Jan, 2016.
- WHO (1997)- Life Skills Development for Children and Adolescents in Schools. Program on mental health, Geneva.
- Indicative questions adapted from UNICEF, Global Evaluation of Life Skills Education Programmes (2012).
- NCF 2005.
- Teacher Education, Department of School Education and Literacy, MHRD, India.
- ড. দেবশিষ পাল- জীবনশৈলী শিক্ষা
- ড. সুবির নাগ- মানসিক স্বাস্থ্য, বয়ঃসন্ধি ও জীবনশৈলী শিক্ষার রূপরেখা

Objectives:

After going through this course, the students will be able to-

- understand the fundamental elements of communication
- understand the process of communication
- acquire listening skills
- acquire reading skills
- acquire writing skills
- acquire speaking skills

Unit I Introduction to Communication

- Meaning, Nature and Types
- Scope
- Principles
- Barriers of effective communication

Unit II Process of Communication

- Context
- Sender and Encoding
- Message and the Medium
- Recipient, Decoding and Feedback

Unit III Listening Skills

- Fundamental Principles of Listening skill
- Types of Listeners
- Barriers to Listening
- Practical Work: Listening to live or recorded lectures and reproducing them

Unit IV Reading Skills

- Previewing, Skimming and Scanning
- Development of Skills for Correct Pronunciation, Reading and Comprehension
- Practical Work: Reading with proper Diction and Understanding the gist of an argument or paragraph
- Practical Work: Answering questions after going through a paragraph

Unit V Writing Skills

- Sentence formation
- Punctuation
- Practical Work: Essay writing
- Practical Work: formal letter writing

Unit VI Speaking Skills

- Verbal and Non verbal communication at Interview
- Public Speaking: Extempore
- Group Discussion
- Seminar with power point presentation

Recommended Books:

- Aggarwal, J.C. (2002), Essentials Of Educational Technology, Vikash Publishing House Pvt.Ltd. New Delhi
- Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, New Delhi.
- Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, Nw Delhi.
- Marami Goswami- Pedagogy of Education
- মলয় কুমার সেন- শিক্ষা প্রযুক্তিবিজ্ঞান
- ড. দুলাল মুখোপাধ্যায় ও ড. উদয় শঙ্কর কবিরাজ- শিক্ষা ব্যবস্থাপনায় শিক্ষণ সম্পদ

Objectives:

After going through this course, the students will be able to-

- Apply various computer applications in the field of education
- Perform fundamental works in MS WORD
- Perform fundamental works in MS EXCEL
- Perform fundamental works in MS POWER POINT
- Make graphical representations

Unit I Basics of MS WORD

- Type a word document with the following specifications:
 - Text in Times New Roman, font size 12.
 - Title in French Script MT, font size 16, bold and underlined.
 - Insert a table of 4x4 in between the text.
- Design a colourful merit certificate mentioning the event name, event date, venue, organiser etc. name of the candidate and his/her affiliation, rank/position in landscape orientation with a light coloured background and appropriate design border around the document.

Unit II Basics of MS EXCEL

- Calculating total and Average
- Mark sheet preparation
- Graphically representing of the data: Pie-Chart & Bargraph
- Graph sheet should have a heading, an index and it should be properly labeled.

Unit III Serial Preparation

- Prepare a book list containing ten books on Education
- APA format must be maintained
- Space between the lines will be 1.5.
- Should arrange the list alphabetically

Unit IV Table Preparation

- Design a time table for your department The first line should mention the name of the department- it should be in 14 points in Times New Roman and should be bold, normal gap between the lines.
 - The second line should mention the academic year.
 - Leave 1.5 gap between the academic year and the table.
 - Create a table specifying rows (denoting periods) and columns (denoting days).
 - Type the routine within the timetable mentioning name of the paper and initial of the teacher.
 - Footer should contain the date from which the routine will be effective (w.e.f. -----).
- Students can apply their own colour preference for designing the table rows and columns

Unit V Certificate Preparation

- Create the following one page document and take a print out on A4 size paper:
- Design a colourful merit certificate mentioning the event name, event date, venue, organizer etc. name of the candidate and his/her affiliation, rank/position in landscape orientation with a light coloured background and appropriate design border around the document

Unit VI Basics of Power Point

- Create a power point presentation:
 - Create 10 separate slides containing text matter, graphs, images, animations, tables.
 - Select a background.
 - Each slide must have a title which must be in capital, bold and centrally aligned.
 - Text and title should be of different colour.

Recommended Books:

- Atul Jain- Computer in Education
- শম্ভু সোম- শিক্ষাক্ষেত্রে কম্পিউটারের প্রয়োগ
- শম্ভু সোম ও অমল শঙ্কর মুখার্জী- শিক্ষণ শিখনে কম্পিউটার
- অরুণাভ সামন্ত- শিক্ষায় কম্পিউটারের প্রয়োগ

Semester – 4th

Course:CC-8 (BAHEDCC401): EDUCATIONAL TECHNOLOGY

Full Marks:50

Objectives:

After going through this course, the students will be able to-

- understand the concept of Educational Technology.
- acquaint with the concepts of system approach to education.
- know the idea of communication.
- understand the details of instructional techniques.
- develop the concept of different models of teaching.

Unit I Concept of Educational Technology

- Meaning of Educational Technology
- Nature and Scope of Educational Technology
- Need of Educational Technology
- Components of Educational Technology – Hardware & Software

Unit II System Approach to Education

- Definitions of Systems
- Need for System Approach
- Classification of Systems
- Components of System

Unit III Communication

- Meaning, nature and types of communication
- Barriers of communication
- Components of communication process
- Role of communication in effective teaching-learning process

Unit IV Mass Instructional Techniques

- Seminar
- Workshop
- Panel Discussion
- Team Teaching

Unit V Personalized Instructional Techniques

- Programmed Learning
- Mastery Learning
- Micro-Teaching
- Computer Assisted Instruction (CAI)

Unit VI Models of Teaching

- Nature & concepts of Teaching Models
- Advantages of the use of Models of Teaching
- Glaser's Basic Teaching Model
- Bruner's Concept Attainment Model

Recommended Books:

- J.C. Aggarwal – Essentials of Educational Technology.
- K.Sampath – Introduction to Educational Technology.
- R.P. Pathak – New Dimensions of Educational Technology.
- J. Mohanty - Educational Technology.
- Mangal & Mangal – Essential of Educational Technology.
- U. Rao – Educational Technology
- K. L. Kumar- Educational Technology
- মলয় কুমার সেন – শিক্ষা প্রযুক্তি বিজ্ঞান
- ভুহিন কুমার কর এবং ভীমচন্দ্র মণ্ডল – শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
- শ্যামাপ্রসাদ চট্টোপাধ্যায় – শিক্ষা প্রযুক্তি
- ড. দুলাল মুখোপাধ্যায় ও ড. উদয় শঙ্কর কবিরাজ- শিক্ষা ব্যবস্থাপনায় শিক্ষণ সম্পদ

Objectives:

After going through this course, the students will be able to-

- know the concept and objectives of curriculum
- acquaint with different bases of curriculum
- develop concept of curriculum framework
- realize the importance of curriculum evaluation
- be aware of different theories of curriculum

Unit I Introduction to Curriculum

- Meaning, nature, scope and functions of curriculum
- Concepts of curriculum and syllabus
- Types of curriculum: Explicit & Hidden; Activity Based

Unit II Bases of Curriculum

- Philosophical
- Sociological
- Psychological

Unit III Objectives of Curriculum

- Need to form objectives of curriculum
- Areas of educational objectives: Bloom's Taxonomy (revised)
- Curriculum content and curriculum organization

Unit IV Concept of Curriculum Framework

- Principles of curriculum construction
- NCF-2005
- UGC-Model of curriculum development: CBCS

Unit V Curriculum Evaluation

- Meaning of curriculum evaluation
- Significance of curriculum evaluation
- Formative and Summative evaluation of curriculum

Unit VI Theories of Curriculum

- Definition
- Types
- Technical & Non-Technical Model (one theory from each category)

Recommended Books:

- H. Tabe - Curriculum Development- Theory & Practice
- A.V. Kelly – The Curriculum, Theory and Practice
- N. Bhalla – Curriculum Development
- M. Talla – Curriculum Development: Perspectives, Principles and Issues
- J. C. Aggarwal – Curriculum Development
- দিবেন্দু ভট্টাচার্য – পাঠক্রম চর্চা ও মূল্যায়ন
- মিহির চট্টোপাধ্যায় – পাঠক্রম চর্চা
- প্রনব কুমার চক্রবর্তী - পাঠক্রম নীতি ও নির্মাণ
- নূরুল ইসলাম- পাঠক্রম চর্চা ও ব্যবহারিক শিক্ষাবিজ্ঞান
- সোনালী চক্রবর্তী- পাঠক্রম চর্চা ও নির্দেশনা দান
- □□□□□□ □□□□□□ ও ড. □□□□□□'স মুখার্জী- □□□□□□ ও □□□□□□□□
- দিবেন্দু ভট্টাচার্য – জ্ঞানের স্বরূপ ও □□□□□□□□

Objectives:

After going through this course, the students will be able to-

- develop an understanding of the concept and philosophy of inclusive
- understand education in the context of education for all
- familiarize with the trends and issues in inclusive education
- develop an attitude to foster inclusive education
- develop an understanding of the role of facilitators in inclusive education
- understand and appreciate the needs of such children in the society

Unit I Introduction to Inclusive Education

- Concept and meaning of inclusive education
- Objectives of inclusive education
- Need and importance of inclusive education

Unit II Inclusive education and its evolution

- Concept of special education
- Integrated education
- Mainstreaming and inclusive education of non-inclusive

Unit III Perspectives of inclusive education

- Social, psychological, economical and educational contexts of inclusion
- Barriers to inclusive education – attitudinal, physical, instructional and institutional

Unit IV Special Educational Needs (SEN) of Learners in Inclusive School

- Identification of diverse needs of learners and referrals
- Disabilities in children and their special needs: physically handicapped, learning disabled, mentally retarded, economically and socially weaker children (including girl child)

Unit V Inclusive School setting

- Concept of inclusive school
- School's philosophy, enrolment & retention drive
- Provisions of facilities, aids and equipments

Unit VI Facilitators for Inclusive Education

- Professional development of teachers – their attitude & accountability, encouragement of participatory learning
- Parents involvement
- Use of technology to support diverse learning needs

Recommended Books:

- M. Dash – Education of Exceptional children
- James R Patton – Strategies for Teaching Learners with Special Need
- Robert A Gable – Strategies for Teaching Students – With Mild to Severe Mental Retardation
- Eugene B. Edger – Mentally Handicapped Children: Education and Training
- Warren Umansky – Young Children with Special Need
- Giangreco Michel – Ideas of Educating Students with Disabilities
- ড. দেবরত দেবনাথ ও আশিষ কুমার দেবনাথ- অন্তর্ভুক্তিমূলক শিক্ষা
- ড. দেবাশিষ পাল, ড. দেবাশিষ ধর ও ড. মধুমিতা দাশ- অন্তর্ভুক্তিমূলক শিক্ষাব্যবস্থা
- ড. উর্মি চক্রবর্তী- অন্তর্ভুক্তিমূলক বিদ্যালয় সংগঠন
- ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তিমূলক শিক্ষা
- ড. প্রদীপ্ত রঞ্জন রায় ও অদিতি রায়- অন্তর্ভুক্তিমূলক বিদ্যালয় শিক্ষা
- ড. প্রনব কুমার চক্রবর্তী ও ড. দেবশ্রী ব্যানার্জী- সর্বসমাবিষ্ট বিদ্যালয় শিক্ষা

Objectives:

After going through this course, the students will be able to-

- understand the concept, need and importance of population education.
- understand various terminologies concerned with population studies and factors responsible for population growth.
- develop an awareness of the implications of population growth on various aspects of social functioning.

Unit I Introduction to Population Education

- Concept and meaning of population education
- Need and Importance of Population Education
- Scope and limitations of Population Education.

Unit II Population Dynamics

- Definition and component of population, demographic characteristics
- Present population situation in India - structure and composition of population
- Determinants of population growth

Unit III Impact of Population Growth

Impact of population growth on-

- economy, environment and natural resources
- nutrition and health
- education, employment and living facilities

Unit IV Population Control Measures

- Emerging trends, methods and approaches to have planned population growth
- Evaluation of the prevalent practices of planning population.

Unit V Imparting Population Education

- Role of government and non-government agencies concerning population education
- Role of teacher in imparting Population Education.

Unit VI Curriculum for Population Education

- Population Education curriculum at various stages of school education – its place in school curriculum – correlation with other school subjects
- Co-curricular activities in organization of population education programmes.

Recommended Books:

- R.N. Sinha - Population Education
- V. K. Rao- Population Education
- R. P. Grover- Population Education in India
- B. K. Saha- Population Education
- S. N. Agarwal- India's Population Problem
- R. C. Chandana- Geography of Population Education
- B. L. Raina- Population Policy
- S. C. Mohanty- Population Education
- ড. সুজিত পাল ও ড. পরিমল সরকার- পরিবেশ শিক্ষা ও জনশিক্ষা
- ড. দেবীপ্রসাদ নাগচৌধুরী, ড. সুজিত পাল, ড. মধুমলা সেনগুপ্ত- পরিবেশ শিক্ষা ও জনশিক্ষা
- ড. সুবির নাগ ও ড. সৈকত পণ্ডিত- জনশিক্ষা ও পরিবেশ শিক্ষা
- ড. দেবাশিষ পাল ও দেবব্রত দেবনাথ- শান্তি, মূল্যবোধ ও পরিবেশ শিক্ষা
- ড. রাজীব সরকার- পরিবেশ ও জনশিক্ষা

Course:GE-4 (BAHEDCGE402): WOMEN EDUCATION	Full Marks:50
Objectives: After going through this course, the students will be able to develop- <ul style="list-style-type: none"> • understanding of the concept, need and importance of women education. • knowlwdge of the status of women education in British period and in present India. • concepts of contribution of great educators for women education. • comprehension of the role of the Indian Constitution and different commissions for women education. • insight into the constraints of women education in India. 	
Unit I Introduction to Women Education <ul style="list-style-type: none"> • Meaning and Concept of Women Education • History of Women Education in India • Need & Scope of Women Education 	
Unit II Women Education in British India <ul style="list-style-type: none"> • Development of Women’s Education during pre-independence India • Contribution of Missionaries • Role of British Govt in the development of women education 	
Unit III Present Scenario of Women Education <ul style="list-style-type: none"> • Present conditions of girls’ Education in different Communities • Status of women education in independent India • Constitutional provisions for the development of women education 	
Unit IV Contribution of Great Educators for Women Education Contribution of - <ul style="list-style-type: none"> • Raja Rammohan Roy • Iswarchandra Vidyasagar • Swami Vivekananda 	
Unit V Recommendation for Women Education <ul style="list-style-type: none"> • Recommendation by different Commissions and Committees in Independent India for Women Education (Only major recommendations) <ol style="list-style-type: none"> i. National Committee on Women education (1958-59 under the chairmanship of Durgabai Desmukh) ii. National Council of Women Education (1962 under the chairmanship of Sm Hansa Mehta) iii. Bhakatavatsalam Committee Report (1963) iv. Kothari Commission Report (1964-66) v. NPE 1986 and POE 1992 • Measures taken by the Government for Women Education 	
Unit VI Problems of Women Education <ul style="list-style-type: none"> • Major constraints of Women’s Education – <ol style="list-style-type: none"> i)Social, ii)Political, iii)Psychological, iv)Economic and v) Religious 	
Recommended Books: <ul style="list-style-type: none"> • A.Kumar - Women Education • S.P.Agarwal - Women Education in India • ভক্তিভূষণ ভক্তা- ভারতীয় শিক্ষার রূপরেখা • ড. দুলাল মুখোপাধ্যায়, তারিণী হালদার ও বিনায়ক চন্দ- সমকালীন ভারতবর্ষ ও শিক্ষা • ড. দুলাল মুখোপাধ্যায়, ড. বিজন সরকার, তারিণী হালদার ও অভিজিৎ কুমার পাল-ভারতে শিক্ষার চলমান ঘটনাবলী • ড. দেবশিষ পাল ও দেবব্রত দেবনাথ- স্বাধীনোত্তর ভারতের শিক্ষা ও সমকালীন সমস্যাবলী • ড. নূরুল ইসলাম- ভারতীয় শিক্ষা ইতিহাসের রূপরেখা 	

Objectives:

After going through this course, the students will be able to-

- understand the nature of community development and its importance.
- write a report on the study conducted on a particular topic after visiting and surveying the community.

Unit I Theoretical background of Community Development

- Concept of community development and its need
- Community participation for empowerment of local people
- Community development for the disadvantaged section of people

Unit II Practicum

- The students are required to visit a particular community individually or in a group depending on the nature of the practical work in consultation with their supervisors.

Any **one** of the following topics may be selected for practical work

- 1) Adult Literacy Survey
 - 2) Study the problem of unemployment/ underemployment in the community visited
 - 3) Health related problems found especially among children and women
 - 4) Implementation of scheme of Swatchh Bharat within the community
 - 5) A descriptive study of a slum area including population, literacy rate, rate of employment, social and educational problems as reported by slum dwellers.
 - 6) Development of environment/ pollution related awareness activities
 - 7) Staging street drama/ skits highlighting some important social issues like dowry, death, domestic violence, poverty, malnutrition among children and women.
- OR any other suitable topic(s).

Format

Write the report of the practical work

- back ground of the study
- planning the program
- place visited (number of days or hours taken to visit the particular place)
- participants of the study (age, gender, category, religion, general socio economic background of the population under study)

Procedure of the work/ Mode of data collection

Interview (interview schedule – questions to be asked open ended or close ended)

Observation (observation schedule – what are the areas/ behavior/ characteristics to be observed
participant observation or non participant observation)

Analysis of the data

Collected information is to be presented in a tabular form

Interpretation of the data

To be presented with the help of descriptive statistics, diagrams, graphs etc.

Actions to be taken

The suggestions to be given to overcome the problems/ identified in the study.

Report may contain photographs of the visit.

Appendix should contain permission letters, questionnaire, data chart.

Objectives:

After completion of the course, the students will be able to-

- develop the concept of action research and its importance in education
- write a report on an action research undertaken by them

Unit I Introduction to action research

- Meaning and objectives of action research
- Advantages of action research
- Areas of action research

Unit II Practicum

- The students are required to conduct an action research individually from any **one** of the following topics
 - 1) Any problem related to teaching learning process/ methodology of teaching
 - 2) Any problem related to organizing co-curricular activities in school
 - 3) Any problem related to administration and management of the school/ educational system.OR any other suitable topic(s).

Format

Writing the report of the practical work

- back ground of the problem – its identification
- planning the research
- theoretical basis of the problem – review of related literature

Procedure of the study

Participants / sample of the study

Gathering of data – Tools used in the study

Analysis of the data – Descriptive analysis/ statistics

Reporting of results, Interpretation of data, identifying the causes of the problem

Actions to be taken

Follow up

Suggestion

References

Semester – 5th

Course:CC-11 (BAHEDCC501): CONTEMPORARY ISSUES IN EDUCATION

Full Marks:50

Objectives:

- To help the student to understand the concept, constitutional provision, role of DPEP, RCFCE, SSA current status and problems of elementary education in India
- To enable the student to understand the concept of secondary education, role of RMSA and problems of secondary education in India
- To enable the students meaning, aims & objectives of higher education, Knowledge Commission, RUSA
- To enable the student to understand the Indian constitution and the right to education
- To develop appreciation and understanding about the some important trend and issues in education

Unit I Indian Constitution and the Right to Education

- Constitutional goal for Indian Education
- Right to education and provisions in the Indian constitution
- The right of children to free and compulsory education act 2009 (brief outline)

Unit II Elementary Education

- Universalisation of elementary education-Meaning, aims & objectives
- Sarva Sikshya Abhiyan (SSA), District Primary Education Project (DPEP) - Objectives and functions.
- Challenges and problems of Elementary Education

Unit III Secondary Education

- Quality concerns in secondary education
- Rashtriya Madhyamik Sikshya Abhiyan (RMSA)- Objectives and functions.
- Challenges and problems of secondary education

Unit IV Higher Education

- Developments, concerns and prospects
- Challenges and Problems of Higher education.

Unit V Present Issues in Education

- Gender issues in education
- Issues of quality and equity
- Value education, peace education (Significance)

Unit VI Trends in Indian Education

- SWAYAM
- Family life education
- Privatisation of education

Recommended Books:

- B. R. Purkait- Milestones of Modern Indian Education
- J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- S. S. Ravi – A Comprehensive Study of Education
- J. P. Banerjee – Education in India: Past, Present and Future
- S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of education in India
- S. S. Ravi – A Comprehensive Study of Education
- J. C. Aggarwal- Theory and Principles of education
- R. P. Pathak – Development and Problems of Indian Education
- B. K. Nayak- Modern Trends and Issues in Education of India
- গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
- অরুণ ঘোষ -আধুনিক ভারতীয় শিক্ষার ইতিহাস
- রঞ্জিত ঘোষ- আধুনিক ভারতীয় শিক্ষার রূপরেখা
- ভক্তি ভূষণ ভট্টা -ভারতীয় শিক্ষার রূপরেখা
- জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- আধুনিক ভারতের শিক্ষার বিবর্তন
- ড. দুলাল মুখোপাধ্যায়, ড. বিজন সরকার, তারিনী হালদার এবং ড. অভিজিৎকুমার পাল- ভারতের শিক্ষার চলমান ঘটনাবলী
- তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ- শিক্ষা ও উন্নয়ন
- তারিনী হালদার ও বিনায়ক চন্দ- সমকালীন ভারতবর্ষ ও শিক্ষা

Objectives:

- To develop appreciation and understanding about the concepts, types and agencies of guidance
- To help the student to understand the concept, technique and implications of counselling
- To enable the students the types and agencies of counselling
- To enable the student to understand the psychometric methods and techniques for guidance and counselling
- To help the student to understand guidance and services programme

Unit I Concept and Types of Guidance

- Meaning and principles of guidance
- Scope and importance of guidance
- Types of guidance- Individual and Group guidance

Unit II Agencies of Guidance

- Guidance at different levels of education
- Importance of guidance at different levels of education
- Importance of guidance for adolescent

Unit III Concept and Types of Counselling

- Meaning and characteristics of counselling
- Principles and importance of counselling
- Types of Counselling- Directive, Non-Directive, Eclectic

Unit IV Areas of Counselling

- Individual and Group counselling- Concepts, needs and significance
- Educational and Vocational Counselling- Concepts, needs and significance
- Counselling and Psychotherapy

Unit V Guidance and Counselling Services

- General characteristics of guidance and counselling service
- Type of guidance and counselling services
- Placement service and follow-up service

Unit VI Personnel in Guidance Programme

- Characteristics and role of guidance personnel– the counsellor
- Role of guidance personnel– career master
- Characteristics and role of guidance personnel– parents

Recommended Books:

- Gibson- Guidance and Counselling
- NCERT- Guidance and Counselling
- N. C. Basu- Educational and Vocational Guidance
- S. S. Chauhan- Principles and Techniques of Guidance
- সনৎ কুমার ঘোষ- শিক্ষায় সংগতি - অপসংগতি এবং নির্দেশনা
- দেবাশিষ পাল- নির্দেশনা ও পরামর্শ
- ড. সুবীরনাগ ও গাঙ্গী দত্ত- সঙ্গতিবিধানে নির্দেশনা ও পরামর্শদান
- ড. ভীমচন্দ্র মন্ডল- নির্দেশনা ও পরামর্শদানেররূপরেখা

Objectives:

- To help the student to understand the basic concept of teacher education.
- To enable the students the historical perspective and development of teacher education in India.
- To understand the Teaching as a profession
- To help the student to understand teacher education programme at different levels
- To understand the various agencies in teacher education
- To make an idea about some major issues and problems of teacher education

Unit I Concept of Teacher Education

- Meaning and need of teacher education
- Scope and nature of teacher education
- Aims and objectives of teacher education

Unit II History of Teacher Education in India

- A Historical perspective pre and post independence Era
- Recommendations of various commissions and committees for teacher education.
- Integrated Teacher Education Programme (concepts, aims and objectives)

Unit III Teaching as a Profession

- Professionalism – Meaning and Characteristics
- Role and the responsibility of teacher's, professional organizations
- Developing professionalism for teacher educators

Unit IV Teacher Education Programme at Different Levels

- Teacher Education for primary education level
- Teacher Education for secondary level
- Teacher Education for Higher education level

Unit V Academic and Administrative Control on Teacher Education

Objectives and functions-

- District Institute of education and Training (DIET)
- National Council for Teacher education (NCTE)
- National University of Educational Planning and Administration (NUEPA) and National Council of Educational Research and Training (NCERT)

Unit VI Major Issues and Problems of Teacher Education

- Curricular reform and evaluation system
- Quality assurance in in-service and pre-service teacher education
- Problems of teacher education

Recommended Books:

- NCTE (2009) Curriculum Frame Work of teacher Education, NCTE, New Delhi.
- Report of the National Commission of Teachers (1983-85).
- National Curriculum Framework for Teacher Education, 2009.
- Report of the Delors Commission, UNESCO, 1996.
- National Curriculum Framework on School Education, 2005.
- UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.
- NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005) : National Curriculum Framework.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.
- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.
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- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.
- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Pvt. Ltd.
- Aggarwal, P. (2010). *Teacher Education*. New Delhi: Saurabh Publishing House.
- Ali, L. (2011). *Teacher Education*. New Delhi: APH Publishing Corporation.
- Aggarwal, J. C. (2010). *Teacher and Education in a Developing Society* (5th ed.). New Delhi: Vikas Publishing House.
- Mishra, L. (2013). *Teacher Education: Issues and Innovation*. New Delhi: Atlantic Publications.
- Pany, S. and Mohanty, S. P. (2013). *Teacher Education in India*. New Delhi: Shipra Publication.
- Sharma, S. R. (2008). *A Handbook of Teacher Education*. New Delhi: Sarup & Sons.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- মলয় কুমার সেন- শিক্ষা প্রযুক্তিবিজ্ঞান
- কৌশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
- শ্যামা প্রসাদ চট্টরাজ- শিক্ষা প্রযুক্তি
- তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মন- শিক্ষা ও উন্নয়ন
- তারিনী হালদার ও বিনায়ক চন্দ- সমকালীন ভারতবর্ষ ও শিক্ষা

Objectives:

- To develop appreciation and understanding about the Concepts of adjustment and maladjustment
- To enable the student to understand about the concepts, factors, importance and history of mental health
- To be aware about Mental Illnesses
- To understand the treatment/methods for the preservation and enhancement of mental health
- To enable the student to understand about role of home and society in maintaining good mental health

Unit I Introduction to Mental Health

- Concepts, nature and scope of mental health
- Concept of normality and abnormality
- Factors affecting mental health

Unit II History & Importance of Mental Health

- History of mental health
- Importance of mental health
- Criteria for a mentally healthy person

Unit III Adjustment and Maladjustment

- Concept of adjustment and maladjustment
- Causes of maladjustment
- Indicators of mal-adjustment (with special reference to frustration, anxiety, phobias & manias)

Unit IV Mental Illnesses

- Common psychological disorders related to anxiety, mood and cognition
- Psychological disorders: Meaning, Psychosis and Neurosis
- Stress and conflict management

Unit V Treatment/Methods for the Preservation and Enhancement of Mental Health

- Important psychotherapies: behavior therapy
- Important Psycho-analysis in mental health
- Cognitive Behaviour Therapy (CBT) and Rational Emotive Behavior Therapy (REBT): Their implication in Mental Health

Unit VI Education and Mental Health

- Principles of good mental health
- Importance of education for good mental health
- Role of home and society in maintaining good mental health

Recommended Books:

- Bhan S. & Dutt, N. K. (1986). Mental Health through Education. New Delhi: Vision Books.
- Brown, J. F. (1940). The Psycho-dynamics of Abnormal Behavior. New York: McGraw Hill Book Co.
- Carol, H. A. (1979). Mental Hygiene. New York: Prentice Hall.
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- Crow, I.D. & Crow, A. (1970). Mental Hygiene. New York: McGraw Hill Book Co.
- Cyril, M.F. (1969). Behavior Therapy. New York: McGraw Hill Book.
- Dollard, J. & Miller N. E. (1970). Personality and Psychotherapy. Chicago: Aldine.
- Enelow, Allen J. (1978). Elements of Psychotherapy. New York: Oxford University Press.
- Howard, S. Friedman and Mirian, W. Schustach (2004). Personality: Classic theories and Modern Research. Delhi: Pearson Education Pvt. Ltd.
- Jahoda, M. (1958). Current Concepts of Positive Mental Health. New Basic Books. Inc.
- Klein, D. B. (1956). Modern Hygiene. New York: Henery Holt Company.
- Korchin, S. J. (1986). Modern Clinical Psychology. New Delhi: Indian Edition CBS Publishers.
- Lorenze, A. Pervin (1990). Handbook of Personality: Theory and Research. New York: Guilford Press.
- Maurus, J. (). Mental Hygiene. Allahabad: Better Yourself Books.
- Page, I. P. (1970). Abnormal Psychology. New Delhi: Tata McGraw Hill Publishers.
- Rayan, W. Carson (1970). Mental Health through Education: New Delhi: Commonwealth.
- ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অর্ন্তভূক্তিমূলক শিক্ষা
- ড. দেবব্রত দেবনাথ ও আশিষকুমার দেবনাথ- ব্যতিক্রমধর্মী শিশু ও তার শিক্ষা
- ড. সুবীরনাগ ও গাগী দত্ত- সঙ্গতিবিধানে নির্দেশনা ও পরামর্শদান
- ড. ভীমচন্দ্র মন্ডল- নির্দেশনা ও পরামর্শদানের রূপরেখা

Objectives:

- To develop appreciation and understanding about the concepts the concept and components of sustainable development
- To help the student to understand the history, goals and challenges for sustainable development
- To help the student to understand the various dimension of sustainable development
- To enable the student to understand the education for sustainable development
- To enable the students understand the current issue of the sustainable development
- To help the student to understand the united nations' decade of education for a sustainable development

Unit I Concept and Components of Sustainable Development

- Definition and principles of sustainable development
- Characteristics and need of sustainable development
- Scope of sustainable development

Unit II History, Goals and Challenges of Sustainable Development

- History of sustainable development
- Goals of sustainable development
- Challenges of sustainable development goals

Unit III Dimension of Sustainable Development

- Economic Dimension (Concept only)
- Social Dimension (Concept only)
- Environmental Dimension (Concept only)

Unit IV Current Issue of the Sustainable Development

- Environment and sustainable development
- Role of government agencies for sustainable development
- Role of NGOs for sustainable development

Unit V Education for Sustainable Development

- Meaning of education for sustainable development
- Importance of education for sustainable development
- Challenges for the education for a sustainable development

Unit VI The United Nations' Decade of Education for a Sustainable Development

- Key characteristics of education for Sustainable Development
- The objectives of the decade of education for a sustainable development
- The decade of education for sustainable development within the context of globalization (Indian context)
- Education for a sustainable development and education for a sustainable life

Recommended Books:

- Cruz, R.V., H. Harasawa, M. Lal, S. Wu, Y. Anokhin, B. Punsalmaa, Y. Honda, M. Jafari, C. Li and N. Hu Ninh (2007): Asia. Climate Change, 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to The Fourth Assessment Report the Intergovernmental Panel on Climate Change, M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson Eds, Cambridge University Press, Cambridge, U.K. 469-506.
- Susan M. (2008). Roles and realities. In Local Sustainable Urban Development in a Globalised World, Lauren C. Heberle and Susan M. Opp eds. Hampshire, Ashgate Publishing Limited, England.
- Darshini Mahadeviya (2002) Sustainable Urban Development in India: An inclusive perspective. In From Unsustainable to Inclusive cities, David Westendorff (ed), Geneva, UNRISD publication with Swiss
- Megan Landon (2006) Environment, Health and sustainable development: understanding public health, England, Open University Press.
- World Health Organization (2002) Community participation in local health and sustainable development: Approaches and techniques, Geneva, European Sustainable development and health series 4.
- Matt Commer (2002) Determinants of health, theory, understanding, portrayal, policy, Netherland, Kluwer Academic Publisher.
- ড. দুলাল মুখোপাধ্যায়, ড. বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল- ভারতের শিক্ষার চলমান ঘটনাবলী

Objectives:

- To help the student to understand about concept and philosophy of open and distance education
- To enable the students about the philosophy, growth and history of open and distance education in India
- To help the student to understand the curriculum and support services distance and open learning
- To enable the student to understand the planning and management of distance and open learning
- To enable the students about the status, agencies and problems of open and distance education in India
- To help the student to understand the quality enhancement.

Unit I Concept and Growth of Open and Distance Education

- Concept of open and distance education
- Nature of distance and open education
- Growth of distance and open learning

Unit II Issues of Open and Distance Education

- Philosophical Issues
- Psychological Issues
- Sociological Issues

Unit III Curriculum and Support Services for Distance and Open Learning

- Curriculum for open education and distance education
- Need and types of Support Services
- Use of Instructional techniques and materials for open education and distance education

Unit IV Planning and Management of Distance and Open Learning

- Planning of open and traditional university system
- Management of learning materials operational aspects
- Use of Technology in distance and open learning system

Unit V Status, Agencies and Problems of Open and Distance Education in India

- Present Status of open and distance education in India
- Various agencies of open and distance education
- Problems of open and distance education in India

Unit VI Quality Enhancement of Open and Distance Education

- Quality assurance of open and distance education
- Mechanisms for maintenance of standards in open and distance education
- Role of Distance Education Council (DEC)

Recommended Books:

- Chib, S. S. (1986): Distance Education. Chandigarh: Chadda Publication.
- Criscito Pat. (2004): Barron's Guide to Distance Learning. Barron's E Publisher.
- Daniel, J. S. et al. (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.
- Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.
- Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.
- Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.
- Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.
- IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3). IGNOU, New Delhi.
- Joshi, P. K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
- Keegan, D. (1989): Foundations of Distance Education, London: Routledge.
- Race, Phil (1944): The Open Learning handbook, Second Edition, London: Kogan Page.
- Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House
- তারিনী হালদার ও বিনায়ক চন্দ- সমকালীন ভারতবর্ষ ও শিক্ষা
- ড. দুলাল মুখোপাধ্যায় এবং ড. উদয় শঙ্কর কবিরাজ - □□□□□□ □□□□□□□□□□□□ □□ক্ষণ সম্পদ
- মলয়কুমার সেন- শিক্ষা প্রযুক্তিবিজ্ঞান

Course:DSE-1/DSE-2 (BAHEDCDSE505): (Project work-I) DEVELOPMENT AND STANDARDIZATION OF A TEST
Full Marks:50

Objectives:

On completion of this course the students shall be able to:

- develop a test
- make a pilot study
- determine Reliability and Validity of a test
- determine norms of a standardized test

Step I:

- Develop a Questionnaire with at least 30 items

Step II:

- Standardization:
- Apply the Test on at least 10 samples

Step III:

- Determine Reliability and validity

Step IV:

- Determine norm

Marking scheme:

Total : 50

Internal 30

Preparation of Tool- 15

Standardization- 15

External 20

Project Report -10

Viva- 10

Semester – 6th

Course:CC-13 (BAHEDCC601): MEASUREMENT AND EVALUATION IN EDUCATION

Full Marks:50

Objectives:

After going through this course, the students will be able to-

- describe the role of measurement and evaluation in education.
- differentiate measurement and evaluation.
- establish the relationship between measurement and evaluation.
- explain different forms of assessment that aid student learning.
- use wide range of tools and techniques and construct these appropriately.
- classify educational objectives in terms of specific behavioural form

Unit I Measurement and Evaluation in Education

- Measurement: Concept and Purpose
- Evaluation: Concept, Types and its role in education
- Interrelationship between measurement and evaluation

Unit II Tools of Measurement and Evaluation

- Standardized vs. Non-Standardized tools (concepts and purpose)
- Tests- Essay type and Objective type; Short answer type and Oral type.
- Personality Test- Rorschach Ink Blot Test
- Interest Test- Kuder Reference Record
- CRC (concepts and purpose)

Unit III Techniques of Measurement and Evaluation

- Observation, Self-reporting (Interview, Questionnaire)
- Assignment, Portfolios, Rubrics, Anecdotal
- Records, Check List, rating Scale,
- Concept Mapping and Project
- General principles of test construction and standardization

Unit IV Scales of Measurement and Evaluation

- Nominal,
- Ordinal,
- Interval and
- Ratio

Unit V Characteristics of a Good Test

- Reliability- Concept, Methods and Factors Affecting Reliability
- Validity- Concept and Methods of Validation
- Objectivity and Practicability

Unit VI Evaluation Process

- Evaluation Process: Concept, Types (Formative and Summative)
- Concept of Norm-Referenced Test and Criterion Referenced Test.
- Concept of Gradation and Credit system.
- CBCS system in evaluation (Concepts)

Recommended Books:

- S. K. Mangal- Statistics in Education and Psychology
- A. K. Singh – Test, Measurement and Research Methods in Behavirioul Sciences
- E. Garret- Statistics in Education and Psychology
- R. A. Sharma- Mental Measurement and Evaluation
- Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
- দেবশিস পাল এবং দেবশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
- পূর্ণেন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা
- নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ
- বিমল চন্দ্র দাশ, দেবযানী সেনগুপ্ত এবং প্রদীপ্ত রঞ্জন রায়- শিক্ষায় ব্যবস্থাপনা
- দিলিপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
- তুহিন কুমার কর এবং ভীমচন্দ্র মন্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
- অরুণ ঘোষ- মনোবৈজ্ঞানিক পরিমাপ ও পরিসংখ্যান

Objectives:

On completion of this course the students shall be able to:

- define and explain the meaning and nature of research.
- define and explain the meaning and nature of Educational research.
- identify source of data for Research.
- describe the types of Research.
- describe the meaning of Research problem and Review of Related Literature.
- explain the concept of Hypothesis, Variables, and Research data.
- analyze the Qualitative and Quantitative data.
- acquaint with the process of collecting data.
- apply relevant statistical techniques to analyze data.

Unit I Research-meaning and nature:

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

Unit II Educational Research- meaning, nature and types

- Meaning, nature & scope of Educational Research
- Types of Research: Basic, Applied & Action Research; Longitudinal and Cross Sectional Research.
- Importance of Educational Research.

Unit III Basic Ideas of Research- I

- Characteristics of a good Research Problem
- Review of related Literature – purpose
- Variable – dependent, independent and intervening variable

Unit IV Basic Ideas of Research- II

- Research Hypothesis – meaning, nature and types
- Population and Sample - meaning

Unit V Major Approaches of Research

Meaning, nature and procedure of-

- Historical Research
- Descriptive Research
- Experimental Research

Unit VI Methodology of Educational Research

- Sampling- meaning and types (concept only); Probability and Non-probability designs
- Tools and Techniques of Data Collection- Questionnaire, interview, observation, tests and scales (concepts only)
- Data Analysis: Qualitative and Quantitative processes

Recommended Books:

- A.K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
- Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among
- S. K. Mangal- Statistics in Education and Psychology
- Lokesh Koul- Methodology of Educational Research (4thed.). New Delhi: Vikash Publishing House Pvt Ltd.
- J W Best & J V Khan- Research in Education (10thed.). New Delhi: PHI Learning Private Limited.
- V.K Shastri,. (2008). Research Methodology in Education.Delhi: Authors Press.
- W. Wiersma (1995)- Research Methodology in Education: An Introduction. USA: Allyn and Bacon.
- S.K. Mangal, & S. Mangal, (2012)- Research Methodology in Behavioural Science. New Delhi: PHI Learning Private Limited.
- দেবশিস পাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
- জাকির হোসেন- শিক্ষামূলক গবেষণা
- মোঃ লুৎফুর রহমান, শওকত আলী খান এবং স্বপন কুমার দাস- গবেষণা পদ্ধতি ও পরিসংখ্যান
- অমিত ভৌমিক – সামাজিক গবেষণা : পদ্ধতি ও ধারা

Objectives:

On completion of this course the students shall be able to:

- explain meaning, nature and causes of exceptionality;
- elaborate Historical Development of special Education in India;
- understand different types of special Education;
- suggest the alternative or remedial educational provisions for special children;
- understand concept of different types of special education.

Unit I Introduction to Special Education

- Meaning and scope of special education
- Nature and provisions of Education of the Children with Special Needs
- A brief history of special Education in India

Unit II Provisions of Special Education

- Strategies – Special education, Integrated Education, Inclusive Education: Comparison
- Special Education and Universalization of elementary Education – Constitutional provisions and government policies.
- Recommendations and suggestions in the Person with Disability Act 1995 and 2016

Unit III Children with special needs and their education

- Concept, Classification according to various criteria: Intelligence, Sense organs, Locomotion, Speech and other aspects.
- Learning disability: Concept and Meaning, Types, Characteristics
- Identification and Remedial Measures

Unit IV Exceptional Learners

Salient characteristics of each category of exceptional Learners –

- Mentally retarded,
- Visually impaired,
- Hearing impaired,
- Gifted and Creative children,
- Cerebral Palsy and
- Juvenile delinquents.

Unit V Special Schools:

- Nature and objective of Special schools
- Concept of main streaming – Integrated schools and its support services including Resource Room, Resource Teacher and Counsellor.
- Concept of Remedial teaching for children with learning difficulties

Unit VI Role of different categories of members

- Teacher and peer group in the school of the exceptional child,
- Family members of the exceptional child
- Community of the exceptional child

Recommended Books:

- Bloom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook for Cognitive Domain. New York: John Wiley & Sons Inc.
- Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin (Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.
- Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
- De Brisson, A (Ed). (1969): Programmed Learning Research. Paris: Major Trends, Dumod.
- Erikson, B. (1969): A Systems Approach to Education. Educational Technology, Vol.IX. No.6.
- Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
- Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
- Mehra, V. (2004): Educational Technology. New Delhi: SSP.
- Mohanty, J. (1992): Educational Technology. New Delhi: Deep and Deep Publications.
- Robertson, E. (1987): Teaching and Related Activities. International Encyclopaedia of Teaching and Teacher Education.
- Spaulding, S.C. (1972): Technological Devices in Education. AECT International. Unwin,
- D. & Mc Alease, R. (1978): Encyclopaedia of Educational
- Media Communication and Technology. West Port: Greenwood Press.
- S. M. Sahu, Educatin of Children with Special Needs
- ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অর্ন্তভূক্তি মূলক শিক্ষা
- ড. দেবব্রত দেবনাথ ও আশিষকুমার দেবনাথ- ব্যাতিক্রমধর্মী শিশু ও তার শিক্ষা
- মঞ্জুরি সেনগুপ্ত - মনো: স্বাস্থ্যবিজ্ঞান
- অরুণঘোষ - মানসিক স্বাস্থ্যবিজ্ঞান

Objectives:

On completion of this course the students shall be able to:

- to know, understand and explain the contributions of eminent Indian and Western educators in the field of education in respect to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers

Unit I Great Educators – Eastern: I

- Abul Kalam Azad (1888-1958): Philosophy of life, activities, ideas on education.
- Annie Besant (1847-1933): Educational philosophy, aims of education, activities and ideas on women education.

Unit II Great Educators – Eastern: II

- Sarvepalli Radhakrishnan (1888-1975): Educational philosophy, aims of education, method of instruction, curriculum of education and concept of teaching.
- Sri Aurobindo (1872-1950): Educational Philosophy, aims of education, method of instruction, curriculum, concept of teacher.

Unit III Great Educators – Eastern: III

- Mahatma Gandhi (1869-1948): Educational philosophy, aims of Education, method of instruction, curriculum, Basic Education

Unit IV Great Educators – Western: I

- John Dewey (1859-1952) - Educational philosophy, Aims of Education, Method of instruction and Curriculum.

Unit V Great Educators – Western: II

- Montessori - Educational philosophy, Aims of Education, Method of instruction, Curriculum.

Unit VI Great Educators – Western: III

- Bertrand Russell- Educational philosophy, Aims of Education, Method of instruction, Curriculum.

Recommended Books:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
- Aggarwal, J.C. -Theory and Principles of education Philosophical and Sociological Bases of education
- Banerjee, A -Philosophy and principles of education.
- Chakraborty, J.C. -Modern education
- Kundu and Majumder -Theories of education
- Mukherjee, K.K. -Some great educators of the world
- Mukherjee, K.K. -Principles of education
- Joshi, S. - Educational Thoughts of Rabindranath Tagore. Crescent Pub
- Joshi, S. - Educational Thoughts of Sri Aurobindo. Crescent Pub
- Joshi, S. - Educational Thoughts of Swami Vivekananda. Crescent Pub Pathak, R. P. (2009).
- Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi. Sharma,
- Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
- Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
- Unterhalter, Walker, (2010). Amartya Sen's Capability Approach and Social Justice in Education. Palgrave Scholarly.Education.
- অর্চনা বন্দোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
- দিব্যেন্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন
- বিভূরঞ্জন গুহ - শিক্ষায়পথিকৃৎ
- অরুণ ঘোষ- শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব
- গৌরদাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
- জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
- বিভূরঞ্জন গুহ-শিক্ষায় পথিকৃৎ

Objectives:

On completion of this course the students shall be able

- to understand the role of higher education in the landscape of Indian education
- to appreciate the various changes in the Higher education system in alignment to national vision
- to critically evaluate their role as professionals in the higher education system
- to identify the various challenges facing higher education
- to appreciate the role of ICT in Indian Higher Education landscape
- to integrate the knowledge acquired from OER and repositories to day today classroom practices

Unit I Higher Education in India: An Overview

- The history of Higher Education in India (Various Commissions in Higher Education in India after independence)
- An examination of various themes in the history of Indian higher education, including secularism, the experience of women, professionalization, student life and academic freedom

Unit II Education and the Professions

- Debates on the nature of professions and professional education
- Impact of globalization of the professions, diversity in the professions and “entrepreneurial university” and the profession

Unit III Rethinking Development in Higher Education

- Rethinking Higher Education in the Global Landscape
- Opportunities and Anomalies in Privatization and Commercialization of Higher Education

Unit IV Issues and Challenges in Curriculum and Evaluation

- Forms of Knowledge economy: learning creativity and Openness
- Institutional Evaluation: Role of main stake holders in Higher Education

Unit V Issues and Challenges at Institutional and National Level

- Regulation of fees and Admission in Higher Education
- Quality assurance and Assessment in Higher Education

Unit VI Technology in Higher Education

- Integration of Technology in Education – Emerging Theories of Learning and the Role of Technology
- Constructivist and connectivism theories for technology integration
- Technology Integration for Equity, Access and Quality – Use of e- learning by adopting FOSS – free open source software, open education. -Open Educational Resources and Repositories.
- Role of National & International Agencies for Technology Enabled Education -International agencies
- UNESCO, Common Wealth of Learning; National agencies- UGC, MHRD.

Recommended Books:

- Altbach, Philip G. (2005a). Higher Education in India, The Hindu, April 12, 2005
- Indo-UK Collaboration on Higher Education – Policy Forum Workshop. 12-13 February, 2004
- CABE Committee. (2005a). Report of the Central Advisory Board of Education, Committee on Autonomy of Higher Education Institutions. Government of India. June 2005
- Kapur, Devesh and Mehta, PratapBhanu. (2004). Indian Higher Education Reform: From HalfBaked Socialism to Half-Baked Capitalism. CID Working Paper No. 108. Harvard University. Center for International Development.
- Mehta, Pratap Bhanu. (2005). Regulating higher education. Indian Express, New Delhi. July, 14.
- MHRD. (2006). Annual Report. Ministry of Human Resource Development, Department of Secondary and Higher education. Government of India. New Delhi.
- Berry, A., Clemans, A., & Kostogriz, A. (Eds.). (2007). Dimensions of professional learning: Identities, professionalism and practice. Dordrecht: Sense Publishers.
- Kurhade ,M.S.(2007) In Search of A Touchstone Sanskar Sarjan Education Society Mumbai

Objectives:

On completion of this course the students shall be able to:

- evaluate the problems of mainstream education
- explain the need and importance of alternative and innovative education.
- differentiate mainstream education and alternative education.
- narrate the historical perspective of alternative education.
- appraise the contribution of various thinkers towards alternative education
- describe and appreciate the curriculum and learning systems of the alternative education system.
- elaborate the evaluation process of learners in alternative and innovative education
- illustrate with examples some of the success story of alternative education system.

Unit I Mainstream Education vs. Alternative Education

- Historical Perspectives of Alternative Education: National and International
- Mainstream Education: problems and issues

Unit II Alternative Education

- Alternative Education- Concept, need and importance, nature and scope
- Innovative education- Concept, need and importance, nature and scope

Unit III Curriculum of Alternative Education

- Alternative Education at different levels: Curriculum of Alternative Education, Content, Methods of Teaching, Role of Teacher,
 - ✓ School Education (Elementary, Secondary, +2 level)
 - ✓ Higher Education
 - ✓ Technical Education

Unit IV Some Success Stories of Alternative Education –I

- Innovative Teacher Education Programme: Process, Methods and Curriculum
 - a) Vanasthali,
 - b) Gandhi Vidyapeetha

Unit V Some Success Stories of Alternative Education –II:

- History, Philosophy and Methods
 - a) Mirambika,
 - b) Rishi Valley Education Centre

Unit VI Non-formal Education as Alternative forms of education

- Non-formal Education
 - a) Concept
 - b) Nature
 - c) Types
 - d) Different methods
- De-schooling society

Recommended Books:

- Dewey, J. (1916). *Democracy and Education; an Introduction to the Philosophy of Education*. New York: Macmillan.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- NCTE (2009). *National Curriculum Framework for Teacher Education (Draft for Discussion)*. New Delhi: NCTE
- Vittachi, S., Raghavan, N. and Raj, K. (2007). *Alternative Schooling in India*. New Delhi: Sage.
- Carnie, F. (2003). *Alternatives in Education – A Guide*. Routledge Falmer, London.
- Ghosh, S.C (2007). *History of Education in India*. New Delhi: Rawat Pub.
- Kellmayer, J. (1995). *How to Establish an Alternative School*. Corwin Press, Thousand Oaks, California.
- Mintz, J., Solomon, R. and Solomon, S. (1994). *The Handbook of Alternative Education*. MacMillan, London.
- Montessori, M. (1995). *The Absorbent Mind*. Henry Holt & Co, New York.
- Montessori, M. (2002). *The Montessori Method*. Dover Publications, New York.
- Raywid, M.A. (1988). *Alternative Schools: What Makes Them Alternative?* *The Education Digest*, 54 (3), 11-12.

Course:DSE-3/DSE-4 (BAHEDCDSE605): (Project work-II) APPLICATION OF THE STANDARDISE TEST AND REPORT WRITING

Full Marks:50

Objectives:

On completion of this course the students shall be able to:

- apply a standardized test
- collect data
- make graphical representations of the data
- interpret the result
- make a project report

Step I:

- a) Apply the standardise tool on at least 100 samples and collect data
- b) Samples are to be selected from your own or nearby colleges

Step II:

- a) Write Objectives (3/4)
- b) Write Hypothesis (3/4)

Step III:

- a) Draw Ogive(s), Bar graph(s)
- b) Determine M, Md, Sd, Sk, Ku

Step IV:

- a) Discuss, explain and interpret the above results properly.
- b) Prepare the total report in standard form (A4). It should be hand written or typed (**within 10 pages**)

Marking Scheme:

Total : 50

Internal 30

Data collection 15
Report writing 15

External 20

Project Report -10
Viva- 10

Learning Outcome Based Curriculum Framework (LOCF)

For

Choice Based Credit System (CBCS)

Syllabus

B.A. Program in Education

w.e.f. Academic Session 2020-21



Kazi Nazrul University
Asansol, Paschim Bardhaman
West Bengal 713340

PREAMBLE

The objective of any program at Higher Education Institute is to prepare their students for the society at large. Kazi Nazrul University envisions all its program in the best interest of their students and in this endeavor it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate program. The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the program of their choice. The Under Graduate Programmes will prepare the students for both, academia and employability. Each program vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The program also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and also skills for employability. In short, each program prepares students for sustainability and life-long learning. The new curriculum of B.A. (Program) Education offers students an opportunity to engage with significant issues, policies, practices and their own lived experiences in Education. The spectrum of coverage is from early childhood to young adulthood. The attempt is thus to build understanding about Education from the pre-primary to higher education stage. Each of the six core courses provide engagement with important theories use focused readings to build perspective and include suggested assignments for better practice theory interface. The debates and discussions which continue to draw attention in Education have also been included in the courses. The skill-based courses deal with the applications of Educational theory and provide opportunities for rich practicum exposure from which new theories can be built and existing theories can be appreciated. The idea is to make every student engage in reflection, analysis and mini research and develop a zest to pursue further studies in Education. The Kazi Nazrul University hopes the LOCF approach of the program B.A. (Program) Education will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

Semester- 1st

Course Name: Introduction to Education

Course Code: BAPEDCC101

Course Type: C	Course Details: CC-1(1)/ CC-2(1)		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After the completion of course, the students will have the ability to:

1. understand the meaning of Education
2. understand the types of Education
3. understand the agencies of Education
4. understand the nature of knowledge
5. understand the nature of values in society
6. understand the role of education in emerging Indian society

Course Content: Theory

Unit I Introduction

- Education: Meaning, Definitions and Nature
- Scope and Functions of Education
- Goals of Education in emerging Indian Society
- Importance of Education

Unit II Types of Education

- Formal, Informal & Non- formal
- Liberal Education, Professional Education, Vocational Education, Technical Education
- Face-to-face Education
- Distance Education

Unit III Agencies of Education

- Home & Family
- School,
- Community
- Mass-media: Concept and importance in education in reference to modern Indian society

Unit IV Factors of education

- Students
- Teachers
- School
- Curriculum

Unit V Nature of Knowledge

- Understanding Knowledge
- Characteristics of Knowledge
- Forms of Knowledge
- Ways of Knowledge

Unit VI Role of Education

- Education for National Integration
- Education for International Understanding
- Education and Democracy
- Education and Empowerment

References/ Suggested Readings:

- Basics in Education: NCERT
- J. C. Aggarwal- Theory and Principles of Education
- S. P. Chaube & A. Chaube – Foundations of Education
- Banerjee, A -Philosophy and principles of education
- S. S. Ravi – A Comprehensive Study of Education
- Kundu and Majumder -Theories of education
- Mukherjee, K. K. -Principles of education.
- Purkait, B.R- Principles and Practices of Education
- সুশীল রায়- শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- অর্চনা বন্দ্যোপাধ্যায়- শিক্ষাদর্শন ও শিক্ষানীতি
- দিবেন্দু ভট্টাচার্য্য- শিক্ষা ও দর্শন
- জগদিন্দ্র মণ্ডল- শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
- গৌরদাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
- ড. দেবাশিষ পাল ও ড. দেবাশিষ ধর- শিক্ষার ভিত্তি ও বিকাশ
- ড. নূরুল ইসলাম- শিক্ষাতত্ত্বের রপরেখা

Semester- 2nd

Course Name: Philosophical Foundations of Education

Course Code: BAPEDCC201

Course Type: C	Course Details: CC-1(2)/CC-2(2)		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. understand the meaning and relationship of Education and Philosophy
2. understand the meaning and features of child centric education
3. understand the concept of Indian philosophy
4. understand the concept of western philosophy
5. understand the contributions of great Indian educators
6. understand the contributions of great western educators

Course Content: Theory

Unit I Education and Philosophy

- Education: Meaning, Nature & Scope
- Aims of Education: Individualistic and Socialistic
- Scope of Educational Philosophy and Relation between Education and Philosophy

Unit II Child Centric Education

- Child centric Education: Meaning and Characteristics
- Aims and approaches of Child centric education
- Life centric education: features and significance

Unit III Indian Philosophy

- Concept of Indian schools of philosophy with a special reference to
- Buddhism
- Jainism

Unit IV Western Philosophy

- Concept of Western schools of philosophy with a special reference to
- Idealism
- Naturalism
- Pragmatism
- Realism

Unit V Contributions of Great Indian Educators

- Swami Vivekananda
- Rabindranath Tagore

Unit VI Contributions of Great Western Educators

- Rousseau
- Froebel

References/ Suggested Readings:

- K. K. Shrivastava- Philosophical Foundations of Education
- S. S. Chandra & R. K. Sharma- Philosophy of Education
- Chandra S.S- Indian educational development, problems and trends.
- O.P. Dhiman- Philosophical Foundations of Education
- R. R. Sharma- Philosophical and Sociological Foundation of Education
- M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
- B. R. Purkait – Great Educators
- Aggarwal J. C and Gupta S- Great Philosophers and Thinkers on Education
- Mukherjee, K.K. -Some great educators of the world.
- V.R. Taneja- Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Gutek, Gerald L.- New Perspectives on Philosophy and Education. New Jersey, USA: Pearson.
- Nayak, B.K- Text Book of Foundation of Education. Cuttack, Odisha: KitabMhal.
- Ozman, Howard A., & Craver, Samuel M.- Philosophical Foundation of Education. Boston, USA: Allyn & Bacon.
- Wingo. G. Max.- Philosophies of Education New Delhi: Sterling Publishers.
- তারিণী হালদার, বিনায়ক চন্দ, সুশান্ত কুমার বর্মণ, দুলাল মুখোপাধ্যায়- শিক্ষা ও উন্নয়ন
- ড. অভিজিৎ কুমার পাল- শিক্ষা দার্শনের রূপরেখা
- তারিণী হালদার ও ড. প্রনব কুমার চক্রবর্তী- শিক্ষার দার্শনিক ও সমাজতাত্ত্বিক ভিত্তি
- বেবী দত্ত ও দেবীকা গুহ- শিক্ষাদর্শন ও দার্শনিকের অবদান
- ড. উজ্জল পাণ্ডা, ড. মিহির চট্টোপাধ্যায় ও ড. স্বপন সেন- শিক্ষার দার্শনিক ও সামাজিক ভিত্তি
- ড. দেবাশিষ পাল ও ড. মিহির চট্টোপাধ্যায়- শিক্ষার দার্শনিক ভিত্তি
- ড. মিহির চট্টোপাধ্যায় ও ড. কবিতা চক্রবর্তী- শিক্ষাদর্শন ও শিক্ষানীতির রূপরেখা
- সুশিল রায়- শিক্ষাতত্ত্ব ও শিক্ষাদর্শন

Semester- 3rd

Course Name: Educational Sociology

Course Code: BAPEDCC301

Course Type: C	Course Details: CC-1(3)/CC-2(3)		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After the completion of course, the students will have the ability to:

1. understand the meaning and relationship of Education and Sociology.
2. understand the types and agencies of education.
3. understand the interrelation of school and society.
4. understand the sociological bases of education.
5. understand the constitutional provisions for education.
6. understand the concept and role of religion and culture.

Course Content: Theory

Unit I Introduction

- Education: Meaning, Need, Scope and Functions.
- Aims of Education in reference to present Indian Society.
- Sociology: Meaning, Nature, Scope and Functions.
- Relationship between Education and Sociology.

Unit II Education and Society

- Education as a Social Subsystem.
- Types of Education – Formal, Informal, Non- formal and its impact on Society.
- Role of Agencies- Home, School, Family and Community in Societal Development.
- Mass-media- concept and importance in education in reference to modern Indian society.

Unit III School and Society

- Role of School as a miniature form of Society.
- Role of School in Social Development.
- Role of Society in Social Development.
- Interaction between School and Society.

Unit IV Sociological Bases of Education

- Role of Education and Society in preservation and progression of knowledge and transmission of cultural heritage and tradition.
- Need based education for modern society (societal expectations of education).
- Role of Education in socialization and social change.
- Role of Education in social mobility & social stratification.

Unit V Constitutional Provisions and Social Development

- Fundamental Rights and Education
- Fundamental Duties and Education
- Preamble of Indian Constitution and Indian Society
- Equity and Equality in society.

Unit VI Religion and Culture

- Concept of Religion in India
- Role of Religion in Education and Social Development
- Concept of Culture
- Role of Culture in Education and Social Development

References/ Suggested Readings:

- Aggarwal, J.C.- Theory & Principles of Education, New Delhi, Vikas Publishing House.
- Aggarwal, J.C.- Philosophical and Sociological Bases of Education, New Delhi, Vikas Publishing House.
- Bhatia & Bhatia- Theory and Principles of Education, New Delhi; Doaba House.
- Chaube, S.P. and Akhilesh- Philosophical and Sociological Foundations of Education, Vinod Pustak Mandir.
- Havinghurst R.J. & B.L. Newgarben - Society and Education, Allyn & Bacon.
- Mathur, S.S.- A Sociological Approach to Indian Education, Agra; Vinod Pustak Mandir.
- Ottaway, A.K.C.- School and Society, London; Routledge and Keganpal.
- S. P. Chaube & A. Chaube – Foundations of Education
- Sharma, Y. - Sociology of Education
- Brown, F.L. -Educational Sociology
- Chakraborty, J.C. -Educational Sociology
- Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata
- Ganguly, R and Mainuddin, S.A.H.- Contemporary Indian Society, PHI Learning Pvt,Ltd, New Delhi.
- Jayaram, N – Sociology of Education in India; Rawat Publication; Jaipur
- সোনালি চক্রবর্তী- শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি
- দিবেন্দু ভট্টাচার্য্য- শিক্ষা ও সমাজতত্ত্ব
- মঞ্জুশা তরফদার- শিক্ষাপ্রয়ী সমাজবিজ্ঞান
- বিষ্ণুপদ নন্দ- শিক্ষাপ্রয়ী সমাজতত্ত্ব
- শ্যামাপ্রসাদ চট্টরাজ- শিক্ষামুখী সমাজবিজ্ঞান
- ড. দেবাশিষ পাল- শিক্ষার সামাজিক ভিত্তি
- তারিনী হালদার ও ড. প্রনব কুমার চক্রবর্তী- শিক্ষার দার্শনিক ও সমাজতাত্ত্বিক ভিত্তি
- ড. মিহির চক্রবর্তী ও ড. কবিতা চক্রবর্তী- শিক্ষা সমাজতত্ত্বের রূপরেখা

Semester- 3rd
Course Name: Basics of Communication Skills

Course Code: BAPEDCSE301

Course Type: SE	Course Details: SEC-1		L-T-P: 0-0-8		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30		20	

Course Learning Outcomes:

After going through this course, the students will have the ability to-

1. understand the fundamental elements of communication
2. understand the process of communication
3. acquire listening skills
4. acquire reading skills
5. acquire writing skills
6. acquire speaking skills

Course Content: Practical

Unit I Introduction to Communication

- Meaning, Nature and Types
- Scope
- Principles
- Barriers of effective communication

Unit II Process of Communication

- Context
- Sender and Encoding
- Message and the Medium
- Recipient, Decoding and Feedback

Unit III Listening Skills

- Fundamental Principles of Listening skill
- Types of Listeners
- Barriers to Listening
- Practical Work: Listening to live or recorded lectures and reproducing them

Unit IV Reading Skills

- Previewing, Skimming and Scanning
- Development of Skills for Correct Pronunciation, Reading and Comprehension
- Practical Work: Reading with proper Diction and Understanding the gist of an argument or paragraph
- Practical Work: Answering questions after going through a paragraph

Unit V Writing Skills

- Sentence formation
- Punctuation
- Practical Work: Essay writing

- Practical Work: formal letter writing

Unit VI **Speaking Skills**

- Verbal and Non verbal communication at Interview
- Public Speaking: Extempore
- Group Discussion
- Seminar with power point presentation

References/ Suggested Readings

- Aggarwal, J.C. (2002), Essentials Of Educational Technology, Vikash Publishing House Pvt.Ltd. New Delhi
- Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, New Delhi.
- Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, Nw Delhi.
- Marami Goswami- Pedagogy of Education
- মলয় কুমার সেন- শিক্ষা প্রযুক্তিবিজ্ঞান
- ড. দুলাল মুখোপাধ্যায় ও ড. উদয় শঙ্কর কবিরাজ- শিক্ষা ব্যবস্থাপনায় শিক্ষণ সম্পদ

Semester- 4th

Course Name: Psychological Foundations of Education

Course Code: BAPEDCC401

Course Type: C	Course Details: CC-1(4)/ CC-2(4)		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After the completion of course, the students will have the ability to:

1. understand the concept of Psychology
2. relate psychology with education
3. be acquainted with the concepts of growth and development, their different stages and aspects
4. understand the nature and theories of learning and how different factors affect it
5. be acquainted with the concepts of Intelligence, Creativity and Personality
6. know basic concept of teaching and its different methods

Course Content: Theory

Unit I Psychology and Education

- Concept of Psychology and
- Its relation with education
- Concept and Nature of Educational Psychology
- Scope of Educational Psychology

Unit II Cognition

- Sensation and Perception
- Neural basis of cognition: Structure and Electrical potentials of Neuron & Synoptic transmission
- Human Brain: Structure and Functions
- Neo-endocrinal System

Unit III Growth and Development

- Concept and Factors
- Stages and Types of Human Development: Physical, Motor, Psycho-Social (Erikson), Cognitive (Piaget) and Moral (Kohlberg)

Unit IV **Learning**

- Concept
- Characteristics
- Theories: Trial and Error, Classical and Operant Conditioning, Insightful Learning
- Factors: Motivation, Memory and Attention

Unit V **Intelligence**

- Concept
- Theories: Spearman, Guildford, Thurstone
- Measurement: Brief description on Individual, Group, Verbal and Non-verbal tests
- Creativity: Meaning, Nature and Characteristics

Unit VI **Teaching**

- Concept and Characteristics
- Role of teacher in modifying students' behaviour
- Teaching Methods: Lecture, Demonstration and Tutorial
- Concept of Constructivist Teaching and its difference with traditional teaching

References/ Suggested Readings:

- Bigge, M.L- Psychological Foundations of Education. Harper and Row, New York.
- S. K. Mangal- Essentials of Educational Psychology
- J. C. Aggarwal- Essentials of Educational Psychology
- Chauhan, S.S. (1998)- Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube.(1996)- Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997)- Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Woolfolk, A.E. (2011)- Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- Bruner, J.(1977)- The Process of Education, USA: Harvard University Press.
- B. N. Dash & N. Dash –A Test Book of Educational Psychology
- Normann Sprinthall and Richard, C. Sprinthall- Educational psychology: McGraw-Hill Publishing Company.
- সুশীল রায়- শিক্ষা মনোবিদ্যা
- ড. বিজন সরকার- শিখন ও শিক্ষণ
- ড. প্রনব কুমার চক্রবর্তী ও ড. বিজন সরকার- শিখন ও মনোবিদ্যা
- ড. দেবাশিষ পাল- শিখন ও মনোবিদ্যা
- ড. দেবাশিষ পাল, ড. ধর, ড. দাশ ও ড. ব্যানার্জী- পাঠদান ও শিখনের মনস্তত্ত্ব
- ড. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা
- ড. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞান ও শিখনপ্রক্রিয়া
- অরুণ ঘোষ- শিক্ষাপ্রয়ী মনোবিজ্ঞান
- প্রমোদবন্ধু সেনগুপ্ত ও প্রশান্ত শর্মা- শিক্ষা মনোবিজ্ঞান

Semester- 4th

Course Name: Measurement in Education

Course Code: BAPEDCSE401

Course Type: SE	Course Details: SEC-2		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After the completion of course, the students will have the ability to:

1. Understand the concept of measurement
2. Know different types of evaluation
3. Understand different types of tools and techniques of assessment
4. Understand the characteristics of a good test
5. Know about data, data collection and data representation
6. Know about the treatment of data
- 7.

Course Content: Theory

Unit I Introduction

- Concept of Measurement
- Differences of Measurement and Evaluation
- Concept and Nature of Educational Evaluation

Unit II Types

- Formative and Summative Evaluation
- Diagnostic Evaluation
- NRT
- CRT

Unit III Tools and Techniques of Assessment

- Observation, Assignment & Project
- Tests
- General Principles of Test Construction
- Teacher-made Test and Standardized Test

Unit IV Characteristics of a Good Test

- Objectivity
- Reliability
- Validity

Unit V **Educational Data**

- Types
- Collection and Procession of data
- Histogram, Frequency Polygon and Ogive
- Bar diagram and Pie Chart

Unit VI **Data Treatment**

- Measures of Central Tendency: Mean, Median and Mode
- Measures of variability: Range, QD & SD
- Measures of correlation: Rank Difference & Product Moment

References / Suggested Readings:

- S. K. Mangal- Statistics in Education and Psychology
- K. Singh – Test, Measurement and Research Methods in Behavirioul Sciences
- E. Garret- Statistics in Education and Psychology
- R. A. Sharma- Mental Measurement and Evaluation
- Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
- ডঃ দেবাশিস পাল , ডঃ দেবাশিস ধর – শিক্ষায় পরিমাপ ও মূল্যায়ন
- ডঃ দেবাশিস পাল, ডঃ প্রণব কুমার চক্রবর্তী, প্রণয় পাণ্ডে – শিক্ষাগত মূল্যায়ন এবং রাশি বিজ্ঞান
- ডঃ দেবাশিস পাল, গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
- ডঃ নুরুল ইসলাম – শিক্ষায় মূল্যায়ন ও পরিমাপ

Semester- 5th

Course Name: History of Education in Pre and Post-independent India

Course Code: BAPEDCDSE501

Course Type: DSE	Course Details: DSEC-1(1)/ DSEC-2(1)		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. understand the education system of early British period in India
2. understand the influence of western education system in Indian context
3. understand different educational policies of India under British rule
4. understand the impact of colonial plan of education in India
5. understand the education system of post-independent India
6. understand different educational policies of post-independent India

Course Content: Theory

Unit I **Early British Education**

Contribution of Missionaries with special reference to

- Charter Act (1813)
- Macaulay's Minute
- Adam's Report

Unit II **Influence of Western Education**

- Bengal Renaissance
- Rammohan Roy
- Vidyasagar

Unit III **Educational Policies of British India**

- Wood's Despatch (1854)
- Educational Contribution of Lord Curzon
- Calcutta University Commission

Unit IV **Impact of Colonial Plan of Education in India**

- Development of vernacular language
- Women Education
- Teacher Education

Unit V Education in Post-Independent India

- Raddhakrishnan Commission
- Mudaliar Commission
- Kothari Commission

Unit VI Educational Policies in India

- National Policy on Education (1968)
- National Policy on Education (1986)
- Programme of Action (POA) (1992)

References/ Suggested Readings:

- Basu, A.N.- Education in Modern India
- Banerjee, J.P.- Education in India-Past, Present and Future, Vol. I and II
- Mukherjee, S.N.- Education in India, Today and Tomorrow
- Mukherjee, S.N.- History of Education (Modern Period)
- Narulla, S, Naite J.P.- History of Education in India
- Purkait, B.R.- Milestones of Modern Indian Education
- Report of Commissions-Radha Krishnan, Mudaliar, Kothari.
- National Policy on Education, 1986. Policy perspective and Action program
- ড. দিলীপ কুমার ঠাকুর ও শেখ হামিদুল হক- আধুনিক ভারতে শিক্ষার ধারা
- ভক্তিভূষণ ভক্তা- ভারতীয় শিক্ষার রূপরেখা
- রণজিৎ ঘোষ- আধুনিক ভারতে শিক্ষার বিকাশ
- ড. দুলাল মুখোপাধ্যায়, তারিণী হালদার ও বিনায়ক চন্দ্র- সমকালীন ভারতবর্ষ ও শিক্ষা
- ড. নূরুল ইসলাম- ভারতীয় শিক্ষা ইতিহাসের রূপরেখা
- গৌরদাস হালদার ও প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
- রণজিৎ ঘোষ- যুগে যুগে ভারতের শিক্ষা: প্রাচীন, মধ্য ও আধুনিক
- জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা
- ড. অনিরুদ্ধ চক্রবর্তী ও মহঃ নিজাইরুল ইসলাম- শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ
- ড. দেবাশিষ পাল, ড. দিলীপ কুমার ঠাকুর ও হামিদুল হক- সাম্প্রতিককালীন ভারতীয় শিক্ষার ধারা
- ড. দেবাশিষ পাল, ড. দত্ত, ড. ধর ও ড. মণ্ডল- সমসাময়িক ভারতবর্ষে শিক্ষার বিকাশ

Semester- 5th

Course Name: Educational Technology

Course Code: BAPEDCDSE502

Course Type: DSE	Course Details: DSEC-1(1)/ DSEC-2(1)		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

• **Course Learning Outcomes:**

After going through this course, the students will have the ability to-

1. understand the concept of Educational Technology.
2. acquaint with the concepts of system approach to education.
3. know the idea of communication.
4. understand the details of instructional techniques.
5. develop the concept of different models of teaching

Course Content: Theory

Unit I Concept of Educational Technology

- Meaning of Educational Technology
- Nature and Scope of Educational Technology
- Need of Educational Technology
- Components of Educational Technology – Hardware & Software

Unit II System Approach to Education

- Definitions of Systems
- Need for System Approach
- Classification of Systems
- Components of System

Unit III Communication

- Meaning, nature and types of communication
- Barriers of communication
- Components of communication process
- Role of communication in effective teaching-learning process

Unit IV Mass Instructional Techniques

- Seminar
- Workshop
- Panel Discussion
- Team Teaching

Unit V Personalized Instructional Techniques

- Programmed Learning
- Mastery Learning
- Micro-Teaching
- Computer Assisted Instruction (CAI)

Unit VI Models of Teaching

- Nature & concepts of Teaching Models
- Advantages of the use of Models of Teaching

- Glaser's Basic Teaching Model
- Bruner's Concept Attainment Model

References/ Suggested Readings

- J.C. Aggarwal – Essentials of Educational Technology.
- K.Sampath – Introduction to Educational Technology.
- R.P. Pathak – New Dimensions of Educational Technology.
- J. Mohanty - Educational Technology.
- Mangal & Mangal – Essential of Educational Technology.
- U. Rao – Educational Technology
- K. L. Kumar- Educational Technology
- মলয় কুমার সেন – শিক্ষা প্রযুক্তি বিজ্ঞান
- ডঃ পল, ডঃ সন্তোষ কুমার বেহেরা , পি,পাণ্ডে- শিক্ষায় প্রযুক্তি বিদ্যা
- তুহিন কুমার কর এবং ভীমচন্দ্র মণ্ডল – শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
- শ্যামাপ্রসাদ চট্টরাজ – শিক্ষা প্রযুক্তি
- ড. দুলাল মুখোপাধ্যায় ও ড. উদয় শঙ্কর কবিরাজ- শিক্ষা ব্যবস্থাপনায় শিক্ষণ সম্পদ

Semester- 5th

Course Name: Life Skill Education

Course Code: BAPEDCSE501

Course Type: SE	Course Details: SEC-3		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. Understand the concept of life skills including different types of skills;
2. know about the scope of life skill education;
3. know in detail about life skills and their importance in life;
4. learn how life skill education is taught with special reference to adolescence period;
5. know about the various modern teaching methods of education;
6. learn in detail about the various Life Skill Policies in India etc.

Course Content: Theory

Unit I Concept of Like skills

- Meaning of Life skills
- Types of Life skills
- Concept of Life skill Education
- Scope of Life Skill Education

Unit II Different Types of Life skills

- Skills of learning and living with oneself
- Skills of Learning and living with others
- Skills of effective decision making
- Ten life skills laid down by WHO (World Health Organization)

Unit III Importance of Life Skills

- Why life skill education is needed
- Who needs life skill education?

Unit IV Life skill education with special reference to Adolescence period

- Objectives of life skill education during this period
- How life skill education to be imparted at this stage

Unit V Teaching Methods for Life skill Education

- Class Discussion
- Brain storming
- Role play and simulation
- Games and Story telling

Unit VI **Life Skill Policies in India**

- National Curriculum Framework
- CBSE and CCE (Comprehensive Continuous Evaluation 2005)
- SSA
- Teacher Development for Life Skill Education
- Challenges to Life skill Education in India

References/ Suggested Readings

- K. Ravikanth Rao and P. Dinakar- Life Skills Education
- Life skill and Education and CCE, Central Board of Secondary Education, Preet Vihar, New Delhi
- Singh, B.D. and Menon R- Life Skills in India (2015) An Overview of Evidence and Current Practices in our Education System
- http://www.unicef.org/lifeskills/index_7308.html...retrieved Jan, 2016.
- WHO (1997)- Life Skills Development for Children and Adolescents in Schools. Program on mental health, Geneva.
- Indicative questions adapted from UNICEF, Global Evaluation of Life Skills Education Programs (2012).
- NCF 2005.
- Teacher Education, Department of School Education and Literacy, MHRD, India.
- ড. দেবাশিষ পাল- জীবনশৈলী শিক্ষা
- ড. সুবির নাগ- মানসিক স্বাস্থ্য, বয়ঃসন্ধি ও জীবনশৈলী শিক্ষার রূপরেখা

Semester- 5th

Course Name: Education for Sustainable Development

Course Code: BAPEDCSE502

Course Type: SE	Course Details: SEC-3		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. develop appreciation and understanding about the concepts the concept and components of sustainable development
2. help the student to understand the history, goals and challenges for sustainable development
3. help the student to understand the various dimension of sustainable development
4. enable the student to understand the education for sustainable development
5. enable the students understand the current issue of the sustainable development
6. help the student to understand the united nations' decade of education for a sustainable development

Course Content Theory

Unit I Concept and Components of Sustainable Development

- Definition and principles of sustainable development
- Characteristics and need of sustainable development
- Scope of sustainable development

Unit II History, Goals and Challenges of Sustainable Development

- History of sustainable development
- Goals of sustainable development
- Challenges of sustainable development goals

Unit III Dimension of Sustainable Development

- Economic Dimension (Concept only)
- Social Dimension (Concept only)
- Environmental Dimension (Concept only)

Unit IV Current Issue of the Sustainable Development

- Environment and sustainable development
- Role of government agencies for sustainable development
- Role of NGOs for sustainable development

Unit V Education for Sustainable Development

- Meaning of education for sustainable development
- Importance of education for sustainable development
- Challenges for the education for a sustainable development

Unit VI **The United Nations' Decade of Education for a Sustainable Development**

- Key characteristics of education for Sustainable Development
- The objectives of the decade of education for a sustainable development
- The decade of education for sustainable development within the context of globalization (Indian context)
- Education for a sustainable development and education for a sustainable life

References/ Suggested Readings

- Cruz, R.V., H. Harasawa, M. Lal, S. Wu, Y. Anokhin, B. Punsalmaa, Y. Honda, M. Jafari, C. Li and N. Hu Ninh (2007): Asia. Climate Change, 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to The Fourth Assessment Report the Intergovernmental Panel on Climate Change, M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson Eds, Cambridge University Press, Cambridge, U.K. 469-506.
- Susan M. (2008). Roles and realities. In Local Sustainable Urban Development in a Globalised World, Lauren C. Heberle and Susan M. Opp eds. Hampshire, Ashgate Publishing Limited, England.
- Darshini Mahadeviya (2002) Sustainable Urban Development in India: An inclusive perspective. In From Unsustainable to Inclusive cities, David Westendorff (ed), Geneva, UNRISD publication with Swiss
- Megan Landon (2006) Environment, Health and sustainable development: understanding public health, England, Open University Press.
- World Health Organization (2002) Community participation in local health and sustainable development: Approaches and techniques, Geneva, European Sustainable development and health series 4.
- Matt Commer (2002) Determinants of health, theory, understanding, portrayal, policy, Netherland, Kluwer Academic Publisher.

Semester- 5th

Course Name: Educational Thoughts and Ideas of Great Educators

Course Code: BAPEDCGE501

Course Type: GE	Course Details: GEC-1		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-
1. know, understand and explain the contributions of eminent Indian and Western educators in the field of education in respect to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers.

Unit I **Great Educators – Eastern: I**

- Abul Kalam Azad (1888-1958): Philosophy of life, activities, ideas on education.
- Annie Besant (1847-1933): Educational philosophy, aims of education, activities and ideas on women education.

Unit II **Great Educators – Eastern: II**

- Sarvepalli Radhakrishnan (1888-1975): Educational philosophy, aims of education, method of instruction, curriculum of education and concept of teaching.
- Sri Aurobindo (1872-1950): Educational Philosophy, aims of education, method of instruction, curriculum, concept of teacher.

Unit III **Great Educators – Eastern: III**

- Mahatma Gandhi (1869-1948): Educational philosophy, aims of Education, method of instruction, curriculum, Basic Education

Unit IV **Great Educators – Western: I**

- John Dewey (1859-1952) - Educational philosophy, Aims of Education, Method of instruction and Curriculum.

Unit V **Great Educators – Western: II**

- Montessori - Educational philosophy, Aims of Education, Method of instruction, Curriculum.

Unit VI Great Educators – Western: III

- Bertrand Russell- Educational philosophy, Aims of Education, Method of instruction, Curriculum.

References / Suggested Readings:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
- Aggarwal.J.C. -Theory and Principles of education Philosophical and Sociological Bases of education
- Banerjee, A -Philosophy and principles of education.
- Chakraborty, J.C. -Modern education
- Kundu and Majumder -Theories of education
- Mukherjee, K.K. -Some great educators of the world
- Mukherjee, K.K. -Principles of education
- Joshi, S. - Educational Thoughts of Rabindranath Tagore. Crescent Pub
- Joshi, S. - Educational Thoughts of Sri Aurobindo. Crescent Pub
- Joshi, S. - Educational Thoughts of Swami Vivekananda. Crescent Pub Pathak, R. P. (2009).
- Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi. Sharma,
- Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
- Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
- Unterhalter, Walker, (2010). Amartya Sen's Capability Approach and Social Justice in Education. Palgrave Scholarly.Education.
- অধ্যাপক কাজল কুমার বাগ- শিক্ষায় দার্শনিক ভিত্তি ও শিক্ষা নীতি

Semester- 5th

Course Name: Contemporary Issues in Education

Course Code: BAPEDCGE501

Course Type: GE	Course Details: GEC-1		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After going through this course, the students will have ability to-

1. help the student to understand the concept, constitutional provision, role of DPEP, RCFCE, SSA current status and problems of elementary education in India
2. enable the student to understand the concept of secondary education, role of RMSA and problems of secondary education in India
3. enable the students meaning, aims & objectives of higher education, Knowledge Commission, RUSA
4. enable the student to understand the Indian constitution and the right to education
5. develop appreciation and understanding about the some important trend and issues in education

Course Content: Theory

Unit I Indian Constitution and the Right to Education

- Constitutional goal for Indian Education
- Right to education and provisions in the Indian constitution
- The right of children to free and compulsory education act 2009 (brief outline)

Unit II Elementary Education

- Universalisation of elementary education-Meaning, aims & objectives
- Sarva Sikshya Abhiyan (SSA), District Primary Education Project (DPEP) - Objectives and functions.
- Challenges and problems of Elementary Education

Unit III Secondary Education

- Quality concerns in secondary education
- Rashtriya Madhyamik Sikshya Abhiyan (RMSA)- Objectives and functions.
- Challenges and problems of secondary education

Unit IV Higher Education

- Developments, concerns and
- prospects
- Challenges and Problems of Higher education.

Unit V Present Issues in Education

- Gender issues in education
- Issues of quality and equity
- Value education, peace education (Significance)

Unit VI Trends in Indian Education

- SWAYAM
- Family life education
- Privatization of education

References/ Suggested Readings

- B. R. Purkait- Milestones of Modern Indian Education
- J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- S. S. Ravi – A Comprehensive Study of Education
- J. P. Banerjee – Education in India: Past, Present and Future
- S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of education in India
- S. S. Ravi – A Comprehensive Study of Education
- J. C. Aggarwal- Theory and Principles of education
- R. P. Pathak – Development and Problems of Indian Education
- B. K. Nayak- Modern Trends and Issues in Education of India
- ডঃ মিহির কুমার চট্টোপাধ্যায়, ডঃ সন্তোষ কুমার বেহেরা , প্রণয় পাণ্ডে – শিক্ষায় সাম্প্রতিক বিষয় সমূহ
- ডঃ দুলাল মুখোপাধ্যায় , ডঃ তারিণী হলদার, ডঃ বিনায়ক চন্দ – সমকালীন ভারতবর্ষ ও শিক্ষা
- ডঃ মুহাম্মদ আফসার আলী – সমসাময়িক ভারত বর্ষ ও শিক্ষা
- ডঃ মিহির কুমার চট্টোপাধ্যায়, ডঃ দেবশীষ পাল, প্রণয় পাণ্ডে – ভারতীয় শিক্ষায় সাম্প্রতিক বিষয় সমূহ

Semester- 6th

Course Name: Curriculum Studies

Course Code: BAPEDCDSE601

Course Type: DSE	Course Details: DSEC-1(2)/ DSEC-2(2)		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. know the concept and objectives of curriculum
2. acquaint with different bases of curriculum
3. develop concept of curriculum framework
4. realize the importance of curriculum evaluation
5. be aware of different theories of curriculum

Course Content: Theory

Unit I Introduction to Curriculum

- Meaning, nature, scope and functions of curriculum
- Concepts of curriculum and syllabus
- Types of curriculum: Explicit & Hidden; Activity Based

Unit II Bases of Curriculum

- Philosophical
- Sociological
- Psychological

Unit III Objectives of Curriculum

- Need to form objectives of curriculum
- Areas of educational objectives: Bloom's Taxonomy (revised)
- Curriculum content and curriculum organization

Unit IV Concept of Curriculum Framework

- Principles of curriculum construction
- NCF-2005
- UGC-Model of curriculum development: CBCS

Unit V Curriculum Evaluation

- Meaning of curriculum evaluation
- Significance of curriculum evaluation
- Formative and Summative evaluation of curriculum

Unit VI Theories of Curriculum

- Definition
- Types
- Technical & Non-Technical Model (one theory from each category)

Semester- 6th

Course Name: Education of Special Children

Course Code: BAPEDCDSE602

Course Type: DSE	Course Details: DSEC-1(2)/DESC-2(2)	L-T-P: 5-1-0			
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After going through this course, the students will have the ability to-

1. explain meaning, nature and causes of exceptionality;
2. elaborate Historical Development of special Education in India;
3. understand different types of special Education;
4. suggest the alternative or remedial educational provisions for special children;
5. understand concept of different types of special education

Course Content: Theory

Unit I Introduction to Special Education

- Meaning and scope of special education
- Nature and provisions of Education of the Children with Special Needs
- A brief history of special Education in India

Unit II Provisions of Special Education

- Strategies – Special education, Integrated Education, Inclusive Education: Comparison
- Special Education and Universalization of elementary Education – Constitutional provisions and government policies.
- Recommendations and suggestions in the Person with Disability Act 1995 and 2016

Unit III Children with special needs and their education

- Concept, Classification according to various criteria: Intelligence, Sense organs, Locomotion, Speech and other aspects.
- Learning disability: Concept and Meaning, Types, Characteristics
- Identification and Remedial Measures

Unit IV Exceptional Learners

Salient characteristics of each category of exceptional Learners –

- Mentally retarded,
- Visually impaired,
- Hearing impaired,
- Gifted and Creative children,
- Cerebral Palsy and
- Juvenile delinquents.

Unit V **Special Schools:**

- Nature and objective of Special schools
- Concept of main streaming – Integrated schools and its support services including Resource Room, Resource Teacher and Counsellor.
- Concept of Remedial teaching for children with learning difficulties

Unit VI **Role of different categories of members**

- Teacher and peer group in the school of the exceptional child,
- Family members of the exceptional child
- Community of the exceptional child

References / Suggested Readings:

- Bloom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook for Cognitive Domain. New York: John Wiley & Sons Inc.
- Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin (Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.
- Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
- De Brisson, A (Ed). (1969): Programmed Learning Research. Paris: Major Trends, Dumod.
- Erikson, B. (1969): A Systems Approach to Education. Educational Technology, Vol.IX. No.6.
- Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
- Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
- Mehra, V. (2004): Educational Technology. New Delhi: SSP.
- Mohanty, J. (1992): Educational Technology. New Delhi: Deep and Deep Publications.
- Robertson, E. (1987): Teaching and Related Activities. International Encyclopaedia of Teaching and Teacher Education.
- Spaulding, S.C. (1972): Technological Devices in Education. AECT International. Unwin,
- D. & Mc Alease, R. (1978): Encyclopaedia of Educational
- Media Communication and Technology. West Port: Greenwood Press.
- S. M. Sahu, Educatin of Children with Special Needs
- ডঃ প্রণব কুমার চক্রবর্তী ও ডঃ দেবশ্রী ব্যানার্জী – সর্ব সমাবিষ্ট শিক্ষা
- ডঃ উর্মি চক্রবর্তী – অন্তর্ভুক্তিমূলক বিদ্যালয় সংঘটন
- ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তিমূলক শিক্ষা

Semester- 6th

Course Name: Educational Management

Course Code: BAPEDCSE601

Course Type: SE	Course Details: SEC-4		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After the completion of course, the students will have the ability to:

1. understand the concept of educational management
2. understand the meaning of educational administration and school organization
3. understand the concept of educational supervision
4. understand the meaning of educational planning
5. know the functions of different administrative bodies
6. know the structure of different educational bodies

Course Content: Theory

Unit I Educational Management

- Concept & Nature
- Scope
- Functions
- Types: Autocratic, Democratic, Laissez-fair, centralized and decentralized

Unit II Educational Administration and School Organization

- Educational Administration: Meaning and Functions
- Difference between Administration and Management
- School Organization: Meaning and Functions
- School building, Time table and Welfare Services

Unit III Educational Supervision

- Modern Concept & Difference between Supervision and Inspection
- Purpose
- Types
- Qualities of a Supervisor

Unit IV Educational Planning

- Meaning and Significance
- Types
- Steps
- Institutional Planning

Unit V Functions of Administrative Bodies

- UGC
- NCERT & SCERT
- NCTE
- DIET

Unit VI Teaching

- The role of Central and State Government in School Organisation
- Administrative Structure of Secondary Education of West Bengal
- West Bengal Board of Secondary Education
- West Bengal Council of Higher Secondary Education

References/ Suggested Readings

- P.D. Shukla – Administration of Education in India, Vikash, New Delhi. 1983.
- H. Spears - Improving the supervision of Instruction. Prentice Hall, New York, 1955.
- Ralph B. Kingbrough and Nunnery – Educational Administration, MacMillan New York – 1983.
- Raymond H. Ostrander – A Value Approach to Educational Administration, 1968.
- K.K. Shukla – Inspection and Supervision in Secondary Schools.
- NIEPA – Some Basic Facts about Educational Administration in India.
- J. C. Aggarwal- Educational Administration, Management and Supervision
- Aggarwal, J.C.(2007); Educational Administration And Management : Principles & Practices, DOABA House, New Delhi.
- Mohanty, J. (2012); Educational Administration, Management, And School Organisation, Deep & Deep Publication Pvt Ltd, New Delhi.
- S. Sindhu- Educational Administration and Management
- T.S. Sodhi & Aruna Suri – School Management
- Kochar, S.K - Secondary School Organization
- Aggarwal - School Organization
- Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.
- ড. তুহিন কুমার কর ও ভীমচন্দ্র মণ্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
- ড. দুলাল মুখোপাধ্যায় ও লোপামুদ্রা পাল (চক্রবর্তী)-শিক্ষা ব্যবস্থাপনা ও সংগঠন
- ড. দেবাশিষ পাল- বিদ্যালয় সংগঠন ও ব্যবস্থাপনা
- দিলীপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
- বিমল চন্দ্র দাশ, সেনগুপ্ত ও রায়- শিক্ষায় ব্যবস্থাপনা
- ড. দেবাশিষ পাল ও ড. দেবব্রত দেবনাথ- শিক্ষা ব্যবস্থাপনা, পরিকল্পনা ও মূল্যায়ন
- ড. দেবাশিষ পাল ও দেবাশিষ ধর- শিক্ষাক্ষেত্রে সংগঠন ও ব্যবস্থাপনা
- ড. প্রদীপ্ত রঞ্জন রায় ও ড. অমলকান্তি সরকার- বিদ্যালয় সংগঠন, ব্যবস্থাপনা ও পরিকল্পনা
- ড. মহম্মদ আফসার আলি- শিক্ষা ব্যবস্থাপনা ও সংগঠন

Semester- 6th

Course Name: Open and Distance Learning

Course Code: BAPEDCSE602

Course Type: SE	Course Details: SEC-4		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After the completion of course, the students will have the ability to-

1. help the student to understand the basic concept of teacher education.
2. enable the students the historical perspective and development of teacher education in India.
3. understand the Teaching as a profession
4. help the student to understand teacher education programme at different levels
5. understand the various agencies in teacher education
6. make an idea about some major issues and problems of teacher education

Course Content: Theory

Unit I Concept and Growth of Open and Distance Education

- Concept of open and distance education
- Nature of distance and open education
- Growth of distance and open learning

Unit II Issues of Open and Distance Education

- Philosophical Issues
- Psychological Issues
- Sociological Issues

Unit III Curriculum and Support Services for Distance and Open Learning

- Curriculum for open education and distance education
- Need and types of Support Services
- Use of Instructional techniques and materials for open education and distance education

Unit IV **Planning and Management of Distance and Open Learning**

- Planning of open and traditional university system
- Management of learning materials operational aspects
- Use of Technology in distance and open learning system

Unit V **Status, Agencies and Problems of Open and Distance Education in India**

- Present Status of open and distance education in India
- Various agencies of open and distance education
- Problems of open and distance education in India

Unit VI **Quality Enhancement of Open and Distance Education**

- Quality assurance of open and distance education
- Mechanisms for maintenance of standards in open and distance education
- Role of Distance Education Council (DEC)

References/ Suggested Readings

- Chib, S. S. (1986): Distance Education. Chandigarh: Chadda Publication.
- Criscito Pat. (2004): Barron's Guide to Distance Learning. Barron's E Publisher.
- Daniel, J. S. et al. (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.
- Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.
- Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.
- Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.
- Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.
- IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3). IGNOU, New Delhi.
- Joshi, P. K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
- Keegan, D. (1989): Foundations of Distance Education, London: Routledge.
- Race, Phil (1944): The Open Learning handbook, Second Edition, London: Kogan Page.
- Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House

Semester- 6th

Course Name: Guidance and Counselling in Education

Course Code: BAPEDCGE601

Course Type: GE	Course Details: GEC-2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. develop appreciation and understanding about the concepts, types and agencies of guidance
2. help the student to understand the concept, technique and implications of counselling
3. enable the students the types and agencies of counselling
4. enable the student to understand the psychometric methods and techniques for guidance and counselling
5. help the student to understand guidance and services programme

Course Content: Theory

Unit I Concept and Types of Guidance

- Meaning and principles of guidance
- Scope and importance of guidance
- Types of guidance- Individual and Group guidance

Unit II Agencies of Guidance

- Guidance at different levels of education
- Importance of guidance at different levels of education
- Importance of guidance for adolescent

Unit III Concept and Types of Counselling

- Meaning and characteristics of counselling
- Principles and importance of counselling
- Types of Counselling- Directive, Non-Directive, Eclectic

Unit IV Areas of Counselling

- Individual and Group counselling- Concepts, needs and significance
- Educational and Vocational Counselling- Concepts, needs and significance
- Counselling and Psychotherapy

Unit V Guidance and Counselling Services

- General characteristics of guidance and counselling service
- Type of guidance and counselling services
- Placement service and follow-up service

Unit VI Personnel in Guidance Programme

- Characteristics and role of guidance personnel– the counsellor
- Role of guidance personnel– career master
- Characteristics and role of guidance personnel– parents

References/ Suggested Readings

- Gibson- Guidance and Counselling
- NCERT- Guidance and Counselling
- N. C. Basu- Educational and Vocational Guidance
- S. S. Chauhan- Principles and Techniques of Guidance
- Dr. K.P.Sehgal- Guidance and Counselling
- Dr.Subir Nag and Pranay Pandey- GUIDANCE AND COUNSELLING
- Dr.Pankaj Kumar Yadav , Dr. Vijay Gupta- Educational Guidance and Counselling
- ডঃ সনৎ কুমার ঘোষ- শিক্ষায় সংগতি - অপ সংগতি এবং নির্দেশনা
- ডঃ দেবশিষ্য পাল, ডঃ সুবির নাগ , প্রণয় পাণ্ডে - নির্দেশনা ও পরামর্শ দান
- কাকলি মুখোপাধ্যায় - নির্দেশনা ও পরামর্শ দান
- ডঃ সুবির নাগ , ডঃ গার্গী দত্ত - সংগতিবিধানে নির্দেশনা ও পরামর্শ দান

Semester- 6th

Course Name: Inclusive Education

Course Code: BAPEDCGE602

Course Type: GE	Course Details: GEC-2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. develop an understanding of the concept and philosophy of inclusive
2. understand education in the context of education for all
3. familiarize with the trends and issues in inclusive education
4. develop an attitude to foster inclusive education
5. develop an understanding of the role of facilitators in inclusive education
6. understand and appreciate the needs of such children in the society

Course Content: Theory

Unit I Introduction to Inclusive Education

- Concept and meaning of inclusive education
- Objectives of inclusive education
- Need and importance of inclusive education

Unit II Inclusive education and its evolution

- Concept of special education
- Integrated education
- Mainstreaming and inclusive education of non-inclusive

Unit III Perspectives of inclusive education

- Social, psychological, economical and educational contexts of inclusion
- Barriers to inclusive education – attitudinal, physical, instructional and institutional

Unit IV Special Educational Needs (SEN) of Learners in Inclusive School

- Identification of diverse needs of learners and referrals
- Disabilities in children and their special needs: physically handicapped, learning disabled, mentally retarded, economically and socially weaker children (including girl child)

Unit V Inclusive School setting

- Concept of inclusive school
- School's philosophy, enrolment & retention drive
- Provisions of facilities, aids and equipments

Unit VI Facilitators for Inclusive Education

- Professional development of teachers – their attitude & accountability, encouragement of participatory learning
- Parents involvement
- Use of technology to support diverse learning needs

References/ Suggested Readings

- M. Dash – Education of Exceptional children
- James R Patton – Strategies for Teaching Learners with Special Need
- Robert A Gable – Strategies for Teaching Students – With Mild to Severe Mental Retardation
- Eugene B. Edger – Mentally Handicapped Children: Education and Training
- Warren Umansky – Young Children with Special Need
- Giangreco Michel – Ideas of Educating Students with Disabilities
- ড. দেবব্রত দেবনাথ ও আশিষ কুমার দেবনাথ- অন্তর্ভুক্তিমূলক শিক্ষা
- ড. দেবাশিষ পাল, ড. দেবাশিষ ধর ও ড. মধুমিতা দাশ- অন্তর্ভুক্তিমূলক শিক্ষাব্যবস্থা
- ড. উর্মি চক্রবর্তী- অন্তর্ভুক্তিমূলক বিদ্যালয় সংগঠন
- ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তিমূলক শিক্ষা
- ড. প্রদীপ্ত রঞ্জন রায় ও অদিতি রায়- অন্তর্ভুক্তিমূলক বিদ্যালয় শিক্ষা
- ড. প্রনব কুমার চক্রবর্তী ও ড. দেবশ্রী ব্যানার্জী- সর্বসমাবিষ্ট বিদ্যালয় শিক্ষা



PROGRAMME	
SUB: EDUCATION	
HONOURS	
PROGRAMME	
COURSE OUTCOME	
<ol style="list-style-type: none"> 1. Clarity of moral values 2. Understanding the teaching-learning process, management and administration 3. Understanding the use of ICT 4. To be better at yoga 5. Understanding philosophical views 	

MAPPING PROGRAMME OUTCOME					
PO1	PO2	PO3	PO5	PO6	PO7
CRITICAL THINKING	EFFECTIVE COMMUNICATION	SOCIAL INTERACTION	LABORATORY SKILL	ENVIRONMET SUSTAINABILITY	SELF LEARNING
CC1	SEC1	GEC1	DSEC1		SEC4
	GEC4		DSEC2		
	SEC2	GEC3	SEC1		GEC2
CC4					
CC5		DSEC3		DSEC4	
CC6		DSEC4			
		GEC4			
CC8					
CC9					
CC10					
CC11					
CC12					
DSEC1					
CC13					
CC14					
DSEC3					

Sanchari Bhattacharya
 CO-ORDINATOR
 IQAC
 Pandaveswar College
 Paschim Bardhaman
 27/6/24

Jayanti Ghosh
 Principal
 PANDAVESWAR COLLEGE
 Pandaveswar, Paschim Bardhaman
 22/06/2024

Learning Outcome based Curriculum Framework (LOCF)

For

Choice Based Credit System (CBCS)

Syllabus

B.A. (Honours) in Political Science

With effect from Academic Session 2020-21



Kazi Nazrul University

Asansol, Paschim Bardhaman

West Bengal 713340

Preamble

The undergraduate course in political science has been design to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, access and explain the political phenomenon. Woven into a coherent structure, with a wide range of disciplinary, interdisciplinary and trans-disciplinary module and themes, daw course provides a solid Foundation to the students who can take forward their learned skills and knowledge for or higher research in the discipline and its associated domains. Like many other knowledge domains, political science also engaged with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and empirical research-driven modules, which would help them getting employment in the system. And above all, it would produce and active, participatory, and responsible citizen strengthening the functioning of the democratic system.

B.A. Honours in Political Science

There will be six semesters in the Three Years B.A. Honours in Political Science. The Curriculum is consisting of 14 Core Papers (C), 2 Ability Enhancement Compulsory courses(AECC), 2 Skill Enhancement Papers (SEC) and 4 Discipline Specific Elective(DSE) and 4 Generic Elective (GE) Papers. Each paper is of 50 Marks (40 marks for End Semester Examination and 10 marks for internal assessment). There will be no Internal Assessment in Practical based subjects. For practical based subjects 30 marks will be for theory and 20 marks will be for practical.

B.A Honours in Political Science: Semester-I

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Political Theory-1	C-1	5-1-0	6	50
	Comparative Politics	C-2	5-1-0	6	50
	Political Theory	GE-1	5-1-0	6	50
	Environment Studies	AECC-1	4-0-0	4	50
		SEMESTER	TOTAL	22	200

B.A Honours in Political Science: Semester – II

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Political Theory-II	C-3	5-1-0	6	50
	Comparative Constitutional Systems	C-4	5-1-0	6	50
	Comparative Government and Politics	GE-2	5-1-0	6	50
	English / MIL	AECC-2	4-0-0	4	50
		SEMESTER	TOTAL	22	200

B.A Honours in Political Science: Semester-III

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Western Political Thought I	C-5	5-1-0	6	50
	Indian Political Thought	C-6	5-1-0	6	50
	Political Sociology	C-7	5-1-0	6	50
	Nationalism in India	GE-3 (any one to be chosen)	5-1-0	6	50
	Feminism Theory and Practice				
	Democratic Awareness with Legal Literacy	SEC-1 (any one to be chose)	4-0-0	4	50
	Public Opinion and Survey Research				
		SEMESTER	TOTAL	28	250

B.A Honours in Political Science: Semester-IV

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Western Political Thought-II	C-8	5-1-0	6	50
	Indian Government and Politics	C-9	5-1-0	6	50
	Basic Theories of International Relations	C-10	5-1-0	6	50
	Governance : Issues and Challenges Politics of Globalization	GE-3 (any one to be chosen)	5-1-0	6	50
	Legislative Practices and Procedures Peace and Conflict Resolution	SEC-1 (any one to be chose)	4-0-0	4	50
		SEMESTER	TOTAL	28	250

B.A Honours in Political Science: Semester-V

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	World Politics: Organizations and Issues	C-11	5-1-0	6	50
	Basic Theories of Public Administration	C-12	5-1-0	6	50
	Any two from Group A (Given below)	DSE-1	5-1-0	6	50
	DSE Group A	DSE-2	5-1-0	6	50
	Human Rights: Theory and Practice				
	Social Movements in Contemporary India				
	Public Policy in India				
	Foreign Policy in a Globalizing World				
	Gender and Politics in India				
		SEMESTER	TOTAL	24	200

B.A Honours in Political Science: Semester-VI

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Local Government in West Bengal	C-13	5-1-0	6	50
	Project	C-14	0-0-12	6	50
	Any two from Group B (Given below)	DSE-3	5-1-0	6	50
	DSE Group B	DSE-4	5-1-0	6	50
	Understanding Global Politics				
	Understanding South Asia				
	Citizenship in a Globalizing World				
	Politics in West Bengal				
	Environment Politics				
		SEMESTER	TOTAL	24	200
		GRAND	TOTAL	140	1300

B.A Honours in Political Science
Semester- I
Course Name: Political Theory-1
Course Code: BAHPLSC101

Course Type: Core (Theory)	Course Details: CC-1		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To gather in-depth knowledge on different approach of Political theory.
2. To understand the nature of the state through theories.
3. To understand democracy.
4. To understand some concepts.

Course Learning Outcomes:

1. Students will be able to Learn key concepts and various approaches to understand politics.
2. They will come to know about the nature of various type of states and theories.
3. Students will come to know how liberal tradition look at and understand politics.
4. They will learn the concept of state Sovereignty and learn also various theories of sovereignty.

Content: Unit wise course content distribution

Theory

- Unit -1: What is Politics-Approaches to the study of politics: Normative, Behavioral & post- Behavioral and Feminist.
- Unit-2: Nature of State: Idealist, Liberal and Neo-liberal Theories.
- Unit -3: Concept of State Sovereignty: Monistic and Pluralistic Theories.
- Unit-4: Democracy: Basic Concept and Classification.
- Unit-5: Liberty, Equality Rights and Law: Concepts and their interrelation- Justice: Theory of Rawls.

Suggested Readings

1. R.Bharagava and A. Acharya eds. *Political Theory*(Delhi:Longman,2008).
2. O.P.Guaba. *Introduction to Political Theory*.(New Delhi:Macmillan,2011).
3. J.C.Johari .*Contemporary Political Theory*.(New Delhi: Advent Books).
4. S.Ramaswamy. *Political Theory:Ideas and Concept*.(New Delhi: Macmillan).
5. A.Roy and M.Bhattacharya. *Political Theory: Ideas and Institutions*.(Kolkata : WorldPress).
6. S.P.Verma. *Modern Political Theory*.(New Delhi: Vikash).
7. D.C. Bhattacharyya. *Political Theory*.(Kolkata: Vijoya Publishing House).

Course Name: Comparative Politics

Course Code: BAHPLSC102

Course Type: Core (Theory)	Course Details: CC-2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Objectives of the Course

1. To understand the difference between the Comparative Politics and Comparative Government.
2. To understand nature, scope, and approaches of Comparative Politics.
3. To understand relevant theories of Comparative Politics.
4. To understand Comparative Political System.

Course Learning Outcomes:

1. Students will be able to Learn key concepts of Comparative politics and Comparative Governments, distinction between them and development of Comparative politics.
2. They will come to know the purpose, Scope and methods of comparison and different approaches to the study of Comparative politics.
3. Students will come to know different theories of Political System.
4. They will learn the concept of Political Modernization and Political Development.
5. They will come to understand Dependency Theory.

Content: Unit wise course content distribution

Theory

Unit -1: Distinction between Comparative Politics and Comparative Government-Development of Comparative Politics.

Unit-2: Scope, Purpose and method of Comparison-Approaches to the study of Comparative Politics.

Unit -3: Theories of Political System. Easton, Almond and Powell.

Unit-4: Theories of Political Modernization and Political Development: Pye and Huntington.

Unit-5: Dependency Theory : Andre Gunder Frank.

Suggested Readings

1. Almond ,G and others Eds. *Comparative Politics Today: A World View*(New Delhi :Pierson).
2. Rakhahari Chatterjee. *Introduction to Comparative Political analysis.* (Kolkata:Sarat).
3. S.P.Verma. *Modern Political Theory.*(New Delhi: Vikash).
4. S.N.Roy. *Modern Comparative Politics.*(Delhi:PHI Learning).
5. S.Mukherjee and S.Ramaswamy.*Theoretical Foundations of Comparative Politics.*(Hyderabad:Orient Black Swan).

Course Name: Political Theory
Course Code: BAHPLSGE101

Course Type: Core (Theory)	Course Details: GE-1		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Objectives of the Course

1. To understand the basic theories of Political Science.
2. To understand nature and scope of Political Theory.
3. To understand the difference of the perceptions between Marxist and Non-Marxist Political Theories.

Course Learning Outcomes:

1. Students will be able to learn key concepts and theories of Political Science.
2. They will come to know the purpose, Scope and nature of Political Theory.
3. Students will come to know different theories of Political System.

Course Contents:

GE-1 – Political Theory: 50 Marks

Unit 1: What is Politics – Approaches to the study of Politics: Normative, Behavioural and Post-Behavioural, Marxist and Feminist.

Unit 2: Theories of the State (a) Origin: Social Contract Theory; (b) Nature: Idealist, Liberal and Neo-liberal theories.

Unit 3: Concept of State Sovereignty: Monistic and Pluralistic theories.

Unit 4: Liberty, Equality, Rights and Law: concepts and their interrelations – Justice: Meaning and Significance.

Unit 5: Democracy: Meaning and typology.

Unit 6: Theories of Revolution – Marx, Lenin and Mao.

Suggested Readings:

1. R. Bhargava and A. Acharya eds. Political Theory (Delhi : Longman, 2008)
2. O. P. Gauba. Introduction to Political Theory (New Delhi : Macmillan, 2011)
3. J. C. Johari. Contemporary Political Theory (New Delhi : Advent Books)
4. S. Ramaswamy. Political Theory: Ideas and Concept (New Delhi : Macmillan)
5. S.P. Verma. Modern Political Theory (New Delhi: Vikash)
6. A. Roy and M. Bhattacharya. Political Theory: Ideas and Institutions (Kolkata: World Press)
7. D.C. Bhattacharyya, Political Theory (Kolkata: Vijaya Publishing House)
8. Hoffman, J and Graham, P., Introduction to Political Ideologies (Noida: Pearson)

SEMESTER - II
Course Name: Political Theory-II
Course Code: BAHPLSC201

Course Type: Core (Theory)	Course Details: CC-3		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the theoretical base of Marxism.
2. To understand various concepts of Marxism.
3. To understand some important debates of Marxism.

Course Learning Outcomes

1. Comprehend one of the major developments of the nineteenth and twentieth century period, when the Socialist tradition, known to the wider world as Marxism, appeared as one of the prominent alternative discourses opposed to the Liberal school of thought;
2. Assess the importance of the progress of mankind from the historical perspective of class phenomenon and its related notion of economic progression;
3. Grasp the key concepts of Marxism such as dialectic, labour, theory of surplus-value, alienation, revolution, the working class, the idea of party and communism.

Course Content

Theory

Unit-1: Marxist approach to the study of Politics: Dialectical Materialism, Historical Materialism and, Class and Class Struggle.

Unit-2: The question of relative autonomy of the State: Gramsci.

Unit-3: Freedom and Democracy: Socialist Perspective.

Unit-4: Theory of Revolution: Lenin and Mao.

Unit-5: Marxian theory of Party: Lenin's contribution; Lenin-Rosa Luxemburg Debate on Party.

Suggested Readings

1. David McLellan, *Marxism After Marx*, 4th Edition (Palgrave Macmillan).
2. Paul Le Blanc, *From Marx to Gramsci: A Reader in revolutionary Marxist Politics* (Haymet Books).
3. T. Bottomore, *A Dictionary of Marxist Thought* (Oxford: Blackwell).
4. O.P. Gauba, *Introduction to Political Theory* (New Delhi: Macmillan, 2011).
5. J.C. Johari, *Contemporary Political Theory* (New Delhi: Advent Books).
6. S. Ramaswamy, *Political Theory: Ideas and Concept* (New Delhi: Macmillan).
7. B.D. Mahajan, *Political Theory: Principles of Political Science* (New Delhi: S. Chand).
8. H. Abbas and R. Kumar, *Political Theory* (Delhi: Pearson).
9. Hoffman, J and Graham, P., *Introduction to Political Ideologies* (Noida: Pearson).
10. শোভনলাল দত্তগুপ্ত, *মার্কসীয় রাষ্ট্রচিন্তা* (কলকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ)

Course Name: Comparative Constitutional Systems
Course Code: BAHPLSC202

Course Type: Core (Theory)	Course Details: CC-4		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		...	10	...	40

Course Objectives

1. To understand conceptual base of comparative constitutionalism.
2. To understand the role of legislature, executive, and judiciary of major countries.

Course Learning Outcomes

1. Understand the importance of comparative analysis required for a proper assessment of the different constitutional systems;
2. Comprehend the various historical, political, social, cultural, economic and diplomatic aspects of UK, USA and PRC;
3. Assess the relation between the political systems of UK, USA and PRC and to understand the importance of their relative position in the world order.

Course Content:

Theory

Unit-1: Typology of Constitutional Systems: Unitary and Federal, Parliamentary and Presidential, Liberal and Socialist;

Unit-2: Legislature in UK and PRC: composition and functions – role of second chambers in UK and USA – role of speakers in parliamentary and presidential systems (UK and USA);

Unit-3: Executive in UK, USA and PRC – Prime Minister in UK, President in USA and State Council in PRC;

Unit-4: Relation between executive and legislature in UK, USA and PRC;

Unit-5: Judiciary in UK, USA and PRC (with special reference to the procuratorate);

Suggested Readings

1. Rod Hague, Martin Harrop and Shaun Breslin, *Comparative Government and Politics – An Introduction* (London: Macmillan).
2. J.C. Johari, *Major Modern Political Systems* (New Delhi: Sterling).
3. J.C. Johari, *Comparative Politics* (New Delhi: Sterling).
4. Rakhahari Chatterjee, *Introduction to Comparative Political Analysis* (Kolkata: Sarat Book House)
5. K.K. Ghai, *Major Governments* (New Delhi: Kalyani Publication)
6. S.N. Ray, *Modern Comparative Politics: Approaches, Methods and Issues* (Delhi: PHI)
7. A.C. Kapur and K.K. Mishra,
8. *Select Constitutions* (New Delhi: S. Chand)

Semester- II
Course Name: Comparative Government & Politics
Course Code: BAHPLSGE301

Course Type: GE (Theory)	Course Details: GEC-2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the development of Comparative Politics.
2. To understand scope and purposes of Comparative Politics.
3. To understand typologies of Comparative Politics.
4. To understand comparative analysis of legislature, executive, and judiciary.

Learning Outcome

1. Students will be able to understand the development of Comparative Politics.
2. They will understand scope and purposes of Comparative Politics.
3. Students will gather typologies of Comparative Politics.
4. Students will acquire knowledge on comparative analysis of legislature, executive, and judiciary.

Course Content:

Theory

Unit 1: Distinction between Comparative Politics and Comparative Government: Development of Comparative Politics.

Unit 2: Comparative Politics: Scope, purposes, and methods of comparison.

Unit 3: Theories of Political Systems: Easton, Almond and Powell.

Unit 4: Typology of Constitutional Systems: Unitary and Federal, Parliamentary, and Presidential, Liberal and Socialist.

Unit 5: Executive, Legislature and Judiciary: UK, USA and PRC.

Unit 6: Political Parties and Pressure Groups: UK and USA.

Suggested Readings

1. Almond, G and Others(eds.), *Comparative Politics Today: A World View* (New Delhi: Pearson).
2. Rakhahari Chatterjee, *Introduction to Comparative Political Analysis* (Sarat Book House: Kolkata).
3. S.N. Ray, *Modern Comparative Politics* (Delhi: PHI Learning).
4. Rod Hague, Martin Harrop and Shaun Breslin, *Comparative Government and Politics: An Introduction* (London: Macmillan).
5. S. Mukherjee and S. Ramaswamy, *Theoretical Foundations of Comparative Politics* (Hyderabad: Black Swan).
6. J.C. Johari, *Comparative Politics* (New Delhi: Sterling).
7. J.C. Johari, *Major Modern Political Systems* (New Delhi: Sterling).
8. A.K Kapur and K.K. Mishra, *Select Constitutions* (New Delhi: S. Chand).

Semester- III
Course Name: Western Political Thought I
Course Code: BAHPLSC301

Course Type: Core (Theory)	Course Details: CC-5		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of political Science in the Anglo- American tradition.
2. Developing a ‘just society’ and a ‘just state’ has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times.
3. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato, whose response to political questions vividly influenced political thinking. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times with different accentuation and nodes.
4. The course seeks to trace that ideas and tradition and examine them critically.

Learning Outcomes

1. The students will know the key ideas of all the political philosophers given in the course.
2. They will be able to explain what was the justice according to Plato
3. They will be able to answer how Aristotle explain the concept of state and constitution.
4. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.
5. They will be able to answer how Bodin define state.

Course Content:

Theory

Unit 1: Background of Western Political Thought: A brief outline with special emphasis on Stoics and Sophists.

Unit 2: Greek Political Thoughts:

A] Plato: Theory of justice

B] Aristotle: concepts of state and constitution.

Unit 3: Roman Political Thought: Law and jurisprudence Medieval Political Thought in Europe: Features.

Unit 4: Post Medieval Political Thought in Europe: Niccole Machiavelli – Secularization of politics.

Unit 5: Jean Badin: Theories of state and sovereignty.

Suggested Readings

1. Annas, J. (1981). *An Introduction to Plato's Republic*. Clarendon Press, Oxford.
2. Barker, E. (1959). *The Political Thought of Plato and Aristotle*. New York: Dover Publications.
3. Burns, T. (2009). Aristotle. In Boucher, D. & Kelly, P. (Eds.), *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 81-99.
4. Coleman, J. (2000). Aristotle. In Coleman, J. (Ed.). *A History of Political Thought: From Ancient Greece to Early Christianity*. Oxford: Blackwell Publishers, pp.120- 186.
5. Femia, J. (2009). Machiavelli. In Boucher, D., & Kelly, P. (Eds.), *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184.
6. Machiavelli, N. (1961). *The Prince*. Harmondsworth: Penguin. (Translated by George Bull).
7. Mukherjee, S., & Ramaswami, S. (2004). *A History of Political Thought*. Delhi: Prentice Hall of India
8. Nelson, B. (2006). *Western Political Thought*, New Delhi: Pearson.
9. Reeve, C. (2009). Plato. In Boucher, D., & Kelly, P. (Eds.), *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press.
10. Skinner, Q. (2000). The Adviser to Princes. In: *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press.

Semester-III
Course Name: Indian Political Thought
Course Code: BAHPLSC302

Course Type: Core (Theory)	Course Details: CC-6		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. This course intends to acquaint students with the vast repository of ideas and institutions produced by ancient Indian philosophers on politics and management of statecraft.
2. In India, academic sages and philosophers produced huge treasures of wisdom on politics, kingship, the functioning of government including the monarchy and bureaucracy, and their relationship with the people.
3. This course module will make them understand the ideas of some prominent ancient political thinkers of India.
4. This course has been designed to familiarize the students with key ideas of some of political thinkers of the modern India whose writings and ideas have impacted the society and polity significantly

Learning Outcomes

1. The student will come to know about the ideas of individual sages and philosophers on politics and functioning of government.
2. They will be able to interlink the themes on the functioning of the Monarchy and its relationship with the people taking the cue from the ideas of individual thinkers.
3. Students will be able to explain the trajectory of ideas on key political questions and institutions of ancient India.
4. Students will be able to explain the key ideas of Raja Rammohan Roy.
5. They will come to understand how Bankim Chandra Chattopadhyay,

Course Content:

Theory

Unit 1: Kautilya's Political Thought: Saptanga and Dandaniti.

Unit 2: Medieval Political Thought in India: A broad outline .

Unit 3: Raja Rammohan Roy : Rule of Law and Freedom of thought.

Unit 4: Bankim Chandra, Rabindranath Tagore, Swamy Vivekananda: Nationalism.

Unit 5: Gandhi: Swaraj and trusteeship.

Unit 6 : Ambedkar: Social justice.

Suggested Readings

1. Ambedkar, B. R. (1946). Prospects of Democracy in India. In *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Dept., Government of Maharashtra, Mumbai*, pp. 519-523.
2. Basu, S. (2002). *Religious Revivalism as Nationalist Discourse: Swami Vivekananda and New Hinduism in Nineteenth-Century Bengal*. London: Oxford University Press.
3. Chatterji, B. C. (2006). In Roy, B. K. (translated) *Anandamath*. New Delhi: Orient Paperbacks.
4. Chakraborty, B and Pandey R.K , *Modern Indian Political Thought*, New Delhi, Sage.
5. Das, R., & Das, R. (2012), *The Nation and the Community: Hindus and Muslims in the Novels of Bankim Chandra Chatterjee. Proceedings of the Indian History Congress, 73*, pp. 578-587
6. Dhar, S. (1981). *Kautilya and the Arthashastra*. New Delhi: Marwah publication.
7. Dutt, M. N. (2003), *Manusmriti*. New Delhi. Vedic Books.
8. Haldar, M. K. (1977). *Renaissance and Reaction in Nineteenth Century Bengal: Bankim Chandra Chattopadhyay (Translation of Bengali Essay)*. Calcutta: Minerva Associates.
9. Jolly, J. (1923). *Kautiliyam Arthashastram- Arthashastra of Kautilya*. New Delhi: Motilal Banarasi Dass.
11. Parekh, B. (1997). *The Critique of Modernity*. In: *Gandhi: A Brief Insight*. Delhi: Sterling Publishing Company, pp. 63-74.
12. Parel, A. J. (Ed.). (2002). *Introduction*. In: *Gandhi, freedom and Self Rule*. Delhi: Vistaar Publication.

Course Name: Political Sociology
Course Code: BAHPOLSC303

Course Type: Core (Theory)	Course Details: CC-7		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the difference between Sociology of Politics and Political Sociology.
2. To understand the concepts of Political Sociology and their applicability.

Learning Outcomes

1. Students will be able to understand the difference between Sociology of Politics and Political Sociology.
2. This course will be helpful to understand the concepts of Political Sociology and their applicability.

Content

Theory

- Unit 1: Nature and scope of Political Sociology: Sociology of Politics and Political Sociology.
- Unit 2: Social Stratification and Politics: Caste, class and elite.
- Unit 3: Power, Influence, and Authority.
- Unit 4: Political Culture: Meaning and Types.
- Unit 5: Political Socialization: Meaning and Agencies.
- Unit 6: Social Mobility: concept and Typology.
- Unit 7: Political Parties and Pressure Groups.

Suggested Readings

1. Bottomore, Tom, *Political Sociology* (New Delhi: B.I. Publication).
2. Chakraborty, Satyabrata(ed.), *Political Sociology* (New Delhi: Trinity).
3. Ashraf, Ali and Sharma, L.N., *Political Sociology: A New Grammar of Politics* (Hyderabad: University Press).
4. Mukhopadhyay, Amal Kumar, *Political Sociology* (Kolkata: K.P. Bagchi).
5. Bhattachariya, D.C., *Political Sociology* (Kolkata: Vijaya Publishing House).
6. Dasgupta, Samir, *Political Sociology* (New Delhi: Pearson).
7. Gupta, Dipankar, *Political Sociology in India* (Delhi: Orent Longman).

Course Name: Nationalism in India
Course Code: BAHPLSGE301

Course Type: GE (Theory)	Course Details: GEC-3		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the essence of Indian nationalism.
2. To understand the interpretation of Indian nationalism through the lance of Indian National Congress and Muslim league.

Learning Outcomes

1. This course will provide adequate knowledge to the students on Indian nationalism.
2. This course will be helpful to understand the significance of ‘two nation theory’.

Content

Theory

Unit 1: Nationalism in the colonial world: Difference with the nationalism in the West.

Unit 2: Emergence of nationalist Politics; Economic Nationalism: The ‘drain theory’.

Unit 3: Birth of Indian National Congress; Moderate-Extremist division.

Unit 4: Rise of Gandhian Leadership in Congress: Non-cooperation, Civil Disobedience and Quit India movement.

Unit 5: Muslim League and Hindu Mahasabha.

Unit 6: Left Politics: Foundation and development of the CPI – Socialists and Forward Block.

Unit 7: Conflict between the Congress and the Muslim League – emergence of ‘two nations’ theory and demand for Pakistan.

Suggested Readings

1. Chandra, Bipan, *Nationalism and Colonialism in Modern India* (New Delhi: Orient Black Swan).
2. Chatterjee, Partha, *The Nation and Its Fragments* (New Delhi: Oxford).
3. Chatterjee, Partha, *Nationalist Thought and the Colonial World: A Derivative Discourse?* (London: Zed Books).
4. Desai, A.R., *Social Background of Indian Nationalism*, 6th Edition (New Delhi: Popular Prakashan).
5. Bandyopadhyay, Sekhar, *From Plassey to Partition* (Hyderabad: Orient BlackSwan)
6. Sarkar, Sumit, *Modern India: 1885-1947* (New Delhi: Macmillan).

Course Name: Feminism: Theory and Practice
Course Code: BAHPLSGE302

Course Type: GE (Theory)	Course Details: GEC-3		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the theories of Feminism.
2. To Understand social reforms movements in India.
3. To understand women's rights in India.

Learning Outcomes

1. This course will be helpful to understand the theories of Feminism.
2. This course will be helpful to understand social reforms movements in India.
3. This course will be able to understand women's rights in India.

Content

Theory

Unit 1: Feminist theorizing of the sex/gender distinction – Biologism versus social constructivism - Waves of Feminism.

Unit 2: Understanding Patriarchy and Feminism – Liberal, Socialist, Marxist, Radical feminism, and Postmodern Schools/Traditions.

Unit 3: Feminism in India: Social Reforms Movements – Sati, widow marriage and child marriage; Feminist issues and women's participation in anti-colonial and national liberation Movements.

Unit 4: Family in contemporary India – patrilineal and matrilineal practices; Gender Relations in the Family; entitlements and bargaining; Property Rights.

Suggested Readings

1. Geetha, V. *Gender*. (Calcutta: Stree)
2. Geetha, V. *Patriarchy*. (Calcutta: Stree)
3. Chaudhuri, Maiyatee, 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge* (New Delhi: Sage)
4. Desai, Neera & Thakkar, Usha, *Women in Indian Society* (New Delhi: National Book Trust)
5. Ray, Suranjita. *Understanding Patriarchy*.

Available at: http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Course Name: Democratic Awareness with Legal Literacy

Course Code: BAHPLSSE301

Course Type: SE (Theory)	Course Details: SEC-1		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the fundamental rights and duties and other constitutional rights of citizens of India.
2. To understand anti-terrorist laws, dowry system, sexual harassment and violence against women.
3. To understand the role of the judiciary in protection of women.

Learning Outcomes

1. This course will be helpful to understand the fundamental rights and duties and other constitutional rights of citizens of India.
2. This course will be helpful to understand anti-terrorist laws, dowry system, sexual harassment and violence against women.
3. The students will be able to understand the role of the judiciary in protection of women.

Content

Theory

Unit 1: Constitution – fundamental rights, fundamental duties, other constitutional rights.

Unit 2: Laws relating to dowry, sexual harassment and violence against women – laws relating to consumer rights and cybercrimes.

Unit 3: Anti-terrorist laws: Implication for security and human rights.

Unit 4: System of courts/ tribunals and their jurisdiction in India – criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.

Unit 5: Alternate dispute such as Lok Adalats, non-formal mechanisms.

Suggested Readings

1. Basu, D. D, *Introduction to the Constitution of India* (Nagpur: Lexis Nexis)
2. Kashyap, S, *Our Constitution*, (New Delhi: National Book Trust)
3. Gender Study Group, (1996) *Sexual Harassment in Delhi University*, A Report, Delhi: University of Delhi.
4. D. 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.
5. J. Kothari, (2005) ‘Criminal Law on Domestic Violence’, *Economic and Political Weekly*, Vol. 40(46), pp. 4843-4849.

Course Name: Public Opinion and Survey Research
Course Code: BAHPLSSE302

Course Type: SE (Theory)	Course Details: SEC-1		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the effectiveness of public opinion.
2. To understand various models of sampling of public opinion.

Learning Outcomes

1. This course will be helpful to understand the effectiveness of public opinion.
2. Students will be able to understand various models of sampling of public opinion.

Content

Theory

- Unit 1: Definition and Characteristics of Public Opinion.
- Unit 2: Measuring Public Opinion: Methods and Types of Sampling.
- Unit 3: Interviewing: Types- structured, unstructured, focused.
- Unit 4: Questionnaire: Question wording; fairness and clarity.
- Unit 5: Prediction in polling research: possibilities and pitfalls.

Suggested Readings

1. R. Erikson and K. Tedin *American Public Opinion*, 8th edition (New York: Pearson Longman Publishers).
2. G. Gallup, *A Guide to Public Opinion Polls* (Princeton: Princeton University Press).
3. Kothari, C. R., *Research Methodology* (New Delhi: PHI).
4. Ahuja, Ram, *Research Methods* (New Delhi: Rawat Publications).

Semester- IV
Course Name: Western Political Thought-II
Course Code: BHPOLSC401

Course Type: C (Theory)	Course Details: CC-8		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. The main objective of this course is to introduce to the students some modern political thinkers from the West who shaped the ideas and key concepts of Political Science in Anglo American tradition.
2. This course examines the ideas of some of the prominent modern thinkers beginning from Thomas Hobbes to Karl Marx whose response to political questions vividly influenced political thinking. The course seeks to trace that ideas and tradition and examine them critically.

Course Learning Outcomes

1. The students will know the ideas of all the political philosophers given in the course.
2. Students will be able to make a distinction among Hobbes, Locke and Rousseau on the state of nature, law of nature, nature and form of contract and emergence of state from the contract.
3. Students will be able to understand the theory of dialectical and historical materialism of Marx and Engels.
4. Students will be able to understand the meaning of utilitarianism and how Bentham and Mill differ from each other.

Content

Theory

Unit 1: Thomas Hobbes: Materialism, Human nature, and Sovereignty.

Unit 2: John Locke: Natural rights, and Property; & J.J. Rousseau: Concept of General Will.

Unit 3: Hegel: Dialectics and State.

Unit 4: Karl Marx and Frederick Engels: Dialectical and Historical Materialism.

Unit 5: Jeremy Bentham: Utilitarianism; & J.S. Mill: Utilitarianism and Liberalism.

Suggested Readings

1. G.H. Sabine, *A History of Political Theory*, (USA: Wadsworth Publishing Co. Inc.)
2. S. Mukherjee and S. Ramaswamy, *A History of Political Thought* (New Delhi: PHI)
3. Shefali Jha, *Western Political Thought* (Delhi: Pearson)
4. C.B. Macpherson, *Political Theory of progressive individualism: from Hobbes to Locke*, (Canada: Oxford)
5. অমল কুমার মুখোপাধ্যায়, রাষ্ট্রদর্শনের ধারা, (কলকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ)
6. শোভনলাল দত্তগুপ্ত (সম্পা.), পাশ্চাত্য রাষ্ট্রভাবনা, (কলকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ)
7. শোভনলাল দত্তগুপ্ত, মার্কসীয় রাষ্ট্রচিন্তা, (কলকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ)

Course Name: Indian Government and Politics
Course Code: BAHPOLSC402

Course Type: C (Theory)	Course Details: CC-9		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. The main purpose of the course is to familiarize the student with the key elements of Indian constitution and enable them to critically access the working of government institutions in the broader framework of constitutionally and factors and forces which attempts to influence them.
2. The course has been designed to cover the journey of the map of India that emerge from partition to subsequent integration of princely states and how the decision on the key significant symbols such as national flag, national anthem, national song, etc. of the Constitution was arrived at through comprehensive debate in the Constituent Assembly.
3. Students also understand the fundamental rights and duties of the citizens, directive principles of State policy, nature of Indian federalism and other institution as described by the Constitution of India.

Course Learning Outcomes

1. Students will be able to know the importance of the preamble in the constitutional design of India.
2. Students will be able to know the fundamental rights and duties of the Indian citizens.
3. Students also know about the nature of the Indian federalism and all about the the union state relationship in India.
4. Student will be able to know the legislative process of India.
5. Students also able to answer the questions about the functions and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature.

Content

Theory Paper

Unit 1: Framing of the Indian Constitution: Role of the Constituent Assembly; the Preamble

Unit 2: Fundamental rights and duties; Directive principles of State policy.

Unit 3: Nature of Indian Federalism: Union state relations.

Unit 4: Union executive: President and vice President- election power and position. Prime Minister- power and position; Council of Ministers; Relationship of President and Prime Minister.

Unit 5: Union legislature: Rajya Sabha and Lok Sabha: composition and functions: Speaker.

Unit 6: The judiciary: Supreme Court and high courts- compositions and functions.

Unit 7: Constitutional amendment: Procedures.

Suggested Readings

1. D.D. Basu, *Introduction to the Constitution of India*, (Nagpur: Lexis Nexis).
2. S.C. Kashyap, *Our Constitution*, (New Delhi: National Book Trust).
3. S.C. Kashyap, *Our Political System*, (New Delhi: National Book Trust).
4. G.C. Hiregowder, et al., *The Indian Constitution: An Introduction*, (New Delhi: Orient Black Swan).
5. J.C. Johari, *Indian Government and Politics, Vol. I & II* (New Delhi: Vikash Publication).
6. Madhab Khosla, *The Indian Constitution*, (New Delhi: Oxford).

Course Name: Basis Theories of International Relations
Course Code: BAHPLSC403

Course Type: C (Theory)	Course Details: CC-10		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the theories to the study of International Relations.
2. To understand the basic concepts of International Relations.
3. To Understand the major approaches to the study of International Relations.

Learning Outcomes

1. This course will be helpful to understand the theories to the study of International Relations.
2. The students will be able to understand the basic concepts of International Relations.
3. They will understand the major approaches to the study of International Relations.

Content

Theory

Unit 1: Basic concepts of International Relations: (a) National power, (b) Balance of power, (c) Collective security, (d) Bipolarity, (e) Unipolarity, (f) Multipolarity, (g) National interest, and (h) Globalization.

Unit 2: Realism: As an approach to the study of International Relations.

Unit 3: Liberalism: As an approach to the study of International Relations.

Unit 4: World System: As an approach to the study of International Relations.

Unit 5: Techniques of implementation of Foreign Policy: Diplomacy, Propaganda and Foreign Aid.

Suggested Readings

1. Burchill, S. et al. (eds.), *Theories of International Relations*.
2. Bandyopadhyaya, Jayantanuja, *A General Theory of International Relations*.
3. Reus-Smit, Christian and Duncan Snidal (eds.), *The Oxford Handbook of International Relations*.
4. Sterling-Folker, Jennings (ed.), *Making sense of International Relations Theory*.
5. Waltz, Kenneth, *Theory of International Politics*
6. Wendt, Alexander, *Social Theory of International Politics*.
7. চক্রবর্তী, বিশ্বনাথ ও নন্দী, দেবশীষ সম্পাদিত, *ভারতের বিদেশ নীতি ও সম্পর্কের গতি প্রকৃতি*, প্রোগ্রেসিভ, কলকাতা।

Course Name: Legislative Practices and Procedures

Course Code: BAHPLSSE401

Course Type: SE (Theory)	Course Details: SEC-2		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To learn about legislative procedures and functions of the governments.
2. To learn about law-making procedure.
3. To understand different types of media and their significance for legislators.

Learning Outcomes

1. This course will be helpful to learn about legislative procedures and functions of the governments.
2. This course will be helpful to understand about law-making procedure.
3. Students will be able to know about different types of media and their significance for legislators.

Content

Theory

Unit 1: Powers and functions of people's representative at different tiers of governance: Members of Parliament, State Legislative Assemblies - functionaries of rural and urban local governance.

Unit 2: Legislative Process: Making of a law.

Unit 3: Legislative Committees: Types and role.

Unit 4: Overview of Budget Process.

Unit 5: Media monitoring and communication: Types of media and their significance for legislators.

Suggested Readings

1. Jayal, N.G., and Mehta, P (eds), *The Oxford Companion to Politics in India* (New Delhi: Oxford)
2. B. Jalan, (2007) *India's Politics* (New Delhi: Penguin)
3. Bhambhri, P.C., *Parliamentary Control over State Enterprise in India* (Delhi: Delhi Metropolitan Book)
4. H. Kalra, (2011) *Public Engagement with the Legislative Process* PRS, Centre for Policy Research, New Delhi, Available at:
<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>

Course Name: Peace and Conflict Resolution
Course Code: BAHPLSSE402

Course Type: SE (Theory)	Course Details: SEC-2		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand conflict resolution.
2. To gather knowledge on theories of conflict resolution.
3. To understand current perspective of conflict resolution.

Course Learning Outcomes

1. Understand the concept of peace and conflict.
2. Understand relationship between countries.
3. Understand the international rules and regulations to resolve conflict and implement peace among countries.
4. Understand the current status of War and Peace in the world.

Content

Unit-1: International Peace and Conflict Resolution: Basic concepts.

Unit-2: Theories of International Conflict Resolution: Johan Galtung, Joseph Montville, Morton Deutsch.

Unit-3: Cross border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions).

Unit-4: Current perspective of peace and conflict resolution: Grass - roots level perspective on war and peace.

Suggested Readings

1. Kriesberg, Louis, Constructive Conflicts from Escalation to Resolution (Maryland: Rowman & Littlefield).
2. Starkey, Boyer, and Wilkenfield, Negotiating a complex World (Maryland: Rowman & Littlefield).
3. Levy, Jack, "Contending theories of International Conflict: A Levels -of -Analysis Approach" in Crocker et al, Managing Global Chaos, USIP.
4. Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security (Nottingham: Spokesman).

Course Name: – Governance: Issues and Challenges

Course Code: BAHPLSGE401

Course Type: GE (Theory)	Course Details: GEC-4		L-T-P: 5 -1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To explain the changing nature of state and its Institution.
2. To highlight the relevance of governance for successful Political setup.
3. To evaluate the performance of the democratic government.

Course Learning Outcomes

1. Historical Evaluation of the concept of Governance
2. Challenges face by the modern day administration regarding Governance
3. Changing Nature of the Democratic Institution
4. Role of International Institution like World bank in bringing Governance Reform

Content

Theory

- Unit -1: Governance: Meaning and evolution of the concept.
- Unit-2: Good governance: Basic components.
- Unit-3: Forms of governance: Democratic governance, e-governance and corporate governance.
- Unit -4: Law, Policy and governance: Scope and Challenges.
- Unit -5: Environmental governance.

Suggested Readings

- 1.Chakrabarty, B and Bhattacharya (eds.), M., *The Governance Discourse* (New Delhi: Oxford).
- 2.Smith, B.C., *Good Governance and Development* (Palgrave).
- 3.Evans, J. P., *Environmental Governance* (Routledge).
- 4.Rosenau, J. and Czempiel, E., (eds.) *Governance without Government: Order and Change in World Politics* ,(Cambridge: Cambridge University Press).
- 5.Mander, H. and Asif, M., *Good Governance* (Bangalore: Books for Chance).
- 6.Bevir, Mark(ed) *Handbook of Governance* (Sage).

Course Name: Politics of Globalization
Course Code: BAHPLSGE402

Course Type: GE (Theory)	Course Details: GEC-4		L-T-P: 5 -1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand meaning and debates of globalization.
2. To understand impact of globalization on economy.
3. To understand the impact of globalization on international order.

Learning Outcome

1. The students will be able to understand meaning and debates of globalization.
2. The students will be able understand impact of globalization on economy.
3. They will understand the impact of globalization on international order.

Content

Theory

Unit 1: Globalization: Meaning and debates.

Unit 2: Impact of Globalization on Indian Economy.

Unit 3: Globalization and Terrorism.

Unit 4: Globalization and new international order.

Unit 5: Globalization and Localization: Dimensions of cultural change.

Suggested Readings:

1. Baylis, J. And S. Smith (eds.), *The Globalization of World Politics: An Introduction*.
2. Nayyar, Deepak (ed.), *Governing Globalisation: Issues and Institutions*, Oxford University Press.
3. Keohane, Robert and Nye, Joseph S., *Globalisation: What is new, what is not*.
4. O'Meara, Patrick and others, *Globalization and the Challenges of a New Century: A Reader*, Indiana University Press.
5. আমিও কুমার বাগচী, *বিশ্বায়ন: ভাবনা ও দুর্ভাবনা*, (খন্ড: ১ ও ২,)ন্যাশনাল বুক এজেন্সী, কলকাতা।

Semester-V
Course Name: World Politics: Organizations and Issues
Course Code: BAHPLSC501

Course Type: C (Theory)	Course Details: CC-11		L-T-P: 5 - I - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Learning Objectives

1. To understand global politics.
2. To understand international financial organizations.
3. To understand the importance of international organizations.
4. To understand major issues of contemporary international politics.

Learning Outcomes

1. This course will be helpful to the students to understand the global politics in the Cold War era.
2. The students will be able to understand about the UNO and other international financial organizations.
3. The students will be able to understand the functions and importance of the regional organizations.
4. They will gather in-depth ideas on major international issues.

Course Content

Theory

Unit 1: The Cold War: A Broad Outline.

Unit 2: The United Nations: General Assembly, and Secretary Council-Reform of the UN.

Unit 3: International Financial Institutions: World Bank, and IMF.

Unit 4: Regional Organizations: SAARC, AU, Gulf Cooperation Council, BIMSTEC, Shanghai Cooperation Corporation (SCO), and ASEAN

Unit 5: Emerging Issues in Post-Cold War Era:

- (a) Development and Environment
- (b) Human Rights: UNDHR
- (c) Energy Security
- (d) Terrorism

Suggested Readings

1. Zartman, William (ed.), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Reiner, Boulder.
2. Chandra, Prakash, *International Relations*, Vikas Publishing
3. Chatterjee, Anik, *World Politics*, Pearson, New Delhi.
4. Chakraborty, Biswanath & Nandy, Debasish (eds.), *The Role of International Organizations in World Politics*, Blue Roan Publishers, Ahmedabad.
5. Haywood, Andrew, *Global Politics*, Palgrave, New York.
6. বিশ্বনাথ চক্রবর্তী ও দেবশীষ নন্দী , *তত্ত্ব ধারণা ও বিষয় বিতর্কে আন্তর্জাতিক সম্পর্ক* , প্রোগ্রেসিভ পাবলিশার্স , কলকাতা I

Course Name: Basic Theories of Public Administration
Course Code: BAHPLSC502

Course Type: C (Theory)	Course Details: CC-12		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand evolution of Public Administration.
2. To understand nature and scope of Public Administration.
3. To understand various models of Public Administration.

Learning Outcomes

1. Studying Public administration students will develop the leadership and management skills.
2. Students will be taught how to manage people efficiently
3. We all will inspire other people for productive work.

Content

Theory

Unit1: Nature, Scope and Evolution of Public Administration- Private and Public Administration.

Unit 2: Major concepts of Organization: a) Hierarchy, b) Unity of Command, c) Span of Control, d) Authority, e) Centralization, Decentralization and Delegation, f) Line and Staff .

Unit 3: Bureaucracy: Marx and Max Weber.

Unit 4: Development Administration: Fred W. Riggs.

Unit 5: Decision Making Model: Herbert Simon.

Suggested Reading

1. Mohit Bhattacharya , *New Horizons of Public Administration*(New Delhi : Jawahar Publishers).
2. S.R . Maheswari, *Administrative Theory: An Introduction* (Delhi : Macmillan).
3. S. R . Maheshwari, *A Dictionary of Public Administration* (New Delhi : Orient Blackswan).
4. Rumki Basu , *Public Administration: Concepts and Theories* (New Delhi: Sterling).
5. Bidyut Chakraborty and Prakash Chand, *Public Administration in a Globalizing World: Theories and Practices* (New Delhi: Sage).
6. Alka Dhameja and Sweta Mishra (eds.), *Public Administration : Approaches and Applications* (Noida:Pearson).
7. রাজশ্রী বসু, *জনপ্রশাসন*(কলকাতা , পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ)

Course Name: DSE- Human Rights: Theory and Practice
Course Code: BAHPLSDSE501

Course Type: DSE (Theory)	Course Details: DSEC-1 & DSEC-2		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. The aim of the course is to make students aware about the different strands in the debates on human rights and its evolution through historical and contemporary times. The course aims at providing students with conceptual tools to understand what the different generations of rights are; and the new concerns that have emerged in the recent past.
2. It will make students aware about the institutionalisation of the human rights and will provide knowledge on the constitutional frameworks of human rights in India. It intends further to develop the analytical skills of students to reflect on the issues of Terrorism, Counter terrorism and human rights in developing countries.
3. The objective is to enable students to gain knowledge about state responses to issues in special reference to the National Human Rights Commission and give them an idea about the Human Rights Movement in India.

Course Learning Outcomes

1. The course will equip students with an understanding of debates on human rights through a study of human rights concerns in India.
2. While keeping India as a common case study in all thematic analyses, it will familiarise students with the historical evolution of human rights and the theoretical frameworks and core themes that inform the debates on human rights.
3. The course will enhance the students' understanding of state response to issues and human rights questions pertaining to structural violence, such as terrorism and counter terrorism and rights of adivasis from the human rights perspective.

Content

Theory

- Unit 1: Meaning and brief history of human rights (UDHR)
- Unit 2: Human rights – Terrorism and Counter – terrorism
- Unit 3: Indian Constitution and protection of human rights
- Unit 4: National Human Rights Commission- Composition and functions
- Unit 5: Human Rights Movements in India- Evaluation, nature, challenges and prospects

Suggested Readings

1. Baxi, Upendra, *The Future of Human Rights* (New Delhi: Oxford)
2. Donnelly, Jack, *Universal Human Rights in Theory and Practice* (Cornel University Press).
3. Clapham, Andrew, *Human Rights: A very short introduction* (Oxford University Press)
4. Narayan, S, *Human Rights Dynamics in India* (Kalpaz Publications).
5. Nickel, James, W., *Making Sense of Human Rights*, Wiley Blackwell.
6. Das, Jayanta Kumar, *Human Rights Law and Practice*, PHI Learning, New Delhi.

Course Name: Social Movements in Contemporary India
Course Code: BAHPLSDSE502

Course Type: DSE (Theory)	Course Details: DSEC-1 & DSEC-2		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Learning Objectives

1. The basic objective of the course is to build a theoretical as well as a practical understanding of the concept of social movement and develop awareness about the impact of such people based movements with special reference to India.
2. To understand the currents of Social Movements in India.

Course Learning Outcomes

1. To develop an understanding about the concept of social movements-its origin, development and impact on all aspects of human life.
2. To critically examine the concept of social change which can be ushered in through the process of combined and collective efforts.
3. To theoretically reflect on the significance of social movement by studying the nature of various types of movements including peasants, tribal and environmental movements.

Course Content

Theory

Unit 1: Meaning and features.

Unit 2: Social Movement and New Social Movement.

Unit 3: Peasant Movement – Telengana and Singur.

Unit 4: Tribal Movements – POSCO and Niyamgiri.

Unit 5: Environmental Movement – Chipko, Narmada Bachao and Silent Valley.

Suggested Readings

1. Shah, Ghanshyam, Social Movements in India: A Review of Literature (New Delhi: Sage)
2. Shah, Ghanshyam, Social Movements and the State (New Delhi: Sage)
3. Ray, Raka and Katzenstain, Mary Fainsod, Social Movements in India: Poverty, Power, and Politics, (Rowman and Littlefield Publishers)
4. Singh, A. P., Development Process and Social Movements in Contemporary India (Pinnacle Learning) 5. Kumar, Bijendra, Social Movement in Modern India (DPS Publishing House)
6. Joshi, Sarat. C., Contemporary Social Mobility and Social Movements: Views and Reviews (Akansha Publication)
7. Banerjee, Parthasarathi, "Land Acquisition and Peasant Resistance at Singur", Economic and Political Weekly November 18, 2006. Available at: <http://sanhati.com/wp-content/uploads/2007/03/acquisitionsingur.pdf>
8. Ghatak, Maitreesh and et al., Land Acquisition and Compensation in Singur: What Really Happened?, March 29, 2012. Available at: http://ibread.org/bread/system/files/bread_ppapers/p035.pdf
9. Singh, Samal Jayaram, Displacement and Resistance: A Case Study of Posco Project, Odisha (LAP Lambert)
10. Jena, Manipadma, 'Voices from Niyamgiri', Economic and Political Weekly (Online). Available at: <http://www.epw.in/node/128306/pdf>

Course Name: –Public Policy in India

Course Code: BAHPLSDSE503

Course Type: (DSE) (Theory)	Course Details: DSEC-1 & DSEC-2		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks:50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Objectives of the course

1. To inculcate the understanding of Public Policy
2. To explain the growing importance of Public policy in the Field of Political Science.
3. To help in analyzing the linkages of Politics and other variables in Policy Process.

Course Learning Outcomes

1. Importance and relevance of Public policy in any political System
2. Policy making and implementation process in India
3. Role of different institution in policy making and Implementation within the Constitutional Framework in India.
4. Evaluation and analysis of different public Policy.

Course Content

Theory

Unit -1: Public Policy: Meaning, Significance and Scope.

Unit-2: Policy Making Process in India.

Unit -3: Policy Implementation Process in India.

Unit -4: Constraints in Public Policy.

Unit -5: Public Policy Analysis and Evaluation.

Suggested Readings

1. Dye, Thomas, *Understanding Pubic Policy*, Pearson Education, Singapore.
2. Rathod, P.B, *Framework of Public Policy: The Discipline and its Dimensions*, Commonwealth Publishers, New Delhi.
3. R.K. Sapru *Public Policy*, Sterling Publishers, New Delhi.
- 4.Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham (Spokesman).
- 5.De, Prabir Kumar, *Public Policy and Systems* (Delhi: Pearson).

Course Name: India's Foreign Policy in a Globalizing World
Course Code: BAHPLSDSE504

Course Type: DSE (Theory)	Course Details: DSEC-1 & DSEC-2		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the changing dynamics of India's foreign policy in the globalized world.
2. To understand the major issues of India's foreign policy in the globalized world.
3. To gather knowledge, the relational dynamics between India and the USA and UK.
4. To understand India's economic engagements with various economic forum.

Learning Outcome

1. The students will be able understand the changing dynamics of India's foreign policy in the globalized world.
2. They will gather the major issues of India's foreign policy in the globalized world.
3. This course will be beneficial for the students to assume the relational dynamics between India and the USA and UK.
4. This course will be helpful to understand India's economic engagements with various economic forum.

Course Content

Theory

Unit 1: India's Foreign Policy in the era of Globalization: Emerging Issues (a) India's global trade and market economy, (b) Environmental issue in India's foreign policy, (c) Terrorism, (d) National Security, and (e) Nuclear issue.

Unit 2: India's foreign policy towards selected neighbours: China, Myanmar, Sri Lanka, Pakistan, and Bhutan.

Unit 3: The Changing Contours of Indo-U. S relations in the era of globalization.

Unit 4: India and U.K: The changing dimensions of relations in a globalized world.

Unit 5: India's foreign policy in the multipolar world: BRICS and G-20.

Suggested Readings

1. Ganguly, Sumit, *Indian Foreign Policy*, Oxford University Press, New Delhi.
2. Kothari, Raj Kumar, *India in the New World Order: The Changing Contours of Her Foreign Policy Under Narendra Modi*, Atlantic, New Delhi.
3. Dubey, M, *India's, Foreign Policy*, Orient Black Swan.
4. Dutt, Sagarika, *India in a Globalized World*, Manchester University Press.
5. Chakraborty, Biswanath, and Nandy, Debasish(eds.) *An Outline of India's Foreign Policy and Relations*, Mitram, Kolkata.
6. Nandy, Debasish, *Revisiting India's Post-Cold War Foreign Policy since 1991 to Present Day*, Avenel Press, Kolkata.
7. চক্রবর্তী, বিশ্বনাথ ও নন্দী, দেবশীষ সম্পাদিত, *ভারতের বিদেশ নীতি ও সম্পর্কের গতি প্রকৃতি*, প্রগ্রেসিভ, কলকাতা।

Course Name: Gender and Politics in India
Course Code: BAHPLSDSE505

Course Type: DSE (Theory)	Course Details: DSEC-1 & DSEC-2		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the Gender-based participation in politics.
2. To understand conceptual differences between women and trans gender.
3. To understand Gender identity.

Learning Outcome

1. Students will be able to understand the Gender-based participation in politics by this course.
2. They will be able to understand conceptual differences between women and trans gender.
3. This course will be beneficial for the students to understand Gender identity.

Content

Theory

- Unit 1: Conceptualizing Gender in Politics: Political Participation, policy making and development.
- Unit 2: Security concern for Women and Third Gender/Transgender.
- Unit 3: Effective participation of Women in Decision making structures: Issue of Reservation Impact.
- Unit 4: Gender Identity: Women in riot and War.

Suggested Readings

1. Geetha, V. *Gender*. (Calcutta: Stree).
2. Geetha, V. *Patriarchy*. (Calcutta: Stree).
3. Menon, Nivedita, *Gender and Politics in India*, Oxford India Paperbacks.
4. Saigol, Rubina, *Feminism in India*, (Women Unlimited Publication).
5. John, Mary E., *Women Studies in India: A reader* (ed.), (Penguin India Publication).

Semester- VI

Course Name: Local Government in West Bengal Course Code: BAHPLSC601

Course Type: C (Theory)	Course Details: CC13	L-T-P: 5-1-0			
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To promote social and economic development.
2. To provide democratic and accountable government for local communities.
3. Sustain peace and order condition and ensure public safety.

Course Learning Outcomes

1. It involves the citizens in determining specific local public needs.
2. To know about our own area, about the constitution.
3. Women can be aware of their own abilities

Content

Theory

- Unit 1: Evolution of Rural and Urban local government in West Bengal since independence.
Unit 2: Structure and functions of Panchayati Raj Institutions in the light of the 73rd Constitution (Amendment) Act, 1992.
Unit 3: Structure and functions of urban local governments under the 74th Constitution (Amendment) Act, 1993.
Unit 4: Local Government and Empowerment of Women, SCs, and STs.
Unit 5 : State- local Government Relations : Financial Control of the State.

Suggested Readings

1. Chakraborty , Biswanath , *People's Participation in West Bengal Panchayat System* , (Kolkata : Mitram).
2. Dutta, Prabhat and Sen, Panchali, *Panchyat, Rural Development and Local Autonomy: West Bengal Experience*, (Kolkata: Dasgupta and Co).
3. Bhattachariya , Moitree, *Panchayati Raj in West Bengal* , : Democratic Decentralization and Democratic Centralism, (New Delhi : Monak Publication).
4. অসিত কুমার বসু *পশ্চিমবঙ্গে পঞ্চায়েত ব্যবস্থা* (কলকাতা , পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ)

Course Name: PROJECT
Course Code: BAHPLSC602

Course Type: C (Practical)	Course Details: CC14		L-T-P: 0-0-12		
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	-	20	-

General Guide Lines

1. Students must write their papers from within the discipline of Political Science and its allied subject.
2. Total Marks 50. Internal-30 marks and External marks-20.
3. External Evaluation will be made through viva-voce.
4. External Evaluation will be made through the continuous evaluation process by the respective Supervisor.
5. Name of the external examiner will be send by the course coordinator of the university PG department of Political Science to the Controller/Dy. Controller of Examinations of the University and then University will send all the colleges.
6. In respect of the preparation of the project special emphasis will be given on Research Methodology.
7. Each student will select separate Topic
8. Institution will give the priority of the choice of the students regarding the selection of the topic of their choice.

Suggest Readings

Kothari, C.R, *Research Methodology* (New Delhi:PHI).

Ahuja, Ram, *Research Methods* (New Delhi: Rawat Publications).

Majumder, P.K., *Research Methods in Social Sciences* (New Delhi, Viva Books,).

Course Name: Understanding Global Politics
Course Code: BAHPLSC601

Course Type: DSE (Theory)	Course Details: DSEC-3 & DSEC-4		L-T-P: 5-1-0		
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand state system in the era of globalization.
2. To understand the mechanism of global economy.
3. To assess the role of transitional economic actors.
4. To understand millennium developmental goal.

Learning Outcomes

1. This course will help to understand state system in the era of globalization.
2. The students will be able to understand the mechanism of global economy.
3. Students will be able to assess the role of transitional economic actors.
4. They will understand millennium developmental goal.

Content

Theory

Unit 1: Evolution of the state system and the concept of sovereignty.

Unit 2: Global Economy; Bretton woods institutions and W.T.O.

Unit 3: Transnational economic actors.

Unit 4: Global Poverty: Millennium Development Goals and unfulfilled promises.

Suggested Readings:

1. Heywood, Andrew, *Global Politics*, (London: Palgrave Macmillan)
2. Mansbach, Richard W. and Rafferty, L. Kirsten, *Introduction to Global Politics*, (New York: Routledge)
3. R. Mansbach and K. Taylor, 'International Political Economy', *Introduction to Global Politics*, 2nd Edition (New York: Routledge)
4. A. Narlikar, *The World Trade Organization: A Very Short Introduction* (New Delhi: Oxford University Press)
5. R. Wade, 'Globalisation, Growth, Poverty, Inequality, Resentment, and Imperialism', in J. Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press)

Name of the Course: Understanding South Asia
Course Code: BAHPLSDSE602

Course Type: DSE (Theory)	Course Details: DSEC-3 & DSEC-4		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the strategic importance of South Asian region.
2. To understand the major border disputes in South Asia.
3. To explore the reasons of civil wars and conflicts in South Asian region.
4. To understand democratic systems of South Asia and regional integration process.

Learning Outcome

1. This course will be helpful to understand the strategic importance of South Asian region.
2. This course will be beneficial to understand the major border disputes in South Asia.
3. The students will be benefited in exploring the reasons of civil wars and conflicts in South Asian region.
4. They will be able to understand democratic systems of South Asia and regional integration process.

Course Content

Theory

1. Unit 1: South Asia: As a region and its strategic importance.
2. Unit 2: Border Disputes: (a) India-Pakistan and (b) India-China.
3. Unit 3: Civil Wars and Ethnic Conflicts in South Asia: (a) Sinhala-Tamil conflict in Sri Lanka, and Baluchistan movement in Pakistan.
4. Unit 4: Democracy and state system in South Asia: Case study of Pakistan, Bangladesh, Maldives, Sri Lanka, Nepal, and Bhutan.
5. Unit 5: Regional Integration in South Asia: SAARC.

Suggested Readings

1. Farmer, B.H., *An Introduction to South Asia*, Rutledge, London.
2. Baxter et, al.(ed.), *Government and Politics in South Asia*, West view, Boulder.
3. Mitra, Debasish and Nandy, Debasish(eds.), *South Asia and Democracy: Contextualizing Issues and Institutions*, Kunal Books, New Delhi.
4. Nandy, Debasish, *Understanding Pakistan*, Kunal Books, New Delhi.
5. Nandy, Debasish (ed.) *Mapping South Asia: State, Society and Security Dilemmas*, Blue Roan Publishers, Ahmedabad.
6. Phandis, Urmila and Ganguly Rajat, *Ethnicity, and Nation Building in South Asia*, Sage, New Delhi.

Course Name: Citizenship in a Globalizing World
Course Code: BAHPLSDSE603

Course Type: DSE (Theory)	Course Details: DSEC-3 & DSEC-4		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand different concepts of citizenship.
2. To understand evolution of citizenship
3. To understand citizenship through the lance of global justice.

Learning Outcomes

1. This course will be helpful to understand different concepts of citizenship.
2. The students will be able to understand evolution of citizenship
3. The students will understand citizenship through the lance of global justice.

Content

Theory

Unit 1: Classical conceptions of citizenship.

Unit 2: The Evolution of Citizenship and the Modern State.

Unit 3: Citizenship and Diversity.

Unit 4: Citizenship beyond the Nation-state: Globalization and global justice.

Unit 5: The idea of cosmopolitan citizenship.

Suggested Readings

1. Acharya, Ashok, *Citizenship in a Globalising World*. (New Delhi: Pearson).
2. Beiner, R., *Theorising Citizenship* (Albany: State University of New York Press).
3. Held, David, *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance* (Stanford: Stanford University Press).
4. Kymlicka, Will, "Citizenship in an Era of Globalization: A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon (eds.), *Democracy's Edges* (Cambridge: Cambridge University Press).
5. Oliver, D. and D. Heater, *The Foundations of Citizenship* (London: Harvester Wheatsheaf).

Course Name: Politics in West Bengal
Course Code: BAHPLSDSE604

Course Type: DSE (Theory)	Course Details: DSEC-3 & DSEC-4		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the dynamics of West Bengal Politics.
2. To understand the role of leadership in West Bengal Politics.
3. To assess the role of civil society in West Bengal.

Learning Outcomes

1. This course will help to understand the dynamics of West Bengal Politics.
2. This course will be helpful to understand the role of leadership in West Bengal Politics.
3. This course will be helpful to assess the role of civil society in West Bengal.

Content

Theory

Unit 1: Dynamics of politics in West Bengal: An overview.

Unit 2: Leadership role: Caste and class as factors.

Unit 3: Politics of Ethnicity: Gorkhaland Movement and Kamtapur Movement.

Unit 4: Civil Society in West Bengal – nature and role.

Suggested Readings

1. Franda, Marcus F., *Radical politics in West Bengal* (MIT Press).
2. Chatterjee, Partha, *State and Politics in India* (Delhi: Oxford).
3. Kaviraj, Sudipta and Khilnani, Sunil (eds.), *Civil Society: History and Possibilities* (Delhi: Cambridge).
4. Bagchi, Romit, *Gorkhaland: Crisis of Statehood* (Delhi: Sage).
5. Rakhahari Chatterjee and Partha Pratim Basu(eds.) *West Bengal Under the Left 1977-2011*. Sarat Books, Kolkata.
6. *The Kamtapur Movement* Ch. 8 (Ph.D. thesis of Ramesh Dural),
Available at: http://shodhganga.inflibnet.ac.in/bitstream/10603/137574/8/08_chapter_04.pdf

Course Name: Environmental Politics
Course Code: BAHPLSDSE605

Course Type: DSE (Theory)	Course Details: DSEC-3 & DSEC-4			L-T-P: 5 - I - 0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objective

1. The objective of the course is to introduce to the students a basic understanding of the concept of Environment and the ideology of environmentalism which emphasizes on the need of collective actions at all levels, national as well as international to deal with environmental crisis like Climate change.
2. This course also aims to initiate a discussion on the role that government can play by focussing on green governance.

Learning Outcome

1. To develop a deeper understanding about the concept of environment, its living and non-living components and the philosophy of environmentalism.
2. To develop an awareness about the various environmental challenges/issues faced by the entire world which involves both developing and developed countries.
3. To critically evaluate the current paradigm of development based on rapid industrialization and to shift the focus on alternative paths to development especially the concept of sustainable development.
4. To analyze the role of public policy at the national and international level with regards to the protection and management of environmental issues along with an emphasis on collective efforts locally, nationally and globally.

Course Content:

Theory

Unit 1: Environmentalism: Meaning, Key Related Ideas, Significance.

Unit 2: Collective action problems and environmental challenges in developing and developed countries.

Unit 3: Major Environmental Movements in India: *Chipko* , Narmada *Banchao*, Salient Valley.

Unit 4: Regional and international efforts to address climate change.

Unit 5: Green Governance: Sustainable Human Development.

Suggested Readings

1. Ramachandra Guha, Environmentalism: A Global History (Longman Publishers).
2. Burns H Weston and David Bollier, Green Governance: Ecological Survival, Human Rights, and the Law of the Commons (Cambridge University Press).
3. J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics (New York: Oxford University Press).
4. A. Heywood, Global Politics (New York: Palgrave)

Learning Outcome based Curriculum Framework (LOCF)

For

Choice Based Credit System (CBCS)

Syllabus

B.A. (Program) in Political Science

With effect from Academic Session 2020-21



Kazi Nazrul University

Asansol, Paschim Bardhaman

West Bengal 713340

Preamble

The undergraduate course in political science has been design to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, access and explain the political phenomenon. Woven into a coherent structure, with a wide range of disciplinary, interdisciplinary and trans-disciplinary module and themes, daw course provides a solid Foundation to the students who can take forward their learned skills and knowledge for or higher research in the discipline and its associated domains. Like many other knowledge domains, political science also engaged with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and empirical research-driven modules, which would help them getting employment in the system. And above all, it would produce and active, participatory, and responsible citizen strengthening the functioning of the democratic system.

B.A Programme in Political Science

There will be six semesters in the Three Years B.A Programme in Political Science. The Curriculum is considering of 12 Core Papers(C), 2 Generic Elective Papers (GE), 2 Ability Enhancement Compulsory Courses (AECC), 4 skill Enhancement Course Ppaers(SEC) and 4 Papers from Discipline Specific Elective Papers (DSE). Each paper is of 50 marks (40 marks for Semester Examination and 10 marks for internal assessment). There will be no Internal Assessment in Practical based subjects. For practical based subjects 30 marks will be for theory and 20 marks will be for practical.

B.A Programme in Political Science: Semester-I

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Introduction to Political Theory	C-1	5-1-0	6	50
	Discipline-2	C-2	5-1-0	6	50
	MIL-I	AECC-1(Core)	5-1-0	6	50
	Environment Studies	AECC-1(Elective)	4-0-0	4	50
		SEMESTER	TOTAL	22	200

B.A Programme in Political Science: Semester-II

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Comparative Government and Politics	C-3	5-1-0	6	50
	Discipline-2	C-4	5-1-0	6	50
	English-I	AECC-2(Core)	5-1-0	6	50
	English/MIL	AECC2-(Elective)	4-0-0	4	50
		SEMESTER	TOTAL	22	200

B.A Programme in Political Science: Semester-III

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Indian Government and Politics	C-5	5-1-0	6	50
	Discipline-2	C-6	5-1-0	6	50
	Legislative Support	SEC-I	4-0-0	4	50
	MIL-II	AECC-3-(Core)	5-1-0	6	50
		SEMESTER	TOTAL	22	200

B.A Programme in Political Science: Semester-IV

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Introduction to International Relations	C-7	5-1-0	6	50
	Discipline-2	C-8	5-1-0	6	50
	Public Opinion and Survey Research	SEC-2	4-0-0	4	50
	English-II	AECC-4-(Core)	5-1-0	6	50
		SEMESTER	TOTAL	22	200

B.A Programme in Political Science: Semester-V

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	DSE(Any one from Discipline 1 and any one from Discipline 2)	DSE-1		6	50
		DSE-2		6	50
	DSE Discipline-1				
	Themes in Comparative Political Theory		5-1-0		
	Administration & Public Policy: Concepts and Theories		5-1-0		
	DSE Discipline 2				
	1.		5-1-0		
	2.		5-1-0		
	GE (Any One)	GE-1		6	50
	Reading Gandhi		5-1-0		
	Gender Politics		5-1-0		
	SEC (Any one)			4	50
	Democratic Awareness	SEC-3	4-0-0		
	Globalization: Theories and Concepts		4-0-0		
		SEMESTER	TOTAL	22	200

B.A Programme in Political Science: Semester-VI

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	DSE(Any one from Discipline 1 and any one from Discipline 2)	DSE-3		6	50
		DSE-4		6	50
	DSE Discipline-1				
	Democracy and Governance		5-1-0		
	Understanding Globalization		5-1-0		
	DSE Discipline 2				
	1.		5-1-0		
	2.		5-1-0		
	GE (Any One)			6	50
	Human Rights: theories and Concepts	GE-2	5-1-0		
	Gender Politics		5-1-0		
	SEC (Any one)			4	50
	Conflict and Peace Building	SEC-4	4-0-0		
	Environment Politics		4-0-0		
		SEMESTER	TOTAL	22	200
		GRAND	TOTAL	132	1200

The credit and marks distribution will vary according to the course type (Theoretical, Practical and Theoretical +Practical)

Semester- I

Course Name: Introduction to Political Theory

Course Code: BAPPLSC101

Course Type: C (Theory)	Course Details: CC-1(1)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To gather knowledge on Political Theory.
2. To understand essential concepts to the study of Political Science.

Course Learning Outcomes

1. The objective of this course is to understand the fundamental alternative political theories that have shaped our world, and to consider which political theories may shape our world in the future.
2. Since the state occupies a central position in the discourses on politics, the understanding of different theories on the state will allow the students to understand the role of the state in the society and how it governs and regulate the power structure.
3. Ultimately student will learn about the basic concepts and theories of Political Science.

Course Content

Theory

Unit 1: What is Politics – Approaches to the study of Politics: Normative, Behavioural, Post-Behavioural, Marxist and Feminist

Unit 2: Theories of State (a) Origin: Social Contract Theory, (b) Nature: Idealist, Liberal and Neo-liberal Theories

Unit 3: Concept of State Sovereignty: Monastic and Pluralistic Theories

Unit 4: Liberty, Equality, Rights and Law: Concepts and their interrelations – Justice: Meaning and significance

Unit 5: Meaning and Typology

Unit 6: Theories of Revolution: Marx, Lenin, Mao

Suggested Readings

1. R. Bhargava and A. Acharya eds. *Political Theory* (Delhi : Longman, 2008).
2. O. P. Gauba. *Introudction to Political Theory* (New Delhi : Macmillan, 2011).
3. J. C. Johari. *Contemporary Political Theory* (New Delhi : Advent Books).
4. S. Ramaswamy. *Political Theory: Ideas and Concept* (New Delhi : Macmillan).
5. S.P. Verma. *Modern Political Theory* (New Delhi: Vikash).
6. A. Roy and M. Bhattacharya. *Political Theory: Ideas and Institutions* (Kolkata: World Press).
7. D.C. Bhattacharyya, *Political Theory* (Kolkata: Vijoya Publishing House).
8. দীপক কুমার দাস সম্পাদিত, *রাজনীতির তত্ত্ব কথা*, একুশে, কলকাতা।
9. চৈতালি বসু, *রাজনীতি শাস্ত্র ও অভিজ্ঞতাবাদী রাষ্ট্রতত্ত্ব* (কলকাতা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ)।
10. কৃত্যপ্রিয় ঘোষ, *রাষ্ট্র তত্ত্ব* (কলকাতা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ)।
11. শোভনলাল দত্তগুপ্ত, *মার্ক্সীয় রাষ্ট্রচিন্তা*, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ।

Semester- II
Course Name: Comparative Government and Politics
Course Code: BAPPLSC201

Course Type: C (Theory)	Course Details: CC-1(2)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand the difference between Comparative Politics and Comparative Politics.
2. To understand theoretical perspective of Comparative Politics.
3. To understand comparative study of legislature, executive, and judiciary among selected states.

Course Learning Outcomes and Objectives

1. The goal of this course is to provide useful knowledge about the comparative theories, processes, policies and constitutions of various countries in a comparative context.
2. This course exposes the students to concepts and approaches which can apply to understand different political regimes in terms of the origin of governmental structures and their functioning.

Course Content

Theory

Unit 1: Distinction between Comparative Politics and Comparative Government – Development of Comparative Politics

Unit 2: Comparative Politics: Scope, purposes and methods of comparison

Unit 3: Theories of Political Systems: Easton, Almond and Powell

Unit 4: Typology of Constitutional Systems: Unitary and Federal, Parliamentary and Presidential, Liberal and Socialist

Unit 5: Executive, Legislature and Judiciary: UK, USA and PRC

Unit 6: Political Parties and Pressure Groups: UK and USA

Suggested Readings

1. Almond, G and others, eds. *Comparative Politics Today: A World View* (New Delhi: Pierson).
2. Rakhahari Chatterjee. *Introduction to Comparative Political analysis* (Kolkata: Sarat Book House).
3. S.N. Ray. *Modern Comparative Politics* (Delhi: PHI Learning)
4. Rod Hague, Martin Harrop and Shaun Breslin, *Comparative Government and Politics: An Introduction* (London: Macmillan)
5. J.C. Johari, *Major Modern Political Systems* (New Delhi: Sterling).
6. J.C. Johari, *Comparative Politics* (New Delhi: Sterling).
7. দেবশীষ চক্রবর্তী, *তুলনামূলক রাজনীতি: তত্ত্ব ও ব্যবহার*, সেন্ট্রাল।
8. তুলিকা মজুমদার, *তুলনামূলক শাসন ব্যবস্থা ও রাজনীতি*, প্রগ্রেসিভ, কলকাতা।

Semester- III

Course Name: Indian Polity and Constitution

Course Code: BAPPLSC301

Course Type: C (Theory)	Course Details: CC-1(3)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To learn about the formulation of Indian Constitution.
2. To understand about the functions of the President and Prime Minister.
3. To understand about Indian judicial system.
4. To gather knowledge about the constitutional amendment procedures.

Course Learning Outcomes

1. Students will learn about the basic frame work of Indian Constitution.
2. Students will be able to describe and think critically about the institutional features of Indian politics.
3. Students will learn about Indian Constitution with a focus on the role of the Constituent Assembly and examining the essence of the Preamble.
4. Students will Critically analyze the important institutions of the Indian Union: the Executive: President; Prime Minister, Council of Ministers; Governor, Chief Minister and Council of Ministers; The legislature: Rajya Sabha, Lok Sabha, Speaker, Committee System, State Legislature, The Judiciary: Supreme Court and the High Court's: composition and functions-Judicial Activism.

Course Content:

Theory

Unit 1: Framing of the Indian Constitution: Role of the Constituent Assembly; the Preamble.

Unit 2: Fundamental Rights and Duties; Directive Principles of State Policy.

Unit 3: Nature of Indian Federalism: Union-State relations.

Unit 4: Union Executive: President and Vice-President – Election, power and position; Prime Minister – Power and position; Council of Ministers; Relationships of President and Prime Minister.

Unit 5: Union Legislature: Rajya Sabha and Lok Sabha: Compositions and functions; Speaker.

Unit 6: The Judiciary: Supreme Court and High Courts – Compositions and functions.

Unit 7: Constitutional Amendment: Procedures; Electoral Reforms.

Suggested Readings

1. Basu, D. D, *Introduction to the Constitution of India* (Nagpur: Lexis Nexis).
2. Kashyap, S. C., *Our Constitution* (New Delhi: National Book Trust).
3. Kashyap, S.C., *Our Political System* (New Delhi: National Book Trust).
4. Hiregowder, G. C. et al., *The Indian Constitution: An Introduction*, (New Delhi: Orient Black Swan).
5. Johari, J. C., *Indian Government and Politics, Vol. 1 and 2* (New Delhi: Vikash Publication).
6. Khosla, Madhab, *The Indian Constitution* (New Delhi: Oxford).
7. অপূর্বমোহন মুখোপাধ্যায় ও দেবশীষ নন্দী সম্পাদিত, *ভারতের সংবিধান*, জয়দুর্গা লাইব্রেরি, কলকাতা।

Semester- III

Course Name: Legislative Support

Course Code: BAPPLSSE301

Course Type: SE (Theory)	Course Details: SEC-1		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks:	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Objectives

1. To understand legislature procedure.
2. To understand application of legislative procedure.

Course Learning Outcomes

1. Students will know about the powers and functions of members of parliament, state legislative assemblies and urban and rural governing bodies.
2. Students will also learn about the rule making process in Indian parliament, budget processes and different types of legislative committees.

Course Content:

Theory

Unit 1: Powers and functions of people's representatives at different tiers of governance – Members of Parliament; State Legislative Assemblies; Functions of rural and urban local self-government from Zila Parishads/Municipal Corporation to Panchayat/Ward

Unit 2: Supporting the legislative process – How a Bill becomes a law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendment to a Bill, the framing of Rules and Regulations

Unit 3: Supporting the legislative committees – Types of committees, Role of committees in reviewing the government finances, policy, programmes and legislation

Unit 4: Reading the budget document – Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries

Suggested Readings

1. Madhavan, M.R. & N.Wahi. *Financing of Election Campaigns PRS*, Centre for Policy Research, New Delhi, 2008.
Available at
http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf
2. Kalra, H. *Public Engagement with the Legislative Process PRS*, Centre for Policy Research, New Delhi, 2011. Available at:
<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>
3. Government of India (Lok Sabha Secretariat) *Parliamentary Procedures* (Abstract Series), 2009.
Available at: <http://164.100.47.132/LssNew/abstract/index.aspx>
4. Government of India, (Ministry of Parliamentary Affairs) *Legislation, Parliamentary Procedure, 2009*.
Available at: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm
5. Government of India, (Ministry of Parliamentary Affairs) *Subordinate Legislation, Parliamentary Procedure, 2009*.
6. Available at: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm
7. সচ্চিদানন্দ রায় , *ভারতীয় সংসদীয় ব্যবস্থাপনা*, অভিনেত্র প্রেস, কলকাতা।

Course Type: C	Course Details: CC-1(4)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Objectives

1. This course underlines a wide range of issues involved in the study of international relations including the liberal and realist theory of international relations.
2. Student will learn about workings of the state system, and techniques of implementation of Foreign Policy.
3. This course focuses on to explain global politics using an historical approach which allows students to understand continuity as well as change.

Course Learning Outcomes

1. This course will be helpful to understand the basic foundations of International Relations.
2. The theoretical understanding of International Relations will be clear by this course.
3. The students will be able to understand the basic tools foreign policy.

Course Content:

Theory

Unit 1: Basic Concepts of International Relations (a) National power (b) Balance of power (c) Collective security (d) Bipolarity (e) Unipolarity (f) Multipolarity (g) National interest (h) Globalization

Unit 2: Realism: As an approach to the study of International Relations

Unit 3: Liberalism: As an approach to the study of International Relations

Unit 4: World System: As an approach to the study of International Relations

Unit 5: Techniques of implementation of Foreign Policy: Diplomacy, Propaganda and Foreign Aid

Suggested Readings

1. Burchill, S. et al. (eds.), *Theories of International Relations*.
2. Bandyopadhyaya, Jayantanuja, *A General Theory of International Relations*.
3. Chatterje, Aneek, *International Relations Today*, Pearson, New Delhi.
4. Goldstein, Joshua S., *International Relations*, Pearson Education, New Delhi.
5. Reus-Smit, Christian and Duncan Snidal (eds.), *The Oxford Handbook of International Relations*.
6. Sterling-Folker, Jennings (ed.), *Making sense of International Relations Theory*.
7. Waltz, Kenneth, *Theory of International Politics*.
8. Wendt, Alexander, *Social Theory of International Politics*.
9. গৌতম কুমার বসু, *আন্তর্জাতিক সম্পর্ক: তত্ত্ব ও বিবর্তন*, পশ্চিমবঙ্গ রাজ্যপুস্তক পর্ষদ, কলকাতা।
10. বিশ্বনাথ চক্রবর্তী ও দেবানীষ নন্দী, *তত্ত্ব ধারণা বিষয় বিতর্কে আন্তর্জাতিক সম্পর্ক*, প্রোগ্রেসিভ পাবলিশার্স, কলকাতা।

Semester- IV
Course Name: Public Opinion and Survey Research
Course Code: BAPPLSSE401

Course Type: SE (Theory)	Course Details: SEC-2		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives:

1. To learn about the importance of public opinion.
2. To learn about the applicability of Public opinion.

Course Learning Outcomes and Objectives

1. The students will be able to understand the concept of public opinion.
2. The students will be able to understand interviewing, and questionnaire.

Content:

Theory

- Unit 1: Definition and Characteristics of Public Opinion
- Unit 2: Measuring Public Opinion: Methods and Types of Sampling
- Unit 3: Interviewing: Types- structured, unstructured, focused
- Unit 4: Questionnaire: Question wording; fairness and clarity
- Unit 5: Prediction in polling research: possibilities and pitfalls

Suggested Readings:

1. R. Erikson and K. Tedin American Public Opinion, 8th edition (New York: Pearson Longman Publishers)
2. G. Gallup, A Guide to Public Opinion Polls (Princeton: Princeton University Press)
3. Kothari, C. R., Research Methodology (New Delhi: PHI)
4. Ahuja, Ram, Research Methods (New Delhi: Rawat Publications)

Course Code: BAPPLSDSE501

Course Type: DSE (Theory)	Course Details: DSEC-1(1)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To learn about core concepts of thought through eminent thinkers.
2. To understand comparative thoughts of Western and Indian thinkers.

Course Learning Outcomes

1. Students will get aware from different major western political thoughts. By this course student will understand the political enquiry of Aristotle, Locke, Rousseau and J.S. Mill.
2. Further, students will also get aware from different major Indian political thoughts. By this course student will understand the views of Kautilya, Tilak, BR Ambedkar, Nehru and Jayprakash Narayan.

Course Content:

Theory

Unit 1: Distinctive features of Indian and Western Political Thought

Unit 2: Western Thought: Thinkers and Themes

- a) Aristotle on Citizenship
- b) Locke on Rights
- c) Rousseau on Inequality
- d) J.S. Mill on Liberty and Democracy

Unit 3: Indian Thought: Thinkers and Themes

- a) Kautilya on State
- b) Tilak and Gandhi on Swaraj
- c) Ambedkar on Social Justice
- d) Nehru and Jayprakash Narayan on Democracy

Suggested Readings

1. G. H. Sabine, *A History of Political Theory* (USA: Wadsworth Publishing Co Inc.).
2. S. Mukherjee and S. Ramaswamy, *A History of Political Thought* (New Delhi: PHI).
- Shefali Jha, *Western Political Thought* (Delhi: Pearson).
3. Altekar, A.S., *State and Government in Ancient India* (Delhi: Motilal Banarsidass).
4. Varma, V. P., *Modern Indian Political Thought* (Agra: Lakshmi Narayan Agarwal).
5. Pantham, T and Deutsch, K. L., *Political Thought in Modern India* (ed.), (New Delhi: Sage Publications).
6. Chakraborty, B and Pandey, R. K., *Modern Indian Political Thought*, (New Delhi: Sage)
7. Singh, M. P. and Roy, H, *Indian Political Thought: Themes and Thinkers*, (New Delhi: Pearson).
8. আমল কুমার মুখোপাধ্যায় , *রাষ্ট্রদর্শনের ধারা*, পশ্চিমবঙ্গ রাজ্যপুস্তক পর্ষদ।
9. শোভনলাল দত্তগুপ্ত, *পাশ্চাত্য রাষ্ট্রভাবনা*, পশ্চিমবঙ্গ রাজ্যপুস্তক পর্ষদ।

Course Name: Administration and Public Policy: Concepts and Theories
Course Code: BAPPLSDSE502

Course Type: DSE (Theory)	Course Details: DSEC-1(1)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand conceptual framework of Public Administration.
2. To gather knowledge on basic concepts in Public Administration.
3. To understand Public Policy.

Course Learning Outcomes

1. Students will understand and demonstrate the basic understanding of theories, concepts and practices relevant to administrative theory.
2. Students will acquire critical thinking about the theories propounded by classical, scientific management and Behavioural thinkers.
3. Objective of this course is to make students aware about bureaucracy, development administration and decision making process of Herbert Simon.
4. Objective of this course is to make students aware about the concept of public policy and its relevance in public administration.

Course Content:

Theory

Unit 1: Nature, Scope and Evolution of Public Administration – Private and Public Administration

Unit 2: Major Concepts of Organization: (a) Hierarchy (b) Unity of Command (c) Span of Control (d) Authority (e) Centralization, Decentralization, and Delegation (f) Line and Staff

Unit 3: Administrative Theories: The Classical Theories, Scientific Management, The Human-Relation Theory and Rational Decision-Making

Unit 4: Meaning, Concept and Theories of Public Policy: Relevance of policy making in public administration and process of policy formulation, implementation and evaluation

Suggested Readings

1. Mohit Bhattacharya, *New Horizons of Public Administration* (New Delhi: Jawahar Publishers)
2. S.R. Maheshwari, *Administrative Theory: An Introduction* (Delhi: Macmillan)
3. S.R. Maheshwari, *A Dictionary of Public Administration* (New Delhi: Orient Blackswan)
4. Rumki Basu, *Public Administration: Concepts and Theories* (New Delhi: Sterling)
5. Alka Dhameja and Sweta Mishra (eds.), *Public Administration: Approaches and Applications* (Noida:Pearson)
6. R. K. Sapru, *Public Policy*, Sterling Publishers, New Delhi
7. De, Prabir Kumar, *Public Policy and Systems* (Delhi: Pearson)

Course Name: Reading Gandhi
Course Code: BAPPLSGE501

Course Type: GE (Theory)	Course Details: GEC-1		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand Gandhian thought.
2. To gather knowledge on Gandhian philosophy and message.

Course Learning Outcomes

1. Objective of this course is to make students aware about the political, social and moral ideas of MK Gandhi.
2. Students will learn the commentaries on Hind Swaraj and Gandhian thought.
3. Objective of this course is to make students aware about the relevance of Gandhian thought in modern times.

Course Content:

Theory

Unit 1: Hind Swaraj

- a) Gandhi in his own words: A close reading of Hind Swaraj
- b) Commentaries on Hind Swaraj and Gandhian thought

Unit 2: Gandhi and modern India:

- a) Communal unity
- b) Untouchability

Suggested Readings

1. Mahatma Gandhi, *Hind Swaraj*, 2015 edition (Rajpal Publishing)
2. Mahatma Gandhi, *India of My Dreams*, Compiled by R. K. Prabhu (Ahmedabad: Navajivan Mudranalaya)
3. A.J.Parel (ed.) "Introduction", *M.K.Gandhi, Hind Swaraj and other writings*.
4. D.Hardiman, *Gandhi in his time and ours*, ch.4 ("An alternative modernity")
5. B.Parekh, *Gandhi* chs. 4 ("Satyagraha") and 5("The critique of modernity").

Course Name: Gender Politics
Course Code: BAPPLSGE502

Course Type: GE (Theory)	Course Details: GEC-1		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. Objective of this course is to provide basic knowledge of Gender Politics.
2. To understand Gender identity.

Course Learning Outcomes

1. Student will able to differentiate between gender and sex.
2. Student will also learn how patriarchy operates as a power structure in our society.
3. This course offers knowledge about effective participations of women in decision-making structure and security concern for women.

Course Content

Theory

- Unit1: Conceptualizing Gender in Politics: Political participation, policy making and development
- Unit2: Security concern for women and Third Gender/Transgender
- Unit3: Effective participations of women in decision-making structures: Issue of reservation impact
- Unit 4: Gender Identity: Women in riot and war

Suggested Readings

1. Geetha, V. *Gender*. (Calcutta: Stree).
2. Geetha, V. *Patriarchy*. (Calcutta: Stree).
3. Menon, Nivedita, *Gender and Politics in India*, Oxford India Paperbacks.
4. Saigol, Rubina, *Feminism in India*, (Women Unlimited Publication).
5. John, Mary E., *Women Studies in India: A reader* (ed.), (Penguin India Publication).

Semester- V
Course Name: Democratic Awareness
Course Code: BAPPLSSE501

Course Type: SE (Theory)	Course Details: SEC-3		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand importance of domestic awareness.
2. To understand the reasons behind sexual harassment, and violence against women.
3. To understand judicial safeguards of women.

Course Learning Outcomes

1. Student will learn about fundamental rights, fundamental duties and other constitutional rights.
2. This course brings the forefront of violence against women and legal provisions to tackle with them.
3. This course offers information about anti-terrorist laws.
4. This course offers about criminal procedure in India.

Theory

- Unit 1: Constitution: Fundamental Rights, Fundamental Duties, other constitutional rights
 Unit 2: Laws relating to dowry, sexual harassment and violence against women – laws relating to consumer rights and cyber crimes
 Unit 3: Anti-terrorist laws: Implications for security and human rights
 Unit 4: System of courts/tribunal and their jurisdiction in India – criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunal
 Unit 5: Alternate dispute such as Lok Adalats, non-formal mechanisms

Suggested Readings

1. Basu, D. D, *Introduction to the Constitution of India* (Nagpur: Lexis Nexis)
2. Kashyap, S, *Our Constitution*, (New Delhi: National Book Trust)
3. Gender Study Group, (1996) *Sexual Harassment in Delhi University*, A Report, Delhi: University of Delhi.
4. D. 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.
5. J. Kothari, (2005) 'Criminal Law on Domestic Violence', *Economic and Political Weekly*, Vol. 40(46), pp. 4843-4849.

Semester- V
Course Name: Globalization: Theories and Concepts
Course Code: BAPPLSSE502

Course Type: SE (Theory)	Course Details: SEC-3		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. The purpose of this course is to understand the impact of globalization on global politics.
2. To understand relations between globalization and localization.

Learning Outcomes

1. This course will underline the evolution of the state system and the concept of sovereignty, global economy, and transnational economic actors.
2. Objective of this course is to make students aware about what are the repercussions of global economic integration on socio-cultural change at local level.

Course Content

Theory

Unit 1: Globalization: Meaning and debates

Unit 2: Globalization and Terrorism

Unit 3: Globalization and new international order

Unit 4: Globalization and Localization: Dimensions of cultural change

Suggested Readings

1. Baylis, J. And S. Smith (eds.), *The Globalization of World Politics: An Introduction*.
2. Nayyar, Deepak (ed.), *Governing Globalization: Issues and Institutions*, Oxford University Press.
3. Keohane, Robert and Nye, Joseph S., *Globalization: What is new, what is not*.
4. O'Meara, Patrick and others, *Globalization and the Challenges of a New Century: A Reader*, Indiana University Press.

Semester- VI
Course Name: Democracy and Governance
Course Code: BAPPLSDSE601

Course Type: DSE (Theory)	Course Details: DSEC-1(2)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand Good Governance.
2. To understands the essence and reality of e-governance.
3. To understand the relationship between good governance and development.

Course Learning Outcomes

1. The objective of this course is to understand the meaning of good governance and how it evolves over the years.
2. Students will learn about different forms of Governance i.e. E-governance, Democratic Governance, Corporate Governance and Environmental Governance.

Course Content:

Theory

Unit 1: Good Governance: Meaning and Evolution

Unit 2: Good Governance: Basic Concept

Unit 3: Forms of Governance: Democratic Governance, E-Governance & Corporate Governance

Unit 4: Good Governance and Development

Unit 5: Environmental Governance

Suggested Readings

1. Chakraborty, B and Bhattacharya (ed.), *The Governance Discourse* (New Delhi: Oxford).
2. Smith, B.C., *Good Governance and Development* (Palgrave).
3. Evans, J.P. *Environmental Governance* (Routledge).
4. Rosenau, J. and Czempiel, E., (eds.) *Governance without Government: Order and Change in World Politics* (Cambridge: Cambridge University Press).
5. Mander, H. and Asif, M., *Good Governance* (Bangalore: Books for Chance).

Semester- VI
Course Name: Politics in South Asia
Course Code: BAPPLSDSE602

Course Type: DSE (Theory)	Course Details: DSEC-1(2)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Objectives

1. To understand strategic importance of South Asian region.
2. To understand Geo-Politics of South Asia.
3. To understand the political systems of selected South Asian states.
4. To understand regional integration process in South Asia.

Course Learning Outcomes

1. Students will learn about geo-political realities and historical background of South Asia.
2. Students will learn about constitutional and political development since Second World War.
3. The objective of this course is to provide better understanding of post-colonial states in South Asia.

Course Content

Theory

Unit 1: South Asia: Strategic importance in Global Politics: Importance of Naval Security and Threats of Extra-Regional Powers.

Unit 2: The major challenges to South Asian states: ethno-religious components, Democracy, political violence, and terrorism (Pakistan, Afghanistan, Nepal, Bangladesh, and Sri Lanka).

Unit 3: Role of Democratic institutions in selected South Asian States (Pakistan, Bangladesh, Maldives, and Bhutan).

Unit 4: Regional integration in South Asia: SAARC.

Suggested Readings

1. B.H. Farmer, *An Introduction to South Asia* (London: Rutledge).
2. Baxter et al (ed.), *Government and Politics in South Asia* (Boulder: Westview).
3. Robert W. Stern, *Democracy and Dictatorship in South Asia* (New Delhi: India Research Press).
4. Urmila Phadnis and Rajat Ganguly, *Ethnicity and Nation Building in South Asia* (New Delhi: Sage).
5. Nandy, Debasish, *Understanding Pakistan* (Kunal Books, New Delhi).
6. Nandy, D. (2019). *Mapping South Asia: State, Society and Security Dilemmas*, Blue Roan Publishing, Ahmedabad.
7. দেবশিস মিত্র ও দেবশিস নন্দী সম্পাদিত, *দক্ষিণ এশিয়ায় গণতন্ত্র: মাত্রা ও প্রবণতা*, এভেনেল প্রেস, কোলকাতা।

Semester- VI

Course Name: Human Rights: Theories and Concepts
Course Code: BAPPLSGE601

Course Type: GE	Course Details: GEC-2		L-T-P: 5 – 1 – 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Objectives

1. To understand history of human rights and theoretical aspect of human rights.
2. To understand terrorism and counter-terrorism.
3. To Indian constitution and human rights.
4. To gather knowledge about human rights movements in India.

Course Learning Outcomes

1. The student will be able to explain the meaning of human rights and examine human rights issues in different social, political and cultural contexts.
2. The Students will be able to examine and explain issues of human rights when state and its agencies apply the methods and techniques of surveillance, interrogation and counter-terrorism operations.
3. Students will know about human rights movements in India.

Course Content:

Theory

Unit 1: Meaning and a brief history of human rights (UDHR)

Unit 2: Human rights – Terrorism and Counter-terrorism

Unit 3: Indian Constitution and protection of human rights

Unit 4: National Human Rights Commission – Composition and functions

Unit 5: Human Rights Movements in India – Evolution, nature, challenges and prospects

Suggested Readings

1. Baxi, Upendra, *The Future of Human Rights* (New Delhi: Oxford).
2. Priyam, Menon and Banerjee, *Human Rights, Gender and the Environment* (New Delhi: Pearson).
3. Donnely, Jack, *Universal Human Rights in Theory and Practice* (Cornel University Press).
4. Clapham, Andrew, *Human Rights: A very short introduction* (Oxford).
5. Narayan, S, *Human Rights Dynamics in India* (Kalpaz Publications).

Semester- VI

Course Name: Global Politics
Course Code: BAPPLSGE602

Course Type: GE (Theory)	Course Details: GEC-2		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. Objective of this course is to make student aware about what are the repercussions of global economic integration on socio-cultural change at local level.
2. To understand debates on globalization.
3. To understand the flourishing of terrorism in the era of globalization.

Course Learning Outcomes

1. This course offers basic understanding of process of globalization.
2. This course offers the impact of globalization on Indian economy since 1990.
3. This course offers how globalization has changed the new international order in post-cold war era.
4. To demonstrate that globalization has had diverse impacts on societies and places.

Course Content:

Theory

Unit 1: Globalization: Meaning and debates

Unit 2: Impact of Globalization on Indian Economy

Unit 3: Globalization and Terrorism

Unit 4: Globalization and new international order

Unit 5: Globalization and Localization: Dimensions of cultural change

Suggested Readings

1. Heywood, Andrew, *Global Politics*, (London: Palgrave Macmillan).
2. Mansbach, Richard W. and Rafferty, L. Kirsten, *Introduction to Global Politics*, (New York: Routledge).
3. R. Mansbach and K. Taylor, '*International Political Economy*', Introduction to Global Politics, 2nd Edition (New York: Routledge)
4. A. Narlikar, *The World Trade Organization: A Very Short Introduction* (New Delhi: Oxford University Press).
5. R. Wade, 'Globalisation, Growth, Poverty, Inequality, Resentment, and Imperialism', in J. Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press).
6. আমিও কুমার বাগচী, *বিশ্বায়ন: ভাবনা ও দুর্ভাবনা*, ন্যাশনাল বুক এজেন্সী, কলকাতা।
7. সামির আমিন ও ফ্রাসিয়া উতার, *প্রতিরোধের বিশ্বায়ন*, ন্যাশনাল বুক এজেন্সী, কলকাতা।

Semester- VI

Course Name: Conflict and Peace Building
Course Code: BAPPLSSE601

Course Type: SE (Theory)	Course Details: SEC-4		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

Course Objectives

1. To understand conflict and conflict resolution.
2. To understand conflict management.
3. To understand peacebuilding process.

Learning Outcomes

1. This course emphasizes on the study of conflict at local, sub-national and international level.
2. Student will learn to pursue ways to reduce violent conflict and promote justice by means of negotiations and non-violent action.
3. Students are expected to become theoretically adept and analytically sophisticated on the issues of conflict and peace building.

Course Content:

Theory

Unit 1: Understanding Conflict: Local, Sub-National and International

Unit 2: Dimensions of Conflict: Ideology, Economic/Resource Sharing, Socio-Cultural Conflicts (Ethnic, Religious Gender-based)

Unit 3: Conflict Management: Conflict Resolution and Conflict Transformation

Unit 4: Peace Building – Negotiations: Trust Building; Track I, Track II & Multi Track Diplomacy; Gandhian Methods

Suggested Readings

1. Kriesberg, Louis, *Constructive Conflicts: From Escalation to Resolution* (Maryland: Rowman & Littlefield)
2. Starkey, Boyer, and Wilkenfield, *Negotiating a Complex World* (Maryland: Rowman & Littlefield)
3. Levy, Jack, “Contending Theories of International Conflict: A Levels-of-Analysis Approach” in Crocker et al, *Managing Global Chaos*, USIP
4. Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security* (Nottingham: Spokesman)

Course Name: Environment Politics
Course Code: BAPPLSSE602

Course Type: SE (Theory)	Course Details: SEC-4		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Objectives

1. To understand collective action problems and environmental challenges in India.
2. To understand the dynamics of environmental movements in India.
3. To understand Green Governance and sustainable development.

Learning Outcomes

1. The purpose of this course is to provide awareness regarding environmental issues that is political in nature like Chipko, Narmada Bachao Andolan.
2. Students will also know about issues of climate change and green governance.
3. Students may critically analyze the policies framed in this regard

Course Content

Theory

- Unit 1: Environmentalism: Meaning, Key Related Ideas and Significance
- Unit 2: Collective action problems and environmental challenges in developing and developed countries
- Unit 3: Major Environmental Movements in India: Chipko – Narmada Bachao
- Unit 4: Regional and international efforts to address climate change
- Unit 5: Green Governance: Sustainable Human Development

Suggested Readings

1. Ramachandra Guha, *Environmentalism: A Global History* (Longman Publishers).
2. Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights, and the Law of the Commons* (Cambridge University Press).
3. J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics* (New York: Oxford University Press).
4. A. Heywood, *Global Politics* (New York: Palgrave).



PROGRAMME	
SUB: POLITICAL SCIENCE	
HONOURS	
PROGRAMME	
COURSE OUTCOME	
<ol style="list-style-type: none"> 1. Understanding political theories 2. Understanding constitutions across the globe 3. How to be a better citizen 4. Building leadership qualities 5. Understanding diplomacy 	

MAPPING PROGRAMME OUTCOME

PO1	PO2	PO3	PO5	PO6	PO7
CRITICAL THINKING	EFFECTIVE COMMUNICATION	SOCIAL INTERACTION	LABORATORY SKILL	ENVIRONMENT SUSTAINABILITY	SELF LEARNING
CC1		GEC1			SEC1
CC2	GEC4	GEC2			DSEC1
CC3	SEC2	GEC3			
CC4		DSEC2		DESC2	
CC5		DSEC3		DSEC4	
CC6		DSEC4			
CC7					
CC8					
CC9					
CC10					
CC11					
CC12					
DSEC1					
CC13					
CC14					
DSEC3					

Sauchari Bhattacharya
 COORDINATOR 27/6/24
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 PANDAVESWAR COLLEGE
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CURRICULUM AND SYLLABUS

B.A. Honours and B.A. Program in Philosophy

(w.e.f 2016-2017)

UNDER CHOICE BASED CREDIT SYSTEM



**KAZI NAZRUL UNIVERSITY
ASANSOL, WEST BENGAL**

KAZI NAZRUL UNIVERSITY

CURRICULUM AND SYLLABUS B.A. HONOURS IN PHILOSOPHY

(6 Semesters Pattern)

With effect from 2016-2017 academic session and onwards



There will be six semesters in the three- year B.A. Honours in Philosophy. The Curriculum consists of 14 Core Courses (C), 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Discipline Specific Elective (DSE) Courses and 4 Generic Elective (GE) courses [to be taken from the pool of Generic Elective courses]*. Each course is of 50 marks. L stands for Lecture Hour, T for Tutorial Hour and P for Practical Hour.

B.A.(Honours) in Philosophy: 1st Semester

Course Title	Course type	Course Code	(L-T-P)	Credit	Marks
Outlines of Indian Philosophy-I	CC-1	BAHPHIC101	5 - I - 0	6	50
History of Western Philosophical Thoughts-I	CC-2	BAHPHIC102	5 - I - 0	6	50
Choose from Pool of Generic Electives given below	GE-1	Coding List Attached			50
Environmental Studies	AEC-1	AECE101	4 - 0 - 0	4	50
SEMESTER TOTAL:				22	200

B.A.(Honours) in Philosophy: 2nd Semester

Course Title	Course type	Course Code	(L-T-P)	Credit	Marks
Outlines of Indian Philosophy-II	CC-3	BAHPHIC201	5 - I - 0	6	50
History of Western Philosophical Thoughts-II	CC-4	BAHPHIC202	5 - I - 0	6	50
Choose from Pool of Generic Electives given below	GE-2	Coding List Attached			50
English/Mil	AEC-2	AECE201	4 - 0 - 0	4	50
SEMESTER TOTAL:				20	200

B.A.(Honours) in Philosophy: 3rd Semester

Course Title	Course type	Course Code	(L-T-P)	Credit	Marks
Indian Ethics	CC-5	BAHPHIC301	5 - I - 0	6	50
Western Ethics	CC-6	BAHPHIC302	5 - I - 0	6	50
Indian Logic	CC-7	BAHPHIC303	5 - I - 0	6	50
Choose from Pool of Generic Electives given below	GE-3	Coding List Attached			50
Logical Rules & Fallacies (Indian)	Any One	SEC-1	2 - 0 - 0	2	50
Methods of Philosophical Enquiry (Indian)					
SEMESTER TOTAL:				26	250

B.A.(Honours) in Philosophy: 4th Semester

Course Title	Course type	Course Code	(L-T-P)	Credit	Marks
Western Logic-I	CC-8	CORE-8	5 - I - 0	6	50
Psychology	CC-9	CORE-9	5 - I - 0	6	50
Philosophy of Religion	CC-10	CORE-10	5 - I - 0	6	50
Choose from Pool of Generic Electives given below	GE-4	Coding List Attached			50
Logical Rules & Fallacies (Western)	Any One	BAHPHISEC401	2 - 0 - 0	2	50
Methods of Philosophical Enquiry (Western)		BAHPHISEC402			
SEMESTER TOTAL:				26	250

B.A.(Honours) in Philosophy: 5th Semester

Course Title	Course type	Course Code	(L-T-P)	Credit	Marks
Socio-Political Philosophy	CC-11	CORE-11	5 - I - 0	6	50
Western Logic-II	CC-12	CORE-12	5 - I - 0	6	50
Any two from Group A given below	DSE-1		5 - I - 0	6	50
	DSE-2		5 - I - 0	6	50
Group A					
Bertrand Russell: <i>The Problems of Philosophy</i>	DSE	BAHPHIDSE501	5 - I - 0		
<i>Kāthopaniṣad</i>		BAHPHIDSE502	5 - I - 0		
Rene Descartes: <i>Meditations on first Philosophy</i>		BAHPHIDSE503	5 - I - 0		
Debiprasad Chattopadhyay: <i>Lokāyata Darśana</i>		BAHPHIDSE504	5 - I - 0		
Shibaditya Misra: <i>Saptapadārthī</i>		BAHPHIDSE505	5 - I - 0		
SEMESTER TOTAL:				24	200

B.A.(Honours) in Philosophy: 6th Semester

Course Title	Course type	Course Code	(L-T-P)	Credit	Marks
Philosophy in the Twentieth Century: Indian	CC-13	CORE-13	5 - I - 0	6	50
Philosophy in the Twentieth Century: Western	CC-14	CORE-14	5 - 0 - 0	6	50
Any two from Group B (Given below)	DSE-3		5 - I - 0	6	50
	DSE-4		5 - I - 0	6	50
Group B					
David Hume: <i>An Enquiry Concerning Human Understanding</i>	DSE	BAHPHIDSE601	5 - I - 0		
<i>Dhammapada</i>		BAHPHIDSE602	5 - 0 - 0		
Rabindranath Tagore: <i>Sādhanā</i>		BAHPHIDSE603	5 - I - 0		
Plato: <i>The Republic</i>		BAHPHIDSE604	5 - I - 0		
Lokacari Swami: <i>Tattvatraya</i>		BAHPHIDSE605	5 - I - 0		
SEMESTER TOTAL:				24	200
GRAND TOTAL:				142	1300

**POOL OF GENERIC ELECTIVE PAPERS [INTERDISCIPLINARY]
FOR HONOURS: SEMESTER 1-4**

Course Title	Course type	Course Code	(L-T-P)	Credit	Marks
Outlines of Indian Philosophy	GE-1	BAHPHIGE101	5 - I - 0	NA	NA
Psychology		BAHPHIGE102	5 - I - 0		
History of Western Philosophy	GE-2	BAHPHIGE201	5 - I - 0		
Ethics	GE-3	BAHPHIGE301	5 - I - 0		
Socio-Political Philosophy		BAHPHIGE302	5 - I - 0		
Logic	GE-4	BAHPHIGE401	5 - I - 0		
Philosophy of Religion		BAHPHIGE402	5 - I - 0		

**SYLLABUS IN DETAILS FOR THE
B.A. HONOURS IN PHILOSOPHY
(SIX SEMESTER PATTERN)
(To be effective from the academic session 2016-2018)**

BAHPHIC101	Outlines of Indian Philosophy-I	Minimum Classes: 84
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Suggested Topics:

➤ **Detailed Introduction:**

(a) General Features of Indian Philosophy (b) An Overview of Schools of Indian Philosophy.

➤ **Cārvaka:**

(a) Perception as the only Source of Knowledge, Refutation of Inference and Testimony as Sources of Knowledge,
(b) *jaḍavāda* and *dehātmavāda*

➤ **Jainism:**

(a) *anekāntavāda*, (b) *syādvāda* and *navavāda*, (c) Theory of Self and Liberation (d) Nature of Substance: Relation between Substance, Attributes & Modes

➤ **Buddhism:**

(a) Four Noble Truths, (b) *pratītyasamutpāda* (c) *kṣaṇabhangavāda*, (d) *nairātmyavāda* (e) Schools of Buddhism

➤ **Nyāya–Vaiśeṣika:**

(a) Nyāya Epistemology : Perception, Inference, Comparison and Testimony; Theory of Error

(b) Vaiśeṣika Metaphysics : Nature of Cause, Classification of Causes, Theory of Causality, *paramāṇuvāda*, Seven Categories

➤ **Sāṃkhya:**

(a) Theory of Evolution, *prakṛti* and its *guṇa*-s, Notion of *puruṣa*, *bahupuruṣavāda*, Theory of Causality

Recommended Texts:

- S. C. Chatterjee & D. M. Dutta : *An Introduction to Indian Philosophy*, Calcutta University Press, Kolkata 700019, 2004
- C. D. Sharma : *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Private Limited, Delhi, 2009

References:

- J. N. Mohanty : *Classical Indian Philosophy*, Oxford University Press, New Delhi, 2000
- M. Hiriyanna: *Outlines of Indian Philosophy*, Motilal Banarsidass, Delhi, 2009
- S.N. Dasgupta : *A History of Indian philosophy, Vols. I to V*, Motilal Banarsidass, Delhi, 1988
- T.R.V.Murti : *The Central Philosophy of Buddhism*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 2013
- R.D. Ranade : *A Constructive Survey of Upanisadic Philosophy*, Oriental Book Agency, Poona, 1926
- R. Puligandla : *Fundamentals of Indian Philosophy*, Abingdon Press, Nashville, New York, 1975
- P.T.Raju : *Structural Depths of Indian Thought*, south Asian publications, 1985
- Kalikrishna Bandyopadhyay : *Nyayatattva Parikrama*, Papyrus, Kolkata, 1984
- Karuna Bhattacharya: *Nyaya-Vaiśeṣika Darśan*, Paschimanga Rajya Pustak Parsad, Kolkata, January 2013
- Panchanan Shastri : *Cārvāk Darśan*, Marmabani Press, Kolkata, 1394 Bangabda
- Panchanan Shastri : *Bauddha Darśan*, Pratham Sanskaran, 1401(Bangabda), Praptisthan- Joyguru pustakalaya, 12/1B, Bankim Chatterjee street, Kolkata 73
- Rajat Bhattacharya : *Sāṃkhyakārikā O Sāṃkhyatattvakumudī*, Pragatishil Prakasak, Kolkata, 2011
- Haridas Bandyopadhyay : *Bhāratīya Darśaner Marmakathā*, The New Durga Printing Works, Medinipur, 7th ed.1986

Suggested Topics:➤ **The Pre-Socratic Period:**

(a) Ionian School, Parmenides, Heraclitus and Democritus

➤ **Plato:**

(a) Theory of Knowledge, Theory of Ideas

➤ **Aristotle:**

(a) Refutation of Plato's Theory of Ideas, Theory of Substance and Mind-Body Problem, (B) Classification of Ideas, Theory of Causation, Form and Matter, potentiality and actuality, soul and God

➤ **Medieval Philosophy:**

(a) St. Augustine – Problem of Evil.

(b) St. Anselm – Ontological argument.

(c) St. Thomas Aquinas – Faith and Reason, Essence and Existence, the Existence of God

➤ **Francis Bacon:** (a) General outline of Bacon's philosophy, (b) Idolas, (c) Induction, (d) Critical evaluation

➤ **Descartes:**

(a) Method of Descartes, (b) *Cogito Ergo Sum*, (c) Criterion of Truth, (d) Existence of God, e) Mind and Body

➤ **Spinoza:**

(a) The Doctrine of Substance, Attributes and Modes, (b) Relation between Mind and Body: Parallelism, (c) Degrees of Knowledge.

➤ **Leibniz:**

(a) Doctrine of Monads and Pre-established Harmony (b) Truths of Reason and Truths of Fact, Identity of indiscernibles

Recommended Texts :

- Y. Masih : *A Critical History of Western Philosophy*, Matilal Banarsidass Publishers Private limited., Delhi,1996.

References:

- F. Copleston : *A History of Philosophy* [Vols. I, IV, V, & VII], Continuum Publishers, London (1946-1974)
- B. Russell : *History of Western Philosophy*, George Allen & Unwin Ltd., London,1946
- R. Falckenberg : *History of Modern Philosophy*, Progressive Publishers, Calcutta, 1962
- W.T. Stace : *A Critical History of Greek Philosophy*, MacMillan and St. Martine's Press Inc,1967
- W.K. Wright: *A History of Modern Philosophy*, The Macmillan Company, New York, 1958
- Anders Wedberg : *A History of Philosophy*, Vol.-I & II, Clarendon Press, Oxford,1982
- Tom Sorell & G. A. J. Rogers (ed.): *Analytic Philosophy and History of Philosophy*, Clarendon Press, Oxford,2005

Suggested Topics:**➤ Yoga:**

citta, cittabhūmi, cittavṛtti, cittavṛttinirodha and īśvara

➤ Pūrva Mīmāṃsā :

pramāṇa-s with special reference to *arthāpatti* and *anupalabdhi*, Theories of error: *akhyativāda*(prabhākara), *anyathakhyativāda* (Bhāṭṭa)

➤ Advaita Vedānta :

Nature of Brahman, *vivartavāda, māyā, jīva* and *jagat*

➤ Viśiṣṭādvaita Vedānta:

Distinction between *advaitavāda* and *viśiṣṭādvaitavāda*, Nature of *īśvara, jīva* and *jagat*, Ramanuja's Criticism of Sāṅkara's Doctrine of *māyā*

Recommended Texts :

- S. C. Chatterjee & D. M. Dutta : *An Introduction to Indian Philosophy*, Calcutta University Press, Kolkata , 2004
- C. D. Sharma : *A Critical Survey of Indian Philosophy* ,Motilal Banarsidass Publishers Private Limited, Delhi, 2009

References :

- J. N. Mohanty : *Classical Indian Philosophy*, Oxford University Press, New Delhi,2000
- M. Hiriyanna: *Outlines of Indian Philosophy*, Motilal Banarsidass, Delhi, 2009
- S.N.Dasgupta : *A History of Indian philosophy, Vols. I to V*, Motilal Banarsidass, Delhi, 1988
- T.R.V.Murti : *The Central Philosophy of Buddhism*, Munshiram Monoharlal Publishers Pvt. Ltd.,New Delhi ,2013
- R.D.Ranade : *A Constructive Survey of Upanisadic Philosophy*, Oriental Book Agency,Poona,1926
- R.Puligandla : *Fundamentals of Indian Philosophy*, ABINGDON PRESS, Nashville, New York,1975
- P.T.Raju : *Structural Depths of Indian Thought*, south Asian publications, 1985
- Kalikrishna Bandyopadhyay : *Nyayatattva Parikrama*, Papyrus, Kolkata, 1984
- Karuna Bhattacharya : *Nyāya-Vaiśeṣika Darśan*, Paschimbanga Rajya Pustak Parsad, Kolkata, January 2013.
- Panchanan Shastri : *Cārvāk Darśan* , Marmabani Press, Kolkata, 1394 Bangabda.
- Panchanan Shastri : *Bauddha Darśan*, Pratham Sanskaran, 1401(Bangabda), Praptisthan- Joyguru pustakalaya, 12/1B, Bankim Chatterjee street, Kolkata 73.
- Rajat Bhattacharya : *Sāṅkhyakārikā O Sāṅkhyatattvakaumudī*, Pragatishil Prakasak, Kolkata, 2011
- Haridas Bandyopadhyay : *Bhāratīya Darśaner Marmakathā* , The New Durga Printing Works, Medinipur, 7th ed.1986
- Jharna Bhattacharya : *Advaitavāda O Viśiṣṭādvaitavāda*, Snskrit Prakasak Bhandar, Kolkata,1382

Suggested Topics:➤ **Locke :**

(a) Refutation of Innate Ideas and Principles, (b) Theory of Ideas, (c) Distinction between Primary and Secondary Qualities, (d) Theory of Substance, (e) Theory of Knowledge, (f) The Extent and Validity of Knowledge

➤ **Berkeley :**

(a) Rejection of the Lockean notion of Substance, (b) Refutation of Abstract Ideas (c) Rejection of the Distinction between Primary and Secondary Qualities, (d) *Esse Est Percipii* (e) God and self

➤ **Hume :**

(a) Origin of Knowledge : Impressions and Ideas, (b) Laws of Association, (c) Distinction between Relations of Ideas and Matters of Fact, (d) Notion of Causality, (e) The Problem of Personal Identity, (F) Hume's Scepticism, (g) rejection of metaphysics

➤ **Kant :**

(a) Idea of the Critical Philosophy, (b) Possibility of Metaphysics, (c) Kant's Copernican Revolution in Philosophy, (d) Role of Sensibility and Understanding in the origin of Knowledge, (e) Possibility of Synthetic *a priori* Judgments, (f) Space and Time: Metaphysical and Transcendental expositions.

➤ **Hegel:**

(a) Dialectical Method, (b) The Absolute.

➤ **A.J. Ayer:**

(a) The Elimination of Metaphysics
(b) Verifiability Theory of Meaning

Recommended Texts :

- Y. Masih : *A Critical History of Western Philosophy*, Motilal Banarsidass Publishers Private limited., Delhi, 1996.
- I. Kant : *Critique of Pure Reason*, Translated by N.K. Smith, Macmillan and Co., Limited, London, 1929.
- A.J. Ayer : *Philosophy in the Twentieth Century*, Unwin Paperbacks, London, 1984

References:

- F. Copleston : *A History of Philosophy* [Vols. I, IV, V, & VII], Continuum Publishers, London (1946- 1974)
- B. Russell : *History of Western Philosophy*, George Allen & Unwin Ltd., London, 1946
- R. Falckenberg : *History of Modern Philosophy*, Progressive Publishers, Calcutta, 1962
- W.K. Wright: *A History of Modern Philosophy*, The Macmillan Company, New York, 1958
- Anders Wedberg : *A History of Philosophy*, Vol.-I & II, Clarendon Press, Oxford, 1982
- Tom Sorell & G. A. J. Rogers (ed.): *Analytic Philosophy and History of Philosophy*, Clarendon Press, Oxford, 2005
- Robert R. Ammerman (Ed.): *Classics of Analytic Philosophy*, TATA Mc GRAW-HILL Publishing Company Ltd., New Delhi, 1965
- Norman Kemp Smith : *A Commentary to Kant's Critique of Pure Reason*, Palgrave Macmillan, New York, 2003

BAHPHIC301	Indian Ethics	Minimum Classes: 84
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Suggested Topics:

- *puruṣārtha* (Cārvāka, Bauddha and āstika views)
- Vedic Concept of *ṛta, satya, yajña, ṛṇa, vidhi* and *niṣedha*
- The concepts of *niṣkāmakarma* and *sthitaprajña* in the *Śrīmadbhagavadgītā*
- Buddhist Ethics : *pañcaśīla* and *brahmavihārabhāvanā*
- Jaina Ethics : *pañcamahāvratā, triratna, anuvratā* and *mahāvratā*
- Yoga Ethics : *himsā, ahimsā, yama* and *niyama*

Recommended Texts :

- S. K. Maitra : *Ethics of the Hindus*, Calcutta University Press, Kolkata , 1963

References :

- I. C. Sharma : *Ethical Philosophies of India*, George Allen & Unwin Ltd., London,1965
- M. Hiriyanna : *The Indian Conception of Values*, Kavyalaya Publishers, Mysore ,1975
- Surama Dasgupta : *Development of Moral Philosophy in India*, FREDERICK UNGAR PUBLISHING CO., New York,1965
- Jagadish Chandra Ghosh : *Bhagavadgītā*
- Sukhamoy Bhattacharya : *Pūrvamīmāṃsā Darśan*, Paschimbanga Rajya Pustak Parsad, Kolkata, 2006

BAHPHIC302	Western Ethics	Minimum Classes: 84
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Suggested Topics:

- Nature and Scope of Ethics; Nature of Morality
- Moral and Non-moral actions
- Object of Moral Judgment : Motive and Intention
- Postulates of Morality
- The Development of Morality
- Normative Theories :

Consequentialism(Teleology): Ethical Egoism; Utilitarianism: Act and Rule Utilitarianism; Act and Rule Deontology; Kant's Moral Theory; Divine Command Theory; Eudaemonism

- Theories of Punishment: Retributive, Deterrent And Reformative Theory
- Issues in Applied Ethics :

Suicide; Mercy Killing and Euthanasia: Nature and Types; Famine and Affluence; Gender Equality; Basic Concerns of Environmental Ethics: Anthropocentrism, Non-anthropocentrism and Eco-feminism

Recommended Texts:

- W. Frankena: *Ethics*, 2nd ed., Prentice Hall of India Private Limited, Delhi, 1973
- Y. V. Satyanarayan : *Ethics : Theory and Practice*

References:

- W. Lillie : *An Introduction to Ethics*, University Paperbacks, London,1955
- J. S. Mackenzie : *A Manual of Ethics*, Oxford University Press, London, 1973
- J. L. Mackie : *Ethics: Inventing Right and Wrong*, Penguin Books, New York, 1977
- P. Singer : *Practical Ethics*, Cambridge University Press, 2011
- Somnath Chakraborty : *Nītividyā Tattvakathā*, Progressive Publishers, Kolkata, 2002
- Somnath Chakraborty : *Kathāy Karma Ethics*, Progressive Publishers, Kolkata, 2006
- Mrinal Kanti Bhadra : *Nītividyā*, The University of Burdwan , Burdwan,1991
- Dikshit Gupta : *Nītiśāstra*, Paschimanga Rajya Pustak Parsad, Kolkata, 2nd ed., 2007

BAHPHIC303	Indian Logic	Minimum Classes: 84
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Recommended Topics & Texts :

Annambhatta : *Tarkasaṃgraha with Dīpikā*

[From “sarvavyavahāraheturguṇo buddhirjñānam” to “smṛtirapi dvividhā yathārthāyathārthaśceti”]

References:

- Gopinath Bhattacharyya (tr. & elucidated) *Tarkasaṃgrahadīpikā on Tarkasaṃgraha*, Progressive Publishers, Calcutta, 1976, Reprint august 2009.
- Narayan Chandra Goswami : *Tarkasaṃgraha of Annambhatta*, Snskrit Prakasak Bhandar, Kolkata

BAHPHIC401	Western Logic-I	Minimum Classes: 84
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Suggested Topics:

Half-I : Deduction Propositional Logic , 1st Order Predicate Logic up to singly general proposition.

Recommended Texts :

- M. Copi, C. Cohen, K. McMahon : *Introduction to Logic* (14th Edition) [Chapters 5 to 10], First published 2014 by Pearson Education, Inc, Reprint Routledge, 2017.

Suggested Topics:

- **Half-II : Induction**

Recommended Texts :

M. Copi, C. Cohen, K. McMahon : *Introduction to Logic* (14th Edition) [Chapters 11 to 14], First published 2014 by Pearson Education, Inc, Reprint Routledge, 2017.

BAHPHIC402	Psychology	Minimum Classes: 84
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Suggested Topics:

- Nature of Psychology
- Psychological Research Methods
- Biological Processes and Behavior: Nervous System and Endocrine System
- Perception : Colour and Depth , Pattern Recognition, Perceptual Organization
- Attention
- Learning: Classical Conditioning Theory, Instrumental(Operant) Conditioning Theory
- Memory
- Cognition and emotion : Appraisal Theory of Emotion, Cognition-emotion- action
- Consciousness: Content and Levels of Consciousness
- Intelligence

Recommended Texts :

- C.T.Morgan & R.A.King Jr.: *Introduction to Psychology*, Tata McGraw–Hill Publishing Company Ltd.,New Delhi,1993
- Robert S. Feldman: *Understanding Psychology*, Mc Graw-Hill, Inc.,1993

References:

- G. F. Stout : *A Manual of Psychology*, Hinds, Noble & Eldridge, 1915
- Woodworth & Marquis : *Psychology*, Holt, New York, 1947
- R. S. Woodworth : *Contemporary Schools of Psychology*, Methuen & Co.Ltd., Great Britain,1931
- E. B. Titchener : *A Text- book of Psychology*, Macmillan, 1921
- Baron & Misra : *Psychology*, Pearson, 5th Edition, 2014
- Sadhan Chakraborti : *Monovidyar Prathamik Porichay*, Paschimbanga Rajya Pustak Parshad, Kolkata, 2017

BAHPHIC403	Philosophy of Religion	Minimum Classes: 84
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Suggested Topics:

- Nature and Scope of Philosophy of Religion
- Origin and Development of Religion
- Religion, Dharma, Dhamma
- Hinduism, Christianity, Islam, Buddhism : Basic Tenets, Prophets (if any), Incarnation, Bondage and Liberation
- Arguments for the Existence of God
- Arguments against the Existence of God
- The Problem of Evil

- Monotheism, Polytheism, Henotheism
- God as Immanent or Transcendent

Recommended Texts

- J. Hick : *Philosophy of Religion*, Prentice Hall of india, 3rd ed., 1988

References:

- D. Mohanta: *Dharma Darsaner Katipay Samasya*, Nababharati Prakashani, Kolkata, 2010
- P.B.Chatterjee : *Studies in Comparative Religion*, Dasgupta & Co. Private Ltd., Calcutta, 1971
- Kalidas Bhattacharyya : *Possibility of Different Types of Religion*, The Asiatic Society, Calcutta, 1975
- K.N.Tiwari : *Comparative Religion*, Motilal Banarsidass, Delhi, 1987

BAHPHIC501	Socio-Political Philosophy	Minimum Classes: 84
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Suggested Topics:

- Nature and Scope of Social Philosophy and Political Philosophy
- Basic Concepts : Society, Social Group, Community, Association, Institution, Customs, Folkways and Mores
- Social Class and Caste: Class Attitude and Class Consciousness, Marxian Theory of Class, Caste System in India, B. R. Ambedkar's Criticism of Caste System, Dalit Movement
- Socio-Political Ideas:
 - Democracy – its Different Forms
 - Socialism – Utopian and Scientific
 - Secularism and its Nature
 - Secularism in India
 - Nation, Nationalism and Internationalism (Rabindranath Tagore)
 - Humanism (Manabendranath Roy)
 - Swaraj and Sarvodaya (M.K.Gandhi)
 - Basic issues of Human rights

Recommended Texts :

- Krishna Roy : *Political Philosophy : East and West*, CAS, Dept. of Philosophy & Allied Publishers Ltd., Delhi, 2003
- Andrea Veltman : *Social and Political Philosophy: Classic & Contemporary Readings*, Oxford University Press, 2008
- John Somarville & Ronald E. Santoni : *Social and Political Philosophy: Readings from Plato to Gandhi*, Anchor Books, 1963

References:

- R. M. MacIver & C. H. Page : *Society*, Macmillan & CO LTD., London, 1957
- Morris Ginsberg : *Sociology*, Oxford University Press, 1950
- Tom Bottomore : *Sociology, A Guide to Problems and Literature*, Blackie & Son (India) Ltd., Bombay, 1972

- P. Gisbert : *Fundamentals of Sociology*, Oriental Longmans Private Ltd. 1959, Calcutta 13
- F. Engles : *Socialism : Utopian and Scientific*, Resistance Books, 1999
- Satyabrata Chakraborty (Ed.) : *Bharatbarsha : Rastrabhabana*, Ekushe, Kolkata, 2003
- Amal Kumar Mukhopadhyay : 'Secularism in the Present Indian Society' in *Bulletin of the Ramkrishna Mission Institute of Culture*, Vol. LVII No. II
- D.E. Smith : *India as A Secular State*, Princeton University Press, 2015
- Sobhanlal Duttguta : *Marxiya Rastrachinta*, Paschim Bango Rajya Pustak Parsad, Kolkata, 1984
- M.K. Gandhi : *Hind Swaraj or Indian Home Rule*, Printed & Published by : Jitendra T Desai, Navajivan Publishing House, Ahmedabad, 380 014 (INDIA), 1909
- Benulal Dhar : *Manavadhikar ki ebong keno ?*, Pragatishil Prakashak, College Street, Kolkata -700073, 2015
- Benulal Dhar : *The Philosophical Understanding of Human Rights*, Pragatishil Publishers College Street, Kolkata -700073, 2013

BAHPHIC502	Western Logic -II	Minimum Classes: 84
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Suggested Topics:

- **Chapter 9: Sets**
- **Chapter 10: Relations**

Recommended Texts:

- P. Suppes: *Introduction to Logic*, East West Press Private Limited, New Delhi, 1957

BAHPHIC601	Philosophy in the Twentieth Century: Indian	Minimum Classes: 84
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Suggested Topics:

Philosophical Thoughts of Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, S. Radhakrishnan, Md. Iqbal and Mahatma Gandhi (Minimum number of classes on each thinker should not be less than **14**)

- **Rabindranath Tagore**
(a) Nature of man : The Finite Aspect of Man, the Infinite Aspect of Man, the Finite-Infinite Aspect of Man, (b) Nature of Religion, (c) Problem of Evil (f) Surplus in Man
- **Swami Vivekananda**
(a) Practical Vedānta, (b) Universal Religion, (c) Yoga
- **Sri Aurobindo**
(a) Nature of Reality, (b) Human Evolution– its different stages, (c) Integral Yoga
- **S. Radhakrishnan**
(a) Nature of Man, (b) Nature of Religious Experience, (c) Nature of Intuitive Apprehension
- **Md. Iqbal**
(a) Nature of the Self, (b) Nature of the World, (c) Nature of God
- **Mahatma Gandhi**
(a) God and Truth, (b) *Ahimsā*, (c) Trusteeship

Recommended Texts :

- B. K. Lal : *Contemporary Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd., Delhi, 2005
- Benay Gopal Ray : *The Philosophy of Rabindranath Tagore*, Progressive Publishers, Calcutta, 1970

References:

- Swami Vivekananda : *Complete Works of Swami Vivekananda* (Vol. II), Advaita Ashrama, Kolkata, 1997
- P.T. Raju : *Structural Depths of Indian Thought*, south Asian publications, 1985

Suggested Topics:

- Philosophical thoughts of G.E. Moore, B. Russell, Quine, M. Heidegger and J.P. Sartre

- **G.E. Moore:**

- (a) The Refutation of Idealism (b) The Defence of Common Sense

- **B. Russell:**

- (a) Knowledge by Acquaintance and Knowledge by Description

- **L. Wittgenstein:**

- (a) Use Theory of Meaning

- **Quine:**

- (a) Critique of Empiricism

- **M. Heidegger:**

- (a) Being in the World : Existenz, Facticity and Fallenness
- (b) Authenticity and Inauthenticity

- **J.P. Sartre:**

- (a) Nothingness
- (b) Freedom

Recommended Texts:

- B. Russell: *The Problems of Philosophy*, Cambridge University Press, New York, 1912
- W.V.O. Quine: *Two Dogmas of Empiricism, (Classics of Analytic philosophy)*, Edited by R. Ammerman, Mcgraw-Hill, New York, 1965.

References:

- A.J. Ayer : *Language, Truth and Logic*, Dover Publications, 2nd ed. , 31 may 2002.
- A.J. Ayer : *The Central Questions of Philosophy*, Penguin Books, New York , 1973
- Mrinal Kanti Bhadra : *A Critical Study of Sartre's Ontology of Consciousness*, The University of Burdwan, Burdwan, 1978
- Mrinal Kanti Bhadra : *A Critical Survey of Phenomenology and Existentialism*, Allied Publishers, New Delhi, 1990
- J. Passmore : *Recent Philosophers A Hundred Year of Philosophy*, Penguin Books Ltd., England, 1968
- Somnath Chakraborty : *Prasanga : Darsana Jignasa, (1&2)*, Progressive Publishers , Kolkata, June 1999, January 2000.
- Debika Saha : *Darshaner Samasyabali*
- M.K. Bhadra : *Astibad O Manabatabad*, The University of Burdwan, Burdwan, 1995

DSE-I & II Group A

BAHPHIDSE501	Special Text: Bertrand Russell: <i>The Problems of Philosophy</i>	Minimum Classes: 84
Suggested Topics: <ul style="list-style-type: none">• Chapters 1-9 & 15		
Recommended Texts: <ul style="list-style-type: none">• Bertrand Russell: <i>The Problems of Philosophy</i>, Oxford University Press, Paperback, 1959.		
BAHPHIDSE502	Special Text: <i>Kāthopaniṣad</i>	Minimum Classes: 84
Recommended Texts : <i>Kāthopaniṣad-</i>		
Suggested Topics: <ul style="list-style-type: none">• <i>three boons</i>, Nature of self, <i>preyas</i> and <i>śreyas</i>, allegory of chariot, Nature of Body• Chapter1: <i>prathama vallī</i>, <i>dvitīya vallī</i>, <i>tṛitīya vallī</i>,• Chapter2: <i>prathama vallī</i> (Nature of body) & <i>dvitīya vallī</i>		
BAHPHIDSE503	Special Text: René Descartes: <i>Meditations on First Philosophy</i>	Minimum Classes: 84
Suggested Topics: <ul style="list-style-type: none">• <i>Pages 1 to 57 (6 Meditations)</i> ; Objections & Replies excluded		
Recommended Texts : <ul style="list-style-type: none">• René Descartes: <i>Meditations on First Philosophy</i>, Translated & Edited by John Cottingham, Cambridge University Press, 2017 (First Published 1986)		
BAHPHIDSE504	Special Text: Debiprasad Chattopadhyay: <i>Lokāyata Darśana</i>	Minimum Classes: 84
Suggested Topics: <ul style="list-style-type: none">• <i>Prathama</i>, <i>dvitīya</i>, and <i>tṛitīya pariccheda</i>		
Recommended Texts : <ul style="list-style-type: none">• Debiprasad Chattopadhyay: <i>Lokāyata Darśana</i> , New Age Publisher's PVT. <i>Kolkata, 1956</i>		
References : <ul style="list-style-type: none">• Chattopadhyaya , Debiprasad : <i>Lokayata: A study in Ancient Indian Materialism</i> ,People's Publishing House, New Delhi, 1959		

BAHPHIDSE505	<i>Special Text: Shibaditya Misra : Saptapadārthī</i>	<i>Minimum Classes: 84</i>
Suggested Topics:		
<ul style="list-style-type: none"> • <i>maṅgalācaraṇa, uddesā prakaraṇa, lakṣaṇa prakaraṇa</i> 		
<i>Recommended Texts :</i>		
<ul style="list-style-type: none"> • Shibaditya Misra : <i>Saptapadārthī</i>- 		
<i>References :</i>		
<ul style="list-style-type: none"> • Joy Bhattacharjee: Shibaditya-Birochito- <i>Saptapadārthī</i>, Ramkrishna Mission Institute of Culture. 		

DSE-III & IV Group B

BAHPHIDSE601	<i>Special Text: Hume: An Enquiry Concerning Human Understanding</i>	Minimum Classes: 84
Suggested Topics:		
<ul style="list-style-type: none"> • Sections 1 to 8 & 12 		
<i>Recommended Texts :</i>		
<ul style="list-style-type: none"> • David Hume: <i>An Enquiry Concerning Human Understanding</i> 		
<i>References :</i>		
<ul style="list-style-type: none"> • David Hume: <i>An Enquiry Concerning Human Understanding</i>, with an introduction by J. N. Mohanty, Progressive Publishers, Calcutta, 1999 		
BAHPHIDSE602	Special Text: <i>Dhammapada</i>	Minimum Classes: 84
<i>Recommended Texts : Dhammapada-</i>		
Suggested Topics:		
<ul style="list-style-type: none"> • Chapter1: <i>yamaka varga</i>, Chapter2: <i>apramāda varga</i>, Chapter3: <i>citta varga</i>, Chapter4. <i>puṣpa varga</i>, Chapter10: <i>daṇḍa varga</i>, Chapter14: <i>buddha varga</i>, Chapter26: <i>brāhmaṇa varga</i> 		
<i>References :</i>		
<ul style="list-style-type: none"> • <i>Dhammapada:Bhumika</i>: Prabhat Kumar Mukhopadhyay, Haraf Prakasani. • <i>Dhammapada</i>: Grantha parichiti-Rabindranath Tagore, edited by Charuchandra Basu, Mahabodhi Book Agency, Kolkata. 		
BAHPHIDSE603	Special Text: Rabindranath Tagore: <i>Sādhanā</i>	Minimum Classes: 84
Suggested Topics:		
<ul style="list-style-type: none"> • Soul consciousness, The problem of Evil, The problem of self, Realisation in Action. 		

Recommended Texts :

- Rabindranath Tagore: *Sāadhanā-*

References :

- Rabindranath Tagore: *Sāadhanā- The Realization of Life, Published by Rupa.Co*

BAHPHIDSE604

Special Text: Plato : *The Republic*

Minimum Classes: 84

Suggested Topics:

- Part I, Chapters 1-4
- Part II, Chapters 5,6,10-14
- Part III, Chapters 18, 23

Recommended Texts : The Republic of Plato, Translated with introduction and notes by Francis Macdonald cornford, Oxford University Press, 1941.

References :

BAHPHIDSE605

Special Text: Lokacari Swami: *Tattvatraya*

Minimum Classes: 84

*Recommended Texts : Lokacari Swami: *Tattvatraya**

- *cit tattva*
- *acit tattva*
- *Brahman*
- Relation among *cit, acit* and *Brahman*

**POOL OF GENERIC ELECTIVE PAPERS [INTERDISCIPLINARY]
FOR HONOURS: SEMESTER 1-6**

[Students of a particular Honours department should choose one Generic Elective Paper of any other existing Honours Department except of his/her own Department from the pool provided below.]

BAHPHIGE101	Outlines of Indian Philosophy	Minimum Classes: 84
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Suggested Topics:

• **Introduction:**

(a) General Features of Indian Philosophy

• **Cārvāka:**

- (a) Perception as the only Source of Knowledge
- (b) Refutation of Inference and Testimony as Sources of Knowledge
- (c) *jaḍavāda* and *dehātmavāda*

• **Jainism:**

- (d) *anekāntavāda*
- (e) *syādvāda* and *nayavāda*
- (f) Theory of Self and Liberation

• **Buddhism:**

- (a) Four Noble Truths
- (b) *pratītyasamutpāda*
- (c) *kṣaṇabhangavāda*
- (d) *nairātmyavāda*
- (e) Schools of Buddhism

• **Nyāya-Vaiśeṣika:**

- (a) Nyāya Epistemology : Perception, Inference, Comparison and Testimony;;
- (b) Vaiśeṣika Metaphysics : Theory of Causality, *paramanuvāda*, Seven Categories

• **Sāṃkhya:**

- (a) Theory of Evolution
- (b) *prakṛti* and its *guṇa*-s
- (c) Notion of *puruṣa*, *bahupuruṣavāda*
- (d) Theory of Causality

• **Yoga :**

- (a) *citta*
- (b) *cittabhūmi*
- (c) *cittavṛtti*
- (d) *cittavṛttinirodha*

• **Advaita Vedānta:**

- (a) Nature of Brahman
- (b) *māyā*
- (c) *jīva* and *jagat*

Recommended Texts :

- S. C. Chatterjee & D. M. Dutta : *An Introduction to Indian Philosophy*, Calcutta University Press, Kolkata , 2004
- Haridas Bandyopadhyay : *Bhāratīya Darśaner Marmakathā*, The New Durga Printing Works, Medinipur, 7th ed.1986

References :

- C. D. Sharma : *A Critical Survey of Indian Philosophy* ,Motilal Banarsidass Publishers Private Limited, Delhi, 2009
- J. N. Mohanty : *Classical Indian Philosophy*, Oxford University Press, New Delhi,2000
- M. Hiriyanna: *Outlines of Indian Philosophy*, Motilal Banarsidass, Delhi,2009
- S.N.Dasgupta : *A History of Indian philosophy, Vols. I to V*, Motilal Banarsidass, Delhi,1988
- T.R.V.Murti : *Central Philosophy of Buddhism*, Munshiram Monoharlal Publishers Pvt. Ltd.,New Delhi ,2013
- R.D.Ranade : *A Constructive Survey of Upanisadic Philosophy*, Oriental Book Agency,Poona,1926
- R.Puligandla : *Fundamentals of Indian Philosophy*, ABINGDON PRESS, Nashville, New York,1975
- P.T.Raju : *Structural Depths of Indian Thought*, south Asian publications, 1985
- Kalikrishna Bandyopadhyay : *Nyayatattva Parikrama*, Papyrus, Kolkata, 1984
- Karuna Bhattacharya : *Nyāya-Vaiśeṣika Darśan*, Paschimbanga Rajya Pustak Parsad, Kolkata, January 2013.
- Panchanan Shastri : *Cārvāk Darśan* , Marmabani Press, Kolkata, 1394 Bangabda.
- Panchanan Shastri : *Bauddha Darśan*, Pratham Sanskaran, 1401(Bangabda), Praptisthan- Joyguru pustakalaya, 12/1B, Bankim Chatterjee street, Kolkata 73.
- Rajat Bhattacharya : *Sāṃkhyakārikā O Sāṃkhyatattvakaumudī*, Pragatishil Prakasak, Kolkata, 2011

BAHPHIGE102	Psychology	Minimum Classes: 84
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Suggested Topics:

- Nature of Psychology
- Psychological Research Methods
- Biological processes and behaviour: Nervous system and endocrine system
- Perception : Colour and depth , pattern recognition, perceptual organization
- Attention
- Learning: Classical Conditioning Theory, Instrumental(Operant) Conditioning Theory
- Memory
- Cognition and emotion : Appraisal theory of emotion, Cognition-emotion- action
- Consciousness: Content and levels of Consciousness

Recommended Texts :

- C.T.Morgan & R.A.King Jr.: *Introduction to Psychology*, Tata McGraw–Hill Publishing Company Ltd.,New Delhi,1993
- Robert S. Feldman: *Understanding Psychology*, Mc Graw-Hill, Inc.,1993

References:

- G. F. Stout : *A Manual of Psychology*, Hinds, Noble & Eldridge, 1915
- Woodworth & Marquis : *Psychology*, Holt, New York, 1947
- R. S. Woodworth : *Contemporary Schools of Psychology*, Methuen & Co.Ltd., Great Britain,1931
- E. B. Titchener : *A Text- book of Psychology*, Macmillan, 1921
- Baron & Misra : *Psychology*, Pearson, 5th Edition, 2014
- Sadhan Chakraborti : *Monovidyar Prathamik Porichay*, Paschimbanga Rajya Pustak Parshad, Kolkata, 2017

BAHPHIGE201	History of Western Philosophy	Minimum Classes: 84
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Suggested Topics:

- **Descartes :**
(a) Method of Doubt, (b) *Cogito Ergo Sum*, (c) Criterion of Truth, (d) Existence of God, (e) Mind and Body
- **Spinoza :**
(a) The Doctrine of Substance, Attributes and Modes, (b) Relation between Mind and Body : Parallelism, (c) Degrees of Knowledge
- **Leibniz :**
(a) Doctrine of Monads and Pre-established Harmony (b) Truths of Reason and Truths of Fact, (c) Theory of Knowledge
- **Locke :**
(a) Refutation of Innate Ideas and Principles, (b) Theory of Ideas, (c) Theory of Substance, (d) Distinction between Primary and Secondary Qualities, (e) Theory of Knowledge
- **Berkeley :**
(b) Rejection of the Lockean notion of Substance, (b) Refutation of Abstract Ideas (c) *Esse Est Percipii*
- **Hume :**
(c) Origin of Knowledge : Impressions and Ideas, (b) Laws of Association, (c) Distinction between Relations of Ideas and Matters of Fact, (d) Notion of Causality (F) Hume's Scepticism.

Recommended Texts :

- Y. Masih : *A Critical History of Western Philosophy*, Motilal Banarsidass Publishers Private limited., Delhi, 1996.

References :

- F. Copleston : *A History of Philosophy* [Vols. I, IV, V, & VII], Continuum Publishers, London(1946-1974)
- B. Russell : *History of Western Philosophy*, George Allen & Unwin Ltd., London,1946
- R. Falckenberg : *History of Modern Philosophy*, Progressive Publishers, Calcutta, 1962
- W.T. Stace : *A Critical History of Greek Philosophy*, MacMillan and St. Martine's Press Inc,1967
- W.K. Wright: *A History of Modern Philosophy*, The Macmillan Company, New York, 1958
- Anders Wedberg : *A History of Philosophy*, Vol.-I & II, Clarendon Press,Oxford,1982
- Tom Sorell & G. A. J. Rogers (ed.): *Analytic Philosophy and History of Philosophy*, Clarendon Press,Oxford,2005

BAHPHIGE301	Ethics	Minimum Classes: 84
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Suggested Topics:

- Nature and Scope of Ethics; Nature of Morality
- Object of Moral Judgment : Motive and Intention
- Postulates of Morality
- Normative Theories :
 - a) Consequentialism (Teleology): Ethical Egoism & Utilitarianism, b) Kant's Moral Theory
- Theories of Punishment
- Issues in Applied Ethics : Suicide, Euthanasia, Basic Concerns of Environmental Ethics

Recommended Texts :

- W. Frankena: *Ethics*, 2nd ed, Prentice Hall of India Private Limited, Delhi, 1973
- Y. V. Satyanarayan : *Ethics : Theory and Practice*

References::

- W. Lillie : *An Introduction to Ethics*, University Paperbacks, London, 1955
- J. S. Mackenzie : *A Manual of Ethics*, Oxford University Press, London, 1973
- J. L. Mackie : *Ethics: Inventing Right and Wrong*, Penguin Books, New York, 1977
- P. Singer : *Practical Ethics*, Cambridge University Press, 2011
- Somnath Chakraborty : *Nītividyā Tattvakathā*, Progressive Publishers, Kolkata, 2002
- Somnath Chakraborty : *Kathāy Karme Ethics*, Progressive Publishers, Kolkata, 2006
- Mrinal Kanti Bhadra : *Nītividyā*, The University of Burdwan , Burdwan, 1991
- Dikshit Gupta : *Nītiśāstra*, Paschimanga Rajya Pustak Parshad, Kolkata, 2nd ed., 2007

BAHPHIGE302	Socio-Political Philosophy	Minimum Classes: 84
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Suggested Topics:

- **Nature and Scope of Social and Political Philosophy**
- **Basic Concepts** : Society, Social Groups, Community, Association, Institution
- **Social Class and Caste** : Class and Caste in India
- **Current Social Problems** : Justice and Equality, National Integration, Marriage and Divorce
- **Political Ideas** : Democracy, Socialism, *Sarvodaya* and *Swaraj*

Recommended Texts :

- Krishna Roy : *Political Philosophy : East and West*, CAS, Dept. of Philosophy & Allied Publishers Ltd., Delhi, 2003
- Andrea Veltman : *Social and Political Philosophy: Classic & Contemporary Readings*, Oxford University Press, 2008
- John Somarville & Ronald E. Santoni : *Social and Political Philosophy: Readings from Plato to Gandhi*, Anchor Books, 1963

Reference:

- R. M. MacIver & C. H. Page : *Society*, Macmillan & CO LTD., London,1957
- Morris Ginsberg : *Sociology*, Oxford University Press, 1950
- Tom Bottomore : *Sociology, A Guide to Problems and Literature*, Blackie & Son (India) Ltd., Bombay, 1972
- P. Gisbert : *Fundamentals of Sociology*, Oriental Longmans Private Ltd. 1959,Calcutta 13
- F. Engles : *Socialism : Utopian and Scientific*, Resistance Books, 1999
- Satyabrata Chakraborty(Ed.) : *Bharatbarsha : Rastrabhabana*, Ekushe, Kolkata, 2003
- Amal Kumar Mukhopadhyay : 'Secularism in the Present Indian Society' in *Bulletin of the Ramkrishna Mission Institute of Culture*, Vol. LVII No. II
- D.E. Smith : *India as A Secular State*, Princeton University Press, 2015
- Sobhanlal Dutttaguta : *Marxiya Rastrachinta*, Paschim Bango Rajya Pustak Parsad, Kolkata,1984
- M.K.Gandhi : *Hind Swaraj or Indian Home Rule*, Printed & Published by : Jitendra T Desai, Navajivan Publishing House, Ahmedabad, 380 014 (INDIA), 1909

BAHPHIGE401	Logic	Minimum Classes: 84
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Suggested Topics:

- Categorical propositions
- Categorical Syllogism: Figure and Mood, Venn Diagram technique for Testing Validity
- Symbolic Logic : Test of Truth-functional Arguments by Truth-Tables
- Analogical Reasoning
- Science and Hypothesis

Recommended Texts :

I. M. Copi, C. Cohen, K. McMahon: *Introduction to Logic* (14th Edition) [Chapters :5 to 8 & 11,13], First published 2014 by Pearson Education, Inc, Reprint Routledge, 2017.

Reference:

M. Copi, C. Cohen, K. McMahon: *Introduction to Logic* (14th Edition) (Relevant Chapters) First published 2014 by Pearson Education, Inc, Reprint Routledge, 2017.

BAHPHIGE402	Philosophy of Religion	Minimum Classes: 84
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Suggested Topics:

- Nature and Scope of Philosophy of Religion
- Origin and Development of Religion
- Religion, Dharma, Dhamma
- Hinduism, Christianity, Islam, Buddhism : Basic Tenets, Prophets (if any), Incarnation, Bondage and Liberation
- Arguments for the Existence of God
- Arguments against the Existence of God
- The Problem of Evil

Recommended Texts :

J. Hick : *Philosophy of Religion*, Prentice Hall of india, 3rd ed., 1988

References:

- D. Mahanta: *Dharma Darsaner Katipay Samasya*, Nababharati Prakashani, Kolkata, 2010
- P.B.Chatterjee : *Studies in Comparative Religion*, Dasgupta & Co. Private Ltd., Calcutta, 1971
- J. Hick : *Philosophy of Religion*, Prentice Hall of india, 3rd ed., 1988
- Kalidas Bhattacharya : *Possibility of Different Types of Religion*, The Asiatic Society, Calcutta, 1975
- K.N.Tiwari : *Comparative Religion*, Motilal Banarsidass, Delhi, 1987

POOL OF SEC COURSE

BAHPHISEC301	Logical Rules & Fallacies (Indian)	Minimum Classes: 84
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Suggested Topics:

- **Definition and classification of *anumāna***
 - a) The Nyāya model
 - b) The Buddhist model (Svārthānumāna)
- **Aid to *anumāna*:**
 - a) *tarka*
 - b) *avayava*
 - c) *dr̥ṣṭānta*
 - d) *siddhānta*
- **Logical Fallacies**
 - a) *hetvābhāsa* : Nature and Types

Recommended Texts :

- Gautama : *Nyāyasūtra*: Phanibhushan Tarkabagish, Paschimbanga Rajya Pustak Parshad, Kolkata
- Th. Stcherbatsky: *Buddhist Logic*, Vol.-I, Motilal Banarsidass Publishers Private Ltd., Delhi, 2008
- Bimal Krishna Matilal: *The Character of Logic in India*, Oxford University Press, New York, 1998
- B. N. Singh: *Indian Logic*, Asha Prakashan, Baranasi, 1982

References:

- Bimal Krishna Matilal: *Logic, Language and Reality*, Motilal Banarsidass, Delhi, 1985 .
- J.N. Mohanty: *Reason and Tradition in Indian Thought* , Clarendon Press, Oxford, 1992
- Phanibhushan Tarkabagish: *Nyāya Parichay*, Paschimbanga Rajya Pustak Parshad, Kolkata, 1978
- Satischandra Chatterjee : *The Nyaya Theory of Knowledge* , Motilal Banarsidass Publishers Private Ltd., Delhi, 2017

BAHPHISEC302	Methods of Philosophical Enquiry (Indian)	Minimum Classes: 84
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Suggested Topics:

- **Common and differentiating characteristics of Philosophy and *darśana***
- **Nature of Inquiry in *darśana***
- **Types of Inquiry in *darśana*:**
 2. Epistemic Inquiry in *darśana*
 3. Metaphysical Inquiry in *darśana*
 4. Axiological Inquiry in *darśana*
- **Methods of Philosophical Discourse (*kathā*)**
 - a) *vāda*
 - b) *jalpa*
 - c) *vitaṇḍā*
 - d) *chala*
 - e) *jāti*
 - f) *nigrahasthāna*

Recommended Texts :

- B.K. Matilal: *The Word And The World* , Oxford University Press, 2001
- Th. Stcherbatsky: *Buddhist Logic*, Vol.-I, Motilal Banarsidass Publishers Ltd., Delhi, 2008
- Bimal Krishna Matilal: *The Character of Logic in India*, Oxford University Press, New York, 1998
- Gautama : *Nyāyasūtra*

References:

- B.K. Matilal: *Perception* , Oxford University Press, 1986
- S.C. Chatterjee & D. M. Datta : *An Introduction to Indian Philosophy*, Calcutta University Press, Kolkata , 2004
- C. D. Sharma : *Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Private Limited, Delhi, 2009
- Phanibhushan Tarkabagish: *Nyāya Parichay*, Paschimbango Rajya Pustak Parsad, Kolkata

BAHPHISEC401	Reasoning, Logical Rules & Fallacies (Western)	Minimum Classes: 84
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Suggested Topics:

- Argument: deductive and inductive
- Deductive Argument: Immediate inference , Categorical Syllogism, truth functional argument and quantificational argument
- Opposition of propositions: Rules and Fallacies
- Immediate inference: Rules and Fallacies
- Categorical Syllogisms : Rules and Fallacies
- Truth functional Argument : Rules and Fallacies

- Quantificational Argument : Rules and Fallacies
- Fallacious Reasoning in Argumentation
- Inductive Argument : Rules and Fallacies

Recommended Texts :

- M. Copi, C. Cohen, P. Jetli & M. Prabhakar : *Introduction to Logic* (14th Edition)
- R.S. Agarwal: *A Modern Approach to Logical Reasoning* Paperback, 2007

BAHPHISEC402	Methods of Philosophical Enquiry (Western)	Minimum Classes: 84
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Suggested Topics:

- Reasoned Speculation
- Conceptual Analysis
- Linguistic Analysis
- Logical Argumentation
- Critical Reflection

Recommended Texts :

- H. Cappelen: *The Oxford Handbook of Philosophical Methodology*, Oxford University Press, 2016

References:

- Paul F. Kiskak: *Philosophical Methodology : the Methods of Philosophical Inquiry* CSI Publishing Platform, 2016
- Bertrand Russell: *The Problems of Philosophy*, Chapter xv (The Value of Philosophy), Holt, New York, 1912
- R. M. Keon: *Philosophic Semantics and Philosophic Inquiry*
- G. E. Moore: *Some Main Problems of Philosophy*, London George Allen & Unwin Ltd. New York - The Macmillan Company, 1953



PROGRAMME	
SUB: PHILOSOPHY	
HONOURS	
PROGRAMME	
COURSE OUTCOME	
<ol style="list-style-type: none"> 1. Understanding philosophical thoughts 2. Knowledge of Indian and Western philosophy 3. Knowing spirituality 4. Enhancing moral values and ethics 5. Understanding Western logic 	

MAPPING PROGRAMME OUTCOME					
PO1	PO2	PO3	PO5	PO6	PO7
CRITICAL THINKING	EFFECTIVE COMMUNICATION	SOCIAL INTERACTION	LABORATORY SKILL	ENVIRONMENT SUSTAINABILITY	SELF LEARNING
CC1		GEC1			SEC1
CC2	GEC4	GEC2			DSEC1
CC3	SEC2	GEC3			
CC4		DSEC2		DESC2	
CC5		DSEC3		DSEC4	
CC6		DSEC4			
CC7					
CC8					
CC9					
CC10					
CC11					
CC12					
DSEC1					
CC13					
CC14					
DSEC3					

Sanchai Bhattacharya
 COORDINATOR
 IQAC
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 Paschim Bardhaman.
 27/6/24

Jayant Kumar
 Principal
 27/06/2024
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 Pandaveswar, Paschim Bardhaman.



KAZI NAZRUL UNIVERSITY
SYLLABUS FOR B.A. HONOURS PROGRAMME in HISTORY
(6 SEMESTER PATTERN)
(w.e.f 2016-2017 Academic Session)

Total Marks: 1300

Semester I

Greek and Roman Historians (Core – 1)

Greek and Roman Historians.

Unit – I Greek Historiography

Module I

New form of inquiry (historia) in Greece in the sixth century BCE

- 1.1 Logographers in ancient Greece.
- 1.2 Hecataeus of Miletus, the most important predecessor of Herodotus
- 1.3 Charon of Lampsacus
- 1.4 Xanthus of Lydia

Module II

Herodotus and his Histories

- 2.1 A traveller's romance?
- 2.2 Herodotus' method of history writing – his catholic inclusiveness
- 2.3 Herodotus' originality as a historian – focus on the struggle between the East and the West

Module III

Thucydides: the founder of scientific history writing

- 3.1 A historiography on Thucydides
- 3.2 History of the Peloponnesian War - a product of rigorous inquiry and examination
- 3.3 Thucydides' interpretive ability – his ideas of morality, Athenian imperialism, culture and democratic institutions
- 3.4 Description of plague in a symbolic way – assessment of the demagogues
- 3.5 A comparative study of the two greatest Greek historians

Module IV

Next generation of Greek historians

- 4.1 Xenophon and his History of Greece (*Hellenica*) – a description of events 410 BCE – 362 BCE -- writing in the style of a high-class journalist – lack of analytical skill
- 4.5 Polybius and the “pragmatic” history
- 4.3 Diodorus Siculus and his *Library of History* – the Stoic doctrine of the brotherhood of man

Unit II – Roman historiography

Module I

Development of Roman historiographical tradition

- 1.1 Quintus Fabius Pictor of late third century BCE and the “Graeci annals” – Rome’s early history in Greek.
- 1.2 Marcus Porcius Cato (234 – 149 BCE) and the first Roman history in Latin – influence of Greek historiography
- 1.3 Marcus Tullius Cicero and the speculation on the theory of history – distinguishing history from poetry – the genre of moral historiography at Rome

Module II

Imperial historians

- 2.1 Livy and the History of Rome – a work on enormous scale - Livy’s style of writing: honest but uncritical - Livy’s comprehensive treatment: details of Roman religion and Roman law
- 2.2 Tacitus’ history of the Roman empire - the greatest achievement of Roman historiography ? His moral and political judgements on the past -- a “philosophical historian”?

Module III

Historical methods in ancient Rome

- 3.1 Research and accuracy
- 3.2 Literary artistry
- 3.3 The use of dramatic elements

Suggested Readings:

The Oxford History of the Classical World, eds., John Boardman et al, Oxford: 1986

Cambridge Ancient History, 2nd ed., Vol. 4, eds., John Boardman et al, Cambridge:1992

Anton Powell, ed., *The Greek World*, London:1995

F.M. Cornford, *Thucydides Mythistoricus*, London:1907

F.E. Adcock, *Thucydides and His History*, Cambridge:1963

A. Momigliano, *Studies in Historiography*, New York: 1966

---, *Essays in Ancient and Modern Historiography*, Chicago:1977

H.D. Westlake, *Individuals in Thucydides*, Cambridge:1968
T.J.Luce, *The Greek Historians*, London and New York:1997
Stephen Usher, *The Historians of Greece and Rome*, London:1969
Michael Grant, *The Ancient Historians*, New York:1970
---, *Greek and Roman Historians*, London and New York: 1995
T.A. Dorey, ed., *Latin Historians*, London:1966
---, ed., *Tacitus*, London:1968
D.C. Earl, *The Political Thought of Sallust*, Cambridge:1961
Civilization of the Ancient Mediterranean: Greece and Rome, Vol. 3, eds., Michael Grant and Rachel Kitzinger, New York: 1988

(Core – 2)

Early History of India (proto history to 6th century B.C.E)

Unit I

Module- I

Understanding early India

- 1.1 : Historical theories and interpretations about the Indian past
- 1.2 The idea of Bharatavarsha: Indian subcontinent with all its diversity and cultural traditions
- 1.3 An overview of literary and archaeological sources

Module-II

Neolithic to Chalcolithic settlements

- 2.1The earliest village farming community in India—transition from pastoral life to the practice of agriculture: Mehrgarh and its various cultural phases
- 2.2The first urbanization in the Indian subcontinent—Indus civilization: contemporary perspectives through a historiography
- 2.3The early Harappan, Harappan and late Harappan phases: technology, architecture, religion and maritime trade.
- 2.4 End/transformation of the Indus civilization: different theories.

Module-III

The Aryans in India: Vedic Age

- 3.1 The historiography of the concept Aryan
- 3.2 The spread of Aryan settlements in India
- 3.3 The period of the Vedas, Brahmanas and Upanishads: pastoralism, agriculture and other occupations
- 3.4 Political development, culture and rituals

Module-IV

North India in sixth century BCE

- 4.1 Establishment of kingdoms, oligarchies and chiefdoms: sixteen Mahajanapadas

- 4.2 The autonomous clans
- 4.3 Rise of Magadhan imperialism

Unit II

Module I

Ideas and institutions in early India

- 1.1 Varna and Jati: the issue of upward mobility among the Shudras
- 1.2 Slavery: ancient forms and modern debates
- 1.3 Untouchables
- 1.4 Women
- 1.5 Forms of marriage

Module II

Cults, doctrines and metaphysics

- 2.1 The religion of the Vedas
- 2.2 The unorthodox sects – Buddhism, Jainism and the doctrine of the Ajivikas
- 2.3 Scepticism and materialism

Module III

Aspects of economy in the age of Buddha

- 3.1 Economic changes: use iron, rural economy, trade and crafts, guilds
- 3.2 Taxation
- 3.3 The second urbanization

Module IV

The cultural milieu

- 4.1 Education
- 4.2 Language and literature
- 4.3 Science and technology

Suggested Readings:

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

---, ed., *A Cultural History of India*

D.D. Kosambi, *An Introduction to the Study of Indian History*

---, *Culture and Civilization of Ancient India in Historical Outline*

Romila Thapar, *Early India from the Origins to c. AD 1300*

Hermann Kulke and D. Rothermund, *A History of India*

R.C. Majumdar, ed., *The Vedic Age* (Bharatiya Vidya Bhavan series, Vol. 1)

---, ed., *The Age of Imperial Unity* (Bharatiya Vidya Bhavan series, Vol. 2)

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

Ranabir Chakravarti, *Exploring Early India: Upto c. AD 1300*

Jean-Francois Jarrige et al, eds., *Mehrgarh: Field Reports from Neolithic Times to the Indus Civilization*

Bridget Allchin and F.R. Allchin, *The Rise of Civilization in India and Pakistan*
 B.B. Lal and S.P. Gupta, eds., *Frontiers of the Indus Civilization*
 Gregory L. Possehl, *The Indus Civilization: A Contemporary Perspective*
 ---, ed., *Ancient Cities of the Indus*
 ShereenRatnagar, *Encounters: The Westerly Trade of the Harappan Civilization*
 AskoParpola, *Deciphering the Indus Script*
 NayanjotLahiri, ed., *The Decline and Fall of the Indus Civilization*
 R.S. Sharma, *Material Culture and Social Formations in Ancient India*
 ---, *Aspects of Political Ideas and Institutions in Ancient India*
 ---, *Sudras in Ancient India: A Social History of the Lower Order Down to c. AD 600*
 Dev Raj Chanana, *Slavery in Ancient India*
 G.S. Ghurye, *Caste, Class and Occupation*
 T.W. Rhys Davids, *Buddhist India*
 Brian K. Smith, *Classifying the Universe: The Ancient Indian Varna System and the Origins of Caste*
 SukumariBhattacharji, *Women and Society in Ancient India*
 Patrick Olivelle, ed., *Between the Empires: Society in India 300 BCE to 400 CE*

(Generic Elective – 1)

Theories of the Modern State

1. The State Definitions and Elementary Concepts – Sovereignty and autonomy – state and the community – the nation state
2. The Absolutist State: Bodin, Hobbes and Hegel: the state, class and civil society
3. The Liberal State – the state, individualism and citizenship – the constitutional and the contractual state: John Locke – liberalism and the democratic order: Rousseau and the General Will
4. The Liberal State – the utilitarian version: Bentham and John Stuart Mill – John Mill and democracy: the tyranny of the majority
5. The state and class Marxist perspective – the problem of Bonapartism – Max Weber and the bureaucratic order
6. The ideological basis of the Welfare State and its comparison with Communism – John Rawls and the theory of justice

Suggested Readings:

1. Perry Anderson, *Lineages of the Absolutist State*
2. H. Dickinson, *Liberty and Property*
3. C. B. Macpherson, *The Political Theory of Possessive Individualism*
4. C. B. Macpherson, *The Life and Times of Liberal Democracy*
5. C. B. Macpherson, *Democratic Theory*

6. Ralph Miliband, *The State in Capitalist Society*
7. Harold Laski, *A Short History of Liberalism*
8. Shirley Robin Letwin, *The Pursuit of Certainty: David Hume, Jeremy Bentham, John Stuart Mill and Beatrice Webb*
9. James Steintrager, *upBentham*
10. R. J. Halliday, *John Stuart Mill*
11. Raymond Plant, *Hegel*
12. Amy Gutmann, *Liberal Equality*

Ability Enhancement Compulsory Course – 1: Environmental Science/Studies

Semester II

Mauryan and Gupta Empire (Core – 3)

- I. Empire Building in India- Mahajanapadas to Kingdom
- II. Formation of Mauryan Empire – Polity, Economy, Socio-Cultural Aspects, Downfall
- III. Post Mauryan Empire – Sungas&Kanvas, the Indo Greeks, Kushanas&Satavahanas
- IV. Imperial Guptas – Classical Age, Polity, Economy, Socio-Cultural Aspects, Downfall

Suggested Readings:

- RomilaThapar, *TheMauriyas Revisited*
RadhakumudMookerji, *Chandragupta Mauriya and His Times*,
RomilaThapar, *Ashoka and the Decline of the Mauriyas*,
Upindne Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*
BrajadulalChattopadhyaya, *The Making of Early Medieval India*
Ram Sharan Sharma, *Aspects of Political Ideas and Institutions in Ancient India*
RomilaThapar, *A History of India*
D.N. Jha, *Ancient India: In Historical Outlines*
-----, *Early India: A Concise History*
H.C. Raychowdhury, *Political History of Ancient India: From the Accession of Parikshit to the Extinction of the Gupta Dynasty*
Ashvini Agarwal, *Rise and Fall of the Imperial Guptas*
Dilip Kumar Ganguly, *The Imperial Guptas and their Times the Extinction of the Gupta Dynasty*.
ParmeshwariLal Gupta, *The Imperial Guptas: Cultural History*
V.R. RamachandraDikshitar, *The Gupta Polity*
Rama Shankar Tripathi, *History of Ancient India*

Political History of Early Medieval India (600 AD to 1200 AD) (Core – 4)

Unit I

Module I

Understanding the ‘early medieval’ phase in the Indian history

- 1.1 Different perceptions on the early medieval situations
- 1.2 Literary and archaeological sources
- 1.3 Development of regional cultures: an overview

Module II

Shift of political power from Pataliputra to Kanauj

- 2.1 Gauda under Sasanka: the most formidable power in eastern India
- 2.2 The Gauda-Kanyakubja struggle and the emergence of Harshavardhana

2.3 Military and political supremacy of Kanauj

Module III

An overview of politics in the Deccan and south India

3.1 The Chalukyas of Badami

3.2 Chalukya-Pallava struggle

3.3 Rashtrakuta- Pratihara rivalry

3.4 Rise of the Cholas as the premier power of the south

Module IV

Eastern India

4.1 The Palas and the tripartite struggle

4.2 Expansion of Pala power towards paramountcy

4.3 The Senas of Bengal

Module V

The struggle for empire

5.1 The Ghaznavid raids

5.2 The Ghurids

5.3 Qutb-ud-din Aibak's conquests

Unit II

Module I

Political processes and structure of polity

1.1 Absence of vast territorial empires -- a 'dark period'?

1.2 Emergence of feudal polity -- nature and structure of Indian feudalism

1.3 Zenith of political feudalism: 1000 - 1200 CE

1.4 The concept of segmentary state and the Indian experience

Module II

The urban scenario

2.1 Debates on the decay of urban centres

2.2 A third phase of urbanization?

Module III

Administrative structures

3.1 The Chola experiment -- a centralised state?

3.2 Land revenue system

3.3 Military organisation and administration of justice

Module IV

Towards transition

4.1 Conditions in India during the pre-Sultanate period

4.2 An overview of the cultural scenario

Suggested Readings:

A.L. Basham, *Studies in Indian History and Culture*
Hermann Kulke and D. Rothermund, *A History of India*
Romila Thapar, *Early India from the Origins to c. AD 1300*
R.S. Sharma and K.M. Shrivastava, eds, *A Comprehensive History of India, Vol. IV, Part I*
K.A. Nilakanta Sastri, *The Cholas*
---, *A History of South India from the Earliest Times to the Fall of Vijayanagar*
Upinder Singh, *A History of Ancient and Early Medieval India*
Ranabir Chakravarti, *Exploring Early India: Upto c. AD 1300*
Harbans Mukhia, ed., *The Feudalism Debate*
Brajadulal Chattopadhyaya, *The Making of early Medieval India*
---, *Studying Early India*
---, ed., *A Social History of Early India*
---, *Aspects of Rural Settlements and Rural Society in Early Medieval India*
Daud Ali, *Courtly Culture and Political Life in Early Medieval India*
Burton Stein, ed., *Essays on South India*
---, *Peasant State and Society in Medieval South India*
Kesavan Veluthat, *The 'Early Medieval' in South India*
---, *Political Structure in Early Medieval South India*
Andre Wink, *The Making of the Indo-Islamic World: Vol. I: Early Medieval India and the Expansion of Islam 7th-11th Centuries*
R.S. Sharma, *Indian Feudalism AD 300-1200*
---, *Urban Decay in India AD 300-1000*
---, *Early Medieval Indian Society*
D.N. Jha, ed., *The Feudal Order*
R.N. Nandi, *State Formation, Agrarian Growth and Social Change in Feudal South India c. AD 600-1200*

(Generic Elective – 2)

Railways and Modern India

- 1: Railways in India-History and Development-Brief Survey of Railway History- Early Railway Thinking in Bengal (Case study)
- 2: Railway and Construction- Promotion and the Initial Decisions to Build Railways- Pioneering Decades-Construction and Operation, 1850-1871
- 3: The Railways, Nationalism and the Economy-Political, Economic consequence- Social Implication.
- 4: Railway and technology (Chittaranjan Locomotive Works as case study)- Management- Policy-Security- Mistakes and Overall Impact.

5: Indian Railways and Historic Partition (1947) - The Role of Railways-Railways in Post Colonial India.

Suggested Readings:

1. Roopa Srinivasan, Manish Tiwari and Sandeep Silas eds., *Our Indian Railway: Themes in India's Railway History*, Foundation Books, New Delhi, 2006
2. Ian J. Kerr ed., *Railways in Modern India*, Oxford University Press, New Delhi, 2004
3. Ramswarup D. Tiwari, *Railways in Modern India*, Read Books, New Delhi, 2007
4. Ian J. Kerr, *Engines of Change: The Railroads that Made India*, Orient Blackswan, Hyderabad, 2007
5. Ian J. Kerr, *Building the Railways of the Raj, 1850-1900*, Oxford University Press, New Delhi, 1995
6. John Hurd and Ian J. Kerr, *India's Railway History*, Brill, Leiden, 2012
7. Ian J. Kerr ed., *27 Down: New Departures in Indian Railway History*, Orient Longman, New Delhi, 2006
8. Dharma Kumar ed., *The Cambridge Economic History of India*, Vol. 2, Cambridge University Press, Delhi, 1982
9. Ritika Prasad, *Tracks of Change: Railways and Everyday Life in Colonial India*, Cambridge University Press, 2015
10. Bipan Chandra, *The Rise and Growth of Economic Nationalism in India*, People's Publishing House, Bombay, 1966.
11. Ramen Sar, *Rail: Unish Sataker Bangali Jibon o Sahitya*, Ananda Publishers, Kolkata
12. Prodosh Chowdhury, *Samajh Chitre Baratiya Rail*

Ability Enhancement Compulsory Course – 2
English/ MIL

Semester III

Delhi Sultanate (Core – 5)

- I. Interpreting the Delhi Sultanate – A Survey of Sources: literary and archaeological.
- II. Foundation, Consolidation and Challenges to the Delhi Sultanate
 - (a) The State in the Thirteenth & Fourteenth Century – The Mameluks, Khaljis and Tughlaqs – Theories of Kingship – Ruling Elites, Ulama & the Political Authority
 - (b) Mongol Threat – Timur's Invasion
 - (c) Revival and Disintegration – Foundation of the Mughal Rule
- III. Emergence of Regional States: Vijayanagara, Bahmani Kingdom, Bengal
- IV. Society and Economy – Iqta System, Agricultural Production, Technology, Monetization, market, growth of urban centres; trade and commerce; Indian Ocean trade
- V. Religion, Society and Culture
 - a) Sufism – silsilas, doctrines and practice – Socio-cultural impact
 - b) Bhakti movements in south and north India – Kabir, Nanak and Sant tradition
 - c) Art, architecture and literature – Consolidation of regional identities.

Suggested Readings:

- Mohammad Habib and K A Nizami ed. *Comprehensive History of India, Vol.V, The Delhi Sultanate*
- K A Nizami, *Some Aspects of Religion and Politics in India in the Thirteenth Century*
- A B M Habibullah, *The Foundation of Muslim Rule in India*
- Satish Chandra, *Medieval India, From the Sultanat to the Mughals, Vol.I*
- Peter Jackson, *The Delhi Sultanate. A Political and Military History*
- Tapan Raychaudhuri and Irfan Habib ed. *Cambridge Economic History of India, Vol.I*
- Irfan Habib, *Medieval India. Study of A Civilization*
- Mohibul Hasan, *Historians of Medieval India*
- S A A Rizvi, *A History of Sufism in India, Vol.I*
- Burton Stein, *Vijaynagara* (New Cambridge History of India)
- Vipul Singh, *Interpreting Medieval India, Vol. I*
- Abdul Karim, *BanglarItihas.SultaniAmal*
- Sukhamay Mukhopadhyay, *BanglarIthaserDushoBachar. SwdhinSultanderAmal*
- Aniruddha Ray, *MadhyajugerBharaterItihas. SultaniAmal*
- Aniruddha Ray, *MadhyajugerBharatiyaShahar*

The Feudal Society (Core – 6)

1. **Muhammad and Charlemagne:** Islam and the Holy Roman Empire—coronation of Charlemagne—Frankish institutions—the Carolingian Renaissance—treaty of Verdun—dissolution of the Carolingian Empire—the Saxon Empire. (7 lectures)
2. **Europe besieged:** invasions of Norsemen, Magyars, Arabs and Saracens. (3 lectures)
3. **Feudal Society and Economy (c.800—c.1100):** Feudalism—origin and features; manorialism—chivalry and romanticism—emergence of towns—trade and commerce—guilds. (8 lectures)
4. **Emergence of National Kingship:** Germany and Hohenstaufens—France under Valois. (4 lectures)
5. **Religion and Culture:** Cluniac Reforms—Investiture Contest—Monasticism—popular religion and heresy—Crusades—the order of ‘Warrior Monks’: the Knights Templar, the Knights Hospitallers and the Teutonic Knights—Schoolmen—Universities—Twelfth-century Renaissance. (8 lectures)

Suggested Readings:

1. Ashton, T.H. and Philipin, C.H.E. (eds.), *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*, CUP, 2005.
2. Baidya, J. *Madhyayugiya Europe (800-1250)*, New KalpanaParakashani, 2009.
3. Bloch, M.L.B. *Feudal Society*. Chicago: University of Chicago Press, 1961.
4. Cameron, E. (ed.), *Early Modern Europe: An Oxford History*, OUP, 2004 (NE)
5. Chakravorty, B., Chakraborty S., Chattopadhyay, K. *Europe-e Yugantar*, Nababharati, 2007.
6. Charles, A. N. *Humanism and the Culture of the Renaissance*, OUP, 1996.
7. Collins, R., *Early Medieval Europe, 300-1000*. New York: St. Martin's Press, 1991.
8. Collins, R. *Charlemagne*, Toronto: University of Toronto Press, 1998.
9. Davis, R. H.C. *A History of Medieval Europe: from Constantine to Saint Louis*. London; New York: Longman, 1988.
10. Dutta, N. *MadhyayugthekeEuropereAdhunikatayUttaran*, Mitram, 2007.
11. Dutta, N.C. *Madhyayuger Europe, Vols. 1,2*, PashchimbangaPustakParshad, 1972,
12. Hall, A.R. *The Scientific Revolution 1500-1800 (2ndedn.)*, London, 1962.
13. Havighurst, A.F. (ed.), *ThePirenne Thesis: Analysis, Criticism, and Revision*. Lexington, MA: Heath, 1976.
14. Hilton, R. *Transition from Feudalism to Capitalism*, Aakar Books, 2006.
15. Jones, G. *A History of the Vikings*. New York: Oxford University Press, 1968.
16. Luscombe, David & Riley-Smith, Jonathan (eds.), *The New Cambridge Medieval History, IV, c.1024—c.1198, Part 2*, CUP, 2004.
17. Mallik, S. *Yugasandhikshane Europe (1400-1700)*, Sobha, Kolkata, 2012.
18. McEvedy, C. *The New Penguin Atlas of Medieval History*. New York: Penguin Books, 1992.

19. Norwich, J.J. *Byzantium: the Decline and Fall*, London: Viking, 1995.
20. Rice, E.F., Grafton, A. *The Foundations of Early Modern Europe, 1460-1559*, W.W. Norton & Company, 2004.
21. Roy, M. *EuroparRoopantar(1500-1700)*, Progressive Book Forum, 2004.
22. Roy, P. *Madhyayuger Europe(Rahstra, Samaj, Samskriti)*, Progressive Publishers, 1995.
23. Roy, P., Das, S. *UttoronerPathe Europe*, Progressive Publishers, 2004.
24. Thompson, J.W. Jonson, E.N. *An Introduction to Medieval Europe, 300—1500*, New York, 1937.
25. Tierney, B. *Western Europe in the Middle Ages, 300-1475*. 6thedn., Boston: McGraw-Hill College, 1999.
26. Treadgold, W., T.A *History of the Byzantine State and Society*. Stanford, Calif.: Stanford University Press, 1997.

Akbar and the Making of Mughal India (Core – 7)

- I. Sources and Historiography- Persian chronicles and tradition of history writing
- II. Establishment of Mughal Rule in India
- III. Formation of Imperial authority & Consolidation under Akbar-Campaigns and Conquests: tactics and technology-Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash- Revolts and resistance
- IV. Expansion and integration- Incorporation of Rajputs and other indigenous groups in Mughal nobility- North-West frontier, Gujarat, Deccan and Bengal
- V. Rural Society and Economy- Land rights and land revenue, zamindars and peasants- Agricultural production; crop patterns- Trade routes, overseas trade; Rise of Surat
- VI. Religion and Culture- Religious tolerance and Sulh-i-kul, Din-i-ilahi, Sufi mystical and intellectual interventions-Development of Mughal painting and architecture

Suggested Readings:

Vincent A. Smith, *Akbar, the Great Mogul: 1542-1605*

George Bruce Malleson, *Akbar and the Rise of the Mughal Empire*

Andre Wink, *Akbar*

John F. Richards, *The Mughal Empire (The New Cambridge History of India)*

Munis D. Faruqui, *The Princes of the Mughal Empire, 1504-1719*

Andrew de la Garza, *The Mughal Empire at War: Babur, Akbar and the Indian Military Revolution, 1500-1605*

Ishwari Prasad, *The Mughal Empire*

ShireenMoosvi, *The Economy of the Mughal Empire*

Jadunath Sarkar, *Fall of the Mughal Empire*, 3 Vols.

Satish Chandra, *Medieval India: From Sultanat to the Mughals*, Part-II

-----, *Historiography, Religion, and State in Medieval India*

-----, *Parties and Politics at the Mughal Court, 1707-1740*

-----, *Essays on Medieval Indian History*

-----, *Mughal Religious Policies, the Rajputs and the Deccan*

-----, *Social Change and Development in Medieval Indian History*

Annemarie Schimmel, *The Empire of the Great Mughals: History, Art and Culture*

Catherine B. Asher, *Architecture of Mughal India (The New Cambridge History of India)*

Michael Fisher, *A Short History of the Mughal Empire*

HarbansMukhia, *The Mughals of India*

Generic Elective – 3 (any one to be chosen)

Socialist Thought: Origins and Development in the Nineteenth Century

1. Early Modern Foundations – Proto socialist ideas among the Anabaptists during the reformation – the radical fringe in the English Revolution: the Diggers – the ideas of Gerard Winstanley – Thomas Mores Utopia – Rousseau and the discourse on inequality
2. Utopian Socialists in the 19th century: Industrialisation and the working class – early Trade Union movement – ideas of David Owen, Saint Simon, Charles Fourier and Proudhon – Cooperative Socialism.
3. Marxism – Frederick Engels and scientific socialism - the foundations of Marxism – Marx’s critique of capitalism – Communist manifesto and the Theory of Revolution – Lenin and further development of the revolutionary ideology: the party and the state.
4. John Stuart Mill and the idea of the cooperative – individualism and the social justice – the development of Fabian thought and democratic socialism.

Suggested Readings:

1. George Lichtheim, *A Short History of Socialism*

2. Jacques Droz, *Europe Between Revolutions*
3. Christopher Hill, *The World Turned Upside Down*
4. Lucio Colletti, *From Rousseau to Lenin*
5. Robert Wokler, *Rousseau: A Very Short Introduction*
6. David McLellan, *Marx*, Fontana Modern Masters
7. David McLellan, *Engels*, Fontana Modern Masters
8. David McLellan, *Karl Marx: His Life and Thought*
9. Graeme Duncan, *Marx and Mill: Two views of Social Conflict and Social Harmony*

Life and Thought of Rabindranath Tagore

1. Tagore's experience of growing up – recollections of his childhood in *JeevanSmriti* – the visit to England as a young man – comparing the East and the West in the context of the larger impact of the westernization in Indian society – *Europe PravasirPatra*
2. The poet as a public figure – nationalism and swadeshi – *SwadeshiSamaj* essays: the notion of *atmasakti* – rural reconstruction and *samabaya* – the search for a distinctive Indian history and assimilationist civilization: *Itihasa, Bharat BarsherItihasa* and *Bharat BarsheItihasherDhara*
3. Temporary withdrawal from public life and concentration on Shantiniketan Ashram – winning the Nobel Prize - the experience of the First World War and the growingly critical mood about western nationalism – the distinction between the western and eastern nationalism: Tagore's essays on Nationalism
4. Jalianwalabag massacre, renunciation of Knighthood and the return to the engagement of national politics – Tagore and Gandhi, friendships and differences – the religion of man and Tagore's universalism – travels in Russia and new intellectual engagements – search for India's place in Asia – the vision of Greater India: *Parasye and Java Yatrir Diary*
5. The Second World War on the poet's predicament – the crisis of civilization – the *Kalanta* essays

Suggested Readings:

1. Sabyasachi Bhattacharya, *Rabindranath Tagore: An Interpretation*
2. Prabhat Kumar Mukhopadhyay, *RabindraJeevani O RabindraSahityaPrabeshak*, 1-4
3. Krishna Kripalani, *Rabindranath Tagore: A Biography*
4. Krishna Dutta and Andrew Robinson, *Rabindranath Tagore: The Myriad-Minded Man*
5. Sisir Kumar Das (ed.), *The English Writings of Rabindranath Tagore* [relevant writings]
6. *RabindraRachanabali* (West Bengal Government and Visva-Bharati) [relevant writings]
7. Prasanta Kumar Pal, *Rabi Jivani*, Vol. 1-9 [relevant sections]

Perspectives on Economic Planning in India

1. Impact of Soviet Planning: Nehru, Bose and the National Planning Committee
2. Food Shortage and Agrarian Reforms – different ideas on improvement of productivity: collective farming and agricultural cooperatives – the Congress initiative and its failure following independence
3. Planning in the 1950s - priority on heavy industry – Planning Commission and industrial policy – the rise of public sector
4. The turning point in the 1970s – food crisis and the problems of agriculture – the new Agricultural Policy – Green Revolution – industrial performance
5. The Era of Reform – 1980s and a period of re-assessment – 1990s and the onset of liberalization – the impact of liberalization on Indian economy

Suggested Readings:

1. Christophe Jaffrelot (ed.), *India Since 1950: Society, Politics, Economy and Culture*
2. B. R. Tomlinson, *The Economy of Modern India 1860-1970*
3. V. M. Dandekar, 'Agriculture, Employment and Poverty' in R. E. B. Lucas and G. F. Papanek (eds.), *The Indian Economy: Recent Development and Future Prospects*
4. J. N. Bhagwati and Padma Desai, *India: Planning for Industrialisation*
5. J. N. Bhagwati, *India in Transition*
6. A. H. Hanson, *The Process of Planning: A Study of India's Five Year Plan, 1958-1964*
7. Francine R. Frankel, *India's Political Economy, 1947-1977*
8. Paul R. Brass, *The Politics of India since Independence*
9. Subrata Roy and William E. James (eds.), *Foundations of India's Political Economy: Towards an Agenda for the 1990s*

Skill Enhancement Course – 1 (any one to be chosen)

Archaeology and Museum Making in Colonial India

1. The development of archaeological knowledge – early archaeological explorations: Establishment of the Archaeological Survey of India: the archaeological mapping by Alexander Cunningham –Curzon and the new impetus for archaeological conservation: Sir John Marshall and the development of Indian archaeology in the early twentieth century
2. Archaeology as the new foundation for an authentic history of India – Archaeological explorations, excavations and conservation and the creation of heritage sites - A few major sites of archaeological excavations: Public archaeology and popularization of archaeological sites – Archaeology in travel writings – Competing cultural visions around a few major heritage sites.

3. Archaeology and culture – Local historians and archaeological knowledge – the culture of collection and valorization of artifacts-----Collecting and museum making-----the profiles of a few prominent collectors and museum makers
4. Archaeology and the Museum Movement in India-----the Indian Museum-----the Provincial museums and the local museums-----Background to the formation of the National Museum

Suggested Readings:

1. Basham, A. L. (ed.) *A Cultural History of India* (Delhi, 1975).
2. Chakrabarty, Dilip, *A History of Indian Archaeology from the Beginning to 1947* (Delhi, 1988).
3. GuhaThakurta, Tapati, *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India* (Delhi, 2004).
4. GuhaThakurta, Tapati, 'The Endangered Yakshi: Careers of an Ancient Art Object in Modern India' in Partha Chatterjee and Anjan Ghosh, eds, *History and the Present*, New Delhi, 2002.
5. Kejariwal, O. P., *The Asiatic Society of Bengal and the Discovery of India's Past, 1784-1813*, Delhi, 1988
6. Lahiri, Nayanjot, *Marshalling The Past: Ancient India and its Modern Histories*, Permanent Black, 2012
7. Roychowdhury, Madhuparna, *Displaying India's Heritage: Archaeology and Museum Movement in Colonial India*, Orient Blackswan Publications, Delhi, 2015
8. Singh, Upinder, *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*, Delhi, 2004

Literature and History: Bengal

1. History and Literature : An Overview
2. Dichotomy between *Itihasa* and History- sense of *itihasa* in pre-colonial period as part of literature. Concept of 'mythic time' and 'historical time'. Beginning of history-writing in Bengal. Elements of literature in it.
3. Novel as a new literary genre – looking at past through literature. Ramesh Chandra Majumdar, Akshay Kumar Maitreya, Raman Pillai, Chandu Menon, Phakirmohan Senapati.
4. Power and Patriotism: Bankim's Nationalism: *Bande Mataram*, Anandamath
Tagore's Nationalism and Universalism: His Novels: *Ghare Baire* and *Char Adhyay*
5. Sarat Chandra Chattopadhyay and the Indian Women of Early 20th Century: Some reflections in the novels- *Charitrahin* and *Pother Dabi*;
Difference of Perspective between Bankim and Tagore
5. Narratives of Suffering - Economic and Caste discrimination: Tarashankar and the Social milieu in the pre Independent Bengal with special reference to *Ganadevata* and *Hansuli Banker Uakatha*

6. SatinathBhaduri& the GandhianMovement:DhoraiCharitManas.

Suggested Readings

AshinDasgupta, *Itihas O Sahitya*

ArabindaSamanta,

MeenakshiMukhopadhyay, *UpanyaseAtitItihas O Kalpaitihas*

PriyadarseeChakraborty ed., *History in Literature - Literature As History,The Issue Revisited*

RabindrabRochonabali

RomilaThapar, *Time as a Metaphor of History: Early India*

Yan Watt, *Rise of the Novel*

Sisir Kumar Das,*History of Indian Literature: 1911-1956, struggle for freedom : triumph and tragedy*

SatinatyhBhadurirNirbachitaRochonaboli

SaratSahityaSamagra, Vol 1&2

TarasankarBandyopadhyay,*Hansuli Banker Upakotha,*

TarasankarBandyopadhyay,*Ganadevata*

SEMESTER IV

Renaissance and Reformation (Core – 8)

1. Political and social background – political system in early modern Europe – collapse of feudalism – and the changing economic life in the 15th and 16th century – commerce and

navigation – monarchies and city states – features of the early modern state – the printing revolution.

2. Italian city states, the merchants, the church and the social context of the renaissance – origins of humanism – rediscovery of the classics – the impact of humanism on art, education and political thought – Machiavelli and the idea of a modern state.

3. The background to the reformation – intellectual and popular anti-clericalism – Martin Luther and the reformation – reformation in the national context: France, Switzerland and England – the distinctiveness of the English reformation – Radical reformation – the Anabaptists, etc. - counter reformation.

4. Renaissance science and the emergence of a secular culture

Suggested Readings:

William Roscoe Estep, *Renaissance and Reformation*

Bard Thompson, *Humanists and Reformers: A History of the Renaissance and Reformation*

Jo Eldridge Carmey, *Renaissance and Reformation, 1500-1620: A Biographical Dictionary*

David L. Morse and William M. Thompson eds., *History of Political Ideas, Vol V (Renaissance and Reformation)*

James A. Patrick ed. ,*Renaissance and Reformation, Vol. 1*

Steven E. Ozment, *Religion and Culture in the Renaissance and Reformation*

Jonathan W. Zophy, *A Short History of Renaissance and Reformation Europe*

Dorothy Mills, *Renaissance and Reformation Times*

Tom Monaghan, *Renaissance, Reformation and the Age of Discovery, 1450-1700*

William Gilbert, *The Renaissance and the Reformation*

Charles G. Nauert, *Humanism and the Culture of Renaissance Europe*

Norman F. Cantor and Michael S. Werthman, *Renaissance, Reformation and Absolutism: 1450-1650*

Lisa Mullins, *Science in the Renaissance*

Marie Boas Hall, *The Scientific Renaissance 1450-1630*

VickeyHerold, *Science during the Renaissance*

Aldo Altamore and GiobvanniAntonini, *Galileo and the Renaissance Scientific Discourse*

Stephen Pumfrey, Paolo L. Rossi, *Science, Culture and Popular Belief in Renaissance Europe*

The French Revolution & Napoleon Bonaparte (Core – 9)

- I. Historiography of the French Revolution
- II. Crisis of the Ancien Regime
- III. Intellectual impetus
- IV. Socio-economic background
- V. Phases of the French Revolution – 1788-99
- VI. Rise of Napoleon – Empire building & consolidation

- VII. Impact of the French Revolution and Napoleon Bonaparte outside France
- VIII. Fall of Napoleon & Restoration of old order – Vienna Congress (1815)& Metternich

Suggested Readings:

Owen Connelly, *The Wars of the French Revolution and Napoleon, 1792-1815*
 Charles D. Hazen, *The French Revolution and Napoleon*
 Martyn Lyons, *Napoleoan Bonaparte and the Legacy of the French Revolution*
 Jeremy Klar, *The French Revolution, Napoloan and the Republic*
 John C. Davenport, *The French Revolution and the Rise of Napoloan*
 David Andress, *The Oxford Handbook of the French Revolution*
 J. Holland Rose, *The Revolutionary and Napoleonic Era, 1789-1815*
 William Doyel, *The Oxford History of the French Revolution*
 Alexis de Tocqueville, *The Old Regime and the Revolution*
 Eric Hobsbawm, *Age of Revolution: 1789-1848*
 Francois Furet, *Interpreting the French Revolution*
 Gary Kates, *The French Revolution: Recent Debates and New Controversies*
 Pieter Geyl, *Napoleon: For and Against*

19th Century Revolutions in Europe (Core – 10)

- I. The Greek War of Independence, the Revolutions of 1830, the Revolutions of 1848 – A possible turning point?
- II. The Age of Nationalism: The Second Empire in France and Louis Napoleon; Unification of Italy and Germany; The Third Republic and the Paris Commune;
- III. Russia—Tsarist autocracy and reforms, the emergence of the revolutionary movement; the Eastern Question—the Crimean War, the Treaty of Paris, Balkan nationalism.
- IV. Society and Economy in Nineteenth Century Europe: industrial transformation in Britain; difference in industrialisation process between England and the Continental powers – France, Germany and Russia – the emergence of the working class and its movements – The impact of ideology: Louis Blanc,
- V. Nationalism in Eastern and South Western Europe: Czech, Hungarian and Serbian.

Suggested Readings:

A. Kahan, *Liberalism in Nineteenth Century Europe*
 Jonathan Sperber, *The European Revolutions, 1848-1851*
 Stefan Berger, *A Companion to Nineteenth Century Europe: 1789-1914*
 Michael Rapport, *Nineteenth Century Europe*
 Linda L. Clark, *Women and Achievement in Nineteenth Century Europe*
 Harry Hearder, *Europe in the Nineteenth Century*
 Tom Kemp, *Industrialization in Nineteenth Century Europe*

T.C.W. Blanning, *The Nineteenth Century: Europe 1789-1914*
Hannu Salmi, *19th Century Europe: A Cultural History*
Theodore S. Hamerow, *The Birth of a New Europe: State and Society in the Nineteenth Century*
Dieter Dowe, *Europe in 1848: Revolution and Reform*
Ephraim Lipson, *Europe in the 19th and 20th Centuries*

Generic Elective – 4 (any one to be chosen)

Caste in Modern India

1. Caste: Themes and Approaches-Issues Definitions and Principles, Theories and Debates
2. Caste in Colonial Sociology-the Orientalist Discourse-a Discourse of Differentiations, and Protective Discrimination—Alienation to Integration.
3. Caste and Class in India :Some Conceptual problems, Nexus ,Continuity and Change
4. Social and cultural mobility within the Caste System : Importance of Varna System, Sanskritization, Upward and Downward mobility.
5. Revolts against the Caste system : Gandhi and Ambedkar :Interaction and Comparison
6. Caste and Politics :Social Reality and Political Representations, Dalit assertion through electoral Politics

Suggested Readings:

1. B.R. Ambedkar, *Annihilation of Caste*
2. Susan Bayly, *Caste, Society and Politics in India*
3. Sekhar Bandyopadhyay, *Caste, Politics and the Raj, Bengal 1872-1937*
3. Sekhar Bandyopadhyay, *Caste, Protest and Identity in Colonial India, Namasudras of Bengal ,1872-1947*
4. Nicholas Dirks, *Castes of Mind*
5. Rajni Kothari, *Caste in Indian Politics*
6. Ghanshyam Shah, *Caste and Democratic Politics in India*
7. Hitesh Ranjan Sanyal, *Social Mobility in Bengal*
8. K.L. Sharma, *Social Stratification & Mobility*

Science and Empire

1: History and Development of Science under the Colonial Empire-Perspectives and Recent Historical Debates/ Discourse/ Trajectories.

2: Science and Colonial Empire: Concepts and Contours-Different Colonial Experiments in India-Fundamental Research in Science in India.

3: Colonial Science: Indian and Western Interaction-Role of Institutions in Promoting Scientific Knowledge (Botanical Garden, Medical Colleges, Calcutta School of Tropical Medicine, Bose Institute, Indian Institute of Science etc.)

4: Science and Empire-Indian Responses and Resistance-Ideas of Mahatma Gandhi and Jawaharlal Nehru.

Unit 5: Scientific Activities under the Empire-Social, Political and Cultural Implication and Historical Debates.

Suggested Readings:

1. Deepak Kumar, *Science and the Raj: A Study of British India*, Oxford University Press, New Delhi, 2006
2. David Arnold, *Science, Technology and Medicine in Colonial India*, Cambridge University Press, Cambridge, 2000
3. Deepak Kumar, *Science and Empire: Essays in Indian Context, 1700-1947*, AnamikaPrakashan, New Delhi, 1991
4. ChittabrataPalit, *Science and Nationalism in Bengal, 1876-1947*, Institute of Historical Studies, Kolkata, 2004
5. Uma Das Gupta ed., *Science and Modern India: An Institutional History, c. 1784-1947*, Pearson-Longman, New Delhi, 2011
6. Sumit Sarkar, *Modern Times: Environment, Economy and Culture*, Permanent Black, New Delhi, 2014
7. Douglas M. Peers and NandiniGooptu, *India and the British Empire*, Oxford University Press, New Delhi, 2012
8. Michael Mann, *South Asia's Modern History: Thematic Perspectives*, Routledge, London/New Delhi, 2014

Visual and Performative Culture in Modern Bengal

1. Definition of Visual and Performative Culture.
2. Mapping out entertainment sites: the coming of public entertainment – art, aesthetics, cinema and drama.
3. The theatre culture sites with Jatra culture.
4. Physical culture movement in Bengal

5. Circus as a form of Physical Culture in Bengal.
6. New space of performing art – the case of Bengali songs and dance.
7. The domain of marginalised and middle-class – modernity, colonial state, distortion and indigenous culture.

Suggested Readings:

Tapati Guha Thakurta, *The Making of a New 'Indian' Art: Artists, Aesthetics and Nationalism in Bengal, c. 1850-1920*, Cambridge University Press, New Delhi, 2007

Archana Verma, *Performance and Culture: Narrative, Image and Enactment in India*, Cambridge Scholars Publishing, New Delhi, 2011

Gayatri Sinha, *Art and Visual Culture, 1857-2007*, Marg Publications, New Delhi, 2009

Catherine B. Asher, Cynthia Talbot, *India before Europe*, Cambridge University Press, New York, 2006

Amitava Chatterjee ed., *People at Play: Sport, Culture and Nationalism*, SetuPrakashani, Kolkata

----- ed., *People at Large: Popular Culture in Modern Bengal*, SetuPrakashani, Kolkata

-----, *Exhibiting Masculine Identity through Circus in Colonial Bengal*, Studies in People's History, Vol. 2, No. 2, 2015

Skill Enhancement Course – 2 (any one to be chosen)

The Making of Indian Foreign Policy

1. Historical Factors in India's foreign policy priorities – pan Asianism
2. The State India and the Third World – Non-alignment – Regional Cooperation
3. India and South Asia: Relationship with the Neighbours
4. India and the Great Powers – (a) United States (b) Soviet Union (c) China
5. India and Globalisation – Economic Diplomacy – The Look East Policy and the European Union
6. India's Nuclear Policy

Suggested Readings:

1. A. Appadorai, *Domestic Roots of India's Foreign Policy 1947-1972*
2. U. S. Bajpai (ed.), *Indian Foreign Policy: The Indira Gandhi Years*
3. Jayantanuja Bandyopadhyay, *The Making of Indian Foreign Policy*
4. Verinder Grover (ed.), *International Relations and Foreign Policy of India*

5. Linda Racioppi, *Soviet Policy Towards South Asia since 1970*

Colonial Science in India: Institutions and Practices

1: Science in Colonial India: Problems and Perspectives

2: Science and Colonial Explorations: Science and Orientalism-Early European Scientists: Surveyors, Botanists, Doctors under the East India Company Service

3: Science in Practice: Botanical Garden, Geological Survey of India, Medical College, Indian Association for the Cultivation of Science.

4: Science and Indigenous Personality: Prafulla Chandra Ray, Jagadish Bose, MahendraLal Sarkar, MaghnadSaha, C.V. Raman- Emergence of National Science

5: Colonial Science in India: Science and Indian Nationalism-Response and Resistance- Ideas of Mahatma Gandhi and other Indian Nationalists.

Suggested Readings :

1. Deepak Kumar, *Science and the Raj: A Study of British India*, Oxford University Press, New Delhi, 2006

2. David Arnold, *Science, Technology and Medicine in Colonial India*, Cambridge University Press, Cambridge, 2000

3. Uma Das Gupta ed., *Science and Modern India: An Institutional History, c. 1784-1947*, Pearson-Longman, New Delhi, 2011

4. ArunBandyopadhyay, *Science and Society in India, 1750-2000*, Manohar, New Delhi, 2006

5. Pratik chakrabarti, *Western Science in Modern India; Metropolitan Methods, Colonial Practices*, Permanent Black, New Delhi, 2004

6. S. IrfanHabib, Dhruv Raina and Zaheer Baber, eds., *Social History of Science in Colonial India*, Oxford University Press, New Delhi, 2007

7. Satpal Sanwan, *Science, Technology and Colonisation: An Indian Experience, 1757-1857*, AnamikaPrakashan, New Delhi, 1991

8. J. B. Lourdusamy, *Science and National Consciousness in Bengal: 1870-1930*, Orient Longman, New Delhi, 2004

9. Deepak Kumar, *Science and Empire: Essays in Indian Context, 1700-1947*, AnamikaPrakashan, New Delhi, 1991

10. ChittabrataPalit, *Science and Nationalism in Bengal, 1876-1947*, Institute of Historical Studies, Kolkata, 2004

SEMESTER V

Select Themes in the Colonial Impact on Indian Economy and Society (Core – 11)

1. Colonial State institutions and ideologies: Colonial Economic interests, Company's Commerce, Mercantilism to Free trade, Deindustrialisation and Drain of Wealth.
2. Land Settlements and agricultural change— Commercialisation of Agriculture.
3. Modern Industrialisation —- Long term Constraints

4. Census and Caste — Colonial ethnology — Sanskritisation, Westernisation and Social reform— Brahma Samaj&ParthanaSamaj
5. Reformism and Revivalism:TheAryadharm and Ramkrishna Vivekananda Movement.
6. Islamic reform in India: The Reformers and the Orthodox

Suggested Readings:

- Tirthankar Roy, *Economic History of India, 1857-19147*
- K. N. Raj, *Essays on the Commercialization of Indian Agriculture*
- SekarBandyopadhyay, *Caste, Culture and Hegemony: Social Dominance in Colonial Bengal*
- Thomas R. Trautmann, *Aryans and British India*
- Mushirul Hasan, *Writing India: Colonial Ethnography in the Nineteenth Century*
- G. S. Ghurye, *Caste and Race in India*
- Dipankar Gupta, *Caste in Question: Identity or Hierarchy*
- Nicholas B. Dirks, *Caste of Mind: Colonialism and the Making of Modern India*
- ShriramMaheswari, *The Census Administration under the Raj and After*
- C. A. Bayly, *Indian Society and the Making of the British Empire*
- Douglas M. Peers, *India under Colonial Rule, 1700-1885*
- B. R. Tomlinson, *The Economy of Modern India, 1860-1970*
- GurilymBeckerlegge, *The Ramakrishna Mission: The Making of Modern Hindu Movement*
- Jayasree Mukherjee, *The Ramakrishna-Vivekananda Movement: Impact on Indian Society and Politics, 1893-1922*
- Neilesh Bose, *Recasting the Region: Language, Culture and Islam in Colonial Bengal*
- ShireenMaswood, Amit Dey and Ritwika Biswas, *Between Tradition and Modernity: Aspects of Islam in South Asia*
- Barbara D. Metcalf, *Islam in South Asia in Practice*
- , *Islamic Revival in British India: Deoband 1860-1900*
- Kenneth W. Jones, *Socio-Religious Reform Movements in British India, Part 3, Vol. 1*
- H.O. Pearson, *Islamic Reform and Revival in Nineteenth Century India.*

Peasant and Tribal Uprisings in Colonial India in the 19th century (Core – 12)

The Early 19th century

1. The early colonial rule and revenue operations, revenue demands and settlements – “restorative rebellions” – peasant –landlord combination against colonial rule in north and south India;

2. Peasant movements in Bengal and Malabar – religious appeal for the liberation of a region or an ethnic group under a new form of government. .

3. Tribal movements in pre-1857 Western and Eastern India – Ho, Tamar, (1820-1832), Kol and Bhumij (1825-1835) revolts , Kherwar movement of the Santals (1833), Santhal Revolt (1855), Bhil revolt (1819-1840), Kolis (1824-1848), Khasis (1829-30), Koyas (1840-1858), Konds (1846-1855)

The Late 19th century

4. Tribal movements – Nalkdas of PanchMahal (1858-59), (Bokta risings of 1858-95, millenarian movement of the Mundas (1895-1900), KuchNagas of Kachhar (1882),

5. Peasant movements in late 19th century – conflict between landlords and tenants – resistance to taxation – emergence of substantial peasantry – the role of moneylenders and struggle against them.

6. The revolutionary potential of Indian peasantry – Barrington Moore Jr. and Eric Stokes - Classification of types of revolt and movements – Kathleen Gough, AR Desai, DN Dhanagare and RanajitGuha.

Suggested Readings:

Mridula Mukherjee, *Peasants in India's Non-violent Revolution: Practice and Theory*

RanjitGuha, *Elementary Aspects of Peasant Insurgency in Colonial India*

SekarBandyopadhyay, *From Plassey to Partition: A History of Modern India*

BinoyBushanChoudhuri, *Peasant History of Late Pre-Colonial and Colonial India*

Bipan Chandra, *India's Struggle for Independence, 1857-1947*

A. R. Desai, *Sate and Society in India: Essays in Dissent*

D. N. Dhanagare, *Peasant Movements in India, 1920-1950*

D. N. Dhanagare, *Rural Transformation in India: Challenges and Prospects*

Sugata Bose, *Peasant, Labour and Colonial Capital: Rural Bengal since1770*

ShyamCharanDube, *Antiquity to Modernity in Tribal India: Tribal Movements in India*

Eric Stokes, *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*

Barrington Moore Jr., *Social Origins of Dictatorship and Democracy: Lord and Peasant in the making of the Modern World*

Sanjukta Das Gupta, *Adivasi and the Raj*

Suchibrata Sen, *The Santals Crisis: Identity and Integration*

Sunil Kumar Sen, *Peasant Movements in India: Mid Nineteenth and Twentieth Centuries*

David Ludden, *An Agrarian History of South Asia*, Part 4, Vol. 4.

Discipline Specific Elective - 1

(Any two)

Discipline Specific Elective – 2

Europe in the Ancient Regime

- 1) Political system in 18th century Europe: The empires, monarchies and republics – the holy Roman empire and the Russian empire – constitutional monarchy in Britain – the monarchical order in Spain, Prussia, Scandinavian countries, Poland and France – the republican order in the United provinces, Switzerland and Venice.
- 2) The Overseas empires and the Trading Companies – Spanish, French, Dutch and English overseas settlements.
- 3) Enlightened Despotism – Russia under Catherine – Austria and Hungary under Joseph II – Prussia under Frederick the Great.
- 4) Society and the Economy – Agriculture and Commerce – Aristocracy and the Bourgeoisie – the towns and the cities – the artisans and peasants – free peasants and serfs.
- 5) European Enlightenment – Scientific revolution and seventeenth century origins – England and Holland – the nature of God controversy – the French enlightenment – the enlightenment public sphere – the enlightenment critique of old regime – the idea of progress.

Suggested Readings:

- 1) M. S. Anderson, *Europe in the Eighteenth Century*
- 2) A. Cobban, *History of Modern France*, Vol. I
- 3) William Doyle, *The Old European Order: 1660 – 1800*
- 4) Carlo Cipolla, *Before the Industrial Revolution: European Society and Economy, 1000–1700*
- 5) Carlo Cipolla, *Fontana Economic History of Europe: The emergence of industrial Societies*
- 6) J. H. Plumb, *England in the Eighteenth Century*
- 7) Nicholas Henshall, *The Myth of Absolutism: Change & Continuity in Early Modern European Monarchy*
- 8) Peter Gay, *The Enlightenment: An Interpretation*
- 9) Paul Hazard, *European Thought in the Eighteenth Century*
- 10) David Ogg, *Europe of the Ancien Regime* (Fontana History of Europe)

Modern Transformation of Japan

1. **Pre-Meiji Japan:** Tokugawa Shogunate—the feudal society and the government, economic condition; encounter with the West; the Perry Mission; the opening up of Japan to the West; the crisis and fall of the Shogunate.
2. **Meiji Restoration:** Causes, Nature; Process of modernization—social, economic, political and military reforms; Meiji Constitution; rise of political parties.
3. **Popular and Democratic Movements:** Satsuma Rebellion and Popular Rights Movement. (3 lectures)
4. **Emergence of Japan as an Imperial Power:** Sino-Japanese War (1894-'95); Anglo-Japanese Alliance; the Russo-Japanese War.
5. **Japan through the two World Wars:** Japan and World War I; Twenty-One Demands; Washington Conference; Manchurian Crisis—the role of the League of Nations; the failure of the democratic system; the rise of militarism in the 1930s and 1940s; Japan and World War II – from Pearl Harbour to Hiroshima-Nagasaki.

Suggested Readings:

1. Harold M. Vinacke, *History of the Far East in Modern Times*, Kalyani Publishers, New Delhi, 1985.
2. R. S. McCordock, *British Far Eastern Policy, 1894 – 1900*, New York, 1931.
3. Nathaniel Peffer, *The Far East: A Modern History*, The University of Michigan Press, 1958.
4. P. H. Clyde & B. F. Beers, *Far East*, Prentice Hall Press, 1975.
5. Y. B. Jansen, (ed.), *The Cambridge History of Japan vols. V-VI*, Cambridge University Press,
6. Andrew Gordon, *A Modern History of Japan From Tokugawa Times to Present*, Oxford University Press, 2013.
7. E H Norman & L T Woods, *Japan`s Emergence as Modern State*, UBC Press, 2000.
8. D. Chowdhury, *AdhunikJugePurba Asia-r SankhiptaItihas*
9. HaraprasadChattopadhyay, *JapanerItihas*
10. M.K Chattopadhyay, *Chin o JapanerItihas*
11. S Guharoy, *AdhunikPurba Asia : Chin o JapanerItihas*
12. SubodhMukhopadhyay, *AdhunikPurba Asia*.

Modern Transformation of China (1839-1949)

1. **Pre-colonial China:** Structure of the traditional Chinese society; Taoism, Confucius, the peasantry and the gentry; State and bureaucracy, economic structure.
2. **Foreign Contact and Anglo-Chinese Relations:** The Tribute System; the Canton Trade and its collapse; Background and Impact of First and Second Anglo-Chinese Wars (Opium Wars), ‘Open Door’ policy.
3. **Rebellion and Restoration:** Taiping rebellion—background and causes, nature, failure; Tung-chih Restoration and the Self-strengthening Movement – causes, feature and impact.
4. **Movements, Reform and Restoration in China:** The Reform Movement of 1898; Boxer Rebellion—causes, nature and failure; Chinese Revolution of 1911—role of Dr. Sun Yat-sen; Yuan Shih-Kai and Warlordism; May 4th Movement; the rise of the Kuo-Min Tang Party; the First United Front; Chiang Kai-shek; financial imperialism in China.
5. **Formation of Communist Republics in China:** Foundation of the Communist Party; Mao Tse-Tung and the making of the Red Army; the Second United Front; Long March and the Yen-an experiment; the Chinese Revolution (1949)—ideology, causes and significance; the establishment of the People’s Republic of China.

Suggested Readings:

1. Harold M. Vinacke, *History of the Far East in Modern Times*, Kalyani Publishers, New Delhi, 1985.
2. R. S. McCordock, *British Far Eastern Policy, 1894 – 1900*, New York, 1931.
3. Nathaniel Peffer, *The Far East: A Modern History*, The University of Michigan Press, 1958.
4. John K Fairbank (ed.), *The Cambridge History of China vol. X*, Cambridge University Press, 1978.
5. J. Chesneaux et al : *China from Opium War to 1911 Revolution*, Random House, USA, 1988.
6. Imanuel Shu, *The Rise of Modern China*, Oxford University Press, USA, 1999.
7. Lucien Bianco, *Origins of the Chinese Revolutions 1915-1949*, Stanford University Press, 1971.
8. P. H. Clyde & B. F. Beers, *Far East*, Prentice Hall Press, 1975.
9. D. Chowdhury, *Adhunik Juge Purba Asia-r Sankhipta Itihas*
10. Haraprasad Chattopadhyay, *Chiner Itihas*
11. M.K Chattopadhyay, *Chin o Japaner Itihas*
12. S Guharoy, *Adhunik Purba Asia : Chin o Japaner Itihas*
13. Subodh Mukhopadhyay, *Adhunik Purba Asia*.

Semester VI– HISTORY HONOURS COURSE

War and Diplomacy (1914-1945) (Core-13)

Unit I

Module I

Through war to peace 1914 - 1920

1.1 The condition of Europe in 1914

1.2 The First World War: issues and stakes - appraisals and reappraisals

- 1.3 The dynamics of the war: Wilson's Fourteen Points
- 1.4 The Versailles Settlement of 1919: context, provisions and evaluation
- 1.5 Other treaties

Module II

Revolution and transformation in Russia

- 2.1 War-time politics in Russia
- 2.2 The provisional government under Kerensky
- 2.1 The Bolshevik Revolution: Lenin and Trotsky
- 2.2 The new Soviet Order
- 2.3 From Lenin to Stalin
- 2.4 Soviet foreign policy 1917-1939

Module III

The inter-war period

- 3.1 The new balance of power
- 3.2 League of Nations
- 3.3 Draft Treaty of Mutual Assistance, 1923
- 3.4 Geneva Protocol, 1924
- 3.5 Locarno Treaties, 1925
- 3.6 Pact of Paris, 1928

Unit II

Module I

Road to another global war

- 1.1 Economic depression, 1929-32: prelude to the Second World War
- 1.2 Rise of dictatorship in Germany and Italy - a study in tyranny
- 1.3 Spain on fire: the Civil War, 1936-39
- 1.4 Diplomatic moves: the Nazi-Soviet Nonaggression Pact and the Rome-Berlin-Tokyo Axis

Module II

The gathering storm and war

- 2.1 A historiography of the Second World War
- 2.2 Hitler's foreign policy and origins of the war
- 2.3 With the Old Breed: from the Pacific Theatre to the Eastern and Western fronts
- 2.4 Reappraisal of the concept of appeasement
- 2.5 Coming of the Grand Alliance and conferences at Tehran, Yalta and Potsdam

Suggested Readings:

David Thomson, Europe since Napoleon

Gordon A. Craig, *Germany 1866-1945*
Ludwig Dehio, *Germany and World Politics in the Twentieth Century*
A. J. P. Taylor, *The Struggle for Mastery in Europe, 1848-1918* Stephen J. Lee, *European Dictatorships 1918–1945*
Elizabeth Wiskemann, *The Europe of the Dictators*
Jesse D. Clarkson, *A History of Russia*
Christopher Hill, *Lenin and the Russian Revolution*
J. D. White, *The Russian Revolution: 1917-1921*
David Shub, *Lenin: A Biography*
Sidney Fay, *The Origins of the World War I*
Barbara Tuchman, *The Guns of August: the Outbreak of World War I*
Margaret MacMillan, *The War that Ended Peace: How Europe Abandoned Peace for the First World War*
John Keegan, *The First World War*
James L. Stokesbury, *A Short History of World War I*
Annika Mombauer, *The Origins of the First World War: Controversies and Consensus*
Holger Herwig, ed., *The Outbreak of World War I*
Isaac Deutscher, *Stalin: A Political Biography*
William L. Shirer, *The Rise and Fall of the Third Reich*
Alan Bullock, *Hitler: A Study in Tyranny*
Albert Speer, *Inside The Third Reich*
A. J. P. Taylor, *The Origins of the Second World War*
Antony Beevor, *The Second World War*

Modern Nationalism in India, 1885-1947 (Core –14)

Module I

Early Nationalism

1.1 Emergence of Nationalism in India and its historiography - Economic Nationalism and Cultural Nationalism

- 1.2 Rise of Indian National Congress - Moderates and Extremists.
- 1.3 Anti-Partition Movement in 1905- Swadeshi and Atma Shakti, Revolutionary Movements

Module II

Gandhian Nationalism

- 2.1 Gandhi's Rise to power-Rowlattand Khilafat
- 2.2 Gandhian Mass Movements—Non Cooperation, Civil Disobedience, QuitIndiaMovement

Module III

Other Currents in Nationalism

- 3.1 Ambedkar and Dalit Movements
- 3.2 Left Movements-Peasants and Workers

Module IV

Roots of Communalism

- 4.1 Communal Award
- 4.2 Demand for Pakistan: Pakistan Movement from Cripps Mission to Cabinet Mission Plan.
- 4.3 Partition, Communal Riots and Independence.

Suggested Readings:

1. Bipan Chandra and others, *India's Struggle for Independence*.
2. Sumit Sarkar, *Modern India, 1885-1947*.
3. Bipan Chandra, *Nationalism and Colonialism in Modern India*.
4. SekharBandyopadhyay, *Plassey to Partition and after*.
5. Christopher Jaffrelot, *The Hindu Nationalist Movement and Indian Politics 1925 to the 1990s*, London, 1996.
6. Ayesha Jalal, *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*
7. Joya Chatterjee, *Bengal Divided: Hindu Communalism and Partition, 1932-1947*.
8. RamchandraGuha, *Makers of Modern India*.
9. RamchandraGuha, *Makers of Modern Asia*.
10. Ishita Banerjee-Dube, *A History of Modern India*.
11. Samar Kumar Mallick, *AdhunikBharaterDershoBachor*.
12. Sumit Sarkar, *Adhunik Bharat* (Bengali Translation)
13. Bipan Chandra, *BharaterSwadhinataSangram* (Bengali Translation).
14. A. R. Desai, *Social Background of Indian Nationalism* (also see the Bengali version of this book).

Discipline Centric Elective -3

(Any two from the following four)

Discipline Centric Elective – 4

The Russian Revolution

1. The Background: The Economic and Social development of Russia in the 19th century –reform of Alexander II –the evolution of serfdom: Industrialisation and the working class: the Russian intelligentsia and Slavophiles, Westernisers, the populists and the social democrats.
2. Nicholas II and the Revolution of 1905 –Russian constitutionalism and modern politics.
3. The Revolutions of 1917.
4. The nature of the Bolshevik state and Soviet Democracy –war communism, the new economic policy and the rise of the planned economy.
5. Nationalities and Nationalism in Russia till 1924.

Suggested Readings:

1. Christopher Hill, *Lenin and the Russian Revolution*
2. Nicholas Riasanovsky, *The History of Russia*
3. E. H. Carr, *The Russian Revolution*
4. Alec Nove, *An Economic History of the USSR 1917-1991*
5. R. Suny, *Cambridge History of Russia*, Vol. III
6. Marc Ferro, *October, Birth of Society*
7. Marc Ferro, *The February Revolution*
8. D. Lieven, *Cambridge History of Russia*, Vol. II
9. R. T. Manning, *The Crisis of the Old order in Russia*

Women and Social Change in Nineteenth Century

1. Introduction – Socio-economic changes and women in contemporary Europe – Women's role as wife and mother – 'Angel in the House' in mid-nineteenth century– Emergence of 'New Women'–Suffragists' movements.
2. Women Question and social reform in nineteenth century India–Tension between tradition and modernity - Efforts to modernize women's role - Rammohun Roy, Ishwarchandra Vidyasagar, Keshub Chandra Sen, ,Dayananda Saraswati, Virasalingm, M G Ranade.
3. Printing and emergence of public space –Reformed culture –Women's writing – Emergence of "new woman" in late nineteenth century –PanditaRamabai, Sarala Devi, Begum Rokeya – Nationalism, Becoming the mothers' of the nation.

4. Female education–Traditional and Western – Debates over curriculum –Government’s role –Spread of female education: Bethune School, MahakaliPathsala.
5. Emergence of Women’s organizations- associations founded by men and those founded and managed by women-Swarnakumari Debi’s SakhiSamity and Sarala Debi’s Bharat Stree Mahamandal, emergence of All India Women’s Conference.
6. Debate over marriage –Native Marriage Act of 1872; Age of Consent Bill, 1891, The Rukhmabai Case, Child Marriage Restraint Act of 1927.
7. Professional women: Chandramukhi Bose, KadambiniGanguly and Anandibai Joshi.

Suggested Readings:

Geraldine Forbes, *Women in Modern India*, New Cambridge History of India, Vol.IV.2

KumkumSangari and SudeshVaid ed. *Recasting Women, Essays in Colonial History*

Radaha Kumar, *The History of Doing: An Illustrated Account of Movements for Women’s Rights and Feminism in India, 1800-1990*

Meredith Borthwick, *The Changing Role of Women in Bengal*

MeeraKosambi, *Crossing the Threshold*

Sumit Sarkar and Tanika Sarkar ed. *Women and Social Reform*, Vol. 1 & 2

Tanika Sarkar, *Hindu Wife Hindu Nation*

Rachel Fuchs, *Women in Nineteenth Century Europe*

GhulamMurshid, *AdhuniktarAbhimukheBangaramani*

GhulamMurshid, *RassundarithekeRokeyaNariPragatirEkshoBachhar*

Bharati Ray, *Feminists of Early India: Saraladevi and Begum Rokeya*

Bharati Ray ed. *Nari O Paribar: BamabodhiniPatrika*

Pre-colonial South East Asia

1. The state system – mainland SE Asia in the ancient period – early kingdoms and cultural diversity – Indian influence and the Hindu-Khmer of Cambodia, Mons of Burma and Buddhism, Indianised kingdom of Champa in Vietnam, the Chinese in Malaya and Vietnam, Srivijaya kingdom of Sumatra, the Majapahits of Java, Chola-Srivijaya struggle; the intervention of the Cholas (11th century)

2. Economy – wet rice cultivation, upland shifting and cultivation in the plains and seafaring – sawah agriculture and household based production; trade and markets; structural changes in SE Asian economy between 1st century CE to 1500 CE- Funan (Cambodia), Srivijaya maritime empire, Java. SE Asian maritime economy, international trade and commercial expansion in the mainland, Arabs and Chinese (1100-1300)
3. Religion: Theravada and Mahayana Buddhism in mainland SE Asia – Mon kingdoms and dissemination of Theravada Buddhism; links with Sri Lanka (12th century onwards); Islam in the 9th century in Malayan and Indonesian archipelago – Sufi mystical influence – Indonesian *tarekat* - toleration of non-Muslim practices and beliefs.
4. Europeans – Portuguese in the 16th century; Dutch and English in the 17th century.

Suggested Readings:

Norman G. Owen, *Routledge Handbook of Southeast Asian History*

Muthiah Alagappa, *Political Legitimacy in Southeast Asia: The Quest for Moral Authority*

Peter Church, *A Short History of South East Asia*

Nicholas Tarling, *The Cambridge History of Southeast Asia, Vol.2*

Jonathan Rigg, *South East Asia: A Region in Transition*

Ooi Keat Gin, Hoang Auh Tuan, *Early Modern Southeast Asia, 1350-1800*

Anthony Reid, *Charting the Shape of Early Modern Southeast Asia*

-----, *A History of South East Asia: Critical Crossroads*

Amitav Acharya, *The Making of Southeast Asia*

Michael Arthur Aung-Thwin, Kenneth R. Hall, *New Perspectives on the History and Historiographies of South East Asia: Continuing Explorations*

David G. Marr, Anthony Crothers Milner, *Southeast Asia in the 9th to 14th Centuries*

Barbara Watson Andaya, Leonard Y. Andaya, *A History of Early Modern Southeast Asia, 1400-1830.*

International Relations after the World War II (1945-1991)

1. A New World Order and the Origin of the Cold War
2. Cold War—Its Ideology and emergence of American and Soviet Block
3. Economic and military alliance: NATO, SEATO, COMECON, Warsaw Pact

4. Crisis in Hungary, Polish question, Suez crisis, Palestine problem, Iran-Iraq conflict, Gulf War of 1990-91, Arab-Israel War
5. Third World and Its ideology, organizations: OPEC, SAARC, ASEAN
6. Détente
7. Collapse of Soviet Bloc: Process of disintegration

Suggested Readings:

P. Calvocoressi, *World since 1945*

K Kaushik, *History of Communist Russia, 1917-1991, New Delhi, Macmillan 2006*

W.C. Williams, H. Piotrowski, *The World since 1945—A History of the International Relations*

A Briggs, P. Clavin, *Modern Europe 1789 - Present*



KAZI NAZRUL UNIVERSITY

SYLLABUS FOR B.A. GENERAL PROGRAMME in HISTORY

(6 SEMESTER PATTERN)

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

Semester-I

	COURSE TYPE: Core - 1
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Ancient India

1. Harappan Civilisation: Features & Town Planning, Decline
2. Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early & Later Vedic Period
3. State Formation in Early India :Mahajanapadas
4. Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline
5. Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall
6. India After the Guptas

Suggested Readings:

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

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

Bhattacharjee, Sukumari, *Women and Society in Ancient India.*

Chakrabarty, Ranabir, *Exploring Early India upto A.D. 1300.*

Habib, Irfan (General Editor), A Peoples.

(a) *Vol. I –Pre History.*

(b) *Vol. II –The Indus Civilization.* (c) *Vol. III -- The Vedic Age.*

(d) *Vol. IV –The Mauryas.*

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

Jha, D.N., *Ancient India: An Introduction.*

Kochar, R., *The Vedic People.*

Kosambi, D.D., *An Introduction to the Study of Indian History.*

Kulke, H., *The State in India (1000-1700).*

Lahiri, Naianjyot, *The Decline and Fall of the Indus Civilization.*

Ratnagar, Shireen, *The End of the Great Harappan Tradition.*

Sastri, K.A., *A History of South India from Pre-historic Times to the fall of Vijaynagar,*

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

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

Thapar, Romila, *From Lineage to State.*

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

Thapar, Romila, *The Mauryas Revisited.*

Romila, Thapar, *Asoka and the Decline of the Mauryas.*

Ranabir Chakraborty, *Bharat Itihas Adiparba*

Semester II

	COURSE TYPE: Core - 3
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Medieval India

1. Arab Conquest of Sindh: Nature and Impact
2. Causes and Consequences of Early Turkish invasion
3. Mahmud of Ghazni and Shihab-ud-din of Ghur
4. Establishment and consolidation of the Sultanate:
Qutb-ud-din Aibak to Firuz Shah Tughluqs, polity, economy, culture
5. Emergence of regional powers: Vijaynagar and Bahamani Kingdoms, Hussain Shahi and Iliyas Shahi Dynasties.
6. Mughal Imperialism : Establishment and consolidation - Greater Mughals; Polity, economy, culture
7. Socio-cultural syncretism, Bhakti & Sufi movements.

Suggested Readings:

1. Ahmed, Bashir, *Akbar, The Mughal Emperor*.
2. Chandra, S., *History of Medieval India*.
3. Habib, Irfan, *Medieval India: The Study of a Civilization*.
4. Habib, Irfan, *Economic History of Medieval India: A Survey*.
5. Habib, Irfan, *The Agrarian System of Mughal India*.

- 6..Habibullah, A.B.M., *The Foundation Of Muslim Rule in India.*
- 7.Hasan A. Mahdi, *The Tughlaq Dynasty.*
- 8.Hasan, S. Nurul, *Thoughts on Agrarian Relations in Mughal India.*
- 9.Jackson, Peter, *The Delhi Sultanate: A Political and Military History.*
- 10.Kulke , H. (ed.), *The State in India(1000-1700).*
- 11.Kumar, Sunil, *The Emergence of the Sultanate of Delhi.*
- 16.Raychaudhuri, T.K and Habib, I. (ed.), *The Cambridge Economic History of India.*
- 17.Stein, Burton, *Vijayanagara.*
- 18.Alam, Muzaffar and Subhramanyan, Sanjoy (eds.), *The Mughal State.*
- 19.Ali, M. Athar, *Mughal India, Studies in Polity, Ideas, Society and Culture.*
- 20.Ali,M. Athar, *The Mughal Nobility under Aurangazeb.*
- 21.Chandra, Satish, *A History of Medieval India.*
- 22.Richards, J.F., *The Mughal Empire.*
- 23.Tripathi, R.P., *The Rise and fall of Mughal India.*
- 24.Tripathi, R.P., *Some Aspects of Muslim Administration.*

Semester III

	COURSE TYPE: Core - 5
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Select Themes in the Colonial Impact on Indian Economy and Society

1. Colonial State institutions and ideologies: Colonial Economic interests, Company's Commerce, Mercantilism to Free trade, Deindustrialisation and Drain of Wealth.
2. Land Settlements and agricultural change— Commercialisation of Agriculture.
3. Modern Industrialisation — Long term Constraints
4. Census and Caste — Colonial ethnology — Sanskritisation, Westernisation and Social reform—Young Bengal, Brahma Samaj & Prarthana Samaj
5. Reformism and Revivalism: The Aryadharma and Ramkrishna Vivekananda Movement.
6. Islamic reform in India : The Reformers and the Orthodox.

Suggested Readings:

Tirthankar Roy, *Economic History of India, 1857-1914*

K. N. Raj, *Essays on the Commercialization of Indian Agriculture*

Sekar Bandyopadhyay, *Caste, Culture and Hegemony: Social Dominance in Colonial Bengal*

Thomas R. Trautmann, *Aryans and British India*

Mushirul Hasan, *Writing India: Colonial Ethnography in the Nineteenth Century*

G. S. Ghurye, *Caste and Race in India*

Dipankar Gupta, *Caste in Question: Identity or Hierarchy*

Nicholas B. Dirks, *Caste of Mind: Colonialism and the Making of Modern India*

Shriram Maheswari, *The Census Administration under the Raj and After*

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

Douglas M. Peers, *India under Colonial Rule, 1700-1885*

B. R. Tomlinson, *The Economy of Modern India, 1860-1970*

Gurilym Beckerlegge, *The Ramakrishna Mission: The Making of Modern Hindu Movement*

Jayasree Mukherjee, *The Ramakrishna-Vivekananda Movement: Impact on Indian Society and Politics, 1893-1922*

Neilesh Bose, *Recasting the Region: Language, Culture and Islam in Colonial Bengal*

Shireen Maswood, Amit Dey and Ritwika Biswas, *Between Tradition and Modernity: Aspects of Islam in South Asia*

Barbara D. Metcalf, *Islam in South Asia in Practice*

-----, *Islamic Revival in British India: Deoband 1860-1900*

Kenneth W. Jones, *Socio-Religious Reform Movements in British India, Part 3, Vol. 1*

H.O. Pearson, *Islamic Reform and Revival in Nineteenth Century India.*

	COURSE TYPE: Skill Enhancement Course - 1
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The Making of Indian Foreign Policy

1. Historical Factors in India's foreign policy priorities –pan Asianism
2. The State India and the Third World –Non-alignment –Regional Cooperation
3. India and South Asia: Relationship with the Neighbours
4. India and the Great Powers –(a) United States (b) Soviet Union (c) China
5. India and Globalisation–Economic Diplomacy –The Look East Policy and the European Union
6. India's Nuclear Policy

Suggested Readings:

1. A. Appadorai, *Domestic Roots of India's Foreign Policy 1947-1972*
2. U. S. Bajpai (ed.), *Indian Foreign Policy: The Indira Gandhi Years*
3. Jayantanuja Bandyopadhyay, *The Making of Indian Foreign Policy*
4. Verinder Grover (ed.), *International Relations and Foreign Policy of India*
5. Linda Racioppi, *Soviet Policy Towards South Asia since 1970*

Semester-IV

	COURSE TYPE: Core - 7
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Modern Nationalism in India

1. Emergence of Nationalism in India and its historiography.
2. Economic Nationalism and Cultural Nationalism
3. Rise of the Indian National Congress
4. Anti-partition movement in 1905- Concept of Swadeshi and atmasakti
5. Gandh's Rise to power; Gandhian Mass Movements—Non-cooperation, Civil Disobedience , Quit India Movement.
6. Roots of Communalism and Communal Award
7. Demand for Pakistan : Pakistan Movement from Cripps Mission to Cabinet Mission Plan.
8. Partition and its Aftermath

Suggested Readings:

1. Bandyopadhyay, Sekhar, *From Plassey to Partition*.
2. Sarkar Sumit, *Modern India* .
3. Chandra Bipan , *India's Struggle for Independence/ India after Independence*.
4. Desai A.R., *Social Background of Indian Nationalism*.
5. Datta K.K., *Social History of Modern India*.
6. Mukherji H.N., *India's Struggle for Freedom*.
7. Chatterji Jaya, *Bengal Divided: Hindu Communalism and partition*.

8. TripathyAmalesh, *SwadinataSangrameBharaterJatiyo Congress*.
9. Wolpert Stanly, *A new History of India*.
10. ChattopadhyayPranab Kumar, *Adhunik Bharat*.
11. Chattopadhyay, MrinalKanti, *JyatiyotabadiJinnah :ChintarKromobibartan*.
12. Mallik Samar, *AdhunikBharaterRupantar : Raj ThekeSwaraj*.
13. Pahadi, Gopalkrishna, *Adhunik Bharat Charcha*.

	COURSE TYPE: Skill Enhancement Course
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Literature and History: Bengal

1. History and Literature : An Overview
2. Dichotomy between Itihasa and History- sense of itihasa in pre-colonial period as part of literature. Concept of 'mythic time' and 'historical time'. Beginning of history-writing in Bengal. Elements of literature in it.
3. Novel as a new literary genre –looking at past through literature. Ramesh Chandra Majumdar, Akshay Kumar Maitreya, Raman Pillai, Chandu Menon, Phakirmohan Senapati.
4. Power and Patriotism: Bankim's Nationalism: *Bande Mataram*, Anandamath
Tagore's Nationalism and Universalism: His Novels: *Ghare Baire* and *Char Adhyay*
5. Sarat Chandra Chattopadhyay and the Indian Women of Early 20th Century: Some reflections in the novels- *Charitrahin* and *Pother Dabi*; Difference of Perspective between Bankim and Tagore .
5. Narratives of Suffering - Economic and Caste discrimination: Tarashankar and the Social milieu in the pre Independent Bengal with special reference to *Ganadevata* and *Hansuli Banker Uakatha*
6. Satinath Bhaduri & the Gandhian Movement: *Dhorai Charit Manas*.

Suggested Readings:

Ashin Dasgupta, *Itihas O Sahitya*

ArabindaSamanta,

MeenakshiMukhopadhyay, UpanyaseAtitItihas O Kalpaitihas

PriyadarseeChakraborty ed., History in Literature - Literature As History,The Issue Revisited

RabindraRochonabali

RomilaThapar, Time as a Metaphor of History: Early India

Sisir Kumar Das,*History of Indian Literature: 1911-1956, struggle for freedom : triumph and tragedy*

SatinatyhBhadurirNirbachitaRochonaboli

SaratSahityaSamagra, Vol 1&2

TarasankarBandyopadhyay,Hansuli Banker Upakotha,

TarasankarBandyopadhyay,*Ganadevata*.

Semester V

	COURSE TYPE: Discipline Specific Elective (DSE - 1) – any one is to be chosen
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Renaissance and Reformation

- 1) Political and social background –political system in early modern Europe –collapse of feudalism –and the changing economic life in the 15th and 16th century –commerce and navigation –monarchies and city states –features of the early modern state –the printing revolution.
- 2) Italian city states, the merchants, the church and the social context of the renaissance – origins of humanism –rediscovery of the classes –the impact of humanism on art, education and political thought –Machiavelli and the idea of a modern state.
- 3) The background to the reformation –intellectual and popular anti-clericalism –Martin Luther and the reformation –reformation in the national context: France, Switzerland and England –the distinctiveness of the English reformation –Radical reformation –the Anabaptists, etc. - counter reformation.
- 4) Renaissance science and the emergence of a secular culture

Suggested Readings:

William Roscoe Estep, *Renaissance and Reformation*

Bard Thompson, *Humanists and Reformers: A History of the Renaissance and Reformation*

Jo Eldridge Carmey, *Renaissance and Reformation, 1500-1620: A Biographical Dictionary*

David L. Morse and William M. Thompson eds., *History of Political Ideas*, Vol V (*Renaissance and Reformation*)

James A. Patrick ed. ,*Renaissance and Reformation*, Vol. 1

Steven E. Ozment, *Religion and Culture in the Renaissance and Reformation*

Jonathan W. Zophy, *A Short History of Renaissance and Reformation Europe*

Dorothy Mills, *Renaissance and Reformation Times*

Tom Monaghan, *Renaissance, Reformation and the Age of Discovery, 1450-1700*

William Gilbert, *The Renaissance and the Reformation*

Charles G. Nauert, *Humanism and the Culture of Renaissance Europe*

Norman F. Cantor and Michael S. Werthman, *Renissance, Reformation and Absolutism: 1450-1650*

Lisa Mullins, *Science in the Renaissance*

Marie Boas Hall, *The Scientific Renaissance 1450-1630*

VickeyHerold, *Science during the Renaissance*

Aldo Altamore and GiobvanniAntonini, *Galileo and the Renaissance Scientific Discourse*

Stephen Pumfrey, Paolo L. Rossi, *Science, Culture and Popular Belief in Renaissance Europe*

	COURSE TYPE: Discipline Specific Elective (DSE - 2) – any one is to be chosen
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Europe in the Ancient Regime

- 1) Political system in 18th century Europe: The empires, monarchies and republics – the holy Roman empire and the Russian empire – constitutional monarchy in Britain – the monarchical order in Spain, Prussia, Scandinavian countries, Poland and France – the republican order in the United provinces, Switzerland and Venice.
- 2) The Overseas empires and the Trading Companies – Spanish, French, Dutch and English overseas settlements.

- 3) Enlightened Despotism – Russia under Catherine – Austria and Hungary under Joseph II – Prussia under Frederick the Great.
- 4) Society and the Economy – Agriculture and Commerce – Aristocracy and the Bourgeoisie – the towns and the cities – the artisans and peasants – free peasants and serfs.
- 5) European Enlightenment – Scientific revolution and seventeenth century origins – England and Holland – the nature of God controversy – the French enlightenment – the enlightenment public sphere – the enlightenment critique of old regime – the idea of progress.

Suggested Readings:

- 1) M. S. Anderson, *Europe in the Eighteenth Century*
- 2) A. Cobban, *History of Modern France*, Vol. I
- 3) William Doyle, *The Old European Order: 1660 – 1800*
- 4) Carlo Cipolla, *Before the Industrial Revolution: European Society and Economy, 1000–1700*
- 5) Carlo Cipolla, *Fontana Economic History of Europe: The emergence of industrial Societies*
- 6) J. H. Plumb, *England in the Eighteenth Century*
- 7) Nicholas Henshall, *The Myth of Absolutism: Change & Continuity in Early Modern European Monarchy*
- 8) Peter Gay, *The Enlightenment: An Interpretation*
- 9) Paul Hazard, *European Thought in the Eighteenth Century*
- 10) David Ogg, *Europe of the Ancien Regime* (Fontana History of Europe)

	COURSE TYPE: Generic Elective (GE - 1)
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Life and Thought of Rabindranath Tagore

1. Tagore's experience of growing up – recollections of his childhood in *JeevanSmriti* – the visit to England as a young man – comparing the East and the West in the context of the larger impact of the westernization in Indian society – *Europe PravasirPatra*

2. The poet as a public figure – nationalism and swadeshi – *SwadeshiSamaj* essays: the notion of *atmasakti* – rural reconstruction and *samabaya* – the search for a distinctive Indian history and assimilationist civilization: *Itihasa*, *Bharat BarsherItihasa* and *Bharat BarsheItihasherDhara*
3. Temporary withdrawal from public life and concentration on Shantiniketan Ashram – winning the Nobel Prize - the experience of the First World War and the growingly critical mood about western nationalism – the distinction between the western and eastern nationalism: Tagore’s essays on Nationalism
4. Jalianwalabag massacre, renunciation of Knighthood and the return to the engagement of national politics – Tagore and Gandhi, friendships and differences – the religion of man and Tagore’s universalism – travels in Russia and new intellectual engagements – search for India’s place in Asia – the vision of Greater India: *Parasye and Java Yatrir Diary*
5. The Second World War on the poet’s predicament – the crisis of civilization – the *Kalanta* essays

Suggested Readings:

1. Sabyasachi Bhattacharya, *Rabindranath Tagore: An Interpretation*
2. -----, *Talking Back: The Idea of Civilization in the Indian Nationalist Discourse*
3. Prabhat Kumar Mukhopadhyay, *RabindraJeevani O RabindraSahityaPrabeshak*, 1-4
4. Krishna Kripalani, *Rabindranath Tagore: A Biography*
5. Krishna Dutta and Andrew Robinson, *Rabindranath Tagore: The Myriad-Minded Man*
6. Sisir Kumar Das (ed.), *The English Writings of Rabindranath Tagore* [relevant writings]
7. *RabindraRachanabali*(West Bengal Government and Visva-Bharati) [relevant writings]
8. Prasanta Kumar Pal, *Rabi Jivani*, Vol. 1-9 [relevant sections]

DebajyotiBandyopadhyay, *RabindranatherJatiyatabad-BirodhiSwadeshprem*

Archaeology and Museum Making in Colonial India

1. The development of archaeological knowledge –early archaeological explorations: Establishment of the Archaeological Survey of India: the archaeological mapping by Alexander Cunningham –Curzon and the new impetus for archaeological conservation: Sir John Marshall and the development of Indian archaeology in the early twentieth century
2. Archaeology as the new foundation for an authentic history of India –Archaeological explorations, excavations and conservation and the creation of heritage sites - A few major sites of archaeological excavations: Public archaeology and popularization of archaeological sites –Archaeology in travel writings –Competing cultural visions around a few major heritage sites.
3. Archaeology and culture –Local historians and archaeological knowledge –the culture of collection and valorization of artifacts-----Collecting and museum making-----the profiles of a few prominent collectors and museum makers
4. Archaeology and the Museum Movement in India-----the Indian Museum----the Provincial museums and the local museums----Background to the formation of the National Museum

Suggested Readings:

1. Basham, A. L. (ed.) *A Cultural History of India* (Delhi, 1975).
2. Chakrabarty, Dilip, *A History of Indian Archaeology from the Beginning to 1947* (Delhi, 1988).
3. GuhaThakurta, Tapati, *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India* (Delhi, 2004).

4. GuhaThakurta, Tapati, 'The Endangered Yakshi: Careers of an Ancient Art Object in Modern India' in Partha Chatterjee and Anjan Ghosh, eds, *History and the Present*, New Delhi, 2002.
5. Kejariwal, O. P., *The Asiatic Society of Bengal and the Discovery of India's Past, 1784-1813*, Delhi, 1988
6. Lahiri, Nayanjot, *Marshalling The Past: Ancient India and its Modern Histories*, Permanent Black, 2012
7. Roychowdhry, Madhuparna, *Displaying India's Heritage: Archaeology and Museum Movement in Colonial India*, Orient Blackswan Publications, Delhi, 2015
8. Singh, Upinder, *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*, Delhi, 2004 .

Semester VI

	COURSE TYPE: Discipline Specific Elective (DSE- 3) any one is to be chosen
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Modern Europe

1. French Revolution and Napoleon: Crisis of Ancien Regime : Socio-Political and Economic Condition, Intellectual Impetus: The Revolution in the making, Phases of the French Revolution: the Aristocratic Revolution, The rise of Napoleon Bonaparte: Napoleonic Empire and Europe, Fall of Napoleon: Continental System, Impact of Napoleon in Europe
2. Restoration and reaction in Europe: Vienna Congress, Metternich Era.
3. Movements of National Aspirations: Unification of Italy, Unification of Germany, The Third Republic and the Paris Commune, The Eastern Question.
4. Causes of the First World Wars

Suggested Readings:

1. Fisher H.A.L., *History of Europe*.
2. Thomson David, *Europe since Napoleon*.
3. Lipson E., *Europe in the 19th and 20th Centuries*.
4. Hazen C D., *Europe since 1815*.
5. Ketelby, *History of Modern Times*.
6. Cipolla (ed.), *Fontana Economic History of Europe*.
7. Taylor A.J.P., *Origins of the Second World War*.
8. Taylor AJP, *The struggle for Mastery in Europe*.
9. Carr E.H., *International Relations between the Two World Wars*.
10. Hobsbawm E.J., *Age of Revolution/ Age of Empire*.

11. Roberts J.M., *Europe 1880-1945*.
12. Lefebvre G., *Coming of the French Revolution*.

	COURSE TYPE: Discipline Specific Elective (DSE- 4) any one is to be chosen
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Post-World War II Politics

1. A New World Order and the Origin of the Cold War
2. Cold War—Its Ideology and emergence of American and Soviet Block
3. Economic and military alliance: NATO, SEATO, COMECON, Warsaw
4. Crisis in Hungary, Polish question, Suez crisis, Palestine problem, Iran-Iraq conflict, Gulf War of 1990-91, Arab-Israel War
5. Third World and Its ideology, organizations: OPEC, SAARC, ASEAN
6. Détente
7. Collapse of Soviet Bloc: Process of disintegration

Suggested Readings:

1. Taylor, A.J.P., *Origins of the Second world War*
2. Carr, E.H. a) *International Relations between the two World Wars*
b) *The twenty years crisis 1919-39: An Introduction to the Study of the International relations*
3. Calvocoressi. P. , *World since 1945*
4. Kaushik, K., *History of Communist Russia 1917-1991* , New Delhi, Macmillan 2006
5. Williams, W.C., H. Piotrowski, *The World since 1945—A History of the International Relations*

Visual and Performative Culture in Modern Bengal

1. Definition of Visual and Performative Culture.
2. The coming of new forms of public entertainment –art, cinema and drama.
3. The theatre culture sites with Jatra culture.
4. Physical culture movement in Bengal: Indigenous and Western
5. Circus as a form of Physical Culture in Bengal. New space of performing art –the case of Bengali songs and dance.
6. The domain of marginalised and middle-class –modernity, colonial state, distortion and indigenous culture.

Suggested Readings:

Tapati Guha Thakurta, *The Making of a New 'Indian' Art: Artists, Aesthetics and Nationalism in Bengal, c. 1850-1920*, Cambridge University Press, New Delhi, 2007

Archana Verma, *Performance and Culture: Narrative, Image and Enactment in India*, Cambridge Scholars Publishing, New Delhi, 2011

Gayatri Sinha, *Art and Visual Culture, 1857-2007*, Marg Publications, New Delhi, 2009

Catherine B. Asher, Cynthia Talbot, *India before Europe*, Cambridge University Press, New York, 2006

Amitava Chatterjee ed., *People at Play: Sport, Culture and Nationalism*, Setu Prakashani, Kolkata

Amitava Chatterjee, ed., *People at Large: Popular Culture in Modern Bengal*, Setu Prakashani, Kolkata

Amitava Chatterjee, *Exhibiting Masculine Identity through Circus in Colonial Bengal*, Studies in People's History, Vol. 2, No. 2, 2015

Amitava Chatterjee, ed. *Itihase Janasanskriti*, Gangchil, Kolkata

Kaushik Bandyopadhyay, *Khela Jakhon Itihas*, Setu Prakashani, Kolkata

Sumanta Banerjee, *The Parlour and the Streets: Elite and Popular Culture in Nineteenth Century Calcutta*, Seagull Books, Calcutta

Sumanta Banerjee, *Unish Shataker Kolkata O Saraswatir Itar Santwan*, Anustup, Kolkata

Nirmal Bandyopadhyay, *Unish Shataker Bangla Sadharan Rangalay: Itihas, Jatiyatabad, Samajjiban*, Saptarshi Prakashani, Kolkata

Darshan Choudhury, *Bangla Theatreer Itihas*, Pustak Bipani, Kolkata

	COURSE TYPE: Skill Enhancement Course - 4
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Colonial Science in India: Institutions and Practices

1: Science in Colonial India: Problems and Perspectives

2: Science and Colonial Explorations: Science and Orientalism-Early European Scientists: Surveyors, Botanists, Doctors under the East India Company Service

3: Science in Practice: Botanical Garden, Geological Survey of India, Medical College, Indian Association for the Cultivation of Science.

4: Science and Indigenous Personality: Prafulla Chandra Ray, Jagadish Bose, MahendraLal Sarkar, MaghnadSaha, C.V. Raman- Emergence of National Science

5: Colonial Science in India: Science and Indian Nationalism-Response and Resistance- Ideas of Mahatma Gandhi and other Indian Nationalists.

Suggested Readings :

1. Deepak Kumar, *Science and the Raj: A Study of British India*, Oxford University Press, New Delhi, 2006

2. David Arnold, *Science, Technology and Medicine in Colonial India*, Cambridge University Press, Cambridge, 2000

3. Uma Das Gupta ed., *Science and Modern India: An Institutional History, c. 1784-1947*, Pearson-Longman, New Delhi, 2011

4. ArunBandyopadhyay, *Science and Society in India, 1750-2000*, Manohar, New Delhi, 2006

5. Pratik chakrabarti, *Western Science in Modern India; Metropolitan Methods, Colonial Practices*, Permanent Black, New Delhi, 2004

6. S. IrfanHabib, Dhruv Raina and Zaheer Baber, eds., *Social History of Science in Colonial India*, Oxford University Press, New Delhi, 2007

7. Satpal Sanwan, *Science, Technology and Colonisation: An Indian Experience, 1757-1857*, AnamikaPrakashan, New Delhi, 1991
8. J. B. Lourdasamy, *Science and National Consciousness in Bengal: 1870-1930*, Orient Longman, New Delhi, 2004
9. Deepak Kumar, *Science and Empire: Essays in Indian Context, 1700-1947*, AnamikaPrakashan, New Delhi, 1991
10. ChittabrataPalit, *Scienceand Nationalism in Bengal, 1876-1947*, Institute of Historical Studies, Kolkata, 2004



PROGRAMME	
SUB: HISTORY	
HONOURS	
PROGRAMME	
COURSE OUTCOME	
<ol style="list-style-type: none"> 1. To utilize historical facts in life 2. Understanding cultural roots and heritage 3. Acquiring clarity of vision 4. Understanding political ideologies 5. Ideas of the anthropology and World History 	
PROG OUTCOME	

MAPPING PROGRAMME OUTCOME

PO1	PO2	PO3	PO5	PO6	PO7
CRITICAL THINKING	EFFECTIVE COMMUNICATION	SOCIAL INTERACTION	LABORATORY SKILL	ENVIRONMENT SUSTAINABILITY	SELF LEARNING
CC1		GEC1			SEC1
CC2	GEC4	GEC2			DSEC1
CC3	SEC2	GEC3			
CC4		DSEC2		DESC2	
CC5		DSEC3		DSEC4	
CC6		DSEC4			
CC7					
CC8					
CC9					
CC10					
CC11					
CC12					
DSEC1					
CC13					
CC14					
DSEC3					

Sanchai Bhattacharya
 CO-ORDINATOR
 IQAC
 Pandaveswar College
 Paschim Bardhaman
 27/6/24

Jayant Kumar
 27/06/24
 PANDAVESWAR COLLEGE
 Pandaveswar, Paschim Bardhaman

Learning Outcome based Curriculum Framework (LOCF)

For

Choice Based Credit System (CBCS)

Syllabus

B.Sc.(Program) in Physics
w.e.f. Academic Session 2020-21



Kazi Nazrul University
Asansol, Paschim Bardhaman
West Bengal 713340

Preamble

B. Sc. (Program) with Physics

The learning outcomes-based curriculum framework (LOCF) for the undergraduate program like B.Sc.(Physics) is intended to create an academic base that responds to the need of the students to understand the basics of Physics and its steadily developing nature of applications in clarifying all the observed natural phenomenon just as foreseeing the future applications to the new wonder with a global perspective. The graduates should have the option to exhibit a basic comprehension of the scholastic field of Physics, its diverse learning regions like Classical Physics, Electricity and Magnetism, Thermal Physics, Optics, Computational Physics, Modern Physics, Astronomy and Astrophysics, Electronics and Nanotechnology and applications. The graduates ought to have the option to exhibit procedural knowledge that makes various kinds of experts identified with various spaces of study in Physics, including research and development, teaching and government and public service.

The curriculum framework is planned and detailed to obtain and keep up with norms of accomplishment as far as knowledge, understanding and skills in Physics and their applications to the natural phenomenon just as the improvement of logical mentalities and qualities suitable for objective thinking, basic reasoning and creating abilities for critical thinking and starting exploration which are competitive internationally.

Semester - I

Course Name: Mechanics

Course Code: BSCPPHSC101

Course Type: Core (Theory & Practical)	Course Details: CC-1(1)	L-T-P: 4-0-4			
Credit: 6	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	10	20	40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

- 1. Understand vector calculus, classical mechanics of single as well as system of particles within the scope Newtonian formulation.*
- 2. Describe general properties of bulk matter and different types of simple harmonic linear oscillations.*
- 3. Discuss classical mechanics of rotating systems and particle under central force.*
- 4. Introduce Einstein's special theory of relativity and the classical mechanics of fast moving particles.*

Course Content:

Theory:

1. Elementary Vector Calculus: Directional derivatives, gradient, divergence, curl of a vector, line integrals, Gauss's theorem. **(6L)**

2. Mechanics of a Single Particle

Velocity and acceleration of a particle in (i) plane polar coordinates - radial and cross-radial components ; Time and path integral of force; work and energy; Conservative force and concept of potential; Conservation of energy; Dissipative forces; Conservation of linear and angular momentum. **(6L)**

3. Mechanics of a System of Particles

Linear momentum, angular momentum and energy - centre of mass decomposition; Equations of motion, conservation of linear and angular momentum. **(6L)**

4. Rotational Motion

Moment of inertia, radius of gyration; Energy and angular momentum of rotating systems of

particles; Parallel and perpendicular axes theorems of moment of inertia; Calculation of moment of inertia for simple symmetric systems. (6L)

5. Central force Motion

Motion of a particle under a central force field. Kepler's Laws. Satellite in circular orbit and applications. Geosynchronous orbits. Basic idea of global positioning system (GPS).

(6L)

6. **Elasticity:** Elastic moduli and their relations (deduction not required), qualitative idea on bending of beam, torsional oscillation (3L)

7. Oscillations:

SHM: Simple Harmonic Oscillations. Differential equation of SHM and its solution. Kinetic energy, potential energy, total energy and their time-average values. Damped oscillation. Forced oscillations: Transient and steady states; Resonance, sharpness of resonance; power dissipation and Quality Factor. (8L)

8. **Special Theory of Relativity:** Constancy of speed of light. Postulates of Special Theory of Relativity. Length contraction. Time dilation. Relativistic addition of velocities.

(4 L)

Practical

1. Determination of Young's modulus by flexure method.
2. Measurement of the rigidity modulus of a wire by dynamic method.
3. Measurement of surface tension of a liquid by capillary tube method and verification of Jurin's law (capillary tubes of different bores to be supplied).
4. To draw the frequency – resonance length curve of a sonometer wire and to determine an unknown frequency of a tuning fork
5. Measurement of the velocity of sound by Kundt's tube
6. To determine coefficient of viscosity of water by capillary flow method.
7. To determine the elastic constants of a wire by Searle's method.
8. To determine the value of g using Bar Pendulum/ Kater's pendulum.
9. Determination of surface tension of a liquid by Jaeger's method.
10. To study the motion of spring and calculate (a) Spring constant, (b) g and (c) Modulus of rigidity.
11. To determine the moment of inertia of a Flywheel/regular shaped body.

References/ Suggested Readings:

1. Classical Mechanics – J. Goldstein (Narosa Publ. House).
2. Principles Of Mechanics - John. L Synge and Byron. A Griffith,

3. Theoretical Mechanics - M. R. Spiegel, (Schaum's Outline Series) (McGraw-Hill).
4. Mechanics - K. R. Symon (Addison-Wesley).
5. Introduction to Classical Mechanics - R. G. Takwale and P. S. Puranik (Tata McGraw-Hill).
6. Classical Mechanics – N. C. Rana and P. S. Joag (Tata McGraw-Hill).
7. The Feynman Lectures on Physics – Vol I (Addison-Wesley).
8. Mechanics – H. S. Hans and S. P. Puri (Tata McGraw-Hill).
9. Berkeley Physics Course, Vol – I (Mechanics) (Mc Graw Hill).
10. Mechanics – D. S. Mathur (S. Chand and Company).
11. Waves and Oscillations by N K Bajaj
12. Waves and Oscillations by R N Chowdhury

Semester – II

Course Name: Electricity and Magnetism Course Code: BSCPPHSC201

Course Type: Core (Theory & Practical))	Course Details: CC-1(2)	L-T-P: 4-0-4			
Credit: 6	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	10	20	40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. Explain the properties of (i) the electric field produced due to charges at rest; (ii) the magnetic field produced due to steady current, both in free-space and inside matter.
2. Describe the basic idea of electromagnetism, through Maxwell's equation, hence the generation of EM waves.
3. Describes on the electrical circuits and bridges in presence of AC current.

Course Content:

Theory:

1. Electric Field and Electric Potential:

Electric field: Electric field lines. Electric flux. Gauss' Law with applications to charge distributions with spherical, cylindrical and planar symmetry. Conservative nature of Electrostatic Field. Electrostatic Potential. Laplace's and Poisson equations. Potential and Electric Field of a dipole. Force and Torque on a dipole. **(12 L)**

Electrostatic energy of system of charges. Electrostatic energy of a charged sphere. Conductors in an electrostatic Field. Surface charge and force on a conductor. Capacitance of a system of charged conductors. Parallel-plate capacitor. Capacitance of an isolated conductor.

(6 L)

2. Dielectric Properties of Matter: Electric Field in matter. Polarization, Polarization Charges. Electrical Susceptibility and Dielectric Constant. Capacitor (parallel plate) filled with dielectric. Displacement vector **D**. Relations between **E**, **P** and **D**. Gauss' Law in dielectrics. **(4 L)**

Magnetic Field: Magnetic force between current elements and definition of Magnetic Field **B**. Biot- Savart's Law and its simple applications: straight wire and circular loop. Current Loop as a Magnetic Dipole. Ampere's Circuital Law and its application to (1) Solenoid and (2) Toroid.

Properties of **B**: curl and divergence. Vector Potential (qualitative idea). Magnetic Force on (1) point charge (2) current carrying wire (3) between current elements. Torque on a current loop in a uniform Magnetic Field.

(6 L)

3. Magnetic Properties of Matter: Magnetization vector (**M**). Magnetic Intensity(**H**). Magnetic Susceptibility and permeability. Relation between **B**, **H**, **M**. Ferromagnetism. B-H curve and hysteresis.

(2 L)

4. Electromagnetic Induction: Faraday's Law. Lenz's Law. Self Inductance and Mutual Inductance. Reciprocity Theorem. Energy stored in a Magnetic Field.

(3 L)

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

(8 L)

6. Electrical Circuits: AC Circuits: Kirchhoff's laws for AC circuits. Complex Reactance and Impedance. Series LCR Circuit: (1) Resonance, (2) Power Dissipation and (3) Quality Factor, and (4) Band Width.

(4L)

Practical

1. Use a multimeter for measuring (a) Resistances, (b) AC and DC Voltages, (c) DC Current, (d) Capacitances, and (e) Checking electrical fuses.
2. To study the characteristics of a series RC Circuit.
3. To determine an unknown low resistance using Potentiometer.
4. To determine an unknown low resistance using Carey Foster's Bridge.
5. To verify the Thevenin and Norton theorems.
6. To verify the superposition, and maximum power transfer theorems.
7. To determine self inductance of a coil by Anderson's bridge.
8. To study response curve of a series LCR circuit and determine its (a) Resonant frequency, (b) Impedance at resonance, (c) Quality factor Q, and (d) Band width.
9. To study the response curve of a parallel LCR circuit and determine its (a) anti-resonant frequency and (b) Quality factor Q.
10. Measurement of charge and current sensitivity and CDR of Ballistic Galvanometer
11. Determine a high resistance by leakage method using Ballistic Galvanometer.

References/ Suggested Readings:

1. Introduction to Electrodynamics, D.J. Griffiths, 3rd Edn., 1998, Benjamin Cummings.
2. Electricity and Magnetism... By Rakshit and Chatterjee
3. Electricity and Magnetism, Edward M. Purcell, 1986 McGraw-Hill Education
4. Electricity and Magnetism, J. H. Fewkes & J. Yarwood. Vol. I, 1991, Oxford Univ. Press.
5. Feynman Lectures Vol.2, R.P.Feynman, R. B. Leighton, M. Sands, 2008, Pearson Education
6. Electricity, Magnetism & Electromagnetic Theory, S. Mahajan and Choudhury, 2012, Tata McGraw-Hill Education

Semester - III

Course Name: Basics of Thermal and Statistical Physics

Course Code: BSCPPHSC301

Course Type: Core(Theory & Practical)	Course Details: CC-1(3)	L-T-P: 4-0-4			
Credit: 6	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	10	20	40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. Realize the kinetic theory of ideal classical gas.
2. Explain radiative process of heat transfer
3. Understand the laws of thermodynamics and their applications in simple system.
4. Introduce (i) classical (MB) and quantum (BE, FD) distributions as most-probable micro-canonical distributions; (ii) different thermodynamic quantities (viz., entropy, pressure, chemical potential etc.) (iii) black-body radiation and BE condensation.

Course Content:

Theory:

1.Laws of Thermodynamics: Thermodynamic Description of system, Zeroth Law of thermodynamics and temperature. First law and internal energy, conversion of heat into work, Various Thermodynamical Processes, Applications of First Law: General Relation between C_p & C_v , Work Done during Isothermal and Adiabatic Processes, Compressibility & Expansion Coefficient, Reversible & irreversible processes, Second law & Entropy, Carnot's cycle & theorem, Entropy changes in reversible & irreversible processes, Entropy-temperature diagrams, Third law of thermodynamics, Un attainability of absolute zero. **(16 L)**

2.Kinetic Theory of Gases: Brownian motion; Pressure expression (elementary calculation); Derivation of Maxwell's law of distribution of velocities and its experimental verification, Mean free path (Elementary calculation), Transport Phenomena: Viscosity, Conduction and Diffusion (for vertical flow), Law of equipartition of energy (no derivation) and its applications to specific heat of gases; mono-atomic and diatomic gases. **(11L)**

3.Theory of Radiation: Blackbody radiation, Spectral distribution, Concept of Energy Density, Derivation of Planck's law, Deduction of Wien's distribution law, Rayleigh-Jeans Law, Stefan

Boltzmann Law and Wien's displacement law from Planck's law.

(8 L)

4. Statistical Mechanics: Phase space, Macrostate and Microstate, Entropy and Thermodynamic probability, Maxwell-Boltzmann law - distribution of velocity - Quantum statistics - Fermi-Dirac distribution law - electron gas - Bose-Einstein distribution law - photon gas - comparison of three statistics (Derivation not required) Qualitative discussion on Fermi Level, B-E Condensation.

(10 L)

Practical

1. To determine Mechanical Equivalent of Heat, J, by Callender and Barne's constant flow method.
2. To determine the Coefficient of Thermal Conductivity of Cu by Searle's Apparatus.
3. To determine the Coefficient of Thermal Conductivity of a bad conductor by Lee and Charlton's disc method.
4. To determine the Temperature Coefficient of Resistance/boiling point by Platinum Resistance Thermometer
5. To study the variation of Thermo-Emf of a Thermocouple with Difference of Temperature of its Two Junctions.
6. To determine temperature co-efficient of resistance by meter-bridge.
7. Determination of coefficient of linear expansion by optical lever/travelling microscope.

References/ Suggested Readings:

1. Heat and Thermodynamics, M.W. Zemansky, Richard Dittman, 1981, McGraw-Hill.
2. A Treatise on Heat, MeghnadSaha, and B.N.Srivastava, 1958, Indian Press
3. Thermal Physics, S. Garg, R. Bansal and Ghosh, 2nd Edition, 1993, Tata McGraw-Hill
4. Modern Thermodynamics with Statistical Mechanics, Carl S. Helrich, 2009, Springer.
5. Thermodynamics, Kinetic Theory & Statistical Thermodynamics, Sears & Salinger. 1988, Narosa.
6. Concepts in Thermal Physics, S.J. Blundell and K.M. Blundell, 2nd Ed., 2012, Oxford University Press
7. Thermal Physics by Roy Gupta

SKILL ENHANCEMENT COURSE
(Evaluation is to be done internally)

Course Name: Electrical Circuit Network Skills
Course Code: BSCPPHSSEC301

Course Type: SEC (Practical)	Course Details: SEC-1		L-T-P: 0-0-8		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	.....	20	.....

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. *Design and trouble shoots the electrical circuits, networks and appliances through hands-on mode.*
2. *Analyze any given electrical network.*
3. *Synthesize an electrical network from a given impedance/admittance function.*

Course Content:

Practical

- 1. Basic Electricity Principles:** Voltage, Current, Resistance, and Power. Ohm's law, Series, parallel, and series-parallel combinations. AC Electricity and DC Electricity, Familiarization with multimeter, voltmeter and ammeter.
- 2. Understanding Electrical Circuits:** Main electric circuit elements and their combination. Rules to analyze DC sourced electrical circuits. Current and voltage drop across the DC circuit elements. Single-phase and three-phase alternating current sources. Rules to analyze AC sourced electrical circuits. Real, imaginary and complex power components of AC source. Power factor. Saving energy and money.
- 3. Electrical Drawing and Symbols:** Drawing symbols. Blueprints. Reading Schematics. Ladder diagrams. Electrical Schematics. Power circuits. Control circuits. Reading of circuit schematics. Tracking the connections of elements and identify current flow and voltage drop.
- 4. Generators and Transformers:** DC Power sources. AC/DC generators. Inductance, capacitance, and impedance. Operation of transformers.
- 5. Electric Motors:** Single-phase, three-phase & DC motors. Basic design. Interfacing DC or AC sources to control heaters & motors. Speed & power of ac motor.
- 6. Solid-State Devices:** Resistors, inductors and capacitors. Diode and rectifiers. Components in Series or in

shunt. Response of inductors and capacitors with DC or AC sources.

7. Electrical Protection: Relays. Fuses and disconnect switches. Circuit breakers. Overload devices. Ground-fault protection. Grounding and isolating. Phase reversal. Surge protection. Interfacing DC or AC sources to control elements (relay protection device).

8. Electrical Wiring: Different types of conductors and cables. Basics of wiring-Star and delta connection. Voltage drop and losses across cables and conductors. Instruments to measure current, voltage, power in DC and AC circuits. Insulation. Solid and stranded cable. Conduit. Cable trays. Splices: wirenuts, crimps, terminal blocks, split bolts, and solder. Preparation of extension board.

References/ Suggested Readings:

1. A text book in Electrical Technology - B L Theraja - S Chand & Co.
2. A text book of Electrical Technology - A K Theraja
3. Performance and design of AC machines - M G Say ELBS Edn.

Semester - IV

Course Name: Basics of Waves and Optics

Course Code: BSCPPHSC401

Course Type: Core (Theory & Practical)	Course Details: CC-1(4)	L-T-P: 4-0-4			
Credit: 6	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	10	20	40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. Find the resultant of two collinear and mutually perpendicular SHMs and, explain progressive elastic wave.
2. Understand the manifestations of optical wave (viz., interference, diffraction and polarisation).

Course Content:

Theory

1. Superposition of Collinear Harmonic oscillations: Linearity and Superposition Principle. Superposition of two collinear oscillations having (1) equal frequencies and (2) different frequencies (Beats). **(5 L)**

2. Superposition of two perpendicular Harmonic Oscillations: Analytical Methods. Lissajous Figures (1:1) and their uses. **(2 L)**

3. Wave Motion: Plane and Spherical Waves. Longitudinal and Transverse Waves. Plane Progressive (Travelling) Waves. Wave Equation. Particle and Wave Velocities. Differential Equation. Pressure of a Longitudinal Wave. Energy Transport. Intensity of Wave. **(4 L)**

4. Interference of light waves

Young's experiment; spatial and temporal coherence; intensity distribution; Fresnel's biprism, interference in thin film; fringes of equal inclination and equal thickness; Newton's ring.

Michelson's interferometer, Multiple beam interference – reflected and transmitted pattern. Fabry-Perot interferometer. **(9 L)**

5. Diffraction of light waves

Fresnel and Fraunhofer class, Fresnel's half period zones; explanation of rectilinear propagation of light; zone plate. Fraunhofer diffraction due to a single slit, double slit and circular aperture (qualitative). Plane diffraction grating (transmission). Rayleigh criterion of resolution; resolving power of transmission grating. (10 L)

6. Polarisation

Different states of polarisation; double refraction, Huygen's construction for uniaxial crystals; polaroids and their uses. Production of plane, circularly and elliptically polarised light; Analysis of plane and unpolarised light; retardation plates; rotatory polarisation and optical activity; Fresnel's explanation of optical activity; Biquartz and half shade polarimeter. (6 L)

Practical

1. To verify the law of Malus for plane polarized light.
2. To determine the specific rotation of sugar solution using Polarimeter.
3. To analyze elliptically polarized light by using a Babinet's compensator.
4. Determination of angle of prism and to determine refractive index of the Material of a prism using sodium source.
5. To determine the dispersive power and Cauchy constants of the material of a prism using mercury source.
6. To determine wavelength of sodium light using Fresnel Biprism.
7. To determine wavelength of sodium light using Newton's Rings.
8. To determine wavelength of (1) sodium source and (2) spectral lines of mercury source using plane diffraction grating.
9. Determine the refractive index of the material of a convex lens with the help of a 'plane mirror and lens arrangement' for the same.
10. Determine refractive index of a liquid [water (say)] with the help of a plane mirror and a convex lens / travelling microscope.
11. Determine focal length of a concave lens with the help of an auxiliary lens (convex) by displacement method.
12. Determine focal length and power of a concave lens with the help of an auxiliary lens (convex) by displacement method. Also compare the powers of the two lenses (concave & convex). [Focal length of the convex lens may be supplied].

References/ Suggested Readings:

1. Waves: Berkeley Physics Course, vol. 3, Francis Crawford, 2007, Tata McGraw-Hill.
2. Fundamentals of Optics, F.A. Jenkins and H.E. White, 1981, McGraw-Hill
3. Principles of Optics, Max Born and Emil Wolf, 7th Edn., 1999, Pergamon Press.
4. Optics, Ajoy Ghatak, 2008, Tata McGraw Hill
5. The Physics of Vibrations and Waves, H. J. Pain, 2013, John Wiley and Sons.
6. The Physics of Waves and Oscillations, N.K. Bajaj, 1998, Tata McGraw Hill.
7. Optics (Classical & Quantum) -R.K. Kar (Books and Allied)
8. Waves and Oscillations by N K Bajaj
9. Waves and Oscillations by R N Chowdhury
10. Advanced Practical Physics for students, B.L. Flint and H.T. Worsnop, 1971, Asia Publishing House
11. A Text Book of Practical Physics, I. Prakash & Ramakrishna, 11th Ed., 2011, KitabMahal
12. Advanced level Physics Practicals, Michael Nelson and Jon M. Ogborn, 4th Edition, reprinted 1985, Heinemann Educational Publishers
13. A Laboratory Manual of Physics for undergraduate classes, D. P. Khandelwal, 1985, Vani Pub.

SKILL ENHANCEMENT COURSE
(Evaluation is to be done internally)

Course Name: Basic Instrumentation Skills
Course Code: BSCPPHSSEC401

Course Type: SEC (Practical)	Course Details: SEC-II		L-T-P: 0-0-8		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	.....	20	.....

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. Get exposure with various aspects of instruments and their usage through hands-on mode.
2. Do experiments listed below in continuation of the topics.

Course Content:

Theory

1. Basic of Measurement: Instruments accuracy, precision, sensitivity, resolution range etc. Errors in measurements and loading effects. **Multimeter:** Principles of measurement of dc voltage and dc current, ac voltage, ac current and resistance. Specifications of a multimeter and their significance.

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

3. Cathode Ray Oscilloscope: Block diagram of basic CRO. Construction of CRT, Electron gun, electrostatic focusing and acceleration (Explanation only– no mathematical treatment), brief discussion on screen phosphor, visual persistence & chemical composition. Time base operation, synchronization. Front panel controls. Specifications of a CRO and their significance. Use of CRO for the measurement of voltage (dc and ac frequency, time period. Special features of dual trace, introduction to digital oscilloscope, probes. Digital storage Oscilloscope: Block diagram and principle of working.

4. Signal Generators and Analysis Instruments: Block diagram, explanation and specifications of low frequency signal generators. pulse generator, and function generator. Brief idea for testing, specifications. Distortion factor meter, wave analysis.

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

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

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

The test of lab skills will be of the following test items:

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

Laboratory Exercises:

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

Open Ended Experiments:

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

References/ Suggested Readings:

1. A text book in Electrical Technology - B L Theraja - S Chand and Co.
2. Performance and design of AC machines - M G Say ELBS Edn.
3. Digital Circuits and systems, Venugopal, 2011, Tata McGraw Hill.
4. Logic circuit design, Shimon P. Vingron, 2012, Springer.
5. Digital Electronics, Subrata Ghoshal, 2012, Cengage Learning.
6. Electronic Devices and circuits, S. Salivahanan & N. S.Kumar, 3rd Ed., 2012, Tata Mc-Graw Hill.
7. Electronic circuits: Handbook of design and applications, U.Tietze, Ch.Schenk, 2008, Springer.
8. Electronic Devices, 7/e Thomas L. Floyd, 2008, Pearson India.

Semester- V

DISCIPLINE SPECIFIC ELECTIVES (DSE)

Course Name: Modern Physics

Course Code: BSCPPHSDSE501

Course Type: DSE-I (Theory)	Course Details: DSEC-1(1)	L-T-P: 5-1-0			
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. Understand the root in the development of modern physics
2. Understand the relationship between the real and reciprocal space and learn the Bragg's X-ray diffraction in crystals
3. Gain a hands-on learning experience by performing experiments on these properties of materials.
4. Describe the behaviour of matter and energy at atomic and subatomic level

Course Content:

Theory

1. Quantum Theory:

- (a) Failures of Classical Physics: Photoelectric effect; Compton effect; black body radiation and Planck's law (qualitative discussions). **(3L)**
- (b) Line spectra and Bohr's theory of Hydrogen atom; Franck and Hertz experiment (principles only); concept of quantum numbers. **(2L)**
- (c) Vector Atom Model; Stern-Gerlach experiment (principles only); electron spin; alkali spectra – qualitative discussions; Pauli exclusion principle and the periodic table; Zeeman effect. **(5L)**
- (d) Wave particle duality and de Broglie waves; wave and group velocity; Davisson Germer experiment (principles only). **(3L)**
- (e) Schrödinger wave equation (time dependent and time independent); interpretation of the wave function; stationary states; Heisenberg's Uncertainty principle (qualitative discussion with examples); particle crossing a potential barrier – tunneling (no detailed algebra, but basic features and difference with classical physics to be emphasized); particle in one dimensional infinite well. **(10L)**

- 2. Structure of Solids:** Amorphous and Crystalline solids; elementary ideas about crystal structure – unit cell, basis, lattice; fundamental types of lattices; diffraction of X-Rays by a crystal lattice; Bragg’s law. **(8L)**
- 3. Semiconductor Physics:** Qualitative ideas about energy bands; intrinsic semiconductors; doped and extrinsic semi-conductors; electrons and holes; majority and minority carriers; p-n junction and its properties – depletion region, barrier voltage, junction capacitance. **(8L)**
- 4. Nuclear and Elementary Particle Physics:**
- (a) Constituents of the nucleus: Description and conclusions from Rutherford’s experiment (no derivation of formula); constituents of the nucleus. **(2L)**
- (b) Nuclear Gross properties: Mass and binding energy; binding energy curve. **(2L)**
- (c) Unstable Nuclei: radioactive decay laws; successive decays and radioactive equilibrium (transient and secular); alpha, beta and gamma rays. **(3L)**
- (d) Nuclear reactions: examples; systematic and characteristics; artificial radioactivity. **(3 L)**
- (e) Fission and Fusion: Systematics and energy release; chain reaction (qualitative) energy cycles in stars (qualitative). **(3L)**
- (f) Accelerators: basic principles of a cyclotron and a linear accelerator. **(2L)**
- (g) Discovery of elementary particles like pion, positron etc.; concept of anti-particles; quantum numbers of particles; types of interaction in nature; classification of particles – hadrons and leptons, baryons and mesons. **(6 L)**

References/ Suggested Readings:

1. Introduction to Quantum Mechanics (2nd Edition) by David J. Griffiths
2. Quantum Physics of Atoms, Molecules, Solids, Nuclei and Particles, 2ed by Robert Eisberg, Robert Resnick
3. A Textbook of Quantum Mechanics 2/E by P M Mathews and K Venkatesan
4. Quantum Mechanics: Theory and Applications by Ajoy Ghatak and S. Lokanathan
5. Introductory Quantum Mechanics by S. N. Ghoshal
6. Nuclear Physics by S. N. Ghosal
7. Atomic Physics (Modern Physics) by S. N. Ghoshal
8. Modern Atomic Physics by Vasant Natarajan
9. Introduction to Solid State Physics, Charles Kittel, 8th Edition, 2004, Wiley India Pvt. Ltd.
10. Solid State Physics by Singhal.

Course Name: Astronomy & Astrophysics

Course Code: BSCPPHSDSE502

Course Type: DSE-I(Theory)	Course Details: DSEC-1(1)	L-T-P: 5-1-0			
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. Learn how to unravel the secrets of the Universe applying basic physical principles from a broad range of topics in physics to astronomical circumstances.
2. Understand the astrophysical processes and systems, ranging from our own sun to stars, galaxies and the whole universe.
3. Use proficiency in physics, mathematics, computer science, and statistics to get a broader understanding of the universe

Course Content:

Theory

1. Astronomical Scales: Astronomical Distance, Mass and Time, Scales, Brightness, Radiant Flux and Luminosity, Measurement of Astronomical Quantities Astronomical Distances, Stellar Radii, Masses of Stars, Stellar Temperature. Basic concepts of positional astronomy: Celestial Sphere, Geometry of a Sphere, Spherical Triangle, Astronomical Coordinate Systems, Geographical Coordinate Systems, Horizon System, Equatorial System, Diurnal Motion of the Stars, Conversion of Coordinates. Measurement of Time, Sidereal Time, Apparent Solar Time, Mean Solar Time, Equation of Time, Calendar. Basic Parameters of Stars: Determination of Distance by Parallax Method; Brightness, Radiant Flux and Luminosity, Apparent and Absolute magnitude scale, Distance Modulus; Determination of Temperature and Radius of a star; Determination of Masses from Binary orbits; Stellar Spectral Classification, Hertzsprung-Russell Diagram. **(14L)**

2. Astronomical techniques: Basic Optical Definitions for Astronomy (Magnification Light Gathering Power, Resolving Power and Diffraction Limit, Atmospheric Windows), Optical Telescopes (Types of Reflecting Telescopes, Telescope Mountings, Space Telescopes, Detectors and Their Use with Telescopes (Types of Detectors, detection Limits with Telescopes). Physical principles: Gravitation in Astrophysics (Virial Theorem, Newton versus Einstein), Systems in Thermodynamic Equilibrium. **(8L)**

3. The Sun : Solar Parameters, Solar Photosphere, Solar Atmosphere, Chromosphere. Corona, Solar Activity, Basics of Solar Magneto-hydrodynamics. Helioseismology. The solar family (Solar System: Facts and Figures, Origin of the Solar System: The Nebular Model, Tidal Forces and Planetary Rings, Extra-Solar Planets. Stellar spectra and classification Structure (Atomic Spectra Revisited, Stellar Spectra, Spectral Types and Their Temperature Dependence, Black Body

Approximation, H R Diagram, Luminosity Classification)

(10L)

4. The milky way: Basic Structure and Properties of the Milky Way, Nature of Rotation of the Milky Way (Differential Rotation of the Galaxy and Oort Constant, Rotation Curve of the Galaxy and the Dark Matter, Nature of the Spiral Arms), Stars and Star Clusters of the Milky Way, Properties of and around the Galactic Nucleus. (10L)

5. Galaxies: Galaxy Morphology, Hubble's Classification of Galaxies, Elliptical Galaxies (The Intrinsic Shapes of Elliptical, de Vaucouleurs Law, Stars and Gas). Spiral and Lenticular Galaxies (Bulges, Disks, Galactic Halo) The Milky Way Galaxy, Gas and Dust in the Galaxy, Spiral Arms. (10L)

6. Large scale structure & expanding universe: Cosmic Distance Ladder (An Example from Terrestrial Physics, Distance Measurement using Cepheid Variables), Hubble's Law (Distance-Velocity Relation), Clusters of Galaxies (Virial theorem and Dark Matter). (8L)

References/ Suggested Readings:

1. Modern Astrophysics, B.W. Carroll & D. A. Ostlie, Addison-Wesley Publishing Co.
2. Introductory Astronomy and Astrophysics, M. Zeilik and S.A. Gregory, 4th Edition, Saunders College Publishing.
3. The physical universe: An introduction to astronomy, F.Shu, Mill Valley: University Science Books.
4. Fundamental of Astronomy (Fourth Edition), H. Karttunen et al. Springer.
5. K.S. Krishnasamy, 'Astrophysics: A modern perspective,' Reprint, New Age International (p) Ltd, New Delhi,2002.
6. Baidyanath Basu, 'An introduction to Astrophysics', Second printing, Prentice - 58 Hall of India Private limited, New Delhi, 2001.
7. Textbook of Astronomy and Astrophysics with elements of cosmology, V.B. Bhatia, Narosa Publication.

Course Name: Technical Drawing Skills
Course Code: BSCPPHSSEC501
(Evaluation is to be done internally)

Course Type: SEC (Practical)	Course Details: SEC-III	L-T-P: 0-0-8			
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	.....	20	.....

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. Know and understand the conventions and the method of engineering drawing.
2. Interpret engineering drawings using fundamental technical mathematics.
3. Construct basic and intermediate geometry.
4. Improve their visualization skills so that they can apply the skill in developing new products.
5. Improve their technical communication skill in the form of communicative drawings.
6. Comprehend the theory of projection.

Course Content:

Practical

1. Introduction: Drafting Instruments and their uses. lettering: construction and uses of various scales: dimensioning as per I.S.I. 696-1972. Engineering Curves: Parabola: hyperbola: ellipse: cycloids, involute: spiral: helix and loci of points of simple moving mechanism. 2D geometrical construction. Representation of 3D objects. Principles of projections.

2. Projections: Straight lines, planes and solids. Development of surfaces of right and oblique solids. Section of solids.

3. Object Projections: Orthographic projection. Interpenetration and intersection of solids. Isometric and oblique parallel projection of solids

4. CAD Drawing: Introduction to CAD and Auto CAD, precision drawing and drawing aids, Geometric shapes, Demonstrating CAD- specific skills (graphical user interface. Create, retrieve, edit, and use symbol libraries. Use inquiry commands to extract drawing data). Control entity properties. Demonstrating basic skills to produce 2-D and 3-D drawings. 3D modeling with Auto CAD (surfaces and solids), 3D modeling with sketch up, annotating in Auto CAD with text and hatching, layers, templates & design centre, advanced plotting (layouts, viewports), office standards, dimensioning, internet and collaboration, Blocks, Drafting symbols, attributes, extracting data. basic printing, editing tools, Plot/Print drawing to appropriate scale.

References/ Suggested Readings:

1. K. Venugopal, and V. Raja Prabhu. Engineering Graphic, New Age International
2. AutoCAD 2014 & AutoCAD 2014/Donnie Gladfelter/Sybex/ISBN:978-1-118-57510-9
3. Architectural Design with Sketchup/Alexander Schreyer/John Wiley & Sons/ISBN:978-1-118-12309-6

Semester -VI

Course Name: Basic Electronics

Course Code: BSCPPHSDSE601

Course Type: DSE-II(Theory & Practical)	Course Details: DSEC-1(2)	L-T-P: 4-0-4			
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	10	20	40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

- 1. Understand both in analog and digital electronics.*
- 2. Design several electronic devices thorough the knowledge on electronic circuit, semiconductor and its properties*

Course Content:

Theory

1. Semiconductor Diodes

Classification of semiconductors. Energy Level Diagram. Conductivity and Mobility, Concept of Drift velocity. PN Junction Fabrication (Simple Idea). Barrier Formation in PN Junction Diode. Static and Dynamic Resistance. Current Flow Mechanism in Forward and Reverse Biased Diode. Drift Velocity. **(5L)**

2. Two-terminal Devices and their Applications

Rectifier Diode: Half-wave Rectifiers. Centre-tapped and Bridge Full-wave Rectifiers, Calculation of Ripple Factor and Rectification. Zener Diode and Voltage Regulation. **(5L)**

3. Bipolar Junction transistors

n-p-n and p-n-p Transistors. Characteristics of CB, CE and CC Configurations. Current gains α and β Relations between α and β . Active, Cutoff and Saturation Regions. **(5L)**

4. Field Effect transistors

Basic principle of operations of JFET and MOSFET only. **(3L)**

5. Amplifiers

Amplifiers: Transistor Biasing and Stabilization Circuits. Fixed Bias and Voltage Divider Bias. Transistor as 2-port Network. h-parameter Equivalent Circuit. Analysis of a single-stage CE

amplifier using Hybrid Model. Input and Output Impedance. Current, Voltage and Power Gains. Classification of Class A, B & C Amplifiers. (5L)

Feedback in Amplifiers: Effects of Positive and Negative Feedback on Input Impedance, Output Impedance, Gain, Stability, Distortion and Noise; Barkhausen's Criterion for self-sustained oscillations (4L)

Operational Amplifiers (Black Box approach): Characteristics of an Ideal and Practical Op-Amp. (IC 741).

Applications of Op-Amps: Linear - (1) Inverting and non-inverting amplifiers, (2) Adder, (3) Subtractor, (4) Differentiator, (5) Integrator. (3L)

Unit-II: Digital

1. Digital Circuits: Difference between Analog and Digital Circuits. Binary Numbers. Decimal to Binary and Binary to Decimal Conversion. BCD, Octal and Hexadecimal numbers. AND, OR and NOT Gates (realization using Diodes and Transistor). NAND and NOR Gates as Universal Gates. XOR and XNOR Gates. (4L)

2. Boolean algebra : De Morgan's Theorems. Boolean Laws. Simplification of Logic Circuit using Boolean Algebra. Fundamental Products. Idea of Minterms and Maxterms. Conversion of a Truth table into Equivalent Logic Circuit by (1) Sum of Products Method and (2) Karnaugh Map. (5L)

3. Data processing circuits: Basic idea of Multiplexers, De-multiplexers, Decoders, Encoders. (3L)

4. Circuits: Arithmetic Circuits: Binary Addition. Binary Subtraction using 2's Complement. Half and Full Adders. Half & Full Subtractors. (3L)

Practical

1. To study V-I characteristics of PN junction diode, and Light emitting diode.
2. To study the V-I characteristics of a Zener diode and its use as voltage regulator.
3. To study the characteristics of a Bipolar Junction Transistor in CE configuration..
4. To design a CE transistor amplifier of a given gain (mid-gain) using voltage divider bias.
5. To design a digital to analog converter (DAC) of given specifications.
6. To add two dc voltages using Op-amp in inverting and non-inverting mode
7. To investigate the use of an op-amp as an Integrator and as a Differentiator.
8. To verify and design AND, OR, NOT and XOR gates using NAND gates.
9. To design a combinational logic system for a specified Truth Table.
10. Half Adder, Full Adder and 4-bit binary Adder.
11. Half Subtractor, Full Subtractor, Adder-Subtractor using Full Adder I.C.

12. To build Flip-Flop (RS, Clocked RS, D-type and JK) circuits using NAND gates.
13. To build JK Master-slave flip-flop using Flip-Flop
14. To build a 4-bit Counter using D-type/JK Flip-Flop ICs and study timing diagram.
15. To make a 4-bit Shift Register (serial and parallel) using D-type/JK Flip-Flop ICs.

References/ Suggested Readings:

1. Integrated Electronics, J. Millman and C.C. Halkias, 1991, Tata Mc-Graw Hill.
2. Electronics: Fundamentals and Applications, J.D. Ryder, 2004, Prentice Hall.
3. Solid State Electronic Devices, B.G.Streetman & S.K.Banerjee, 6th Edn.,2009, PHI Learning
4. Electronic Devices & circuits, S.Salivahanan & N.S.Kumar, 3rd Ed., 2012, Tata Mc-Graw Hill
5. OP-Amps and Linear Integrated Circuit, R. A. Gayakwad, 4th edition, 2000, Prentice Hall
6. Microelectronic circuits, A.S. Sedra, K.C. Smith, A.N. Chandorkar, 2014, 6th Edn., Oxford University Press.
7. Electronic circuits: Handbook of design & applications, U.Tietze, C.Schenk,2008, Springer
8. Semiconductor Devices: Physics and Technology, S.M. Sze, 2nd Ed., 2002, Wiley India
9. Microelectronic Circuits, M.H. Rashid, 2nd Edition, Cengage Learning
10. Electronic Devices, 7/e Thomas L. Floyd, 2008, Pearson India
11. Digital Principles and Applications, A.P. Malvino, D. P. Leach and Saha, 7th Ed., 2011, Tata McGraw
12. Fundamentals of Digital Circuits, Anand Kumar, 2nd Edn, 2009, PHI Learning Pvt. Ltd.
13. Digital Circuits and systems, Venugopal, 2011, Tata McGraw Hill.
14. Digital Electronics G K Kharate ,2010, Oxford University Press
15. Digital Systems: Principles & Applications, R.J.Tocci, N.S.Widmer, 2001, PHI Learning
16. Logic circuit design, Shimon P. Vingron, 2012, Springer.
17. Digital Electronics, Subrata Ghoshal, 2012, Cengage Learning.
18. Digital Electronics, S.K. Mandal, 2010, 1st edition, McGraw Hill
19. Microprocessor Architecture Programming & applications with 8085, 2002, R.S. Goankar, Prentice Hall.
20. Modern Digital Electronics, R.P. Jain, 4th Edition, 2010, Tata McGraw Hill.
21. Basic Electronics: A text lab manual, P.B. Zbar, A.P. Malvino, M.A. Miller, 1994, Mc- Graw Hill.

Course Name: Nanomaterials and Applications

Course Code: BSCPPHSDSE602

Course Type: DSEII (Theory & Practical)	Course Details: DSEC-1(2)	L-T-P: 4-0-4			
Credit: 6	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	10	20	40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. Gain experience in applying unique properties of nanomaterials to solve problems and challenges in our life.
2. Develop case studies of nanomaterials with a focus on fundamentals, fabrication, characterization, and applications.
3. Gather knowledge about synthesis, characterization and applications of nanomaterials.
4. Collect knowledge about optical, electrical and mechanical properties of the nanomaterials.

Course Content:

Theory

1. Nanoscale Systems: Length scales in physics, Nanostructures: 1D, 2D and 3D nanostructures (nanodots, thin films, nanowires, nanorods), Band structure and density of states of materials at nanoscale, Size Effects in nano systems, Quantum confinement: Applications of Schrodinger equation- Infinite potential well, potential step, potential box, quantum confinement of carriers in 3D, 2D, 1D nanostructures and its consequences. **(8L)**

2. Synthesis of Nanostructure Materials: Top down and Bottom up approach, Photolithography. Ball milling. Gas phase condensation. Vacuum deposition. Physical vapor deposition (PVD): Thermal evaporation, E-beam evaporation, Pulsed Laser deposition. Chemical vapor deposition (CVD). Sol-Gel. Electro deposition. Spray pyrolysis. Hydrothermal synthesis. Preparation through colloidal methods. MBE growth of quantum dots. **(8L)**

3. Characterization: X-Ray Diffraction. Optical Microscopy. Scanning Electron Microscopy. Transmission Electron Microscopy. Atomic Force Microscopy. Scanning Tunneling Microscopy. **(8L)**

4. Optical Properties: Coulomb interaction in nanostructures. Concept of dielectric constant for nanostructures and charging of nanostructure. Quasi-particles and excitons. Excitons in direct and indirect band gap semiconductor nanocrystals. Quantitative treatment of quasi-particles and excitons, charging effects. Radiative processes: General formalization-absorption, emission and

luminescence. Optical properties of heterostructures and nanostructures. (7L)

5. Electron Transport: Carrier transport in nanostructures. Coulomb blockade effect, thermionic emission, tunneling and hopping conductivity. Defects and impurities: Deep level and surface defects. (7L)

6. Applications: Applications of nanoparticles, quantum dots, nanowires and thin films for photonic devices (LED, solar cells). Single electron transfer devices (no derivation). CNT based transistors. Nanomaterial Devices: Quantum dots heterostructure lasers, optical switching and optical data storage. Magnetic quantum well; magnetic dots - magnetic data storage. Micro Electromechanical Systems (MEMS), Nano Electromechanical Systems (NEMS). (7L)

Practical

1. Synthesis of metal nanoparticles by chemical route.
2. Synthesis of semiconductor nanoparticles.
3. Surface Plasmon study of metal nanoparticles by UV-Visible spectrophotometer.
4. XRD pattern of nanomaterials and estimation of particle size.
5. To study the effect of size on color of nanomaterials.
6. To prepare composite of CNTs with other materials.
7. Growth of quantum dots by thermal evaporation.
8. Prepare a disc of ceramic of a compound using ball milling, pressing and sintering, and study its XRD.
9. Fabricate a thin film of nanoparticles by spin coating (or chemical route) and study transmittance spectra in UV-Visible region.
10. Prepare a thin film capacitor and measure capacitance as a function of temperature or frequency.
11. Fabricate a p-n diode by diffusing Al over the surface of N-type Si and study its V-I characteristic.

References/ Suggested Readings:

1. C.P. Poole, Jr. Frank J. Owens, Introduction to Nanotechnology (Wiley India Pvt.Ltd.).
2. S.K. Kulkarni, Nanotechnology: Principles & Practices (Capital Publishing Company)
3. K.K. Chattopadhyay and A. N. Banerjee, Introduction to Nanoscience and Technology (PHI Learning Private Limited).
4. Richard Booker, Earl Boysen, Nanotechnology (John Wiley and Sons).
5. M. Hosokawa, K. Nogi, M. Naita, T. Yokoyama, Nanoparticle Technology Handbook

(Elsevier, 2007).

6. Introduction to Nanoelectronics, V.V. Mitin, V.A. Kochelap and M.A. Strosio,2011, Cambridge University Press.
7. Bharat Bhushan, Springer Handbook of Nanotechnology (Springer-Verlag, Berlin, 2004).
8. C.P. Poole, Jr. Frank J. Owens, Introduction to Nanotechnology (Wiley India Pvt.Ltd.).
9. S.K. Kulkarni, Nanotechnology: Principles & Practices (Capital Publishing Company).
10. K.K. Chattopadhyay and A.N. Banerjee, Introduction to Nanoscience & Technology (PHI Learning Private Limited).
11. Richard Booker, Earl Boysen, Nanotechnology (John Wiley and Sons).

SKILL ENHANCEMENT COURSE
(Evaluation is to be done internally)

Course Name: Computational Physics

Course Code: BSCPPHSSEC601

(Evaluation is to be done internally)

Course Type: SEC(Practical)	Course Details: SEC-IV		L-T-P: 0-0-8		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	.....	20	.....

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. Use computer programming language FORTRAN for solving the problems in physics through programming.
2. Prepare manuscript for scientific publication using Latex .
3. Visualize numerical data using Gnuplot software.

Course Content:

Practical

1. Introduction: Importance of computers in Physics, paradigm for solving physics problems for solution. Usage of linux as an Editor.

2. Algorithms and Flowcharts: Algorithm: Definition, properties and development. Flowchart: Concept of flow chart, symbols, guidelines, types. Examples: Cartesian to Spherical Polar Coordinates, Roots of Quadratic Equation, Sum of two matrices, Sum and Product of a finite series, calculation of $\sin(x)$ as a series, algorithm for plotting (1) lissajous figures and (2) trajectory of a projectile thrown at an angle with the horizontal.

3. Scientific Programming: Some fundamental Linux Commands (Internal and External commands). Development of FORTRAN, Basic elements of FORTRAN: Character Set, Constants and their types, Variables and their types, Keywords, Variable Declaration and concept of instruction and program. Operators: Arithmetic, Relational, Logical and Assignment Operators. Expressions: Arithmetic, Relational, Logical, Character and Assignment Expressions. Fortran Statements: I/O Statements (unformatted/formatted), Executable and Non-Executable Statements, Layout of Fortran Program, Format of writing Program and concept of coding, Initialization and Replacement Logic.

Examples from physics problems.

4. Control Statements: Types of Logic (Sequential, Selection, Repetition), Branching Statements (Logical **IF**, Arithmetic **IF**, Block **IF**, Nested Block **IF**, **SELECT CASE** and **ELSE IF** Ladder statements), Looping Statements (**DO-CONTINUE**, **DO-ENDDO**, **DOWHILE**, Implied and Nested **DO** Loops), Jumping Statements (Unconditional **GOTO**, Computed **GOTO**, Assigned **GOTO**) Subscripted Variables (Arrays: Types of Arrays, **DIMENSION** Statement, Reading and Writing Arrays), Functions and Subroutines (Arithmetic Statement Function, Function Subprogram and Subroutine), **RETURN**, **CALL**, **COMMON** and **EQUIVALENCE** Statements), Structure, Disk I/O Statements, open a file, writing in a file, reading from a file. Examples from physics problems.

5. Programming:

1. Exercises on syntax on usage of FORTRAN.
2. Usage of GUI Windows, Linux Commands, familiarity with DOS commands and working in an editor to write sources codes in FORTRAN.
3. To print out all natural even/ odd numbers between given limits.
4. To find maximum, minimum and range of a given set of numbers.
5. Calculating Euler number using $\exp(x)$ series evaluated at $x=1$

6. Scientific word processing: Introduction to LaTeX: TeX/LaTeX word processor, preparing a basic LaTeX file, Document classes, Preparing an input file for LaTeX, Compiling LaTeX File, LaTeX tags for creating different environments, Defining LaTeX commands and environments, Changing the type style, Symbols from other languages. **Equation representation:** Formulae and equations, Figures and other floating bodies, Lining in columns- Tabbing and tabular environment, Generating table of contents, bibliography and citation, Making an index and glossary, List making environments, Fonts, Picture environment and colors, errors.

7. Visualization: Introduction to graphical analysis and its limitations. Introduction to Gnuplot. importance of visualization of computational and computational data, basic Gnuplot commands: simple plots, plotting data from a file, saving and exporting, multiple data sets per file, physics with Gnuplot (equations, building functions, user defined variables and functions), Understanding data with Gnuplot

Hands on exercises:

1. To compile a frequency distribution and evaluate mean, standard deviation etc.
2. To evaluate sum of finite series and the area under a curve.
3. To find the product of two matrices
4. To find a set of prime numbers and Fibonacci series.
5. To write program to open a file and generate data for plotting using Gnuplot.
6. Plotting trajectory of a projectile projected horizontally.
7. Plotting trajectory of a projectile projected making an angle with the horizontally.

8. Creating an input Gnuplot file for plotting a data and saving the output for seeing on the screen. Saving it as an eps file and as a pdf file.
9. To find the roots of a quadratic equation.
10. Motion of a projectile using simulation and plot the output for visualization.
11. Numerical solution of equation of motion of simple harmonic oscillator and plot the outputs for visualization.
12. Motion of particle in a central force field and plot the output for visualization.

References/ Suggested Readings:

1. Introduction to Numerical Analysis, S.S. Sastry, 5th Edn., 2012, PHI Learning Pvt. Ltd.
2. Computer Programming in Fortran 77, V. Rajaraman (Publisher: PHI).
3. LaTeX–A Document Preparation System, Leslie Lamport (Second Edition, Addison-Wesley, 1994).
4. Gnuplot in action: understanding data with graphs, Philip K Janert, (Manning 2010)
5. Schaum’s Outline of Theory and Problems of Programming with Fortran, S Lipsdutz and A Poe, 1986Mc-Graw Hill Book Co.
6. Computational Physics: An Introduction, R. C. Verma, et al. New Age International Publishers, New Delhi(1999)
7. A first course in Numerical Methods, U.M. Ascher and C. Greif, 2012, PHI Learning
Elementary Numerical Analysis, K.E. Atkinson, 3rd Ed.



PROGRAMME	
SUB: PHYSICS	
HONOURS	NA
PROGRAMME	
COURSE OUTCOME	
<ol style="list-style-type: none"> 1. Understanding Vector calculus classical 2. Understanding mechanics of single as well as system of particles within the scope of Newtonian formulation 3. Describes electrical circuits and bridges in the presence of AC 4. Realize the kinetic theory of the ideal classical gas 5. Understanding the root of the development of Modern Physics 	

MAPPING PROGRAMME OUTCOME

PO1	PO2	PO3	PO5	PO6	PO7
CRITICAL THINKING	EFFECTIVE COMMUNICATION	SOCIAL INTERACTION	LABORATORY SKILL	ENVIRONMENT SUSTAINABILITY	SELF LEARNING
CC1(1)			CC1(1)		SEC1
CC1(2)			CC1(2)		DSEC1(2)
CC1(3)			CC1(3)		SEC2
CC1(4)			CC1(4)		SEC3
			DSEC1(2)		SEC4
			GE1		
			GE2		
			GE3		
			GE4		
DSEC1(1)					
DSEC1(2)					

Sanchari Bhattacharya
 CO-ORDINATOR
 IQAC
 Pandaveswar College
 Paschim Bardhaman
 27/6/24

Jayant Kumar
 Principal
 PANDAVESWAR COLLEGE
 Pandaveswar, Paschim Bardhaman
 27/06/2024

Learning Outcome based Curriculum Framework (LOCF)

For

Choice Based Credit System (CBCS)

Syllabus

B.Sc. (Program) in Computer Science

w.e.f. Academic Session 2020-21



Kazi Nazrul University
Asansol, Paschim Bardhaman
West Bengal 713340

PREAMBLE ACCORDING TO UGC LOCF to be included

Semester- I

Course Name: PROGRAMMING METHODOLOGIES

Course Code: BSCPCOSC101

Course Type: Core (Theoretical & Practical)	Course Details: CC-1(1) or CC-2(1) or CC-3(1)		L-T-P: 4 - 0 - 4		
Credit: 6	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	10	20	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- 1. Learn to develop simple algorithms and flow charts to solve a problem.*
- 2. Develop problem solving skills coupled with top down design principles.*
- 3. Learn about the strategies of writing efficient and well-structured computer algorithms/programs.*
- 4. Develop the skills for formulating iterative solutions to a problem.*
- 5. Learn array processing algorithms coupled with iterative methods.*
- 6. Learn text and string processing efficient algorithms.*
- 7. Learn searching techniques and use of pointers.*

Course Content:

Theory

UNIT I. Introduction to Programming, Program Concept, Characteristics of Programming, Stages in Program Development, Algorithms, Notations, Design, Flowcharts, Types of Programming Methodologies, Introduction to C/C++ Programming - Basic Program Structure In C/C++, Variables and Assignments, Input and Output, Selection and Repetition Statements.

UNIT II. Top-Down Design, Predefined Functions, Programmer -defined Function, Local Variable, Functions with Default Arguments

UNIT III. Introduction to Arrays, Declaration and Referring Arrays, Arrays in Memory, Initializing Arrays. Arrays in Functions, Multi-Dimensional Arrays.

UNIT IV. Pointers - Understanding a Pointer Variable, Simple use of Pointers (Declaring and Dereferencing Pointers to simple variables), Pointers to Pointers, Call-By-Value and Call-By-Reference Parameters.

UNIT V. Structures - Member Accessing, Pointers to Structures, Structures and Functions, Arrays of Structures, Unions.

UNIT VI. Strings - Declaration and Initialization, Reading and Writing Strings, Arrays of Strings, String and Function, Strings and Structure, Standard String Library Functions.

UNIT VII. Searching Algorithms - Linear Search and Binary Search.

Practical

UNIT I. Given the problem statement, students are required to formulate problem, develop flowchart/algorithm, write code, execute and test it. Students should be given assignments on following :

- a) To learn elementary techniques involving arithmetic operators and mathematical expressions, appropriate use of selection (if, switch, conditional operators) and control structures
- b) Learn how to use functions and parameter passing in functions.

UNIT II. Students should be given assignments on following:

- a) Write Programs to learn the use of strings and string handling operations.
- b) Problems which can effectively demonstrate use of Arrays. Structures and Union.
- c) Write programs using pointers.
- d) Write programs to implement search algorithms.

Internal (CA) Evaluation: Practical Note Book (15 marks), Two experiments (10 marks) – one from each unit, Viva-voce (5 marks)

ESE Evaluation: Two experiments (10 marks) – one from each unit, Viva-voce (10 marks)

References/ Suggested Readings:

1. Problem Solving and Program Design in C, J. R. Hanly and E. B. Koffman, Pearson, 2015.
2. Programming and problem solving with C++: brief edition, N. Dale and C. Weems, Jones & Bartlett Learning, 2010.
3. C Programming, Karnighan, & Ritchie, PHI
4. Programming through C, Richard Johnsonbaugh and Martin Kalin, Pearson Education
5. Programming in C, B.S. Gottfried, Sahaum Series.
6. Programming in ANSI C, E. Balaguruswami, TMH

Semester- II

Course Name: DATA STRUCTURE

Course Code: BSCPCOSC201

Course Type: Core (Theoretical & Practical)	Course Details: CC-1(2) or CC-2(2) or CC-3(2)		L-T-P: 4 - 0 - 4		
Credit: 6	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	10	20	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. To be familiar with fundamental data structures and with the manner in which these data structures can best be implemented; become accustomed to the description of algorithms in both functional and procedural styles
2. To have knowledge of complexity of basic operations like insert, delete, search on these data structures.
3. Ability to choose a data structure to suitably model any data used in computer applications.
4. Design programs using various data structures Binary and general search trees, heaps etc.
5. Ability to assess efficiency tradeoffs among different data structure implementations.
6. Implement and know the applications of algorithms for sorting, searching etc.

Course Content:

Theory

UNIT I. Basic concepts- Algorithm Specification-Introduction, Recursive algorithms, Data Abstraction, Performance analysis, Linear and Non Linear data structures, Singly Linked Lists-Operations, Concatenating, Circularly linked lists-Operations for Circularly linked lists, Doubly Linked Lists- Operations. Representation of single, two dimensional arrays.

UNIT II. Stack- Definition and Operations, Array and Linked Implementations, Applications - Valid Expression Checking (Parenthesis matching), Reversal of string, Infix to Postfix Conversion, Postfix Expression Evaluation, Recursion Implementation.

UNIT III. Queue - Definition and Operations, Array and Linked Implementations, Applications, Circular Queues - Insertion and Deletion Operations, Dequeue (Double Ended Queue) - Introduction.

UNIT IV. Sorting Methods – Bubble, Insertion, Selection, Using Divide-Conquer Approach (Quick and Merge sort), Comparison of Sorting Methods, Searching Methods – Linear and Binary.

UNIT V. Trees, Representation of Trees, Binary tree, Properties of Binary Trees, Binary Tree Representations- Array and Linked Representations, Binary Tree Traversals, Threaded Binary Trees, Binary Search tree - Creation, Insertion, Deletion and Search, Heap-Definition, Min heap, Max heap, Insertion and Deletion.

Practical

Students are required to write and practically execute programs to solve problem using various data structures. The teacher can suitably device problems which help students experiment using the suitable data structures and operations. Some of the problems are indicated below.

1. Write program that uses functions to perform the following:
 - a) Creation of list of elements where the size of the list, elements to be inserted and deleted are dynamically given as input.
 - b) Implement the operations, insertion, deletion at a given position in the list and search for an element in the list
 - c) To display the elements in forward / reverse order.
2. Write a program to implement stack data structure and basic operations on it (Insertion, deletion). Write a program that demonstrates the application of stack operations (Eg: infix expression to postfix conversion, postfix evaluation).
3. Write a program to implement queue data structure and basic operations on it (Insertion, deletion, find length) and code at least one application using queues.
4. Write program that implements linear and binary search methods of searching for an elements in a list.
5. Write and trace programs to understand the various phases of sorting elements using the methods a) Bubble sort b) Insertion Sort c) Quicksort etc.
6. Write a program to create a Binary search tree and insert and delete from the tree. Write recursive and non-recursive routines to traverse a binary tree in preorder, inorder and postorder.
7. Write programs for recursion (Eg. Fibonacci numbers).

Internal (CA) Evaluation: Practical Note Book (15 marks), Two experiments (10 marks), Viva-voce (5 marks)

ESE Evaluation: Two experiments (10 marks), Viva-voce (10 marks)

References/ Suggested Readings:

1. Fundamentals of Data structures in C, 2nd Edition, E. Horowitz, S. Sahni and Susan Anderson-Freed, Universities Press.
2. Data structures and Algorithm Analysis in C, 2nd edition, M. A. Weiss, Pearson.
3. Lipschutz: Schaum's outline series Data structures Tata McGraw-Hill
4. Data Structure through C in Depth. S.K. Srivastava and Deepali Srivastava, B.P.B Publication.

Semester- III

Course Name: Basics of Operating Systems

Course Code: BSCPCOSC301

Course Type: Core (Theoretical & Practical)	Course Details: CC-1(3) or CC-2(3) or CC-3(3)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-----	10	-----	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- 1. Describe the important computer system resources and the role of operating system in their management policies and algorithms.*
- 2. To understand various functions, structures and history of operating systems and should be able to specify objectives of modern operating systems and describe how operating systems have evolved over time.*
- 3. Understanding of design issues associated with operating systems.*
- 4. Understand various process management concepts including scheduling, synchronization, and deadlocks.*
- 5. To have a basic knowledge about multithreading.*
- 6. To understand concepts of memory management including virtual memory.*
- 7. To understand issues related to file system interface and implementation, disk management.*
- 8. To have sound knowledge of various types of operating systems including Unix and Android.*
- 9. Describe the functions of a contemporary operating system with respect to convenience, efficiency, and the ability to evolve.*

Course Content:

Theory

UNIT I. (Introduction to Operating System) What is Operating System? History and Evolution of OS, Basic OS functions, Resource Abstraction, Types of Operating Systems– Multiprogramming Systems, Batch Systems, Time Sharing Systems; Operating Systems for Personal Computers, Workstations and Hand-held Devices, Process Control & Real time Systems.

UNIT II. (Operating System Organization and Process Characterization) Processor and User Modes, Kernels, System Calls and System Programs, System View of the Process and

Resources, Process Abstraction, Process Hierarchy, Threads, Threading Issues, Thread Libraries; Process Scheduling, Non-Pre-emptive and Preemptive Scheduling Algorithms.

UNIT III. Process Management (Deadlock) Deadlock, Deadlock Characterization, Necessary and Sufficient Conditions for Deadlock, Deadlock Handling Approaches: Deadlock Prevention, Deadlock Avoidance and Deadlock Detection and Recovery.

UNIT IV. (Inter Process Communication and Synchronization) Concurrent and Dependent Processes, Critical Section, Semaphores, Methods for Inter-process Communication; Process Synchronization, Classical Process Synchronization Problems: Producer-Consumer, Reader-Writer.

UNIT V. (Memory Management) Physical and Virtual Address Space; Memory Allocation Strategies– Fixed and -Variable Partitions, Paging, Segmentation, Virtual Memory; Page Replacement Algorithms.

UNIT VI. (File and I/O Management, Disk Scheduling) Directory Structure, File Operations, File Allocation Methods, Device Management, Pipes, Buffer, Shared Memory, Disk Scheduling (FCFS, SSTF, SCAN, C-SCAN, LOOK, C-LOOK).

References/ Suggested Readings:

1. A Silberschatz, P.B. Galvin, G. Gagne, Operating Systems Concepts, 8th Edition, John Wiley Publications 2008.
2. A.S. Tanenbaum, Modern Operating Systems, 3rd Edition, Pearson Education 2007.
3. W. Stallings, Operating Systems, Internals & Design Principles 2008 5th Edition, Prentice Hall of India. M. Milenkovic, Operating Systems- Concepts and design, Tata McGraw Hill 1992.

Course Name: Core Java

Course Code: BSCPCOSSE301

Course Type: SE (Practical)	Course Details: SEC-1		L-T-P: 0 - 0 - 8		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	-----	20	----

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. Knowledge of the structure and model of the Java programming language,
2. Use the Java programming language for various programming technologies
3. Develop software in the Java programming language,

4. Evaluate user requirements for software functionality required to decide whether the Java programming language can meet user requirements.

Course Content:

Practical

UNIT I. Introduction: Java Essentials, Its characteristics, Execution and Compilation, Data types, Variables, Control Statements, Standard Input/ Output.

UNIT II. Constructors, Object Oriented Concepts: Encapsulation, Abstraction, Inheritance, Polymorphisms, JAVA Packages.

UNIT III. Exception Handling, Wrapper Classes, Autoboxing.

Students are required to implement object-oriented paradigm using JAVA. Below is the list of some of the experiments.

Part A

1. Program on strings: Check the equality of two strings, Reverse a string.
2. Program using loops: to find the sum of digits of a given number, display a multiplication table, display all prime numbers between 1 to 1000.
3. Program to demonstrate all math class functions.

Part B

4. Program on files: to copy a file to another file using Java to package classes.
5. Program to demonstrate method over-riding and overloading
6. Programs on inheritances.

Internal (CA) Evaluation: Practical Note Book (15 marks), Two experiments (10 marks) – one from Part A and another from Part B, Viva-voce (5 marks)

ESE Evaluation: Two experiments (10 marks) – one from Part A and another from Part B, Viva-voce (10 marks)

References/ Suggested Readings:

1. E. Balaguruswamy, Programming with Java, 4th Edition, McGraw Hill.2009.
2. John R. Hubbard,"Programming with JAVA, Schaum's Series, 2nd Edition, 2004.
3. Herbert Schildt, The Complete Reference Java 2, TMH.

Semester- IV

Course Name: Basics of Database Management System

Course Code: BSCPCOSC401

Course Type: Core (Theoretical & Practical)	Course Details: CC-1(4) or CC-2(4) or CC-3(4)		L-T-P: 4 - 0 - 4		
Credit: 6	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	10	20	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. Gain knowledge of database systems and database management systems software
2. Ability to model data in applications using conceptual modelling tools such as ER Diagrams and design data base schemas based on the model.
3. Formulate, using SQL, solutions to a broad range of query and data update problems.
4. Demonstrate an understanding of normalization theory and apply such knowledge to the normalization of a database.
5. Be acquainted with the basics of transaction processing and concurrency control.
6. Familiarity with database storage structures and access techniques.

Course Content:

Theory

UNIT I. Basic Database Concepts, Terminology, and Architecture; Types of Database Management Systems. Differences between Relational and other Database Models. Data Modelling: Relations, Schemas, Constraints, Queries, and Updates; Conceptual vs. Physical Modeling; Entity Types, attributes, ER Diagrams.

UNIT II. SQL Data Definition: Specifying Tables, Data Types, Constraints; Simple SELECT, INSERT, UPDATE, DELETE Statements; Complex SELECT Queries, including Joins and Nested Queries; Actions and Triggers; Views.

UNIT III. Relational Algebra: Definition of Algebra; Relations as Sets; Operations: SELECT, PROJECT, JOIN, etc. Normalization Theory and Functional Dependencies, 2NF, 3NF, BCNF;

UNIT IV. Indexing: Files, Blocks, and Records, Hashing; RAID; Replication; Single-Level and Multi-Level Indexes; B-Trees and B+-Trees. Basics of Transactions, Concurrency and Recovery.

Practical

Students are required to practice the concepts learnt in the theory by designing and querying a database for a chosen organization (Like Library, Transport etc). The teacher may devise appropriate weekly lab assignments to help students practice the designing, querying a database in the context of example database. Some indicative list of experiments is given below.

Experiment 1: E-R Model Analyze the organization and identify the entities, attributes and relationships in it. . Identify the primary keys for all the entities. Identify the other keys like candidate keys, partial keys, if any.

Experiment 2: Concept design with E-R Model Relate the entities appropriately. Apply cardinalities for each relationship. Identify strong entities and weak entities (if any).

Experiment 3: Relational Model Represent all the entities (Strong, Weak) in tabular fashion. Represent relation ships in a tabular fashion.

Experiment 4: Normalization Apply the First, Second and Third Normalization levels on the database designed for the organization

Experiment 5: Practicing DDL commands. Creating databases, How to create tables, altering the database, dropping tables and databases. Try truncate, rename commands etc.

Experiment 6: Practicing DML commands on the Database created for the example organization DML commands are used to for managing data within schema objects. Some examples: ● SELECT - retrieve data from the a database ● INSERT - insert data into a table ● UPDATE - updates existing data within a table ● DELETE - deletes all records or few records from a table.

Experiment 7: Practice queries using Aggregate functions (COUNT, SUM, AVG, and MAX and MIN), GROUP BY, HAVING and Creation and dropping of Views.

Internal (CA) Evaluation: Practical Note Book (15 marks), Experiment (10 marks) – Experiment 1 to Experiment 4, Viva-voce (5 marks)

ESE Evaluation: Experiment (10 marks) – Experiment 5 to Experiment 7, Viva-voce (10 marks)

References/ Suggested Readings:

1. Elmasri's and Navathe's Fundamentals of Database Systems. Addison-Wesley
2. Silberschatz, Henry. F. Korth, S. Sudarshan, Data base System Concepts, McGraw Hill Education
3. A. Majumdar and P. Bhattacharyya, Database Management Systems, McGraw Hill Education.

Course Name: Web Programming with PHP

Course Code: BSCPCOSSE401

Course Type: SE (Practical)	Course Details: SEC-2		L-T-P: 0 - 0 - 8		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	-----	20	----

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- 1. To understand basics of the Internet and World Wide Web*
- 2. To acquire knowledge and skills for creation of web site considering both client and server-side programming*
- 3. To learn basic skill to develop responsive web applications*
- 4. To understand different web extensions and web services standards*
- 5. To understand basic concepts of Search Engine Basics.*
- 6. To learn Web Service Essentials.*

Course Content:

Practical

Students are directed to do a minor project based on the contents of the course below (UNIT I to UNIT V) for internal and ESE evaluation.

UNIT I. (Introduction to World Wide Web) -Internet Standards, Introduction to WWW and WWW Architecture, Internet Protocols, Overview of HTTP, HTTP request – response, Generations of dynamic web pages.

UNIT II. (User Interface Design) Introduction to HTML and HTML5, TML Tags, Formatting and Fonts, Commenting Code, Anchors, Backgrounds, Images, Hyperlinks, Lists, Tables, Frames, HTML Forms. The need for CSS, Introduction to CSS, Basic syntax and structure, Inline Styles, Embedding Style Sheets, Linking External Style, Backgrounds, Manipulating Text, Margins and Padding, Positioning using CSS.

UNIT III. (Java Script) Introduction to Java Script, Java Script variables, operators, decision control statements, Looping and arrays. Functions and events, Popup boxes-alert, prompt, conform box, Built-in objects, writing JavaScript form validation.

UNIT IV. (PHP) Introduction to PHP, Server side scripting, Role of web server software, PHP comments, variables, echo and print, PHP operators, data types , Branching statements, Loops, Arrays, PHP functions, PHP form, Passing information between pages, \$_GET, \$_POST, \$_REQUEST., String functions, include and require, session and cookie management, Error handling in PHP, Object Oriented Programming using PHP.

UNIT V. (PHP with MYSQL) Introduction to MySQL, datatypes, SQL commands- CREATE, UPDATE, INSERT, DELETE, SELECT, PHP functions for MySQL connectivity and operation- mysql_connect, mysql_select_db, mysql_query, Updation and deletion of data using PHP, Displaying data from MySQL in webpage.

Internal (CA) Evaluation: Minor Project Report (15 marks), Demonstration of the minor project (10 marks), Viva-voce (5 marks).

ESE Evaluation: Presentation of the minor project (10 marks), Viva-voce (10 marks).

References/ Suggested Readings:

1. Ivan Bayross ,“HTML, DHTML, JavaScript, Pearl & CGI”, Fourth Revised Edition, BPB Publication.
2. Rasmus Lerdorf and Kevin Tatore ,“Programming PHP”, Shroff Publishers & Distributors Pvt.Ltd.
3. Dave W Mercer, Allan Kent, Steven D Nowicki, David Mercer, Dan Squier, Wankyu Choi, “Beginning PHP”, Wiley Publishing, In.
4. Robin Nixon, Learning Php, MySQL & JavaScript: A Step-By-Step Guide To Creating Dynamic Websites, Sixth Edition, O'REILLY.

Semester- V

Course Name: Basics of Software Engineering

Course Code: BSCPCOSDSE501

Course Type: DSE (Theoretical)	Course Details: DSEC-1(1) or DSEC-2(1) or DSEC-3(1)	L-T-P: 5 - 1 - 0			
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		....	10	....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- 1. Basic knowledge and understanding of the analysis and design of complex systems.*
- 2. Ability to apply software engineering principles and techniques.*
- 3. To produce efficient, reliable, robust and cost-effective software solutions.*
- 4. Ability to work as an effective member or leader of software engineering teams.*
- 5. To manage time, processes and resources effectively by prioritizing competing demands to achieve personal and team goals Identify and analyzes the common threats in each domain.*

Course Content:

Theory

UNIT I. Software Development Approaches: Introduction; Evolving Role of Software; Software Characteristics; Software Applications. Software Design Processes: Introduction; What is Meant by Software Engineering? Definitions of Software Engineering; The Serial or Linear Sequential Development Model; Iterative Development Model; The incremental Development Model

UNIT II. Software Design Principles: Introduction, System Models: Data-flow Models, Semantic Data Models, Object Models, Inheritance Models, Object Aggregation, Service Usage Models, Data Dictionaries; Software Design: The Design Process, Design Methods, Design description, Design Strategies, Design Quality.

UNIT III. Object Oriented Design: Introduction; Object Oriented Design: Objects, Object Classes & Inheritance, Inheritance, Object Identification, An Object -Oriented Design Example, Object Aggregation; Service Usage; Object Interface Design: Design Evolution, Function Oriented Design, Data–Flow Design; Structural Decomposition: Detailed Design.

UNIT IV. Software Reliability: Introduction; Software Reliability Metrics; Programming for Reliability: Fault Avoidance, Fault Tolerance, Software Reuse.

UNIT V. Software Testing Techniques: Introduction; Software Testing Fundamental; Testing Principles; White Box Testing; Control Structure Testing; Black Box Testing; Boundary Value Analysis; Testing GUIs; Testing Documentation and Help Facilities; Software Testing Strategies: Introduction; Organizing for Software Testing; Software Testing Strategy, Unit Testing: Unit Test Considerations, Top-Down Integration, Bottom-Up Integration.

References/ Suggested Readings:

1. R. G. Pressman, Software Engineering, TMH.
2. Rajib Mall, Fundamentals of Software Engineering, PHI Learning Pvt. Ltd.
3. Pankaj Jalote, An Integrated Approach to Software Engineering, Narosa Publications.
Pfleeger, Shari Lawrence, Software Engineering Theory and Practice, Second edition. Prentice- Hall.

Course Name: Basics of Computer Networks

Course Code: BSCPCOSDSE502

Course Type: DSE (Theoretical)	Course Details: DSEC-1(1) or DSEC-2(1) or DSEC-3(1)		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		....	10	....	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. *Understand the structure of Data Communications System and its components. Be familiarize with different network terminologies.*
2. *Familiarize with contemporary issues in network technologies.*
3. *Know the layered model approach explained in OSI and TCP/IP network models*
4. *Identify different types of network devices and their functions within a network.*
5. *Learn basic routing mechanisms, IP addressing scheme and internetworking concepts.*
6. *Familiarize with IP and TCP Internet protocols.*
7. *To understand major concepts involved in design of WAN, LAN and wireless networks.*
8. *Learn basics of network configuration and maintenance.*

Course Content:

Theory

UNIT I. Introduction to Computer Networks and Networking Elements: Network Definition, Network Topologies, Network Classifications, Network Protocol, Layered Network

Architecture, Overview of OSI Reference Model, Overview of TCP/IP Protocol Suite, Hub, Switch (Managed and Unmanaged), Routers.

UNIT II. Data Communication Fundamentals and Techniques: Analog and Digital Signal, Data-Rate Limits, Digital to Digital Line Encoding Schemes, Pulse Code Modulation, Parallel and Serial Transmission, Digital to Analog Modulation - Multiplexing Techniques- FDM, TDM, Transmission Media.

UNIT III. Networks Switching Techniques and Access Mechanisms: Circuit Switching, Packet Switching- Connectionless Datagram Switching, Connection Oriented Virtual Circuit Switching; Dial-Up Modems, Digital Subscriber Line, Cable TV for Data Transfer.

UNIT IV. Data Link Layer Functions and Protocol: Error Detection and Error Correction Techniques, Data-Link Control- Framing and Flow Control, Error Recovery Protocols-Stop and Wait ARQ, Go-Back-N ARQ, Point to Point Protocol on Internet.

UNIT V. Multiple Access Protocol and Network Layer: CSMA/CD Protocols, Ethernet LANS; Connecting LAN and Back-Bone Networks- Repeaters, Hubs, Switches, Bridges, Router and Gateways, Networks Layer Functions and Protocols, Routing, Routing Algorithms, Network Layer Protocol of Internet - IP Protocol, Internet Control Protocols.

UNIT VI. Transport Layer and Application Layer Functions and Protocols: Transport Services- Error and Flow Control, Connection Establishment and Release- Three Way Handshake, Overview of Application Layer Protocol, Overview of DNS Protocol; Overview of WWW & HTTP Protocol.

References/ Suggested Readings:

1. B. A. Forouzan: Data Communications and Networking, Fourth edition, THM Publishing Company Ltd 2007.
2. A. S. Tanenbaum: Computer Networks, Fifth edition, PHI Pvt. Ltd 2011
3. William Stallings: Data and Computer Communications, Eighth Edition, Pearson.

Course Name: MATLAB Programming

Course Code: BSCPCOSSE501

Course Type: SE (Practical)	Course Details: SEC-3		L-T-P: 0 - 0 - 8		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	-----	20	----

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. *Understand the fundamentals of procedural and functional programming;*
2. *Understand Matlab data types and structures;*
3. *Be able to set up simple real-life numerical problems such that they can be solved and visualized using basic codes in Matlab;*
4. *Be ready to use advanced coding in Matlab in their subsequent studies*

Course Content:

Practical

UNIT I. Introduction to MATLAB Programming- Basics of MATLAB programming, Array operations in MATLAB, Loops and execution control, Working with files: Scripts and Functions, Plotting and program output.

UNIT II. Approximations and Errors- Defining errors and precision in numerical methods, Truncation and round-off errors, Error propagation, Global and local truncation errors.

UNIT III. Linear Equations- Linear algebra in MATLAB, Gauss Elimination, LU decomposition and partial pivoting, Iterative methods: Gauss Siedel Method.

UNIT IV. Regression and Interpolation- Introduction, Linear least squares regression(including lsqcurvefit function), Functional and nonlinear regression (including lsqnonlin function), Interpolation in MATLAB using spline and pchip.

UNIT V. Nonlinear Equations- Nonlinear equations in single variable, MATLAB function fzero in single variable, Fixed-point iteration in single variable, NewtonRaphson in single variable, MATLAB function fsolve in single and multiple variables, Newton-Raphson in multiple variables.

Internal (CA) Evaluation: Practical Note Book (15 marks), Two Experiments (10 marks), Viva-voce (5 marks)

ESE Evaluation: Two Experiments (10 marks), Viva-voce (10 marks).

References/ Suggested Readings:

1. Fausett L.V, Applied NumericalAnalysis Using MATLAB, Pearson Education.
2. Brian Hahn; Daniel T. Valentine, Essential MATLAB for Engineers and Scientists,, Academic Press.

Course Name: Programming in Python

Course Code: BSCPCOSSE502

Course Type: SE (Practical)	Course Details: SEC-3		L-T-P: 0 - 0 - 8		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	-----	20	----

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. *Develop and Execute simple Python programs.*
2. *Structure a Python program into functions.*
3. *Using Python lists, tuples to represent compound data*
4. *Develop Python Programs for file processing*

Course Content:

Practical

UNIT I. Introduction to Python, Python, Features of Python, Execution of a Python, Program, Writing Our First Python Program, Data types in Python. Python Interpreter and Interactive Mode; Values and Types: int, float, boolean, string, and list; Variables, Expressions, Statements, Tuple Assignment, Precedence of Operators, Comments; Modules and Functions, Function Definition and use, Flow of Execution, Parameters and Arguments

UNIT II. Operators in Python, Input and Output, Control Statements. Boolean Values and operators, Conditional (if), Alternative (if-else), Chained Conditional (if-elif-else); Iteration: state, while, for, break, continue, pass; Fruitful Functions: Return Values, Parameters, Local and Global Scope, Function Composition, Recursion

UNIT III. Arrays in Python, Strings and Characters. Strings: String Slices, Immutability, String Functions and Methods, String Module; Lists as Arrays. Illustrative Programs: Square Root, gcd, Exponentiation, Sum an Array of Numbers, Linear Search, Binary Search.

UNIT IV. Functions, Lists and Tuples. List Operations, List Slices, List Methods, List Loop, Mutability, Aliasing, Cloning Lists, List Parameters; Tuples: Tuple Assignment, Tuple as Return Value; Dictionaries: Operations and Methods.

UNIT V. Files and Exception: Text Files, Reading and Writing Files, Format Operator; Command Line Arguments, Errors and Exceptions, Handling Exceptions, Modules, Packages; Illustrative Programs: Word Count, Copy File.

The students are required to verify their ability to use core programming basics and program design with functions using Python programming language. The teacher shall programs to strengthen the practical expertise of the students. The following is an indicative list of programs that can be practised.

1. Write a program to demonstrate different number data types in Python.

2. Write a program to perform different Arithmetic Operations on numbers in Python.
3. Write a program to create, concatenate and print a string and accessing sub-string from a given string.
4. Write a python script to print the current date in the following format “Sat Oct 11 02:26:23 IST 2020”
5. Write a program to create, append, and remove lists in python.
6. Write a program to demonstrate working with tuples in python.
7. Write a program to demonstrate working with dictionaries in python.
8. Write a python program to find largest of three numbers.
9. Write a Python program to construct the different pattern, using a nested for loop,

Like

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* *
* * *
* *
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10. Write a Python script that prints prime numbers less than 20.
11. Write a python program to define a module to find Fibonacci Numbers and import the module to another program.
12. Write a python program to define a module and import a specific function in that module to another program.
13. Write a program that inputs a text file. The program should print all of the unique words in the file in alphabetical order.
14. Write a Python class to convert an integer to a roman numeral.
15. Write a Python class to reverse a string word by word.

Internal (CA) Evaluation: Practical Note Book (15 marks), Two Experiments (10 marks), Viva-voce (5 marks)

ESE Evaluation: Two Experiments (10 marks), Viva-voce (10 marks).

References/ Suggested Readings:

1. Allen Downey, Think Python, Green Tea Press.
2. Wesley J. Chun, Core Python Programming, Pearson Education.
3. Mark Lutz, Learning Python, O'Reilly Publication.
4. Kenneth A. Lambert, Fundamentals of Python: First Programs, Course Technology Inc.

Semester- VI

Course Name: Basics of Artificial Intelligence

Course Code: BSCPCOSDSE601

Course Type: DSE (Theoretical & Practical)	Course Details: DSEC-1(2) or DSEC-2(2) or DSEC-3(2)		L-T-P: 4 - 0 - 4		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	10	20	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. *Explain what constitutes "Artificial" Intelligence and how to identify systems with Artificial Intelligence.*
2. *Identify problems that are amenable to solution by AI methods, and which AI methods may be suited to solving a given problem.*
3. *Formalize a given problem in the language/framework of different AI methods (e.g., as a search problem, as a constraint satisfaction problem, as a planning problem, etc).*
4. *Implement basic AI algorithms (e.g., standard search or constraint propagation algorithms).*
5. *Design and perform an empirical evaluation of different algorithms on a problem formalization, and state the conclusions that the evaluation supports.*
6. *Explain the limitations of current Artificial Intelligence techniques.*

Course Content:

Theory

UNIT I. Introduction to Artificial Intelligence: Definition of AI; Turing Test; Brief History of AI. Problem Solving and Search: Problem Formulation; Search Space; States vs. Nodes; Tree Search: Breadth-First, Uniform Cost, Depth-First, Depth-Limited, Iterative Deepening; Graph Search.

UNIT II. Informed Search: Greedy Search; A* Search; Heuristic Function; Admissibility and Consistency; Deriving Heuristics via Problem Relaxation. Local Search: Hill-Climbing; Simulated Annealing; Genetic Algorithms; Local Search in Continuous Spaces.

UNIT III. Playing Games: Game Tree; Utility Function; Optimal Strategies; Minimax Algorithm; Alpha-Beta Pruning; Games with an Element of Chance. Beyond Classical Search: Searching with Nondeterministic Actions; Searching with Partial Observations; Online Search Agents; Dealing with Unknown Environments.

UNIT IV. Knowledge Representation and Reasoning: Ontologies, Foundations of Knowledge Representation and Reasoning, Representing and Reasoning about Objects, Relations, Events, Actions, Time, and Space; Predicate Logic, Situation Calculus,

Description Logics, Reasoning with Defaults, Reasoning about Knowledge, Sample Applications.

UNIT V. Representing and Reasoning with Uncertain Knowledge: Probability, Connection to Logic, Independence, Bayes Rule, Bayesian Networks, Probabilistic Inference, and Sample Applications.

UNIT VI. Planning: The STRIPS Language; Forward Planning; Backward Planning; Planning Heuristics; Partial-Order Planning; Planning using Propositional Logic; Planning vs. Scheduling.

UNIT VII. Constraint Satisfaction Problems (CSPs): Basic Definitions; Finite vs. Infinite vs. Continuous Domains; Constraint Graphs; Relationship With Propositional Satisfiability, Conjunctive Queries, Linear Integer Programming, and Diophantine Equations; NP49 Completeness of CSP.

Practical

The students are expected to explore the foundational skills on AI techniques acquired in theory in solving problems using LISP.

UNIT I. Introduction: The need for symbolic computation. Why LISP is a good language for symbolic computation.

UNIT II. LISP Introduction: Atoms, lists, S-expressions, functions, lambdas, predicates, conditionals, recursion, iteration, printing, reading, properties, a-lists.

UNIT III. Search: Means-ends analysis, defining operators, blocks-world planning, Sussman Anomaly, interacting goals.

UNIT IV. Pattern Matching: Pattern matching, rule-based translation, a simplistic natural-language dialog system.

UNIT V. Search Tools: A general search program. Heuristic search, best-first search, beam-search, hill-climbing.

UNIT VI. Advanced LISP: Macros, lexical scoping, lexical closures, special variables, dynamic scoping, multiple values. Consing, destructive functions, and garbage collection. Interning symbols. Caching. Delaying computation. Avoiding unnecessary consing.

Internal (CA) Evaluation: Practical Note Book (15 marks), Two Experiments (10 marks), Viva-voce (5 marks).

ESE Evaluation: Two Experiments (10 marks), Viva-voce (10 marks).

References/ Suggested Readings:

1. Elaine Rich, Kevin Knight, Shivashankar B Nair, Artificial Intelligence, McGraw Hill Edition.
2. Russell Stuart Jonathan and Norvig Peter, Artificial Intelligence: A Modern Approach, Prentice Hall.
3. Dan W. Patterson, Introduction to Artificial Intelligence and Expert Systems, PHI.

Course Name: Basics of Computer Graphics

Course Code: BSCPCOSDSE602

Course Type: DSE (Theoretical & Practical)	Course Details: DSEC-1(2) or DSEC-2(2) or DSEC-3(2)	L-T-P: 4 - 0 - 4			
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	10	20	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. *Acquire familiarity with the concepts and relevant mathematics of computer graphics.*
2. *Ability to implement various algorithms to scan, convert the basic geometrical primitives, transformations, area filling, clipping.*
3. *Describe the importance of viewing and projections.*
4. *Ability to design basic graphics application programs.*
5. *Be able to design applications that display graphic images to given specifications.*

Course Content:

Theory

UNIT I. Application Areas of Computer Graphics, Overview of Graphics Systems and Devices. Points and Lines, Line Drawing Algorithms, Mid-Point Circle and Ellipse Algorithms. Filled Area Primitives, Polygon Filling Algorithms. Curve Generation: Bezier and B-Spline Curves.

UNIT II. 2-D Geometrical Transforms: Translation, Scaling, Rotation, Reflection and Shear Transformations Composite Transforms, Transformations between Coordinate Systems. 2-D Viewing: The Viewing Pipeline, Viewing Coordinate Reference Frame, Window to Viewport Coordinate Transformation, Viewing Functions.

UNIT III. Line Clipping Algorithms- Cohen-Sutherland and Cyrus Beck Line Clipping Algorithms, Sutherland-Hodgeman Polygon Clipping Algorithm. 3-D Object Representation: Polygon Surfaces, Quadric Surfaces, Spline Representation

UNIT IV. 3-D Geometric Transformations: Translation, Rotation, Scaling, Reflection and Shear Transformations, Composite Transformations, 3-D Viewing: Viewing Pipeline, Viewing Coordinates, View Volume, General Projection Transforms and Clipping.

UNIT V. Visible Surface Detection Methods: Classification, Back -Face Detection, DepthBuffer, Scanline, Depth Sorting, BSP-Tree Methods, Area Sub-Division and Octree Methods Illumination Models and Surface Rendering Methods: Basic Illumination Models, Polygon Rendering Methods.

Practical

The students are required to create interactive graphics applications in C using graphics application programming interfaces and demonstrate geometrical transformations. The lab material includes implementation of line drawings, circle drawing, ellipse drawing as well as different geometrical transformations.

Experiment 1: Line Drawing Using DDA and Bresenham

Experiment 2: Circle Drawing Using Midpoint Algorithm .

Experiment 3: Ellipse Drawing Using Midpoint Algorithm.

Experiment 4: Line Clipping Algorithms- Cohen-Sutherland and Cyrus Beck.

Experiment 5: Polygon Filling Algorithms.

Experiment 6: Performing the basic 2D transformations such as translation, Scaling, Rotation, shearing and reflection for a given 2D object.

Internal (CA) Evaluation: Practical Note Book (15 marks), One Experiment (10 marks), Viva-voce (5 marks).

ESE Evaluation: One Experiment (10 marks), Viva-voce (10 marks).

References/ Suggested Readings:

1. Donald Hearn and M. Pauline Baker, Computer Graphics with Open GL, Prentice Hall.
2. R. K Maurya, Computer Graphics with Virtual Reality, Wiley.
3. Foley, Van Dam, Feiner and Hughes, Computer Graphics Principles & practice, Pearson Education.
4. D. P. Mukherjee, Fundamentals of Computer Graphics and Multimedia, PHI.

Course Name: Basics of Mobile Application Development

Course Code: BSCPCOSSE601

Course Type: SE (Theoretical)	Course Details: SEC-4		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		---	10	---	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. To understand Android platform and its architecture.
2. To learn about mobile devices types and different modern mobile operating systems.
3. To learn activity creation and Android User Interface designing.

4. *To learn basics of Intent, Broadcast and Internet services.*
5. *To learn about different wireless mobile data transmission standards.*
6. *To understand and learn how to integrate basic phone features, multimedia, camera and Location based services in Android Application.*
7. *To learn about different systems for mobile application development, deployment and distribution in Mobile market place (Android, iOS).*
8. *To understand and carry out functional test strategies for mobile applications.*

Course Content:

Theory

UNIT I. Introduction: What is Android, Android Versions and its Feature Set, Various Android Devices on the Market, Android Market Application Store, Android Development Environment System Requirements, Android SDK, Installing Java, and ADT bundle - Eclipse Integrated Development Environment (IDE), Creating Android Virtual Devices (AVDs).

UNIT II. Android Architecture Overview and Application: Android Software Stack, The Linux Kernel, Android Runtime - Dalvik Virtual Machine, Android Runtime – Core Libraries, Dalvik VM Specific Libraries, Java Interoperability Libraries, Android Libraries, Application Framework, Creating a New Android Project ,Defining the Project Name and SDK Settings, Project Configuration Settings, Configuring the Launcher Icon, Creating an Activity, Running the Application in the AVD, Stopping a Running Application, Modifying the Example Application, Reviewing the Layout and Resource Files.

UNIT III. Android Software Development Platform and Framework: Understanding Java SE and the Dalvik Virtual Machine, The Directory Structure of an Android Project, Common Default Resources Folders, The Values Folder, Leveraging Android XML, Screen Sizes , Launching Mobile Application: The AndroidManifest.xml File, Android Application Components, Android Activities: Defining the UI, Android Services: Processing in the Background, Broadcast Receivers: Announcements and Notifications Content Providers: Data Management, Android Intent Objects: Messaging for Components, Android Manifest XML: Declaring Your Components.

UNIT IV. Understanding Android User Interfaces, Views and Layouts: Designing for Different Android Devices, Views and View Groups, Android Layout Managers, The View Hierarchy, Designing an Android User Interface using the Graphical Layout Tool Displaying Text with TextView, Retrieving Data from Users, Using Buttons, Check Boxes and Radio Groups, Getting Dates and Times from Users, Using Indicators to Display Data to Users, Adjusting Progress with Seek Bar, Working with Menus using views, Gallery, Image Switcher, Grid View, and Image View views to display images.

UNIT V. Databases, Intents, Location-based Services: Saving and Loading Files, SQLite Databases, Android Database Design, Exposing Access to a Data Source through a Content Provider, Content Provider Registration, Native Content Providers Intents and Intent Filters: Intent Overview, Implicit Intents, Creating the Implicit Intent Example Project, Explicit Intents, Creating the Explicit Intent Example Application, Intents with Activities, Intents with Broadcast Receivers.

UNIT VI. Sending SMS Messages Programmatically, Getting Feedback after Sending the Message Sending SMS Messages Using Intent Receiving, sending email, Introduction to location-based service, configuring the Android Emulator for Location -Based Services, Geocoding and Map-Based Activities.

References/ Suggested Readings:

1. Harwani, Android Programming Unleashed, SAMS.
2. Richard Rodger, Beginning Mobile Application Development in the Cloud, Wrox.

Course Name: Basics of Cloud Computing

Course Code: BSCPCOSSE602

Course Type: SE (Theoretical)	Course Details: SEC-4		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		---	10	---	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

1. *Analyze the trade-offs between deploying applications in the cloud and over the local infrastructure.*
2. *Compare the advantages and disadvantages of various cloud computing platforms.*
3. *Deploy applications over commercial cloud computing infrastructures such as Amazon Web Services, Windows Azure, and Google AppEngine.*
4. *Program data intensive parallel applications in the cloud.*
5. *Analyze the performance, scalability, and availability of the underlying cloud technologies and software.*
6. *Identify security and privacy issues in cloud computing.*

Course Content:

Theory

UNIT I. Introduction to cloud computing: Definition, characteristics, components, Cloud service provider, the role of networks in Cloud computing, Cloud deployment models- private, public & hybrid, Cloud service models, multitenancy, Cloud economics and benefits, Cloud computing platforms - IaaS: Amazon EC2, PaaS: Google App Engine, Microsoft Azure, SaaS.

UNIT II. Virtualization: Virtualization concepts , Server virtualization, Storage virtualization, Storage services, Network virtualization, Service virtualization, Virtualization management, Virtualization technologies and architectures, virtual machine, Measurement and profiling of virtualized applications.

UNIT III. Data in cloud computing: Relational databases, Cloud file systems: GFS and HDFS, BigTable, HBase and Dynamo. MapReduce and extensions: Parallel computing, the map-Reduce model, Parallel efficiency of MapReduce, Relational operations using Map-Reduce, Enterprise batch processing using MapReduce.

UNIT IV. Cloud security: Cloud security fundamentals, Vulnerability assessment tool for cloud, Privacy and Security in cloud. Cloud computing security architecture: General Issues, Trusted Cloud computing, Secure Execution Environments and Communications, Micro - architectures; Identity Management and Access control, Autonomic security, Security challenges : Virtualization security management - virtual threats, VM Security Recommendations.

UNIT V. Issues in cloud computing: Implementing real time application over cloud platform, Issues in Inter-cloud environments, QOS Issues in Cloud, Dependability, data migration, streaming in Cloud. Quality of Service (QoS) monitoring in a Cloud computing environment.

References/ Suggested Readings:

1. Gautam Shroff, Enterprise Cloud Computing, Cambridge publication
2. Ronald Krutz and Russell Dean Vines, Cloud Security, Wiley-India.
3. Dr. Kumar Saurabh, Cloud Computing, Wiley Publication.



PROGRAMME	
SUB: COMPUTER SCIENCE	
HONOURS	NA
PROGRAMME	
COURSE OUTCOME	
<ol style="list-style-type: none"> 1. Apply algorithmic reasoning to a variety of computational problems 2. Design, correctly implement, and document solutions to significant computational problems 3. Implement software systems that meet specified design and performance requirements 4. Work effectively in teams to design and implement solutions to computational problems 5. Communicate effectively, both orally and in writing 	

MAPPING PROGRAMME OUTCOME

PO1	PO2	PO3	PO5	PO6	PO7
CRITICAL THINKING	EFFECTIVE COMMUNICATION	SOCIAL INTERACTION	LABORATORY SKILL	ENVIRONMET SUSTAINABILITY	SELF LEARNING
CC1(1)			CC1(1)		DSEC1(1)
CC1(2)			CC1(2)		
CC1(3)	SEC2		SEC1		DSEC1(2)
CC1(4)			CC1(4)		
SEC1			SEC2		
SEC2			SEC3		
SEC3			DSEC1(2)		
SEC4			SEC4		
DSEC1(1)					
DSEC1(2)					

Sanchari Bhattacharya
 CO-ORDINATOR. 27/6/24
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 Paschim Bardhaman

Janki...
 Principal 27/06/24
 PANDAVESWAR COLLEGE
 Pandaveswar, Paschim Bardhaman

**SYLLABUS
FOR
B.SC. HONOURS IN MATHEMATICS**

Under
**Choice Based Credit System
(CBCS)**

Effective from the academic session 2019-2020



KAZI NAZRUL UNIVERSITY
ASANSOL-713 340, PASCHIM BARDHAMAN
WEST BENGAL

SEMESTER I

CORE COURSE -1

Course code: BSCHMTMC101

Calculus, Geometry & Differential Equations (Full Marks: 50)

Unit -1: Hyperbolic functions, higher order derivatives, Leibnitz rule and its applications to problems of type $e^{ax+b} \sin x, e^{ax+b} \cos x, (ax + b)^n \sin x, (ax + b)^n \cos x$, concavity and inflection points, envelopes, asymptotes, curve tracing in Cartesian coordinates, tracing in polar coordinates of standard curves, L'Hospital's rule, applications in business, economics and life sciences.

Unit-2: Reduction formulae, derivations and illustrations of reduction formulae for the integration of $\sin nx, \cos nx, \tan nx, \sec nx, (\log x)^n, \sin^n x \sin^m x$, parametric equations, parametrizing a curve, arc length, arc length of parametric curves, area of surface of revolution. Techniques of sketching conics.

Unit -3: Reflection properties of conics, translation and rotation of axes and second degree equations, classification of conics using the discriminant, polar equations of conics. Spheres. Cylindrical surfaces. Central conicoids, paraboloids, plane sections of conicoids, Generating lines, classification of quadrics, Illustrations of graphing standard quadric surfaces like cone, ellipsoid.

Unit -4: Differential equations and mathematical models. General, particular, explicit, implicit and singular solutions of a differential equation. Exact differential equations and integrating factors, separable equations and equations reducible to this form, linear equation and Bernoulli equations, special integrating factors and transformations.

Graphical Demonstration (Teaching Aid)

1. Plotting of graphs of function $e^{ax+b}, \log(ax + b), 1/(ax + b), \sin(ax + b), \cos(ax + b), |ax + b|$ and to illustrate the effect of a and b on the graph
2. Plotting the graphs of polynomial of degree 4 and 5, the derivative graph, the second derivative graph and comparing them.
3. Sketching parametric curves (Eg. Trochoid, cycloid, epicycloids, hypocycloid).
4. Obtaining surface of revolution of curves.
5. Tracing of conics in Cartesian coordinates/polar coordinates.
6. Sketching ellipsoid, hyperboloid of one and two sheets, elliptic cone, elliptic paraboloid, and hyperbolic paraboloid using Cartesian coordinates

References:

1. G.B. Thomas and R.L. Finney, Calculus, 9th Ed., Pearson Education, Delhi, 2005.
2. M.J. Strauss, G.L. Bradley and K. J. Smith, Calculus, 3rd Ed., Dorling Kindersley (India) P. Ltd. (Pearson Education), Delhi, 2007.
3. H. Anton, I. Bivens and S. Davis, Calculus, 7th Ed., John Wiley and Sons (Asia) P. Ltd., Singapore, 2002.
4. R. Courant and F. John, Introduction to Calculus and Analysis (Volumes I & II), Springer-Verlag, New York, Inc., 1989.
5. S.L. Ross, Differential Equations, 3rd Ed., John Wiley and Sons, India, 2004.
6. Murray, D., Introductory Course in Differential Equations, Longmans Green and Co. 1897.
7. G.F. Simmons, Differential Equations, Tata Mcgraw Hill, 1991.

8. T. Apostol, Calculus, Volumes I and II. Vol-I, 1966, Vol-II, 1968.
9. S. Goldberg, Calculus and Mathematical analysis, 1989.

CORE COURSE - 2

Course code: BSCHMTMC102 Algebra (Full Marks: 50)

Unit -1: Polar representation of complex numbers, n-th roots of unity, De Moivre's theorem for rational indices and its applications.

Theory of equations: Relation between roots and coefficients, Transformation of equation, Descartes rule of signs,

Cubic and biquadratic equations. Reciprocal equation, separation of the roots of equations, Strum's theorem.

Inequality: The inequality involving $AM \geq GM \geq HM$, Cauchy-Schwartz inequality

Unit-2: Equivalence relations and partitions, Functions, Composition of functions, Invertible functions, One to one correspondence and cardinality of a set. Well-ordering property of positive integers, Division algorithm, Divisibility and Euclidean algorithm. Congruence relation between integers. Principles of Mathematical Induction, statement of Fundamental Theorem of Arithmetic.

Unit -3: Systems of linear equations, row reduction and echelon forms, vector equations, the matrix equation $Ax = b$, solution sets of linear systems, applications of linear systems, linear independence.

Unit -4: Introduction to linear transformations, matrix of a linear transformation, inverse of a matrix, characterizations of invertible matrices. Vector Spaces of R^n , Subspaces of R^n , dimension of subspaces of R^n , rank of a matrix, Eigen values, Eigen Vectors and Characteristic Equation of a matrix. Cayley-Hamilton theorem and its use in finding the inverse of a matrix.

References:

1. Titu Andreescu and Dorin Andrica, Complex Numbers from A to Z, Birkhauser, 2006.
2. Edgar G. Goodaire and Michael M. Parmenter, Discrete Mathematics with Graph Theory, 3rd Ed., Pearson Education (Singapore) P. Ltd., Indian Reprint, 2005.
3. David C. Lay, Linear Algebra and its Applications, 3rd Ed., Pearson Education Asia, Indian Reprint, 2007.
4. K.B. Dutta, Matrix and linear algebra, 2004.
5. K. Hoffman, R. Kunze, Linear algebra, 1971.
6. W.S. Burnstine and A.W. Panton, Theory of equations, 2007.

SEMESTER II

CORE COURSE - 3

Course code: BSCHMTMC201 Real Analysis (Full Marks: 50)

Unit-1: Review of Algebraic and Order Properties of \mathbb{R} , ε -neighbourhood of a point in \mathbb{R} . Idea of countable sets, uncountable sets and uncountability of \mathbb{R} . Bounded above sets, Bounded below sets, Bounded Sets, Unbounded sets. Suprema and Infima. Completeness Property of \mathbb{R} and its equivalent

properties. The Archimedean Property, Density of Rational (and Irrational) numbers in \mathbb{R} , Intervals. Limit points of a set, Isolated points, Open set, closed set, derived set, Illustrations of Bolzano-Weierstrass theorem for sets, compact sets in \mathbb{R} , Heine-Borel Theorem.

Unit-2: Sequences, Bounded sequence, Convergent sequence, Limit of a sequence, \liminf , \limsup . Limit Theorems. Monotone Sequences, Monotone Convergence Theorem. Subsequences, Divergence Criteria. Monotone Subsequence Theorem (statement only), Bolzano Weierstrass Theorem for Sequences. Cauchy sequence, Cauchy's Convergence Criterion.

Unit-3: Infinite series, convergence and divergence of infinite series, Cauchy Criterion, Tests for convergence: Comparison test, Limit Comparison test, Ratio Test, Cauchy's nth root test, Raabe's test, Gauss test, Cauchy condensation test, Integral test. Alternating series, Leibniz test. Absolute and Conditional convergence.

Graphical Demonstration (Teaching Aid)

1. Plotting of recursive sequences.
2. Study the convergence of sequences through plotting.
3. Verify Bolzano-Weierstrass theorem through plotting of sequences and hence identify convergent subsequences from the plot.
4. Study the convergence/divergence of infinite series by plotting their sequences of partial sum.
5. Cauchy's root test by plotting nth roots.
6. Ratio test by plotting the ratio of n^{th} and $(n + 1)^{th}$ term.

References:

1. R.G. Bartle and D. R. Sherbert, Introduction to Real Analysis, 3rd Ed., John Wiley and Sons (Asia) Pvt. Ltd., Singapore, 2002.
2. Gerald G. Bilodeau, Paul R. Thie, G.E. Keough, An Introduction to Analysis, 2nd Ed., Jones & Bartlett, 2010.
3. Brian S. Thomson, Andrew. M. Bruckner and Judith B. Bruckner, Elementary Real Analysis, Prentice Hall, 2001.
4. S.K. Berberian, a First Course in Real Analysis, Springer Verlag, New York, 1994.
5. Tom M. Apostol, Mathematical Analysis, Narosa Publishing House, 1981.
6. Courant and John, Introduction to Calculus and Analysis, Vol I, Springer, 1999.
7. W. Rudin, Principles of Mathematical Analysis, Tata McGraw-Hill, 1953.
8. Terence Tao, Analysis I, Hindustan Book Agency, 2006
9. S. Goldberg, Calculus and mathematical analysis, 1989.

CORE COURSE - 4

Course code: BSCHMTMC202 Differential Equations and Vector Calculus (Full Marks: 50)

Unit-1: Lipschitz condition and Picard's Theorem (Statement only). General solution of homogeneous equation of second order, principle of super position for homogeneous equation, Wronskian: its properties and applications, Linear homogeneous and non-homogeneous equations of higher order with constant coefficients, Euler's equation, method of undetermined coefficients, method of variation of parameters.

Unit -2: Systems of linear differential equations, types of linear systems, differential operators, an operator method for linear systems with constant coefficients, Basic Theory of linear systems in normal form, homogeneous linear systems with constant coefficients: Two Equations in two unknown functions.

Unit-3: Equilibrium points, Interpretation of the phase plane. Power series solution of a differential equation about an ordinary point, solution about a regular singular point.

Unit- 4: Triple product, introduction to vector functions, operations with vector-valued functions, limits and continuity of vector functions, differentiation and integration of vector functions.

Graphical Demonstration (Teaching Aid) :

1. Plotting of family of curves which are solutions of second order differential equation.
2. Plotting of family of curves which are solutions of third order differential equation.

References:

1. Belinda Barnes and Glenn R. Fulford, Mathematical Modeling with Case Studies, A Differential Equation Approach using Maple and Matlab, 2nd Ed., Taylor and Francis group, London and New York, 2009.
2. C.H. Edwards and D.E. Penny, Differential Equations and Boundary Value problems Computing and Modeling, Pearson Education India, 2005.
3. S.L. Ross, Differential Equations, 3rd Ed., John Wiley and Sons, India, 2004.
4. Martha L Abell, James P Braselton, Differential Equations with MATHEMATICA, 3rd Ed., Elsevier Academic Press, 2004.
5. Murray, D., Introductory Course in Differential Equations, Longmans Green and Co, 1897.
6. Boyce and Diprima, Elementary Differential Equations and Boundary Value Problems, Wiley, 2012.
7. G.F.Simmons, Differential Equations, Tata McGraw Hill, 1991.
8. Marsden, J., and Tromba, Vector Calculus, McGraw Hill, 1987.
9. Maity, K.C. and Ghosh, R.K., Vector Analysis, New Central Book Agency (P) Ltd. Kolkata (India), 1999.
10. M. R. Spiegel, Schaum's outline of Vector Analysis, McGraw Hill, 1980.

SEMESTER III

CORE COURSE - 5

Course code: BSCHMTMC301

Theory of Real Functions & Introduction to Metric Space (Full Marks: 50)

Unit -1: Limits of functions (ϵ - δ approach), sequential criterion for limits, divergence criteria. Limit theorems, one sided limits. Infinite limits and limits at infinity. Continuous functions, sequential criterion for continuity and discontinuity. Algebra of continuous functions. Continuous functions on an interval, intermediate value theorem, location of roots theorem, preservation of intervals theorem. Uniform continuity, non-uniform continuity criteria, theorems on uniform continuity.

Unit -2: Differentiability of a function at a point and in an interval, Caratheodory's theorem, algebra of differentiable functions. Relative extrema, interior extremum, Rolle's theorem. Mean value theorem, intermediate value property of derivatives, Darboux's theorem. Applications of mean value theorem to inequalities and approximation of polynomials, Application of differential calculus: Curvature

Unit-3:Cauchy's mean value theorem. Taylor's theorem with Lagrange's form of remainder, Taylor's theorem with Cauchy's form of remainder, application of Taylor's theorem to convex functions,

relative extrema. Taylor's series and Maclaurin's series expansions of exponential and trigonometric functions, $\ln(1 + x)$, $1/ax + b$ and $(1 + x)^n$. Application of Taylor's theorem to inequalities.

Unit-4: Metric spaces: Definition and examples. Open and closed balls, neighbourhood, open set, interior of a set. Limit point of a set, closed set, diameter of a set, subspaces, dense sets, separable spaces.

References:

1. R. Bartle and D.R. Sherbert, Introduction to Real Analysis, John Wiley and Sons, 2003.
2. K.A. Ross, Elementary Analysis: The Theory of Calculus, Springer, 2004.
3. A. Mattuck, Introduction to Analysis, Prentice Hall, 1999.
4. S.R. Ghorpade and B.V. Limaye, a Course in Calculus and Real Analysis, Springer, 2006.
5. Tom M. Apostol, Mathematical Analysis, Narosa Publishing House, 2002.
6. R. Courant and F. John, Introduction to Calculus and Analysis, Vol II, Springer, 1999.
7. W. Rudin, Principles of Mathematical Analysis, Tata McGraw-Hill, 2017.
8. Terence Tao, Analysis II, Hindustan Book Agency, 2006
9. Satish Shirali and Harikishan L. Vasudeva, Metric Spaces, Springer Verlag, London, 2006
10. S. Kumaresan, Topology of Metric Spaces, 2nd Ed., Narosa Publishing House, 2011.
11. G.F. Simmons, Introduction to Topology and Modern Analysis, McGraw-Hill, 2004.

CORE COURSE - 6

Course code: BSCHMTMC302 Group Theory–I (Full Marks: 50)

Unit-1: Symmetries of a square, Dihedral groups, definition and examples of groups including permutation groups and quaternion groups (through matrices), elementary properties of groups.

Unit-2: Subgroups and examples of subgroups, centralizer, normalizer, center of a group, product of two subgroups.

Unit-3: Properties of cyclic groups, classification of subgroups of cyclic groups, Cycle notation for permutations, properties of permutations, even and odd permutations, alternating group, properties of cosets, Lagrange's theorem and consequences including Fermat's Little theorem.

Unit-4: External direct product of a finite number of groups, normal subgroups, factor groups, Cauchy's theorem for finite abelian groups.

Unit-5: Group homomorphisms, properties of homomorphisms, Cayley's theorem, properties of isomorphisms, First, Second and Third isomorphism theorems.

References:

1. John B. Fraleigh, A First Course in Abstract Algebra, 7th Ed., Pearson, 2002.
2. M. Artin, Abstract Algebra, 2nd Ed., Pearson, 2011.
3. Joseph A. Gallian, Contemporary Abstract Algebra, 4th Ed., 1999.
4. I.N. Herstein, Topics in Algebra, Wiley Eastern Limited, India, 1975.
5. D.S. Malik, John M. Mordeson and M.K. Sen, Fundamentals of Abstract Algebra, 1997

CORE COURSE - 7

Course code: BSCHMTMC303
Numerical Methods & Numerical Methods Lab (Full Marks: 50)
(Theory: 30 Marks, Practical: 20 Marks)

Numerical Methods (30 marks)

Unit-1: Algorithms, Convergence, Errors: Relative, Absolute. Round off, Truncation.

Unit-2: Transcendental and Polynomial equations: Bisection method, Newton's method, Secant method, Regula-falsi method, fixed point iteration, Newton-Raphson method. Rate of convergence of these methods.

Unit -3: System of linear algebraic equations: Gaussian Elimination and Gauss Jordan methods. Gauss Jacobi method, Gauss Seidel method and their convergence analysis, LU Decomposition.

Unit-4: Interpolation: Lagrange and Newton's methods, Error bounds, Finite difference operators. Gregory forward and backward difference interpolations.

Numerical differentiation: Methods based on interpolations, methods based on finite differences.

Unit-5: Numerical Integration: Newton Cotes formula, Trapezoidal rule, Simpson's $1/3^{\text{rd}}$ rule, Simpson's $3/8^{\text{th}}$ rule, Weddle's rule, Boole's rule. Midpoint rule, Composite Trapezoidal rule, Composite Simpson's $1/3^{\text{rd}}$ rule, Gauss quadrature formula.

The algebraic eigenvalue problem: Power method.

Unit -6: Ordinary Differential Equations: The method of successive approximations, Euler's method, the modified Euler method, Runge-Kutta methods of orders two and four.

Numerical Methods Lab (20 marks)

Lab notebook & Viva Voce: 5 marks

Numerical Problem: 15 marks (Working formula: 2, Algorithm: 3, Program: 8, Result: 2)

List of practical problems (using C programming)

1. Solution of transcendental and algebraic equations by

- (a) Newton Raphson method.
- (b) Regula Falsi method.

2. Solution of system of linear equations

- (a) Gaussian elimination method
- (b) Gauss-Seidel method

3. Interpolation: Lagrange Interpolation

4. Numerical Integration

- (a) Trapezoidal Rule
- (b) Simpson's one third rule

5. Solution of 1^{st} order ordinary differential equations: Fourth order Runge Kutta method

Reference:

1. Brian Bradie, A Friendly Introduction to Numerical Analysis, Pearson Education, India, 2007.
2. M.K. Jain, S.R.K. Iyengar and R.K. Jain, Numerical Methods for Scientific and Engineering, 2012.
3. Nayak, P.K., Numerical Analysis: Theory & Applications, Asian Books Pvt. Ltd.
4. C.F. Gerald and P.O. Wheatley, Applied Numerical Analysis, Pearson Education, India, 2008.

5. Uri M. Ascher and Chen Greif, A First Course in Numerical Methods, 7th Ed., PHI Learning Private
6. John H. Mathews and Kurtis D. Fink, Numerical Methods using Matlab, 4th Ed., PHI Learning Private Limited, 2012.
7. Scarborough, James B., Numerical Mathematical Analysis, Oxford and IBH publishing co, 1966.
8. Atkinson, K. E., An Introduction to Numerical Analysis, John Wiley and Sons, 1978.
9. Yashavant Kanetkar, Let Us C, BPB Publications, 2016..

SKILL ENHANCEMENT COURSE - 1

(Choose any one from the following)

**Course code: BSCHMTMSE301
Logic and Sets (Full Marks: 50)**

Unit -1: Introduction, propositions, truth table, negation, conjunction and disjunction. Implications, biconditional propositions, converse, contra positive and inverse propositions and precedence of logical operators. Propositional equivalence: Logical equivalences. Predicates and quantifiers: Introduction, Quantifiers, Binding variables and Negations.

Unit -2: Sets, subsets, Set operations and the laws of set theory and Venn diagrams. Examples of finite and infinite sets. Finite sets and counting principle. Empty set, properties of empty set. Standard set operations. Classes of sets. Power set of a set.

Unit -3: Difference and Symmetric difference of two sets. Set identities, Generalized union and intersections. Relation: Product set. Composition of relations, Types of relations, Partitions, Equivalence Relations with example of congruence modulo relation. Partial ordering relations, n- ary relations.

Reference:

1. R.P. Grimaldi, Discrete Mathematics and Combinatorial Mathematics, Pearson Education, 1998.
2. P.R. Halmos, Naive Set Theory, Springer, 1974.
3. E. Kamke, Theory of Sets, Dover Publishers, 1950.

**Course code: BSCHMTMSE302
Programming Language in C (Full Marks: 50)**

Unit-1: An overview of theoretical computers, history of computers, overview of architecture of computer, compiler, assembler, machine language, high level language, object oriented language, programming language and importance of C programming.

Unit-2: Constants, Variables and Data type of C-Program: Character set. Constants and variables data types, expression, assignment statements, declaration. Operation and Expressions: Arithmetic operators, relational operators, logical operators.

Unit-3: Decision Making and Branching: decision making with if statement, if-else statement, Nesting if statement, switch statement, break and continue statement. Control Statements: While statement, do-while statement, for statement.

Unit-4: Arrays: One-dimension, two-dimension and multidimensional arrays, declaration of arrays, initialization of one and multi-dimensional arrays.

Unit-5: User-defined Functions: Definition of functions, Scope of variables, return values and their types, function declaration, function call by value, Nesting of functions, passing of arrays to functions, Recurrence of function.

References:

1. B. W. Kernighan and D. M. Ritchi: The C-Programming Language, 2nd Edi. (ANSI Refresher), Prentice Hall, 1977.
2. E. Balagurnsamy: Programming in ANSI C, Tata McGraw Hill, 2004.
3. Y. Kanetkar: Let Us C; BPB Publication, 1999.
4. C. Xavier: C-Language and Numerical Methods, New Age International.
5. V. Rajaraman: Computer Oriented Numerical Methods, Prentice Hall of India, 1980.

SEMESTER IV

CORE COURSE - 8

Course code: BSCHMTMC401

Riemann Integration and Series of Functions (Full Marks: 50)

Unit -1: Riemann integration: inequalities of upper and lower sums, Darboux integration, Darboux theorem, Riemann conditions of integrability, Riemann sum and definition of Riemann integral through Riemann sums, equivalence of two Definitions. Riemann integrability of monotone and continuous functions, Properties of the Riemann integral; definition and integrability of piecewise continuous and monotone functions.

Intermediate Value theorem for Integrals, Fundamental theorem of Integral Calculus.

Unit-2: Improper integrals, Convergence of Beta and Gamma functions.

Unit-3: Pointwise and uniform convergence of sequence of functions. Theorems on continuity, derivability and integrability of the limit function of a sequence of functions. Series of functions, Theorems on the continuity and derivability of the sum function of a series of functions; Cauchy criterion for uniform convergence and Weierstrass M-Test.

Unit -4: Fourier series: Definition of Fourier coefficients and series, Riemann- Lebesgue lemma, Bessel's inequality, Parseval's identity, Dirichlet's condition. Examples of Fourier expansions and summation results for series.

Unit -5: Power series, radius of convergence, Cauchy Hadamard Theorem. Differentiation and integration of power series; Abel's Theorem; Weierstrass Approximation Theorem.

References:

1. K.A. Ross, Elementary Analysis, The Theory of Calculus, Undergraduate Texts in Mathematics, Springer (SIE), Indian reprint, 2004.
2. R.G. Bartle and D.R. Sherbert, Introduction to Real Analysis, 3rd Ed., John Wiley and Sons (Asia) Pvt. Ltd., Singapore, 2002.
3. Charles G. Denlinger, Elements of Real Analysis, Jones & Bartlett (Student Edition), 2011.
4. S. Goldberg, Calculus and Mathematical analysis.
5. Santi Narayan, Integral calculus, S Chand, 2005..
6. T. Apostol, Calculus I, II, Wiley, 2007.

CORE COURSE -9

Course code: BSCHMTMC402 Multivariate Calculus (Full Marks: 50)

Unit-1: Functions of several variables, limit and continuity of functions of n variables, Partial differentiation, total differentiability and differentiability, sufficient condition for differentiability. Chain rule for one and two independent parameters, directional derivatives, the gradient, Jacobian, maximal and normal property of gradient, tangent planes, Implicit function theorem. Extrema of functions of n variables with necessary and sufficient conditions, method of Lagrange multipliers.

Unit-2: Double integration over rectangular region, double integration over non-rectangular region, Double integrals in polar co-ordinates, Triple integrals, Triple integral over a parallelepiped and solid regions. Volume by triple integrals, cylindrical and spherical coordinates. Change of variables in double integrals and triple integrals.

Unit-3: Vector operators, Gradient of a scalar function, directional derivatives, Definition of vector field, divergence and curl. Line integrals, Fundamental theorem for line integrals, conservative vector fields, Application of line integral to Workdone.

Unit-4: Green's theorem, surface integrals, integrals over parametrically defined surfaces. Stoke's theorem, The Divergence theorem.

References:

1. G.B. Thomas and R.L. Finney, Calculus, 9th Ed., Pearson Education, Delhi, 2005.
2. M.J. Strauss, G.L. Bradley and K. J. Smith, Calculus, 3rd Ed., Dorling Kindersley (India) Pvt. Ltd. (Pearson Education), Delhi, 2007.
3. E. Marsden, A.J. Tromba and A. Weinstein, Basic Multivariable Calculus, Springer (SIE), Indian reprint, 2005.
4. James Stewart, Multivariable Calculus, Concepts and Contexts, 2nd Ed., Brooks Cole, Thomson Learning, USA, 2001
5. Tom M. Apostol, Mathematical Analysis, Narosa Publishing House, 2nd Ed., 2002
6. Courant and John, Introduction to Calculus and Analysis, Vol II, Springer New York, 2012
7. W. Rudin, Principles of Mathematical Analysis, Tata McGraw-Hill, 3rd Ed., 2013
8. Marsden, J., and Tromba, Vector Calculus, McGraw Hill,
9. Maity, K.C. and Ghosh, R.K. Vector Analysis, New Central Book Agency (P) Ltd. Kolkata (India).
10. Terence Tao, Analysis II, Hindustan Book Agency, 3rd Ed., 2015.
11. M.R. Spiegel, Schaum's outline of Vector Analysis.

CORE COURSE -10

Course code: BSCHMTMC403**Ring Theory and Linear Algebra I (Full Marks: 50)**

Unit -1: Definition and examples of rings, properties of rings, subrings, integral domains and fields, characteristic of a ring. Ideal, ideal generated by a subset of a ring, factor rings, operations on ideals, prime and maximal ideals.

Unit-2: Ring homomorphisms, properties of ring homomorphisms. Isomorphism theorems I, II and III, field of quotients.

Unit -3: Vector spaces, subspaces, algebra of subspaces, quotient spaces, linear combination of vectors, linear span, linear independence, basis and dimension, dimension of subspaces, extension, deletion and replacement theorems.

Unit 4 : Linear transformations, null space, range, rank and nullity of a linear transformation, matrix representation of a linear transformation, algebra of linear transformations, Isomorphisms, Isomorphism theorems, invertibility and isomorphisms, change of coordinate matrix.

References:

1. John B. Fraleigh, A First Course in Abstract Algebra, 7th Ed., Pearson, 2002.
2. M. Artin, Abstract Algebra, 2nd Ed., Pearson, 2011.
3. Stephen H. Friedberg, Arnold J. Insel, Lawrence E. Spence, Linear Algebra, 4th Ed., Prentice-Hall of India Pvt. Ltd., New Delhi, 2004.
4. Joseph A. Gallian, Contemporary Abstract Algebra, 4th Ed., Narosa Publishing House, New Delhi, 1999.
5. S. Lang, Introduction to Linear Algebra, 2nd Ed., Springer, 2005.
6. Gilbert Strang, Linear Algebra and its Applications, Thomson, 2007.
7. S. Kumaresan, Linear Algebra- A Geometric Approach, Prentice Hall of India, 1999
8. Kenneth Hoffman, Ray Alden Kunze, Linear Algebra, 2nd Ed., Prentice-Hall of India Pvt. Ltd., 1971.
9. D.A.R. Wallace, Groups, Rings and Fields, Springer Verlag London Ltd., 1998.
10. D.S. Malik, John M. Mordeson and M.K. Sen, Fundamentals of Abstract Algebra.s

SKILL ENHANCEMENT COURSE - 2

(Choose any one from the following)

Course code: BSCHMTMSE401
Graph Theory (Full Marks: 50)

Unit -1: Definition, examples and basic properties of graphs, pseudo graphs, complete graphs, bipartite graphs isomorphism of graphs.

Unit -2: Eulerian circuits, Eulerian graph, semi-Eulerian graph and theorems, Hamiltonian cycles and theorems.

Representation of a graph by a matrix, the adjacency matrix, incidence matrix, weighted graph,

Unit -3: Travelling salesman's problem, shortest path, Tree and their properties, spanning tree, Dijkstra's algorithm, Warshall algorithm.

References:

1. J. Clark and D. A. Holton: A First Look at Graph Theory, Allied Publishers Ltd., 1995.
2. D. S. Malik, M. K. Sen and S. Ghosh: Introduction to Graph Theory, Cengage Learning Asia, 2014.
3. Nar Sing Deo : *Graph Theory*, Prentice-Hall, 1974.
4. J. A. Bondy and U.S.R. Murty: Graph Theory with Applications, Macmillan, 1976.
5. Edgar G. Goodaire and Michael M. Parmenter, Discrete Mathematics with Graph Theory, 2nd Edition, Pearson Education (Singapore) P. Ltd., Indian Reprint 2003..

Course code: BSCHMTMSE402
Object Oriented Programming in C++ (Full Marks: 50)

Unit 1: Programming paradigms, characteristics of object oriented programming languages, brief history of C++, structure of C++ program, differences between C and C++, basic C++ operators, Comments, working with variables, enumeration, arrays and pointer.

Unit 2: Objects, classes, constructor and destructors, friend function, inline function, encapsulation, data abstraction, inheritance, polymorphism, dynamic binding, operator overloading, method overloading, overloading arithmetic operator and comparison operators.

Unit 3: Template class in C++, copy constructor, subscript and function call operator, concept of namespace and exception handling.

References:

1. A. R. Venugopal, Rajkumar, and T. Ravishanker, Mastering C++, TMH, 1997.
2. S. B. Lippman and J. Lajoie, C++ Primer, 3rd Ed., Addison Wesley, 2000.
3. Bruce Eckel, Thinking in C++, 2nd Ed., President, Mindview Inc., Prentice Hall, 2000.
4. D. Parasons, Object Oriented Programming with C++, BPB Publication, 2008.
5. Bjarne Stroustrup, The C++ Programming Language, 3rd Ed., Addison Welsley, 1997.
6. E. Balaguruswami, Object Oriented Programming In C++, Tata McGrawHill, 2011.
7. Herbert Scildt, C++, The Complete Reference, Tata McGrawHill, 2003.

SEMESTER V

CORE COURSE - 11

Course code: BSCHMTMC501
Partial Differential Equations and Applications (Full Marks: 50)

Unit -1: Partial Differential Equations – Basic concepts and Definitions. Mathematical Problems. First- Order Equations: Classification, Construction and Geometrical Interpretation. Method of Characteristics for obtaining General Solution of Quasi Linear Equations. Canonical Forms of First-

order Linear Equations. Solution of first order partial differential equations by Charpit's method and Jacobi's method. Method of Separation of Variables for solving first order partial differential equations.

Unit -2: Derivation of Heat equation, Wave equation and Laplace equation. Classification of second order linear equations as hyperbolic, parabolic, elliptic. Reduction of second order Linear Equations to canonical forms.

Unit -3: The Cauchy problem of 2nd order partial differential equation, Cauchy-Kowalewskaya theorem, Cauchy problem of an infinite string, Initial and Boundary Value Problems. Semi-Infinite String with a fixed end, Semi-Infinite String with a Free end. Equations with non-homogeneous boundary conditions. Non-Homogeneous Wave Equation. Method of separation of variables: Solving the Vibrating String Problem. Solving the Heat Conduction problem.

Graphical Demonstration

1. Solution of Cauchy problem for first order PDE.
2. Finding the characteristics for the first order PDE.
3. Plot the integral surfaces of a given first order PDE with initial data.
4. Solution of the equation $\frac{\partial^2 u}{\partial t^2} - \frac{\partial^2 u}{\partial x^2} = 0$ for the following associated conditions:
 - a) $u(x, 0) = \phi(x), u_t(x, 0) = \psi(x), x \in R, t > 0.$
 - b) $u(x, 0) = \phi(x), u_t(x, 0) = \psi(x), u(0, t) = 0, x \in (0, \infty), t > 0$
5. Solution of the equation $\frac{\partial^2 u}{\partial t^2} - c^2 \frac{\partial^2 u}{\partial x^2} = 0$ for the following associated conditions:
 - a) $u(x, 0) = \phi(x), u_t(0, t) = a, u(l, t) = b, 0 < x < l, t > 0.$
 - b) $u(x, 0) = \phi(x), x \in R, 0 < t < T.$

References:

1. Tyn Myint-U and Lokenath Debnath, Linear Partial Differential Equations for Scientists and Engineers, 4th Edition, Springer, Indian reprint, 2006.
2. S.L. Ross, Differential Equations, 3rd Ed., John Wiley and Sons, India, 2004.
3. Martha L Abell, James P Braselton, Differential equations with MATHEMATICA, 3rd Ed., Elsevier Academic Press, 2004.
4. Sneddon, I. N., Elements of Partial Differential Equations, McGraw Hill, 2013.
5. Miller, F. H., Partial Differential Equations, John Wiley and Sons, 2013.
6. Loney, S. L., An Elementary Treatise on the Dynamics of particle and of Rigid Bodies, Loney Press, 2007

CORE COURSE - 12

Course code: BSCHMTMC502 Ring Theory and Linear Algebra II (Full Marks: 50)

Unit -1: Polynomial rings over commutative rings, division algorithm and consequences, principal ideal domains, factorization of polynomials, reducibility tests, irreducibility tests, Eisenstein criterion, and unique factorization in $Z[x]$. Divisibility in integral domains, irreducible, primes, unique factorization domains, Euclidean domains.

Unit- 2: Dual spaces, dual basis, double dual, transpose of a linear transformation and its matrix in the dual basis, annihilators. Eigen spaces of a linear operator, diagonalizability, invariant subspaces and Cayley-Hamilton theorem, the minimal polynomial for a linear operator, canonical forms.

Unit -3: Inner product spaces and norms, Gram-Schmidt orthogonalisation process, orthogonal complements, Bessel's inequality, the adjoint of a linear operator, Least Squares Approximation, minimal solutions to systems of linear equations, Normal and self-adjoint operators, Orthogonal projections and Spectral theorem.

References:

1. John B. Fraleigh, A First Course in Abstract Algebra, 7th Ed., Pearson, 2002.
2. M. Artin, Abstract Algebra, 2nd Ed., Pearson, 2011.
3. Joseph A. Gallian, Contemporary Abstract Algebra, 4th Ed., Narosa Publishing House, 1999.
4. Stephen H. Friedberg, Arnold J. Insel, Lawrence E. Spence, Linear Algebra, 4th Ed., Prentice- Hall of India Pvt. Ltd., New Delhi, 2004.
5. S. Lang, Introduction to Linear Algebra, 2nd Ed., Springer, 2005.
6. Gilbert Strang, Linear Algebra and its Applications, Thomson, 2007.
7. S. Kumaresan, Linear Algebra- A Geometric Approach, Prentice Hall of India, 1999.
8. Kenneth Hoffman and Ray Alden Kunze, Linear Algebra, 2nd Ed., Prentice-Hall of India Pvt. Ltd., 1971.
9. S.H. Friedberg, A.L. Insel and L.E. Spence, Linear Algebra, Prentice Hall of India Pvt. Ltd.

DISCIPLINE SPECIFIC ELECTIVE (DSE - 1)

(Choose any one from the following)

Course code: BSCHMTMDSE501
Linear Programming and Game Theory (Full Marks: 50)

Unit -1: Introduction to linear programming problem. Theory of simplex method, graphical solution, convex sets, optimality and unboundedness, the simplex algorithm, simplex method in tableau format, introduction to artificial variables, two-phase method. Big-M method and their comparison.

Unit -2: Duality, formulation of the dual problem, primal-dual relationships, economic interpretation of the dual, Dual Simplex method.

Unit -3: Transportation problem and its mathematical formulation, northwest corner method, least cost method and Vogel approximation method for determination of starting basic solution, algorithm for solving transportation problem, assignment problem and its mathematical formulation, Hungarian method for solving assignment problem, Travelling salesman problem.

Unit -4: Game theory: Formulation of two person zero sum games, solving two person zero sum games, games with mixed strategies, graphical solution procedure, linear programming solution of games.

References:

1. Mokhtar S. Bazaraa, John J. Jarvis and Hanif D. Sherali, Linear Programming and Network Flows, 2nd Ed., John Wiley and Sons, India, 2004.
2. F.S. Hillier and G.J. Lieberman, Introduction to Operations Research, 9th Ed., Tata McGraw Hill, Singapore, 2009.

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

Course code: BSCHMTMDSE502
Group Theory II (Full Marks: 50)

Unit -1: Automorphism, inner automorphism, automorphism groups, automorphism groups of finite and infinite cyclic groups, applications of factor groups to automorphism groups, Characteristic subgroups, Commutator subgroup and its properties.

Unit -2: Properties of external direct products, the group of units modulo n as an external direct product, internal direct products, Fundamental Theorem of finite abelian groups.

Unit -3: Group actions, stabilizers and kernels, permutation representation associated with a given group action. Applications of group actions. Generalized Cayley's theorem. Index theorem.

Unit -4: Groups acting on themselves by conjugation, class equation and consequences, conjugacy in S_n , p -groups, Sylow's theorems and consequences, Cauchy's theorem, Simplicity of A_n for $n \geq 5$, non-simplicity tests.

References:

1. John B. Fraleigh, A First Course in Abstract Algebra, 7th Ed., Pearson, 2002.
2. M. Artin, Abstract Algebra, 2nd Ed., Pearson, 2011.
3. Joseph A. Gallian, Contemporary Abstract Algebra, 4th Ed., 1999.
4. David S. Dummit and Richard M. Foote, Abstract Algebra, 3rd Ed., John Wiley and Sons (Asia) Pvt. Ltd., Singapore, 2004.
5. J.R. Durbin, Modern Algebra, John Wiley & Sons, New York Inc., 2000.
6. D. A. R. Wallace, Groups, Rings and Fields, Springer Verlag London Ltd., 1998
7. D.S. Malik, John M. Mordeson and M.K. Sen, Fundamentals of Abstract Algebra, Tata McGrawHill, 1997.
8. I.N. Herstein, Topics in Algebra, Wiley Eastern Limited, India, 1975.

Course code: BSCHMTMDSE503
Point Set Topology (Full Marks: 50)

Unit -1: Countable and Uncountable Sets, Schröder-Bernstein Theorem, Cantor's Theorem, Cardinal Numbers and Cardinal Arithmetic, Continuum Hypothesis. Zorn's Lemma, Axiom of Choice, Well-Ordered Sets, Hausdorff's Maximality Principle. Ordinal Numbers.

Unit -2: Topological spaces, Basis and Subbasis for a topology, subspace Topology, Interior Points, Limit Points, Derived Set, Boundary of a set, Closed Sets, Closure and Interior of a set. Continuous Functions, Open maps, closed maps and Homeomorphisms, Product Topology, Quotient Topology, Metric Topology, Baire Category Theorem.

Unit-3: Connected and Path Connected Spaces, Connected Sets in \mathbb{R} , Components and Path Components, Local Connectedness, Compact Spaces, Compact Sets in \mathbb{R} , Compactness in Metric Spaces, Totally Bounded Spaces, Ascoli-Arzelà Theorem, The Lebesgue Number Lemma, Local Compactness.

References:

1. Munkres, J.R., Topology, A First Course, Prentice Hall of India Pvt. Ltd., New Delhi, 2000.
2. Dugundji, J., Topology, Allyn and Bacon, 1966.
3. Simmons, G.F., Introduction to Topology and Modern Analysis, McGraw Hill, 1963.
4. Kelley, J.L., General Topology, Van Nostrand Reinhold Co., New York, 1995.
5. Hocking, J., Young, G., Topology, Addison-Wesley Reading, 1961.
6. Steen, L., Seebach, J., Counter Examples in Topology, Holt, Reinhart and Winston, New York, 1970.
7. Abhijit Dasgupta, Set Theory, Birkhäuser, 2013.

DISCIPLINE SPECIFIC ELECTIVE (DSE -2)

(Choose any one from the following)

Course code: BSCHMTMDSE504
Probability and Statistics (Full Marks: 50)

Unit- 1: Sample space, probability axioms, real random variables (discrete and continuous), cumulative distribution function, probability mass/density functions, mathematical expectation, moments, moment generating function, characteristic function, discrete distributions: uniform, binomial, Poisson, geometric, negative binomial, continuous distributions: uniform, normal, exponential.

Unit -2: Joint cumulative distribution function and its properties, joint probability density functions, marginal and conditional distributions, expectation of function of two random variables, conditional expectations, independent random variables, bivariate normal distribution, correlation coefficient, joint moment generating function (jmgf) and calculation of covariance (from jmgf), linear regression for two variables.

Unit -3: Chebyshev's inequality, statement and interpretation of (weak) law of large numbers and strong law of large numbers. Central Limit theorem for independent and identically distributed random variables with finite variance, Markov Chains, Chapman-Kolmogorov equations, classification of states.

Unit-4: Random Samples, Sampling Distributions, Estimation of parameters, Testing of hypothesis.

References:

1. Robert V. Hogg, Joseph W. McKean and Allen T. Craig, Introduction to Mathematical Statistics, Pearson Education, Asia, 2007.
2. Irwin Miller and Marylees Miller and John E. Freund, Mathematical Statistics with Applications, 7th Ed. Pearson Education, Asia, 2006.
3. Sheldon Ross, Introduction to Probability Models, 9th Ed., Academic Press, Indian Reprint, 2007.
4. Alexander M. Mood, Franklin A. Graybill and Duane C. Boes, Introduction to the Theory of Statistics, 3rd Ed., Tata McGraw- Hill, Reprint 2007
5. A. Gupta, Ground work of Mathematical Probability and Statistics, Academic publishers, 1983.

Course code: BSCHMTMDSE505
Portfolio Optimization (Full Marks: 50)

Unit -1: Financial markets. Investment objectives. Measures of return and risk. Types of risks. Risk free assets. Mutual funds. Portfolio of assets. Expected risk and return of portfolio. Diversification.

Unit -2: Mean-variance portfolio optimization- the Markowitz model and the two-fund theorem, risk-free assets and one fund theorem, efficient frontier. Portfolios with short sales. Capital market theory.

Unit -3: Capital assets pricing model- the capital market line, beta of an asset, beta of a portfolio, security market line. Index tracking optimization models. Portfolio performance evaluation measures.

References:

1. F. K. Reilly, Keith C. Brown, Investment Analysis and Portfolio Management, 10th Ed., South-Western Publishers, 2011.
2. H.M. Markowitz, Mean-Variance Analysis in Portfolio Choice and Capital Markets, Blackwell, New York, 1987.
3. M.J. Best, Portfolio Optimization, Chapman and Hall, CRC Press, 2010.
4. D.G. Luenberger, Investment Science, 2nd Ed., Oxford University Press, 2013.

Course code: BSCHMTMDSE506
Boolean Algebra and Automata Theory (Full Marks: 50)

Unit -1: Definition, examples and basic properties of ordered sets, maps between ordered sets, duality principle, lattices as ordered sets, lattices as algebraic structures, sublattices, products and homomorphisms.

Unit -2: Definition, examples and properties of modular and distributive lattices, Boolean algebras, Boolean polynomials, minimal and maximal forms of Boolean polynomials, Quinn-McCluskey method, Karnaugh diagrams, Logic Gates, switching circuits and applications of switching circuits.

Unit -3: Introduction: Alphabets, strings, and languages. Finite Automata and Regular Languages: deterministic and non-deterministic finite automata, regular expressions, regular languages and their relationship with finite automata, pumping lemma and closure properties of regular languages.

Unit -4: Context Free Grammars and Pushdown Automata: Context free grammars (CFG), parse trees, ambiguities in grammars and languages, pushdown automaton (PDA) and the language accepted by PDA, deterministic PDA, Non- deterministic PDA, properties of context free languages; normal forms, pumping lemma, closure properties, decision properties.

Unit -5: Turing Machines: Turing machine as a model of computation, programming with a Turing machine, variants of Turing machine and their equivalence.

Unit -6: Undecidability: Recursively enumerable and recursive languages, undecidable problems about Turing machines: halting problem. Post Correspondence Problem, and undecidability problems about CFGs.

References:

1. B A. Davey and H. A. Priestley, Introduction to Lattices and Order, Cambridge University Press, Cambridge, 1990.
2. Edgar G. Goodaire and Michael M. Parmenter, Discrete Mathematics with Graph Theory, (2nd Ed.), Pearson Education (Singapore) P.Ltd., Indian Reprint 2003.
3. Rudolf Lidl and Günter Pilz, Applied Abstract Algebra, 2nd Ed., Undergraduate Texts in Mathematics, Springer (SIE), Indian reprint, 2004.
4. J. E. Hopcroft, R. Motwani and J. D. Ullman, Introduction to Automata Theory, Languages, and Computation, 2nd Ed., Addison-Wesley, 2001.
5. H.R. Lewis, C.H. Papadimitriou and C. Papadimitriou, Elements of the Theory of Computation, 2nd Ed., Prentice-Hall, NJ, 1997.
6. J.A. Anderson, Automata Theory with Modern Applications, Cambridge University Press, 2006.

SEMESTER VI**CORE COURSE -13****Course code: BSCHMTMC601
Metric Spaces and Complex Analysis (Full Marks: 50)**

Unit -1: Metric spaces: Sequences in Metric Spaces, Cauchy sequences. Complete Metric Spaces, Cantor's theorem.

Unit -2: Continuous mappings, sequential criterion and other characterizations of continuity, Uniform continuity, Connectedness, connected subsets of \mathbb{R} .

Compactness: Sequential compactness, Heine-Borel theorem, Totally bounded spaces, finite intersection property, and continuous functions on compact sets.

Homeomorphism, Contraction mappings, Banach Fixed point Theorem and its application to ordinary differential equation.

Unit -3: Limits, Limits involving the point at infinity, continuity. Properties of complex numbers, regions in the complex plane, functions of complex variable, mappings, Conformal mapping, bilinear transformations.

Derivatives, differentiation formulas, Cauchy-Riemann equations, sufficient conditions for differentiability.

Unit -4: Analytic functions, examples of analytic functions, exponential function, Logarithmic function, trigonometric function, derivatives of functions, and definite integrals of functions. Contours, Contour integrals and its examples, upper bounds for moduli of contour integrals. Cauchy-Goursat theorem, Cauchy integral formula.

Unit -5: Liouville's theorem and the fundamental theorem of algebra. Convergence of sequences and series, Taylor series and its examples.

Unit -6: Laurent series and its examples, absolute and uniform convergence of power series.

References:

1. Satish Shirali and Harikishan L. Vasudeva, Metric Spaces, Springer Verlag, London, 2006.
2. S. Kumaresan, Topology of Metric Spaces, 2nd Ed., Narosa Publishing House, 2011.

3. G.F. Simmons, Introduction to Topology and Modern Analysis, McGraw-Hill, 2004.
4. James Ward Brown and Ruel V. Churchill, Complex Variables and Applications, 8th Ed., McGraw – Hill International Edition, 2009.
5. Joseph Bak and Donald J. Newman, Complex Analysis, 2nd Ed., Undergraduate Texts in Mathematics, Springer-Verlag New York, Inc., New York, 1997.
6. Nayak P.K. and Seikh M. R., A Textbook of Complex Analysis, Universities Press.
7. S. Ponnusamy, Foundations of omplex Analysis, Alpha Science International, 2005.
8. E.M.Stein and R. Shakrachi, Complex Analysis, Princeton University Press, 2010.

CORE COURSE - 14

Course code: BSCHMTMC602 Mechanics (Full Marks: 50)

Unit-1: Coplanar forces in general: Resultant force and resultant couple, Special cases, Varignon's theorem, Necessary and sufficient conditions of equilibrium. Astatic equilibrium. Friction. Equilibrium of a particle on a rough curve. Virtual work. Forces in three dimensions. General conditions of equilibrium. Centre of gravity for different bodies. Stable and unstable equilibrium.

Unit 2: Simple harmonic motion, Damped and forced vibrations, Components of velocity and acceleration, Equations of motion referred to a set of rotating axes. Motion of a projectile in a resisting medium. Motion of a particle under central force, Keplar's laws of motion, Motion under the inverse square law, Stability of nearly circular orbits, Slightly disturbed orbits, Motion of artificial satellites. Varying mass, constrained Motion of a particle in three dimensions. Motion on a smooth sphere, cone, and on any surface of revolution.

Unit-3: Degrees of freedom, Moments and products of inertia, Momental Ellipsoid, Principal axes, D'Alembert's Principle, Motion about a fixed axis, Compound pendulum, Motion of a system of particles, Motion of a rigid body in two dimensions under finite and impulsive forces, Conservation of momentum and energy.

References:

1. Gregory I.H. Shames and G. Krishna Mohan Rao, Engineering Mechanics: Statics and Dynamics, 2006. Dorling Kindersley (India) Pvt. Ltd. (Pearson Education), Delhi, 2009.
2. R.C. Hibbeler and Ashok Gupta, Engineering Mechanics: Statics and Dynamics, 11th Ed., Dorling Kindersley (India) Pvt. Ltd. (Pearson Education), Delhi, 2010.
3. Chorlton, F., Textbook of Dynamics CBS Publishers & Distributors, 2005.
4. Loney, S. L., An Elementary Treatise on the Dynamics of particle and of Rigid Bodies, 2017
5. Loney, S. L., Elements of Statics and Dynamics I and II, 2004
6. Nayak, P.K., A Text Book of Mechanics, Alpha-Science.
7. Ghosh, M. C, Analytical Statics.
8. Matiur Rahman, Md., Statics, New Central Book Agency (P) Ltd, 2004.
9. Verma, R. S., A Textbook on Statics, Pothishala, 1962
10. Ramsey, A. S., Dynamics (Part I & II).

DISCIPLINE SPECIFIC ELECTIVE (DSE - 3)

(Choose any one from the following)

Course code: BSCHMTMDSE601

Number Theory (Full Marks: 50)

Unit -1: Linear Diophantine equation, prime counting function, statement of prime number theorem, Goldbach conjecture, linear congruences, complete set of residues, Chinese Remainder theorem, Fermat's Little theorem, Wilson's theorem.

Unit -2: Number theoretic functions, sum and number of divisors, totally multiplicative functions, definition and properties of the Dirichlet product, the Mobius Inversion formula, the greatest integer function, Euler's phi-function, Euler's theorem, reduced set of residues. some properties of Euler's phi-function.

Unit -3: Order of an integer modulo n , primitive roots for primes, composite numbers having primitive roots, Euler's criterion, the Legendre symbol and its properties, quadratic reciprocity, quadratic congruences with composite moduli, Public key encryption, RSA encryption and decryption, the equation $x^2 + y^2 = z^2$ Fermat's Last theorem (Statement only).

References:

1. David M. Burton, Elementary Number Theory, 6th Ed., Tata McGraw- Hill, Indian reprint, 2007.
2. Neville Robinns, Beginning Number Theory, 2nd Ed., Narosa Publishing House Pvt. Ltd., Delhi, 2007.

Course code: BSCHMTMDSE602**Industrial Mathematics (Full Marks: 50)**

Unit -1: Medical Imaging and Inverse Problems. The content is based on Mathematics of X-ray and CT scan based on the knowledge of calculus, elementary differential equations, complex numbers and matrices.

Unit -2: Introduction to Inverse problems: Why should we teach Inverse Problems? Illustration of Inverse problems through problems taught in Pre-Calculus, Calculus, Matrices and differential equations. Geological anomalies in Earth's interior from measurements at its surface (Inverse problems for Natural disaster) and Tomography.

Unit -3: X-ray: Introduction, X-ray behavior and Beers Law (The fundamental question of image construction) Lines in the plane.

Unit -4: Radon Transform: Definition and Examples, Linearity, Phantom (Shepp - Logan Phantom – Mathematical phantoms).

Unit -5: Back Projection: Definition, properties and examples.

Unit -6: CT Scan: Revision of properties of Fourier and inverse Fourier transforms and applications of their properties in image reconstruction. Algorithms of CT scan machine. Algebraic reconstruction techniques abbreviated as ART with application to CT scan.

References:

1. Timothy G. Feeman, The Mathematics of Medical Imaging, A Beginners Guide, Springer Under graduate Text in Mathematics and Technology, Springer, 2010.
2. C.W. Groetsch, Inverse Problems, Activities for Undergraduates, The Mathematical Association of America, 1999.

3. Andreas Kirsch, An Introduction to the Mathematical Theory of Inverse Problems, 2nd Ed., Springer, 2011.

Course code: BSCHMTMDSE603
Mathematical Modelling (Full Marks: 50)

Unit-1: The modeling process. Arguments from scales: Dimensional analysis
Arguments from data: Least squares, parameter estimation.

Unit-2: Linear models: Generalized least squares estimators.

Unit-3: Mathematical models in biology: Population models, predator-prey systems.

Unit-4: Stability analysis: Equilibria, oscillations, growth and decay.

Unit-5: Difference equations: Modeling of traffic flows.
Poisson process and single server queueing models.

References:

1. R. Illner et al., Mathematical Modelling: A Case Studies Approach. AMS, 2005.
2. E. Bender, Introduction to Mathematical Modelling. Dover, 2000.
3. J. Kapur, Maximum-entropy Models in Science and Engineering. Wiley, 1989.
4. P. Brockwell and R. Davis, Introduction to Time Series and Forecasting, Springer, 2010.
5. D. Higham, Modeling and Simulating Chemical Reactions. In: SIAM Review, 347-368, 2008

DISCIPLINE SPECIFIC ELECTIVE (DSE - 4)

(Choose any one from the following)

Course code: BSCHMTMDSE604
Differential Geometry (Full Marks: 50)

Unit -1: Tensor: Different transformation laws, Properties of tensors, Metric tensor, Riemannian space, Covariant Differentiation, Einstein space.

Theory of Space Curves: Space curves, Planer curves, Curvature, torsion and Serret-Frenet formula. Osculating circles, Osculating circles and spheres, Existence of space curves. Evolutes and involutes of curves.

Unit -2: Theory of Surfaces: Parametric curves on surfaces, Direction coefficients, First and second Fundamental forms, Principal and Gaussian curvatures, Lines of curvature, Euler's theorem. Rodrigue's formula, Conjugate and Asymptotic lines.

Unit -3: Developables: Developable associated with space curves and curves on surfaces, Minimal surfaces. Geodesics: Canonical geodesic equations, Nature of geodesics on a surface of revolution. Clairaut's theorem, Normal property of geodesics, Torsion of a geodesic, Geodesic curvature. Gauss-Bonnet theorem.

References:

1. T.J. Willmore, An Introduction to Differential Geometry, Dover Publications, 2012.
2. B. O'Neill, Elementary Differential Geometry, 2nd Ed., Academic Press, 2006.
3. C.E. Weatherburn, Differential Geometry of Three Dimensions, Cambridge University Press 2003.
4. D.J. Struik, Lectures on Classical Differential Geometry, Dover Publications, 1988.
5. S. Lang, Fundamentals of Differential Geometry, Springer, 1999.
6. B. Spain, Tensor Calculus: A Concise Course, Dover Publications, 2003
7. P. K. Nayak, Textbook of Tensor Calculus and Differential Geometry, PHI Learning Private Limited, 2012.

Course code: BSCHMTMDSE605**Bio Mathematics (Full Marks: 50)**

Unit -1: Mathematical Biology and the modeling process: an overview. Continuous models: Malthus model, logistic growth, Allee effect, Gompertz growth, Michaelis-Menten Kinetics, Holling type growth, Bacterial growth in a Chemostat, Harvesting a single natural population, Prey predator systems and Lotka Volterra equations, Populations in competitions, Epidemic Models (SI, SIR, SIRS, SIC)

Unit -2: Activator-Inhibitor system, Insect Outbreak Model: Spruce Budworm, Numerical solution of the models and its graphical representation. Qualitative analysis of continuous models: Steady state solutions, stability and linearization, multiple species communities and Routh-Hurwitz Criteria, Phase plane methods and qualitative solutions, bifurcations and limit cycles with examples in the context of biological scenario Spatial Models: One species model with diffusion, Two species model with diffusion. Conditions for diffusive instability, Spreading colonies of microorganisms, Blood flow in circulatory system, Travelling wave solutions, Spread of genes in a population.

Unit -3: Discrete Models: Overview of difference equations, steady state solution and linear stability analysis. Introduction to Discrete Models, Linear Models, Growth models, Decay models, Drug Delivery Problem, Discrete Prey-Predator models, Density dependent growth models with harvesting, Host-Parasitoid systems (Nicholson- Bailey model), Numerical solution of the models and its graphical representation. Case Studies: Optimal Exploitation models, Models in Genetics, Stage Structure Models, Age Structure Models.

Graphical Demonstration (Teaching Aid)

1. Growth model (exponential case only).
2. Decay model (exponential case only).
3. Lake pollution model (with constant/seasonal flow and pollution concentration).
4. Case of single cold pill and a course of cold pills.
5. Limited growth of population (with and without harvesting).
6. Predatory-prey model (basic volterra model, with density dependence, effect of DDT, two prey one predator).
7. Epidemic model of influenza (basic epidemic model, contagious for life, disease with carriers).
8. Battle model (basic battle model, jungle warfare, long range weapons).

References:

1. L.E. Keshet, Mathematical Models in Biology, SIAM, 1988.
2. J. D. Murray, Mathematical Biology, Springer, 1993.
3. Y.C. Fung, Biomechanics, Springer-Verlag, 1990.
4. F. Brauer, P.V.D. Driessche and J. Wu, Mathematical Epidemiology, Springer, 2008
5. M. Kot, Elements of Mathematical Ecology, Cambridge University Press, 2001.

Course code: BSCHMTMDSE606
Astronomy (Full Marks: 50)

Unit-1: Celestial Sphere, various Coordinate Systems, transformation formulae among various coordinate systems, formulae of spherical triangle : cosine formula, sine formula, four parts formula , analogous cosine formula, hour angle, sidereal day, sidereal time, equation of time. Exercises.

Unit-2: Light and its properties, Optical , absorption, emission and continuous spectra, radio and Hubble Space Telescopes (HST), Photometry, Spectrometry, Spectrophotometry, magnification, resolution, f/a ratio , refractors and reflectors. Exercises.

Unit-3: Various magnitudes of stars: apparent, absolute, photovisual, photographic, bolometric etc. Distance measurements of stars: Parallax method, Statistical Palallax Method, Moving Cluster Method. Radial and proper motion. Exercises.

Unit-4: Morphological structure of Sun, solar cycles, sunspots, solar corona, solar wind, solar neutrino puzzle (Merely descriptive models). Solar system.

Unit-5: Interstellar matter, elastic collisions and kinetic equilibrium, Jeans Mass for gravitational collapse, radiative process (statement only).

Unit-6: Morphological classification of galaxies, rotation curves and mass modelling, missing mass and dark matter, distance determination by various methods. Our Galaxy. Exercises.

References:

1. T. Padmanabhan, Theoretical Astrophysics, vols. 1-3, Cambridge University Press, 2002.
2. S. Weinberg, Gravitation and Cosmology, Wiley, 2001.
3. J.V. Narlikar, Introduction to Cosmology, Cambridge University Press, 2002.
4. J.V. Narlikar, An Introduction to Relativity, Cambridge University Press, 2010.
5. B. Basu, T.Chattopadhyay and S.N.Biswas, An Introduction to Astrophysics, Prentice Hall of India, 2010.
6. Physical Processes in the Interstellar Medium, Lyman Spitzer, Jr. Wiley, 1998.
7. Astrophysics for Physicists, Arnab Rai Choudhuri, Cambridge University Press, 2010.
8. Extragalactic Astronomy and Cosmology: An Introduction, Peter Scineider, Springer, 2006.
9. Textbook on Spherical Astronomy, W.M. Smart , Cambridge University Press.
10. A Text Book on Astronomy, K.K. De, Books Syndicate (P) Ltd. 2013

Pool of Generic elective Calculus

[Students of a Particular Honours department will choose one Generic Elective Paper of any other existing Honours Department except his/her Department from the pool provided below]

Semester I

GENERIC ELECTIVES [GE-1(1)]

Course code: BSCHMTMGE101
Differential Calculus (Full Marks: 50)

Limit of functions, Algebra of limits, Continuous functions, Properties of continuous functions, Monotone functions, Inverse function. Differentiability of functions, Successive differentiation, Leibnitz's theorem, Rolle's theorem, Mean value theorem of Lagrange and of Cauchy with geometrical interpretations. Taylor's theorem and Maclaurin's theorem with remainder in Lagrange's and Cauchy's form and application of mean value theorem, Darboux's theorem. Series expansion of $\sin x$, $\cos x$, $\log(1+x)$, $(1+x)^n$, a^x with domain of convergence.

Partial differentiation, Euler's theorem on homogeneous functions.

Determination of maxima and minima, Indeterminate forms.

Tangents and normals, Curvature, Asymptotes, Singular points, Tracing of curves. Parametric representation of curves and tracing of parametric curves, Polar coordinates and tracing of curves in polar coordinates.

References:

1. H. Anton, I. Birens and S. Davis, *Calculus*, John Wiley and Sons, Inc., 2002.
2. G.B. Thomas and R.L. Finney, *Calculus*, Pearson Education, 2007.
3. Richard R. Goldberg, *Methods of Real Analysis*, Oxford and IBH, 2012.
4. Shanti Naryayn and P. K. Mittal, *Differential Calculus*, S Chand.
5. K.C. Maity and R.K. Ghosh, *Differential Calculus*, Books and Allied (P) Ltd.

Semester II

GENERIC ELECTIVES [GE-1(2)]

Course code: BSCHMTMGE201
Differential Equations and Vector Calculus (Full Marks: 50)

First order exact differential equations. Integrating factors, rules to find an integrating factor. First order higher degree equations solvable for x , y , p . Methods for solving higher-order differential equations. Basic theory of linear differential equations, Wronskian, and its properties. Solving a differential equation by reducing its order.

Linear homogenous equations with constant coefficients, Linear non-homogenous equations, The method of variation of parameters, The Cauchy-Euler equation, Simultaneous differential equations, Total differential equations.

Definition of vector, Resolution of vectors into components along three directions. Scalar and vector products of two and three vectors. Applications to geometry and mechanics.

Continuity and differentiability of vector-valued function of one variable. Velocity and acceleration. Vector-valued functions of two and three variables, Gradient of scalar function, Divergence, Curl and their properties.

References:

1. S. L. Ross, *Differential Equations*, 3rd Ed., John Wiley and Sons, 1984.
2. B. Spain, *Vector Analysis*, D. Van Nostrand Company Ltd.
3. L. Brand, *Vector Analysis*, Dover Publications Inc.
4. Shanti Narayan, *A Text Book of Vector Analysis*, 19th Edn, S.Chand publishing.
5. M. Spiegel, S.Lipschutz, D. Spellman, *Vector Analysis*, McGraw-Hill.

Semester III

GENERIC ELECTIVES [GE-1(3)]

Course code: BSCHMTMGE301 Algebra (Full Marks: 50)

Definition and examples of groups, examples of abelian and non-abelian groups, the group Z_n of integers under addition modulo n and the group $U(n)$ of units under multiplication modulo n . Cyclic groups from number systems, complex roots of unity, circle group, the general linear group $GL_n(n, R)$, groups of symmetries of (i) an isosceles triangle, (ii) an equilateral triangle, (iii) a rectangle, and (iv) a square, the permutation group $Sym(n)$, Group of quaternions. group of permutation, Normal subgroups: their definition, examples, and characterizations, Quotient groups. Divisor of zeros, Rings, Integral domain, fields.

Solution of non-homogeneous system of three linear equations by matrix inversion method. Elementary row and column operations, rank of a matrix, row reduced echelon form and fully reduced normal form.

Vector spaces over reals, simple examples, linear dependence and independence of a finite set of vectors, sub-spaces, definition and examples.

References:

1. John B. Fraleigh, *A First Course in Abstract Algebra*, 7th Ed., Pearson, 2002.

2. M. Artin, *Abstract Algebra*, 2nd Ed., Pearson, 2011.
3. Joseph A Gallian, *Contemporary Abstract Algebra*, 4th Ed., Narosa, 1999.
4. George E Andrews, *Number Theory*, Hindustan Publishing Corporation, 1984.
5. S. K. Mapa, *Higher Algebra (Abstract and Linear)*, Sarat Book House.
6. Promode Kumar Saikia, *Linear Algebra With Applications*, Pearson.
7. U. M. Swamy & A. V. S. N. Murthy, *Algebra: Abstract and Modern*, Pearson.
8. Ghosh & Chakravorty, *Higher Algebra (Classical & Modern)*, U. N. Dhar & Sons Pvt. Ltd.

Semester IV

GENERIC ELECTIVES [GE -1(4)]

Course code: BSCHMTMGE401 Real Analysis (Full Marks: 50)

Finite and infinite sets, examples of countable and uncountable sets. Real line, bounded sets, suprema and infima, completeness property of \mathbb{R} , Archimedean property of \mathbb{R} , intervals. Concept of cluster points and statement of Bolzano-Weierstrass theorem.

Real Sequence, Bounded sequence, Cauchy convergence criterion for sequences. Cauchy's theorem on limits, order preservation and squeeze theorem, monotone sequences and their convergence (monotone convergence theorem without proof).

Infinite series. Cauchy convergence criterion for series, positive term series, geometric series, comparison test, convergence of p-series, Root test, Ratio test, alternating series, Leibnitz's test (Tests of Convergence without proof). Definition and examples of absolute and conditional convergence.

Sequences and series of functions, Pointwise and uniform convergence. Mn-test, M-test, Statements of the results about uniform convergence and integrability and differentiability of functions, Power series and radius of convergence.

References:

1. T. M. Apostol, *Calculus* (Vol. I), John Wiley and Sons (Asia) P. Ltd., 2002.
2. R.G. Bartle and D. R Sherbert, *Introduction to Real Analysis*, John Wiley and Sons (Asia) P.Ltd.,2000.
3. E. Fischer, *Intermediate Real Analysis*, Springer Verlag, 1983.
4. K.A. Ross, *Elementary Analysis- The Theory of Calculus Series-* Undergraduate Texts In Mathematics, Springer Verlag, 2003.
5. Richard R.Goldberg, *Methods of Real Analysis*, Oxford and IBH , 2012.
6. S. N. Mukhopadhyay and A. Layek – *Mathematical Analysis – Vol-I* , U. N. Dhar & Sons Pvt. Ltd.
7. S. N. Mukhopadhyay and S. Mitra – *Mathematical Analysis – Vol-II*, (U. N. Dhar & Sons. Pvt. Ltd.

**Learning outcome based Curriculum Framework(LOCF)
For
Choice Based Credit System(CBSE)**

Syllabus

for

B.A. Programme in URDU

wef Academic Session 2020-21

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**Kazi Nazrul University
Asansol, Paschim Bardhaman
West Bengal 713340**

Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME
Semester- I

اردو زبان و ادب کی مختصر تاریخ

Course Name: Urdu Zaban-o-Adab ki Mukhtasar Tareekh

Course code: BAPURDC101

Course Type: C (Theoretical)	Course Details: CC-1(1)	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء کو :
- اردو زبان و ادب کے عہد بہ عہد ارتقا سے واقفیت حاصل ہوگی۔
 - مختلف ادبی تحریکات و رجحانات کا علم ہوگا۔
 - غزل کی تفہیم سے واقفیت ہوگی۔

Content/Syllabus:

اردو زبان کی ابتداء سے متعلق مختلف نظریات
 اردو زبان کے ارتقاء میں صوفیائے کرام کی خدمات
 دکن میں اردو شاعری کا آغاز و ارتقاء
 ولی دکنی اور سراج اورنگ آبادی کا خصوصی مطالعہ

دکن میں اردو نثر کا آغاز و ارتقاء
 شمالی ہند میں اردو شاعری کی روایت: آبرو، مظہر، سودا کا عمومی جائزہ
 میر تقی میر، میر درد، غالب، اقبال اور یگانہ چنگیزی کا خصوصی مطالعہ
 شمالی ہند میں اردو نثر کا آغاز و ارتقاء
 فورٹ ولیم کالج کی ادبی خدمات
 انجمن پنجاب کی خدمات
 ترقی پسند تحریک، جدیدیت کا رجحان
 مثنیٰ تدریس:

غزل:

ولی دکنی	:	یاد کرنا ہر گھڑی اس یار کا
سراج	:	تھا بہانہ مجھے زنجیر کے ہل جانے کا
میر	:	الٹی ہو گئیں سب تدبیریں کچھ نہ دوانے کا م کیا
خواجہ میر درد	:	سینہ و دل حسرتوں سے چھا گیا
غالب	:	آہ کو چاہئے اک عمر اثر ہونے تک
یگانہ	:	خودی کا نشہ چڑھا آپ میں رہا نہ گیا

حوالہ جاتی کتب (Reference Books)

۱۔	تاریخ ادب اردو	:	وہاب اشرفی
۲۔	تاریخ ادب اردو	:	جمیل جالبی
۳۔	اردو کی نشوونما میں صوفیائے کرام کا حصہ	:	مولوی عبدالحق
۴۔	دکن میں اردو	:	نصیر الدین ہاشمی
۵۔	دکنی ادب کی تاریخ	:	ڈاکٹر محی الدین قادری زور
۶۔	اردو ادب کی تحریکیں	:	انور سدید
۷۔	دہلی کا دبستان شاعری	:	نوا الحسن ہاشمی
۸۔	لکھنؤ کا دبستان شاعری	:	ابوللیث صدیقی
۹۔	فورٹ ولیم کالج کی ادبی خدمات	:	عابدہ بیگم
۱۰۔	دو ادبی اسکول	:	علی جواد زیدی

- ۱۱۔ اردو نثر کا ارتقاء : رفیعہ سلطانہ
- ۱۲۔ غالب شاعر و مکتوب نگار : پروفیسر نور الحسن نقوی
- ۱۳۔ ذکر غالب : مالک رام
- ۱۴۔ سرسید اور ان کے نامور رفقاء : سید عبداللہ
- ۱۵۔ اردو میں ترقی پسند ادبی تحریک : خلیل الرحمن اعظمی
- ۱۶۔ جدیدیت، تجزیہ اور تفہیم : مرتبہ: مظفر حفی

☆☆☆

Learning Outcomes based Curriculum Framework (LOCF)

URDU PROGRAMME

Semester-1

نظم
اردو

Course Name:Urdu Nazm

Course code:MILCU101

Course Type:C (Theoretical)	Course Details:CC-3(1)	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء کو :
- اردو نظم کے فن سے واقفیت حاصل ہوگی۔
 - اردو نظم کے اقسام سے واقفیت حاصل ہوگی۔
 - اردو نظم کے نمائندہ شعراء اور ان کی تخلیقات سے واقفیت حاصل ہوگی۔

Content/Syllabus:

نظم کا مفہوم	
نظم کی اقسام:	قصیدہ، مرثیہ، مثنوی، جدید نظم وغیرہ
قصیدہ:	تعریف، اجزائے ترکیبی، آغاز و ارتقا
مرثیہ:	تعریف، اجزائے ترکیبی، آغاز و ارتقا
مثنوی:	تعریف، اجزائے ترکیبی، آغاز و ارتقا

جدید نظم: مفہوم، اقسام، (پابند نظم، معر نظم، آزاد نظم)

مثنیٰ تدریس:

سودا۔ یارو مہتاب و گل و شمع، بہم چاروں ایک (ابتدائی ۱۰ اشعار)
میر انیس۔ آج شبیر پہ کیا عالم تہائی ہے (ابتدائی ۱۰ بند)
میر حسن۔ سحر البیان، کروں پہلے تو حیدر داں رقم (ابتدائی ۲۰ اشعار)
نظیر اکبر آبادی - آدی نامہ

حوالہ جاتی کتب: (Reference Books)

اصناف ادب اردو	ڈاکٹر قمر بیس، ڈاکٹر خلیق انجم
درس بلاغت۔	شخص الرحمان فاروقی
اردو قصیدہ نگاری۔	ام ہانی اشرف
اردو مرثیہ نگاری۔	ام ہانی اشرف
اردو مثنوی کا ارتقا۔	عبدالقادر سروری
جدید اردو شاعری۔	عبادت بریلوی

Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME
Semester- II

اردو داستان اور ناول

Course Name: Urdu Daastan aur Novel

Course code: BAPURDC201

Course Type: C (Theoretical)	Course Details: CC-1(2)	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- داستان اور ناول کے فن سے واقف ہوں گے۔
 - داستان اور اس کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - ناول اور اس کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - داستان اور ناول کے متن سے متعارف ہوں گے۔

Content/Syllabus:

داستان کی تعریف، اجزائے ترکیبی، فنی خصوصیات
 اردو میں داستان کی روایت: دکن، شمالی ہند اور کلکتہ میں
 داستان کے زوال کے اسباب: داستان سے ناول تک
 ناول کی تعریف: اجزائے ترکیبی، فن اور اقسام
 اردو ناول کا آغاز و ارتقاء: ناول اور ناولٹ کا فرق

نذیر احمد، رسوا اور راجندر سنگھ بیدی کا عمومی مطالعہ
 پریم چند، کرشن چندر اور قرۃ العین حیدر کا خصوصی مطالعہ
 مثنیٰ تدریس:

آرائش محفل	:	حیدر بخش حیدری	:	ابتدائی پچیس صفحات
فسانہ عجائب	:	رجب علی بیگ سرور	:	بندر کی تقریر
میری یادوں کے چنار	:	کرشن چندر	:	

حوالہ جاتی کتب (Reference Books)

اردو زبان اور فن داستان گوئی	:	کلیم الدین احمد
داستان سے افسانے تک	:	وقار عظیم
اردو کی نثری داستانیں	:	گیان چند جین
آرائش محفل	:	حیدر بخش حیدری
فسانہ عجائب	:	رجب علی بیگ سرور
میری یادوں کے چنار	:	کرشن چندر
اردو نثر کا آغاز و ارتقاء	:	رفعیہ سلطانہ
اردو نثر کا فنی ارتقاء	:	ممتاز الحق
کرشن چندر کے نالوں کا تنقیدی	:	
مطالعہ (سیاسی و سماجی پس منظر):	:	ڈاکٹر عبدالسلام صدیقی
کرشن چندر: شخصیت اور فن	:	بیگ احساس
کرشن چندر نمبر (شاعر)	:	افتخار امام صدیقی

Learning Outcomes based Curriculum Framework (LOCF)

URDU PROGRAMME

Semester- II

اردو کمیونیکیشن

Course Name: Urdu Communication

Course code:AECCU201

Course Type:AE (Theoretical)	Course Details:AECC-2	L-T-P:4-0-0

Credit:4

Full Marks:50

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- اہم نثری اصناف سے متعارف ہوں گے۔
 - اہم شعری اصناف سے متعارف ہوں گے۔
 - اہم شعری و نثری اصناف کی تفہیم سے واقف ہوں گے۔

Content/Syllabus:

حصہ نثر

میرامن:باغ و بہار، شروع قصے میں

خطوط غالب: مرزا غالب: میر مہدی مجروح اور دو چودھری عبدالغفور کے نام خطوط

سر سید احمد خاں: گزرا ہوا زمانہ (مقالات سر سید)

پریم چند: کفن

رشید احمد صدیقی: چارپائی

شاعری

غزل:

(۱) ابتداءً عشق ہے روتا ہے کیا : میر

(۲) ہستی اپنی حباب کی سی ہے

(۱) کوئی دن گزر زندگانی اور ہے : غالب

(۲) کوئی امید بر نہیں آتی

(۱) دل میں اس شوخ کے جو راہ نہ کی : مومن

(۲) دیکھ لو شوق ناتمام میرا

نظم:

علامہ اقبال : ہمالہ

فیض احمد فیض : شیشوں کا مسیحا

مخدوم : آزادی وطن

پرویز شاہدی : میں اور ہم

Grammer and composition

Statement 10

Comprehension 05

Terminology 05

حوالہ جاتی کتب (Reference Books)

منتخبات اردو : نشر و نظم، کلکتہ یونیورسٹی

کلیات میر : میر تقی میر

دیوان غالب : مرزا غالب

مقالات سر سید : سر سید احمد خاں

میرامن	:	باغ و بہار
رجب علی بیگ سرور	:	فسانہ عجائب
علامہ اقبال	:	بانگ درا
مخدوم محی الدین	:	سرخ سویرا
فیض احمد فیض	:	نسخہ ہائے وفا

Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME
Semester- III

اردو نثر: افسانہ اور ڈرامہ

Course Name: Urdu Nasr: Afsana aur Drama

Course code: BAPURDC301

Course Type: C (Theoretical)	Course Details: CC-1(3)	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- صنف افسانہ اور ڈراما سے متعارف ہوں گے۔
 - صنف افسانہ اور ڈراما کے عہد بہ عہد ارتقا سے واقف ہوں گے
 - اہم افسانہ نگار اور ڈراما نگار کی تخلیقات سے واقف ہوں گے

Content/Syllabus:

افسانے کی تعریف، اجزائے ترکیبی

افسانے کے موضوعات

اردو افسانے کا آغاز و ارتقاء

اردو کے کچھ اہم افسانہ نگاروں کا خصوصی مطالعہ

پریم چند، کرشن چندر، راجندر سنگھ بیدی اور عصمت چغتائی

متنی تدریس:

پریم چند	:	سوسیر گیہو
کرشن چندر	:	تائی اسیری
بیدی	:	گرم کوٹ
عصمت	:	درزخی

ڈرامے کی تعریف، فنی خصوصیات اور اجزائے ترکیبی

ڈرامے کی اقسام: المیہ اور طریبہ

ریڈیائی اور ایچ ڈرامے کا تکنیکی فرق

اردو ڈرامے کا آغاز و ارتقاء

آغا حشر کاشمیری اور عابد حسین کی ڈرامہ نگاری کا خصوصی مطالعہ

متنی تدریس:

صید ہوس	:	آغا حشر کاشمیری
پردہ غفلت	:	عابد حسین

حوالہ جاتی کتب (Reference Books)

فن افسانہ نگاری	:	وقار عظیم
داستان سے افسانے تک	:	وقار عظیم
نیا افسانہ	:	وقار عظیم
اردو افسانہ: روایت اور مسائل	:	گوپی چند نارنگ
افسانے کی حمایت میں	:	شمس الرحمن فاروقی
ترقی پسند اردو افسانہ اور اہم افسانہ نگار	:	اسلم جمشید پوری
افسانہ حقیقت سے علامت تک	:	سلیم اختر
نیا افسانہ: مسائل اور میلانات	:	قمر بیس
نیا اردو افسانہ	:	مرتبہ: گوپی چند نارنگ

Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME
Semester- III

اردو ترجمہ نگاری

Course Name: Urdu Tarjuma Nigari

Course Code: BAPURDSE301

Course Type: SE (Theoretical)	Course Details: SEC-1	L-T-P: 4-0-0
Credit: 4	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- ترجمے کا فن اور اس کی اہمیت و افادیت سے واقف ہوں گے۔
- ترجمہ نگاری کی روایت سے واقف ہوں گے۔
- ترجمہ نگاری کے اہم اداروں اور اہم ترجمہ نگاروں سے واقف ہوں گے۔

Content/Syllabus:

- ترجمہ کا فن، اہمیت و افادیت
- ترجمہ کے اقسام
- اردو میں ترجمہ نگاری کی روایت
- ترجمہ نگاری کے مختلف ادارے: فورٹ ولیم کالج، دلی کالج، سائنٹفک سوسائٹی، دارالترجمہ عثمانیہ
- اردو میں بچوں کے ادب کے تراجم

متنی تدریس:

محمد حسن عسکری

آل احمد سرور

گر ترجمے سے فائدہ افشائے حال ہے

تراجم اور اصطلاح سازی کے مسائل

حوالہ جاتی کتب (Refrence Books)

اعجاز راہی	:	اردو زبان میں ترجمے کے مسائل
خلیق انجم	:	فن ترجمہ نگاری
ڈاکٹر مرزا حامد بیگ	:	ترجمے کا فن
قمر رئیس	:	ترجمے کا فن اور روایت
پروفیسر ظہور الدین	:	فن ترجمہ نگاری
ڈاکٹر ثار احمد قریشی	:	ترجمہ روایت اور فن

Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME
Semester- III

غیر افسانوی نثر

Course Name: Ghair Afsanwi Nasr

Course code: MILCU301

Course Type: C (Theoretical)	Course Details: CC-3(3)	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to

- اس پیپر کے مطالعے سے طلباء :
- ♦ غیر افسانوی نثر سے متعارف ہوں گے۔
 - ♦ انشائیہ، مضمون نگاری، سوانح نگاری کی روایت سے واقف ہوں گے۔
 - ♦ اہم انشائیہ نگار، مضمون نگار اور سوانح نگار اور ان کی تخلیقات سے واقف ہوں گے۔

Content/ Syllabus:

غیر افسانوی نثر کی تعریف
انشائیہ کی تعریف اور اس کی روایت
محمد حسین آزاد بحیثیت انشائیہ نگار
مضمون نگاری کا فن اور اس کی روایت

مضمون اور انشائیہ کا فرق
 سرسید بحیثیت مضمون نگار
 سوانح نگاری کی تعریف اور اسکی روایت
 حالی بحیثیت سوانح نگار
 منتی تدریس:

انشائیہ : بیچ اور جھوٹ کا رزم نامہ از نیرنگ خیال، محمد حسین آزاد
 مضمون : تہذیب از سرسید
 سوانح : سفر کلکتہ از یادگار غالب، الطاف حسین حالی

حوالہ جاتی کتب (Reference Books)

اردو اسالیب بیان : ڈاکٹر محی الدین زور
 اردو نثر کا آغاز و ارتقا : رفیعہ سلطانہ
 اردو انشائیہ : سعیدہ جعفر
 اردو نثر کا فنی ارتقا : ڈاکٹر فرمان فتح پوری
 نیرنگ خیال : محمد حسین آزاد
 مقالات سرسید : سرسید احمد خان
 اردو میں سوانح نگاری کا ارتقا : الطاف فاطمہ

Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME
Semester- IV

اردو تنقید

Course Name: Urdu Tanqeed

Course code: BAPURDC401

Course Type: C (Theoretical)	Course Details: CC-1(4)	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- ♦ تنقید اور اس کی اہمیت سے واقف ہوں گے۔
 - ♦ تنقید کے مختلف دبستان سے واقف ہوں گے۔
 - ♦ اہم نقاد اور ان کی تنقید نگاری سے واقف ہوں گے۔

Content/Syllabus:

- تنقید کیا ہے؟
- تنقید کا مفہوم اور اس کی اہمیت و افادیت
- تنقید کے مختلف طریقہ کار: تشریح، تجزیہ، ادب پارے کی قدر و قیمت کا تعین
- اردو میں تنقید نگاری کا آغاز و ارتقاء
- تذکرہ و تنقید کا باہمی رشتہ

تحقیق و تنقید کا رشتہ

تنقید کے مختلف دبستان: تاثراتی، جمالیاتی، مارکسی

اردو کے اہم تنقید نگاروں کا خصوصی مطالعہ:

حالی، شبلی، احتشام حسین، کلیم الدین احمد، محمد حسن، شارب ردولوی

متنی تدریس:

مقدمہ شعر و شاعری (شعر میں کیا کیا خوبیاں ہونی چاہئے)
 الطاف حسین حالی

جدید اردو تنقید اصول و نظریات (ابتدائی تین موضوعات)
 شارب ردولوی

حوالہ جاتی کتب (Refrence Books)

- محمد حسین آزاد : آب حیات
- شبلی نعمانی : شعر العجم
- مسح الزماں : اردو تنقید کی تاریخ
- عبادت بریلوی : اردو تنقید کا ارتقاء
- الطاف حسین حالی : مقدمہ شعر و شاعری
- سید احتشام حسین : تنقیدی نظریات
- شارب ردولوی : تنقیدی عمل
- جدید اردو تنقید اصول
- شارب ردولوی : نظریات
- سلیم احمد : تنقیدی دبستان
- کلیم الدین احمد : اردو تنقید پر ایک نظر

Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME
Semester- IV

اردو ادب اور ہندوستانی فلم

Cours Name: Urdu Adab aur Hindustani film

Course code: BAPURDSE401

Course Type: SE (Theoretical)	Course Details: SEC-2	L-T-P: 4-0-0
Credit: 4	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- اردو ادب اور فلم کے باہمی رشتے سے واقف ہوں گے
 - ہندوستانی فلموں کے مختلف رنگ و آہنگ اور سماج پر اس کے اثرات سے واقف ہوں گے۔
 - ہندوستانی فلم سے وابستہ مختلف شعراء وادبا اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

ادب اور فلم کا رشتہ
ہندوستانی فلم کے موضوعات
ہندوستانی فلموں میں وطن پرستی
ہندوستانی فلم اور اردو شاعری: ساحر لدھیانوی اور شہریار کا خصوصی مطالعہ

ہندوستانی فلم اور اردو فکشن: مرزا ہادی رسوا اور عصمت چغتائی کا خصوصی مطالعہ
ہندوستانی سماج پر فلم کے اثرات
متنی تدریس:

شاعری:

ساحر لدھیانوی : میں زندگی کا ساتھ نبھاتا چلا گیا (گانڈ)
شہریار : سینے میں جلن آنکھوں میں طوفان سا کیوں ہے (گمن)

فکشن:

امراؤ جان ادا : مرزا ہادی رسوا
ضدی : عصمت

حوالہ جاتی کتب (Refrence Books)

ہمارا سنیما : پریم پال اشک
عالمی اردو ادب: سنیما صدی نمبر: مدیر: نند کشور و کرم
ہندوستانی فلمیں اور اردو: ایک جائزہ مرتبہ: ڈاکٹر امام اعظم
ہماری اردو فلمیں اور اردو : محمد خالد عابدی
ہندوستانی فلموں میں تہذیب اودھ کی عکاسی منتظر قائمی

Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME
Semester- V

اردو غزل

Course Name: Urdu Ghazal

Course code: BAPURDDSE501

Course Type: DSE (Theoretical)	Course Details: DSEC-1(1)	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء کو :
- اردو غزل کے فن سے واقفیت حاصل ہوگی۔
 - اردو غزل کے عہد بہ عہد ارتقا سے واقفیت حاصل ہوگی۔
 - غزل کی تفہیم ہوگی۔

Content/Syllabus:

غزل کی تعریف، غزل کا فن، غزل کے موضوعات
 اردو غزل کا آغاز و ارتقاء
 دبستان دہلی کی ادبی خصوصیات

دہستان لکھنؤ کی ادبی خصوصیات
 اردو غزل پر مختلف ادبی تحریکات کے اثرات
 سراج، آتش، سودا، مصحفی اور داغ کا عمومی مطالعہ
 ولی، میر، درد، غالب، مومن، اقبال، فراق، فیض اور ناصر کاظمی کی غزل گوئی کا خصوصی مطالعہ
 متنی تدریس:

ولی : (۱) مت غصے کے شعلے سوں جلتے کوں جلائی جا

(۲) اے رشک ماہتاب تو دل کے صحن میں آ

میر : (۱) الٹی ہو گئیں سب تدبیریں کچھ نہ دوانے کام کیا

(۲) اس عہد میں الہی محبت کو کیا ہوا

درد : (۱) مدرسہ یادیر تھا یا کعبہ یا بت خانہ تھا

(۲) جگ میں آ کر ادھر ادھر دیکھا

غالب : (۱) درد منت کش دوانہ ہوا

(۲) آہ کو چاہئے اک عمر اثر ہونے تک

مومن : (۱) اثر اس کو ذرا نہیں ہوا

(۲) صبر و حشمت اثر نہ ہو جائے

اقبال : (۱) ستاروں سے آگے جہاں اور بھی ہیں

(۲) اپنی جالاں نگاہ زیر آسماں سمجھا تھا میں

فراق : (۱) شام غم کچھ اس نگاہ ناز کی باتیں کرو

(۲) نگاہ ناز نے پردے اٹھائے ہیں کیا کیا

فیض : (۱) تم آئے ہونے شب انتظار گزری ہے

(۲) تمہاری یاد کے زخم جب بھرنے لگتے ہیں

ناصر کاظمی : (۱) دیار دل کی رات میں چراغ سا جلا گیا

(۲) دل میں اک لہری اٹھی ہے ابھی

حوالہ جاتی کتب (Reference Books)

امتخاب ولی : ولی دکنی، مرتبہ نور الحسن نقوی

کلیات سراج : سراج اورنگ آبادی

دیوان مومن : مومن خاں مومن

دیوان غالب	:	مرزا اسد اللہ خاں غالب
اردو غزل	:	یوسف حسین خاں
ولی سے اقبال تک	:	سید عبداللہ
مقدمہ کلام آتش	:	خلیل الرحمن اعظمی
اردو غزل	:	کامل قریشی
مضامین نو	:	خلیل الرحمن اعظمی
جدید شاعری	:	عبادت بریلوی

**Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME**

Semester- V

مقالہ، مکتوب اور خاکہ

Course Name:Maqala,Maktoob aur Khaka

Course code:BAPURDDSE502

Course Type:DSE (Theoretical)	Course Details:DSEC-1(1)	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
 - ♦ مقالہ، مکتوب اور خاکہ کے فن سے واقف ہوں گے۔
 - ♦ مذکورہ اصناف کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - ♦ اردو کے اہم مقالہ نگار، مکتوب نگار اور خاکہ نگار اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

مقالہ کا فن اور اس کی اہمیت افادیت

اردو میں مقالہ نگاری کی تاریخ

سر سید، حالی اور مجنوں گورکھپوری کی مقالہ نگاری

متنی تدریس:

خوش آمد : سرسید احمد خاں

مکتوب نگاری کافن اور اس کی اہمیت و افادیت

مکتوب نگاری کی تاریخ

غالب، ابوالکلام آزاد اور صنیہ اختر کی مکتوب نگاری

متنی تدریس:

مرزا غالب : سید صاحب..... نہ تم مجرم نہ میں گنہگار میر مہدی مجروح کے نام خط نمبر ۱۰

خاکہ کافن اور اس کی اہمیت

خاکہ نگاری کی تاریخ

عبدالحق اور رشید احمد صدیقی کی خاکہ نگاری

متنی تدریس:

حالی : مولوی عبدالحق

حوالہ جاتی کتب (Refrence Books)

اردو نثر کا فنی ارتقاء : فرمان فتح پوری

مقالات سرسید : سرسید

اردو اسالیب بیان : ڈاکٹر محی الدین زور

اردو نثر میں ادب لطیف : ڈاکٹر عبدالودود

اردو میں خاکہ نگاری : صابرہ سعید

اردو میں مکتوب نگاری : شاداب تبسم

**Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME**

Semester-V

اردو الیکٹرانک میڈیا

Course Name:Urdu Electronic Media

Course code:BAPURDSE501

Course Type:SE (Theoretical)	Course Details:SEC-3	L-T-P:4-0-0
Credit:4	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
 - الیکٹرانک میڈیا سے متعارف ہوں گے۔
 - الیکٹرانک میڈیا کے اقسام اور امکانات سے واقف ہوں گے۔
 - ریڈیو اور ٹیلی ویژن سے وابستہ پروگرام کے پیش نظر اپنی دلچسپی کے مطابق کیریئر کا انتخاب کریں گے۔

Content/Syllabus:

- ریڈیو کی اہمیت و افادیت
- ریڈیو کی ابتداء اور اس کا ارتقاء
- ریڈیو نشریہ کی زبان

ریڈیو پروگراموں کا انداز پیش کش
ریڈیائی ڈرامے، فیچر، دستاویزی فلمیں، ادبی نشریہ، تفریحی نشریہ اور انٹرویو

ٹیلی ویژن:

ٹیلی ویژن کی اہمی و افادیت

ٹیلی ویژن کی ابتداء اور اس کا فروغ

ٹیلی ویژن نشریات کی زبان

ٹی وی اسکرپٹ

ٹیلی فلمیں، ٹی وی ڈرامے، دستاویزی فلمیں، خبروں کا نشریہ اور انٹرویو

حوالہ جاتی کتب (Reference Books)

- | | | |
|----------------|---|---------------------------|
| انجم عثمانی | : | ٹیلی ویژن نشریات |
| اخلاق اثر | : | نشریات اور آل انڈیا ریڈیو |
| محمد شاہد حسین | : | ابلاغیات |
| فضل الحق | : | اردو ماس میڈیا |

**Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME**

Semester-V

اردو سوفٹ ویئر اینڈ بیسکس آف کمپیوٹر

Course Name:Urdu Software and Basics of Computer

Course code:BAPURDSE502

Course Type:SE (Theoretical)	Course Details:SEC-3	L-T-P:4-0-0
Credit:4	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- ♦ انفارمیشن ٹیکنالوجی سے متعارف ہوں گے۔
 - ♦ کمپیوٹر اور اس کے مختلف استعمال سے واقف ہوں گے۔
 - ♦ اردو سافٹ ویئر اینڈ بیسکس سے واقف ہوں گے۔

Content/Syllabus:

انفارمیشن ٹیکنالوجی: تعارف

اہمیت و افادیت

اردو اور انفارمیشن ٹیکنالوجی

کمپیوٹر: تعارف، اقسام اور استعمال

کمپیوٹر ایجوکیشن

اردو سافٹ ویئر (Inpage)

ٹی۔وی، ریڈیو، فلم

سی سی ٹی وی (CCTV)

کمپیوٹر گرافکس

انٹرنیٹ

فیس بک، واٹس ایپ، یوٹیوب، ای میل، فونڈ اور نقصانات

حوالہ جاتی کتب (Reference Books)

- | | | |
|----------------------------------|---|--|
| دیواندراسر (ترجمہ: شاہینہ پروین) | : | عوامی ذرائع ابلاغ و ترسیل اور تعمیر و ترقی |
| محمد ایزاشووانی | : | کمپیوٹر پروگرامنگ |
| نعیم احسن | : | انٹرنیٹ گائیڈ |
| محمد جہانگیر وارثی | : | اردو سافٹ ویئر |
| محمد انور ہاشمی | : | کمپیوٹر ڈیٹا پروسیسنگ |
| عظیم صدیقی | : | ہدایات مائیکروسافٹ ورڈ |

**Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME**

Semester-V

اردو افسانہ اور ڈرامہ

Course Name: Urdu Afsana aur Drama

Course code: BAPURDGE501

Course Type:GE (Theoretical)	Course Details:GEC-1	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- صنف افسانہ اور ڈراما سے متعارف ہوں گے۔
 - صنف افسانہ اور ڈراما کے عہد بہ عہد ارتقا سے واقف ہوں گے
 - اہم افسانہ نگار اور ڈراما نگار کی تخلیقات سے واقف ہوں گے

Content/Syllabus:

افسانے کی تعریف

افسانے کے موضوعات

اردو افسانے کا آغاز و ارتقاء

اردو کے کچھ اہم افسانہ نگاروں کا خصوصی مطالعہ:

پریم چند، کرشن چندر، راجندر سنگھ بیدی اور عصمت چغتائی

متنی تدریس

پریم چند	:	سوا سیرگہو
کرشن چندر	:	تائی اسیری
بیدی	:	گرم کوٹ
عصمت	:	دوزخی

ڈرامہ:

ڈرامے کی تعریف، فنی خصوصیات اور اجزائے ترکیبی، ڈرامے کی اقسام: المیہ اور طریبہ

اردو ڈرامے کا آغاز و ارتقاء

ریڈیائی اور ایچ ڈرامے کا تکنیکی فرق

آغا حشر کاشمیری اور عابد حسین کی ڈرامہ نگاری کا خصوصی مطالعہ

متنی تدریس:

صید ہوس	:	آغا حشر کاشمیری
پردہ غفلت	:	عابد حسین

حوالہ جاتی کتب (Reference Books)

فن افسانہ نگاری	:	وقار عظیم
داستان سے افسانے تک	:	وقار عظیم
نیا افسانہ	:	وقار عظیم
اردو افسانہ: روایت اور مسائل	:	گوپی چند نارنگ
افسانے کی حمایت میں	:	شمس الرحمن فاروقی
ترقی پسند اردو افسانہ اور اہم افسانہ نگار	:	اسلم جمشید پوری
افسانہ حقیقت سے علامت تک:	:	سلیم اختر
نیا افسانہ	:	مسائل اور میلانات، قمر رئیس
نیا اردو افسانہ	:	مرتبہ: گوپی چند نارنگ

**Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME**

Semester-V

تخلیقی ادب

Course Name:Takhleequi Adab

Course code:BAPURDGE502

Course Type:GE (Theoretical)	Course Details:GEC-1	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- تخلیقی ادب سے واقفیت حاصل کریں گے۔
 - تخلیقی ادب کے اقسام سے واقفیت حاصل کریں گے۔
 - تخلیق اور تنقید کی طرف راغب ہوں گے۔

Content/Syllabus:

- ادب کا مفہوم
- ادب کی اہمیت و افادیت
- تخلیق کی معنویت
- تخلیقی ادب کی روایت

تخلیق و تنقید کا باہمی رشتہ
تخلیق اور تحریر کے مابین فرق
تخلیقی ادب کے اقسام
تخلیقی ادب پیش کرنے کے طریقہ کار
تخلیقی ادب کے اصول و ضوابط
تخلیقی ادب کے مختلف نظریات
تخلیقی ادب کی بازیافت (عملی طور پر)
تخلیقی ادب کی مشق (مختلف موضوعات و اصناف ادب پر)

حوالہ جاتی کتب (Reference Books)

- ماہنامہ (اسلوب) تخلیقی ادب نمبر : کراچی، شمارہ ۴
ماہنامہ (اسلوب) تخلیقی ادب نمبر : کراچی، شمارہ ۵
تخلیقی ادب : عابد سیانی، رشید امجد، اسلام آباد ۲۰۰۵ء

Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME
Semester- VI

اردو قصیدہ اور مرثیہ

Course Name: Urdu Qasida aur Marsia

Course code: BAPURDDSE601

Course Type: DSE (Theoretical)	Course Details: DSEC-1(2)	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- قصیدہ اور مرثیہ کے فن سے واقف ہوں گے
 - قصیدہ اور مرثیہ کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - قصیدہ اور مرثیہ کے اہم شعراء اور ان کی تخلیقات سے واقف ہوں گے۔

Contents/Syllabus:

قصیدہ:

اردو قصیدے کا آغاز و ارتقاء

قصیدے کا فن

جنوبی ہند میں اردو قصیدہ

شمالی ہند میں اردو قصیدہ

قصیدہ کے زوال کے اسباب
سودا کی قصیدہ نگاری
ذوق کی قصیدہ نگاری
متنی تدریس:

سودا اب سامنے میرے جو کوئی پیرو جو اں ہے (شہر آشوب)
ذوق زہے نشاط اگر کیجئے اسے تحریر (درمدح بہادر شاہ)

مرثیہ:

اردو مرثیے کا آغاز و ارتقاء

مرثیے کا فن

جنوبی و شمالی ہند میں مرثیے کا فروغ

اردو میں مرثیے کی افادیت

میر بہ علی انیس کی مرثیہ گوئی

مرزا سلاست علی دبیر کی مرثیہ گوئی

متنی تدریس:

نمک خواں تکلم ہے فصاحت میری (انیس)

دست خدا کا قوت بازو حسین ہے (دبیر)

حوالہ جاتی کتب (Reference Books)

ابو محمد سحر : اردو میں قصیدہ نگاری

محمود الہی : اردو قصیدہ نگاری کا تنقیدی جائزہ

نیر مسعود : معرکہ انیس و دبیر

شبلی نعمانی : موازنہ انیس و دبیر

**Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME**

Semester- VI

اردو مثنوی اور نظم

Course Name: Urdu Masnawi aur Nazm

Course code: BAPURDDSE602

Course Type:DSE (Theoretical)	Course Details:DSEC-1(2)	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- اردو مثنوی اور نظم کے فن و اقسام سے واقف ہوں گے۔
 - نظم اور مثنوی کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - نظم اور مثنوی کی تفہیم سے واقف ہوں گے
 - نظم اور مثنوی کے نمائندہ شعراء اور ان کی تخلیقات سے واقف ہوں گے۔

Contents/Syllabus:

اردو مثنوی کا آغاز و ارتقاء

مثنوی کا فن

اردو میں مثنوی کے اولین نمونے

دکن و شمالی ہند میں اردو مثنوی کا عروج

میر حسن اور پنڈت دیاشنکر نسیم کی مثنوی نگاری
متنی تدریس:

مثنوی سحرالبیان (میر حسن) : ابتدائی پچیس صفحات
مثنوی گلزار نسیم (نسیم) : ابتدائی پچیس صفحات

نظم:

اردو نظم کا آغاز و ارتقاء
اردو نظم کی مختلف ہیئتیں
نظیر اکبر آبادی کی نظم نگاری
حالی کی نظم نگاری
اکبر الہ آبادی کی نظم نگاری
اقبال کی نظم نگاری
متنی تدریس:

چپاتی کا فلسفہ : نظیر اکبر آبادی
مرثیہ دہلی : حالی
برق کلیسا : اکبر
نیا شوالہ : اقبال

حوالہ جاتی کتب (Refrence Books)

اردو مثنوی کا ارتقاء : عبدالقادی سروری
تاریخ ادب اردو : رام بابو سکسینہ
تاریخ مثنویات اردو : محمد جلال الدین
دکن میں اردو : نصیر الدین ہاشمی
اردو مثنوی شمالی ہند میں : گیان چند جین
اردو شاعری کا فنی ارتقاء : فرمان فتح پوری
اردو میں نظم معری اور آزاد نظم : حنیف کیفی

URDU PROGRAMME

Semester-VI

مقالہ، مکتوب اور خاکہ

Course Name:Maqala Maktoob Aur Khaka

Course code:BAPURDGE601

Course Type:GE (Theoretical)	Course Details:GEC-2	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
 - مقالہ، مکتوب اور خاکہ کے فن سے واقف ہوں گے۔
 - مذکورہ اصناف کی اہمیت و افادیت اور اس کی روایت سے واقف ہوں گے۔
 - مذکورہ اصناف کے اہم تخلیق کار اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

مقالہ کافن اور اس کی اہمیت و افادیت

اردو میں مقالہ نگاری کی تاریخ

سر سید، حالی اور مجنوں گورکھپوری کی مقالہ نگاری

متنی تدریس:

خوشامد : سر سید احمد خان

مکتوب نگاری کافن اور اس کی اہمیت و افادیت

مکتوب نگاری کی تاریخ

غالب، ابوالکلام آزاد اور صفیہ اختر کی مکتوب نگاری
متنی تدریس:

مرزا غالب : سید صاحب..... نہ تم مجرم نہ میں گنہگار (میر مہدی مجروح کے نام، خط نمبر ۱۰)
مشمولہ، غالب کے خطوط، جلد دوم، مرتبہ خلیق انجم

خاکہ نگاری کافن اور اس کی اہمیت و افادیت
خاکہ نگاری کی تاریخ
عبدالحق اور رشید احمد صدیقی کی خاکہ نگاری
متنی تدریس:

حالی : مولوی عبدالحق

حوالہ جاتی کتب (Refrence Books)

اردو نثر کا فنی ارتقاء	:	فرمان فتح پوری
مقالات سرسید	:	سرسید
اردو اسالیب بیان	:	ڈاکٹر محی الدین زور
اردو نثری ادب لطیف	:	ڈاکٹر عبدالودود
اردو مکتوب نگاری	:	شاداب تبسم

Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME

Semester-VI

عوامی ذرائع، ترسیل اور اردو صحافت

Course Name: Urdu Mass Media

Course code: BAPURDGE602

Course Type: GE (Theoretical)	Course Details: GEC-2	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- عوامی ذرائع ترسیل اور اردو صحافت سے متعارف ہوں گے۔
 - عوامی ذرائع ترسیل اور اردو صحافت کی مختلف اقسام سے واقف ہوں گے۔
 - ادارہ نگاری، رپورٹنگ اور اسکرپٹ رائٹنگ سے واقف ہوں گے۔

Content/Syllabus:

صحافت کیا ہے؟ صحافت کی اہمیت و افادیت
اردو میں صحافت کا آغاز و ارتقاء، صحافی کے فرائض
عوامی ذرائع ترسیل کے مختلف اقسام (الیکٹرونک اور پرنٹ میڈیا)
پرنٹ میڈیا: اخبارات اور رسائل و جرائد
الیکٹرونک میڈیا: ریڈیو، ٹیلی ویژن اور ٹیلی جرنلزم

عملی کام: اداریہ نگاری، رپورٹنگ، اسکرپٹ رائٹنگ

(Reference Books) حوالہ جاتی کتب

- اردو صحافت کی تاریخ : امداد صابری
 انیسویں صدی میں اردو صحافت: افتخار کھوکھر
 البلاغیات : محمد شاہد حسین

**Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME**

Semester-VI

اردو مضمون نگاری

Course Name: Urdu Mazmoon Nigari

Course code: BAPURDSE601

Course Type: SE (Theoretical)	Course Details: SEC-4	L-T-P: 4-0-0
Credit: 4	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- مضمون نگاری کے فن سے واقف ہوں گے۔
 - مضمون نگاری کی روایت، اہمیت و افادیت سے واقف ہوں گے۔
 - نمائندہ مضمون نگار اور ان کے مضامین سے واقف ہوں گے۔
 - مضمون نگاری کی صلاحیت سے ہم کنار ہوں گے۔

Content/ Syllabus:

مضمون کی تعریف اور اہم موضوعات
موضوع کا انتخاب اور مضمون کی داخلی تربیت (خاکہ)

زبان و بیان

نظر ثانی اور اصلاح

مضمون نگاری کی مشق (مختلف موضوعات پر)

ادبی موضوعات

ثقافتی موضوعات

سماجی موضوعات

سیاسی موضوعات

اخلاقی و مذہبی موضوعات

سائنسی، فلسفیانہ اور تاریخی موضوعات

حوالہ جاتی کتب (Reference Books)

مضمون نویسی : اخلاق دہلوی

گلدستہ، مضامین اور انشا پردازی: محمد عارف خاں (حصہ اول و دوم)

Learning Outcomes based Curriculum Framework (LOCF)
URDU PROGRAMME
Semester-VI

علم العروض و علم البيان

Course Name: IIm-ul-Arooj-o-IIm-ul-Bayan

Course code: BAPURDSE602

Course Type: SE (Theoretical)	Course Details: SEC-4	L-T-P: 4-0-0
Credit: 4	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- علم العروض و علم البيان سے متعارف ہوں گے۔
 - مختلف لفظی و معنوی صنعت سے واقف ہوں گے۔
 - شعری محاسن کی تفہیم سے واقف ہوں گے۔

Content/Syllabus:

اردو علم العروض و علم البيان کی تعریف
 اردو علم العروض، علم البيان کا آغاز و ارتقاء
 علم البيان: تشبیہ، استعارہ، کنایہ، مرسل، علامت کا خصوصی مطالعہ
 صنائع و بدائع: تجنیس، ابہام، تلمیح، حسن تعلیل، لف و نشر، مبالغہ، تجاہل عارفانہ اور مراۃ النظر کا خصوصی مطالعہ

حوالہ جاتی کتب (Reference Books)

علم العروض علم البیان	:	مجیب الرحمن
جدید علم البلاغت	:	عبدالمجید
جدید علم العروض	:	عبدالمجید
درس بلاغت	:	شمس الرحمن فاروقی
تفہیم البلاغت	:	وہاب اشرفی
آئینہ بلاغت	:	مرزا محمد عسکری

**Learning outcome based Curriculum Framework(LOCF)
For
Choice Based Credit System(CBSE)**

Syllabus

**B.A. Honours in URDU
wef Academic Session 2020-21**

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**Kazi Nazrul University
Asansol, Paschim Bardhaman
West Bengal 713340**

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS
Semester- I

لسانیات اور اردو زبان کا ارتقا

Course Name : Lisaniyat aur Urdu Zaban ka Irteqa

Course Code : BAHURDC101

Course Type:Core (Theoretical)	Course Details:CC-1	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء کو :
- لسانیات سے واقفیت حاصل ہوگی۔
 - زبان کے آغاز و ارتقا کا علم ہوگا۔
 - اردو زبان کی پیدائش سے متعلق مختلف نظریات سے واقفیت حاصل ہوگی۔

Content/ Syllabus:

لسانیات کی تعریف اور اس کی اہمیت و افادیت
ادب اور لسانیات کے رشتے۔ لسانیات کی شاخیں
زبان کا آغاز و ارتقاء۔ زبان کے آغاز سے متعلق نظریات
زبان کے مختلف خاندان۔ آریاؤں کا داخلہ ہند۔ ہند آریائی خاندان۔ ہند آریائی ادوار
مغربی ہند اور اس کی مختلف بولیاں
اردو زبان کا آغاز و ارتقاء۔ اردو کی پیدائش کے سلسلے میں مختلف نظریات

اردو اور برج بھاشا۔ اردو اور دکن۔ اردو اور پنجابی۔ اردو اور کھڑی بولی
دکنی اردو کی لسانی خصوصیت

حوالہ جاتی کتب (Reference Books)

- ۱۔ اردو کی لسانی تشکیل : مرزا خلیل احمد بیگ
- ۲۔ مقدمہ تاریخ زبان اردو : ڈاکٹر مسعود حسن خاں
- ۳۔ لسانیات اور دکنی ادبیات : ڈاکٹر شہناز نبی
- ۴۔ داستان تاریخ زبان اردو : حامد حسن قادری
- ۵۔ شعر الہند : عبدالسلام ندوی
- ۶۔ مقدمہ تاریخ زبان اردو : رشید حسن خان
- ۷۔ ہند آریائی اور ہندی : سنیتی کمار چٹرجی ترجمہ: عتیق صدیقی
- ۸۔ لسانی مطالعے : گیان چند جین
- ۹۔ اردو لسانیات : شوکت سبزواری
- ۱۰۔ اردو کی لسانی تشکیل : پروفیسر مرزا خلیل احمد بیگ
- ۱۱۔ اردو زبان کی تاریخ : پروفیسر مرزا خلیل احمد بیگ
- ۱۲۔ ہندوستانی لسانیات کا خاکہ : احتشام حسین
- ۱۳۔ لسانیات کیا ہے؟ : ڈاکٹر نصیر احمد خاں
- ۱۴۔ زبان اور علم زبان : عبدالقادر سروری
- ۱۵۔ توضیحی لسانیات : ایچ۔ اے۔ گلین
- ۱۶۔ تشریحی لسانیات : ڈاکٹر سہیل بخاری

Learning Outcomes based Curriculum Framework (LOCF)
URDURDU HONOURS

Semester- I

اردو ادب کی تاریخ

Course Name :Urdu Adab ki Tare

Course code:BAHURDC102

Course Type:Core (Theoretical)	Course Details:CC-2	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء کو :
- اردو زبان و ادب کے عہد بہ عہد ارتقا سے واقفیت حاصل ہوگی۔
 - مختلف ادبی تحریکات و رجحانات کا علم ہوگا۔
 - غزل کی تفہیم سے واقفیت ہوگی۔

Content/Syllabus:

اردو زبان و ادب کی نشوونما میں صوفیائے کرام کی خدمات
خواجہ بندہ نواز گیسو دراز اور میراں جی شمس العشق کا خصوصی مطالعہ
دکن میں اردو زبان و ادب کا آغاز و ارتقاء : عادل شاہی اور قطب شاہی دور کی ادبی خدمات
شمالی ہند میں اردو شاعری کا آغاز و ارتقاء: فائر آبرو کے حوالے سے
ولی دکنی، میر تقی میر، سودا اور نظیر اکبر آبادی کا خصوصی مطالعہ

فورٹ ولیم کالج کی ادبی خدمات،
 دہلی کالج اور اس کے مصنفین
 مرزا غالب کے خطوط۔ سرسید اور ان کے رفقاء کی نثر۔
 دبستان دہلی اور دبستان لکھنؤ کی شعری روایت
 انجمن پنجاب کی خدمات
 ترقی پسند ادبی تحریک اور اس کے اغراض و مقاصد
 جدیدیت کا رجحان

تدریسی متن:

نظم:

نظیر اکبر آبادی : دیوالی

مضمون:

سرسید احمد خان : رسم و رواج کی پابندی کے نقصانات

غزل:

ولی دکنی : کیا مجھ عشق نے ظالم کوں آب آہستہ آہستہ

میر تقی میر : تھا مستعار حسن سے اس کے جو نور تھا

سودا : جب یار نے اٹھا کر زلفوں کے بال باندھے

آتش : سن تو سہی جہاں میں ہے تیرا فسانہ کیا

حوالہ جاتی کتب (Reference Books)

- ۱۔ اردو کی ابتدائی نشوونما میں صوفیائے کرام کا حصہ : وہاب اشرفی
- ۲۔ تاریخ ادب اردو : جمیل جالبی
- ۳۔ اردو کی نشوونما میں صوفیائے کرام کا حصہ : مولوی عبدالحق
- ۴۔ دکن میں اردو : نصیر الدین ہاشمی
- ۵۔ دکنی ادب کی تاریخ : ڈاکٹر محی الدین قادری زور
- ۶۔ اردو ادب کی تحریکیں : انور سدید
- ۷۔ دہلی کا دبستان شاعری : نوال الحسن ہاشمی

- ۸۔ لکھنؤ کا دبستان شاعری : ابولیتھ صدیقی
- ۹۔ فورٹ ولیم کالج کی ادبی خدمات : عابدہ بیگم
- ۱۰۔ دو ادبی اسکول : علی جواد زیدی
- ۱۱۔ اردو نثر کا ارتقاء : رفیعہ سلطانہ
- ۱۲۔ غالب شاعر و مکتوب نگار : پروفیسر نور الحسن نقوی
- ۱۳۔ ذکر غالب : مالک رام
- ۱۴۔ سرسید اور ان کے نامور رفقاء : سید عبداللہ
- ۱۵۔ اردو میں ترقی پسند ادبی تحریک : خلیل الرحمن اعظمی
- ۱۶۔ جدیدیت، تجزیہ اور تفہیم : مرتبہ: مظفر حنفی

☆☆☆

Learning Outcomes based Curriculum Framework (LOCF)
URDURDU HONOURS

Semester- I

اردو زبان و ادب کی مختصر تاریخ

Course Name: Urdu Zaban-o-Adab ki Mukhtasar Tareekh

Course Code: BAHURDGE101

Course Type: GE (Theoretical)	Course Details: GEC-1	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء کو :
- اردو زبان و ادب کے عہد بہ عہد ارتقا سے واقفیت حاصل ہوگی۔
 - مختلف ادبی تحریکات و رجحانات کا علم ہوگا۔
 - غزل کی تفہیم سے واقفیت ہوگی۔

Content/ Syllabus:

اردو زبان کی ابتداء سے متعلق مختلف نظریات
اردو زبان و ادب کی نشوونما میں صوفیائے کرام کی خدمات
دکن میں اردو شاعری کا آغاز و ارتقاء
ولی دکنی اور سراج اورنگ آبادی کا خصوصی مطالعہ

دکن میں اردو نثر کا آغاز و ارتقاء
 شمالی ہند میں اردو شاعری کی روایت: آبرو، مظہر، سودا کا عمومی جائزہ
 میر تقی میر، میر درد، غالب، اقبال اور یگانہ کا خصوصی مطالعہ
 شمالی ہند میں اردو نثر کا آغاز و ارتقاء
 فورٹ ولیم کالج کی ادبی خدمات
 انجمن پنجاب کی ادبی خدمات
 ترقی پسند ادبی تحریک، جدیدیت کے رجحان

متنی تدریس:

غزل:

ولی دکنی : یاد کرنا ہر گھڑی اس یار کا
 سراج : تھا بہانہ مجھے زنجیر کے ہل جانے کا
 میر تقی میر : الٹی ہو گئیں سب تدبیریں کچھ نہ دوانے کام کیا
 خوجہ میر درد : سینہ و دل حسرتوں سے چھا گیا
 مرزا غالب : آہ کو چاہئے اک عمر اثر ہونے تک
 یگانہ چنگیزی : خودی کا نشہ چڑھا آپ میں رہا نہ گیا

حوالہ جاتی کتب (Reference Books)

- ۱- تاریخ ادب اردو : وہاب اشرفی
- ۲- تاریخ ادب اردو : جمیل جالبی
- ۳- اردو کی نشوونما میں صوفیائے کرام کا حصہ : مولوی عبدالحق
- ۴- دکن میں اردو : نصیر الدین ہاشمی
- ۵- دکنی ادب کی تاریخ : ڈاکٹر محی الدین قادری زور
- ۶- اردو ادب کی تحریکیں : انور سدید
- ۷- دہلی کا دبستان شاعری : نوالحسن ہاشمی
- ۸- لکھنؤ کا دبستان شاعری : ابوللیث صدیقی
- ۹- فورٹ ولیم کالج کی ادبی خدمات : عابدہ بیگم
- ۱۰- دوادبی اسکول : علی جوادی زیدی

- ۱۱۔ اردو نثر کا ارتقاء : رفیعہ سلطانہ
- ۱۲۔ غالب شاعر و مکتوب نگار : پروفیسر نور الحسن نقوی
- ۱۳۔ ذکر غالب : مالک رام
- ۱۴۔ سر سید اور ان کے نامور رفقاء : سید عبداللہ
- ۱۵۔ اردو میں ترقی پسند ادبی تحریک : خلیل الرحمن اعظمی
- ۱۶۔ جدیدیت، تجزیہ اور تفہیم : مرتبہ: مظفر حنفی



Learning Outcomes based Curriculum Framework (LOCF)
URDURDU HONOURS

Semester- II

کلاسیکی اردو نثر

Course Name:Classiki Urdu Nasr

Course Code:BAHURDC201

Course Type:Core (Theoretical)	Course Details:CC-3	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء کو :
- کلاسیکی نثر سے واقفیت حاصل ہوگی۔
 - مکتوب اور مقالے سے واقفیت حاصل ہوگی۔
 - نثر کے کلاسیکی نمونے سے واقفیت حاصل ہوگی۔

Content/ Syllabus:

نثر کی تعریف، نثر کے اقسام
دکن میں اردو نثر کا آغاز و ارتقاء
شمالی ہند میں اردو نثر کے ابتدائی نمونے
فورٹ ویلیم کالج کے تحت اردو نثر

دلی کالج کے نثر نگار۔ سرسید اور ان کے رفقاء کے کار کی نثر
غالب کے خطوط کی نثری اہمیت

تدرسی متن:

کربل کتھا : ابتدائی دس صفحات
سب رس : ابتدائی دس صفحات : ملا وجہی
باغ و بہار : سیر پہلے درویش کی : میرامن

خطوط:

عود ہندی : ابتدائی تین خطوط
مقالات سرسید : (۱) رسم و رواج کی پابندی کے نقصانات
(۲) تعصب

حوالہ جاتی کتب (Reference Books)

اردو نثر کا فنی ارتقاء : ڈاکٹر فرمان فتح پوری
صفیات : فروغی سر قاضی افضل حسین
اردو نثر کا آغاز و ارتقاء : رفیعہ سلطانہ
سرسید کے مور رفقاء کے کار : سید عبداللہ
اردو ادب کی تنقیدی تاریخ : سید احتشام حسین
داستان سے افسانے تک : وقار عظیم
فورٹ ولیم کالج کی ادبی خدمات: عبیدہ بیگم

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- II

کلاسیکی اردو غزل

Course Name:Classiki Urdu Ghazal

Course Code:BAHURDC202

Course Type:Core (Theoretical)	Course Details:CC-4	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء کو :
- کلاسیکی غزل سے واقفیت حاصل ہوگی۔
 - اردو غزل کے عہد بہ عہد ارتقا سے واقفیت حاصل ہوگی۔
 - غزل کی تفہیم ہوگی۔

Content/ Syllabus:

غزل کا فن، غزل کے موضوعات، غزل کی داخلی اور خارجی کیفیات
دکن میں غزل کی روایت (ولی اور سراج کے خصوصی حوالے سے)
شمالی ہند میں غزل کی روایت (آبرو اور فائز کے خصوصی حوالے سے)

اردو غزل اور تصوف

اردو غزل میں عشق کی روایت

کلاسیکی اردو غزل کی اسلوبیات

اردو کے چند اہم غزل گو شعراء :

ولی، سراج، میر، درد، آتش، غالب، ذوق، مومن

متنی تدریس:

ولی	:	کیا مجھ عشق نے ظالم کوں آب آہستہ آہستہ
سراج	:	دل بری ہر بوا لہوس کی حد میں افزوں مت کرو
میر	:	تھا مستعار حسن سے اس کے جو نور تھا
درد	:	ہم نے کس رات نالہ سر نہ کیا
آتش	:	گدا نواز کوئی شہ سوار راہ میں ہے
غالب	:	نقش فریادی ہے کس کی شوخی تحریر کا
ذوق	:	اب تو گھبرا کے یہ کہتے ہیں کہ مر جائیں گے
مومن	:	وہ جو ہم میں تم میں قرار تھا تمہیں یاد ہو کہ نہ یاد ہو

حوالہ جاتی کتب (Reference Books)

۱۔	اردو غزل	:	یوسف حسین خاں
۲۔	اردو غزل	:	کامل قریشی
۳۔	اردو غزل کے جدید رجحانات	:	خالد علوی
۴۔	مقدمہ شعر و شاعری	:	الطاف حسین حالی
۵۔	ہماری شاعری	:	مسعود حسن رضوی ادیب
۶۔	غزل سرا	:	مجنوں گورکھپوری
۷۔	غزل کی سرگذشت	:	اختر انصاری
۸۔	غزل کی تنقید	:	اسلوب احمد انصاری
۹۔	ولی سے اقبال تک	:	سیّد عبداللہ
۱۰۔	مطالعہ ولی	:	شارب ردولوی
۱۱۔	میر تقی میر	:	جمیل جالبی

۱۲۔	تلاش میر	:	نثار احمد فاروقی
۱۳۔	مرزا محمد رفیع سودا	:	خلیق انجم
۱۴۔	انتخاب کلیات سودا	:	عبدالمطلب حسین
۱۵۔	خواجہ میر درد	:	ثاقب صدیقی
۱۶۔	اقبال: شاعر و مفکر	:	پروفیسر نور الحسن نقوی
۱۷۔	اقبال کا ذہنی و فنی ارتقاء	:	ڈاکٹر عبدالمنعمی
۱۸۔	اقبال بحیثیت شاعر	:	رفیع الدین ہاشمی
۱۹۔	دہلی کا دبستان شاعری	:	نوا الحسن ہاشمی
۲۰۔	لکھنؤ کا دبستان شاعری	:	ابوللیث صدیقی
۲۱۔	شعر شور انگیز	:	شمس الرحمن فاروقی
۲۲۔	انتخاب سخن	:	ڈاکٹر ابن کنول
۲۳۔	اردو ادب کی تحریکیں	:	انور سدید

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- II

اردو داستان اور ناول

Course Name:Urdu Daastan aur Novel

Course Code:BAHURDGE201

Course Type:GE (Theoretical)	Course Details:GEC-2	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
♦ داستان اور ناول کے فن سے واقف ہوں گے۔
♦ داستان اور اس کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
♦ ناول اور اس کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
♦ داستان اور ناول کے متن سے واقف ہوں گے۔

Content/ Syllabus:

داستان کی تعریف۔ اجزائے ترکیبی، فنی خصوصیات

اردو میں داستان کی وایت: دکن، شمالی ہند اور کلکتہ میں
 داستان کے زوال کے اسباب: داستان سے ناول تک
 ناول کی تعریف، اجزائے ترکیبی، فن اور اقسام
 اردو ناول کا آغاز و ارتقاء: ناول اور ناولٹ کا فرق
 نذیر احمد، رسوا اور راجندر سنگھ بیدی کا عمومی مطالعہ
 پریم چند، کرشن چندر اور قرۃ العین حیدر کا خصوصی مطالعہ

تدریسی متن:

آرائش محفل: حیدر بخش حیدری : ابتدائی پچیس صفحات
 فسانہ عجائب (رجب علی بیگ سرور) : بندر کی تقریر
 میری یادوں کے چنار (کرشن چندر)

حوالہ جاتی کتب (Reference Books)

اردو زبان اور فن داستان گوئی : کلیم الدین احمد
 داستان سے افسانے تک : وقار عظیم
 اردو کی نثری داستانیں : گیان چند جین
 آرائش محفل : حیدر بخش حیدری
 فسانہ عجائب : رجب علی بیگ سرور
 میری یادوں کے چنار : کرشن چندر
 اردو نثر کا فنی ارتقاء : ممتاز الحق
 کرشن چندر : جیلانی بانو
 کرشن چندر: شخصیت اور فن : بیگ احساس
 کرشن چندر نمبر (شاعر) : افتخار امام صدیقی

Learning Outcomes based Curriculum Framework (LOCF)

URDURDU HONOURS

Semester- II

(اردو کمیونیکیشن)

Course Name: Urdu Commiunication

Course code: AECCU201

Course Type:AE (Theoretical)	Course Details:-AECC2	L-T-P:4-0-0
Credit:4	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- اہم نثری اصناف سے متعارف ہوں گے۔
 - اہم شعری اصناف سے متعارف ہوں گے۔
 - اہم شعری و نثری اصناف کی تفہیم سے واقف ہوں گے۔

Content/ Syllabus:

(حصہ نثر)

- میرامن: باغ و بہار : شروع قصے میں
خطوط غالب: مرزا غالب : میر مہدی مجروح اور چودھری عبدالغفور کے نام خطوط سرسید احمد خاں: گزرا ہوا زمانہ :
(مقالات سرسید)
پریم چند: : کفن
رشید احمد صدیقی : : چارپائی

(شاعری)

غزل:

- میر تقی میر : (۱) ابتداءے عشق ہے روتا ہے کیا
(۲) ہستی اپنی حباب کی سی ہے
مرزا غالب : (۱) کوئی دن گزر زندگانی اور ہے
(۲) کوئی امید بر نہیں آتی
مومن : (۱) دل میں اس شوخ کہ جو راہ نہ کی
(۳) دیکھ لو شوق نا تمام میرا

نظم:

- علامہ اقبال : ہمالہ
فیض : شیشوں کا مسیحا
مخدوم : آزادی وطن
پرویز شاہدی : میں اور ہم

حوالہ جاتی کتب (Reference Books)

- کلیات میر : میر تقی میر
دیوان غالب : مرزا غالب
مقالات سرسید : سرسید احمد خاں
باغ و بہار : میرامن
فسانہ عجائب : رجب علی بیگ سرور

علامہ اقبال : بانگ درا
مخدوم محی الدین : سرخ سوز

فیض احمد فیض : نسخہ ہائے وفا

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- III

جدید اردو غزل

Course Name: Jadid Urdu Ghazal

Course code: BAHURDC301

Course Type: Core (Theoretical)	Course Details: CC-5	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- ♦ جدید اردو غزل اور اس کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - ♦ غزل کے بدلتے ہوئے موضوعات اور زبان و بیان سے واقف ہوں گے۔
 - ♦ اہم جدید غزل گو شعراء سے واقف ہوں گے۔
 - ♦ جدید غزل کی تفہیم سے واقف ہوں گے۔

Content/Syllabus :

۱۸۵۷ء کے بعد غزل کے مزاج میں تبدیلی

اردو غزل پر جدید مغربی خیالات و رجحانات کے اثرات
 ترقی پسند تحریک اور اردو غزل
 ترقی پسند تحریک کا سیاسی، سماجی، اقتصادی اور انقلابی پس منظر
 اردو غزل پر ترقی پسند تحریک کے اثرات
 جدیدیت کا رجحان اور اردو غزل
 جدیدیت کا سیاسی و سماجی پس منظر، غزل میں نئے تجربے، لسانی، موضوعاتی، مقامی رنگ کی شمولیت
 ۱۹۶۰ء کے بعد اردو غزل کا ارتقاء۔ رمزیت اور علامتی انداز کا فروغ، اینٹی غزل
 جدیدیت کے اہم غزل گو شعرا اور انکی غزل گوئی کے رجحانات
 داغ، حسرت اقبال، یگانہ، گمراہ، فیض، سلیم احمد، ناصر کاظمی، بانی، ظفر اقبال، زیب غوری، احمد مشتاق، شہریار، عرفان صدیقی

متنی تدریس:

- داغ : (۱) خاطر سے یا لحاظ سے میں مان تو گیا
 (۲) ملنے میں بے باک تھی وہ آنکھ شرمائی ہوئی
- حسرت : (۱) روشن جمال یار سے ہے انجمن تمام
 (۲) چپکے چپکے رات دن آنسو بہانا یاد ہے
- اقبال : (۱) کبھی اے حقیقت منتظر نظر آلباس مزاج میں
 (۲) میری نوائے شوق سے شور حریم ذات میں
- یگانہ : (۱) چلے چلو جہاں لے جائے ولولہ دل کا
 (۲) سب ترے سوا کا فر آخر اسکا مطلب کیا
- فراق : (۱) کسی کا یوں تو ہوا کون عمر بھر پھر بھی
 (۲) شام غم کچھ اس نگاہ ناز کی بات کر
- فیض : (۱) ہم پرورش لوح و قلم کرتے رہیں گے
 (۲) گلو میں رنگ بھرے باد نو بہار چلے
- سلیم احمد : (۱) نایاب ہیں اتنے کہ جہاں میں نہیں ملتے
 (۲) کسی نے بھی مجھے سمجھا نہیں ہے
- ناصر کاظمی : (۱) گرفتہ دل ہیں بہت آج ترے دیوانے
 (۲) شہر در شہر گھر جلائے گئے
- بانی : (۱) ہم ہیں منتظر سہ آسمانوں کا ہے

- (۲) اس تندسیاہی کے پکھلنے کی خبر دے
- ظفر اقبال: (۱) ہزار ربط بڑھائیں خیال خام سے ہم
(۲) ایک ہی نقش ہے جتنا بھی جہاں رہ جائے
- زیب غوری: (۱) وہ کہہ رہا ہے یہی ہے شکستہ تن مرا
(۲) بے حسی پر مری وہ خوش تھا کہ پتھر ہی تو ہے
- احمد مشتاق: (۱) کہیں امید سی ہے دل کے نہاں خانے میں
(۲) مل ہی جائے گا کہیں دل کو یقین رکھتا ہے
- شہریار: (۱) مشعل درد پھراک بار جلالی جائے
(۲) آندھیاں آتی تھیں لیکن کبھی ایسا نہ ہوا
- عرفان صدیقی: (۱) کوزہ گر پھر اسی مٹی میں ملاتا ہے مجھے
(۲) زوال شب میں کسی کی صدا نکل آئی

حوالہ جاتی کتب (Reference Books)

- ۱۔ اردو غزل : کامل قریشی
- ۲۔ اردو غزل کے جدید رجحانات : خالد علوی
- ۳۔ مقدمہ شعر و شاعری : الطاف حسین حالی
- ۴۔ معاصر اردو غزل: مسائل و میلانات : پروفیسر قمر رئیس
- ۵۔ آزادی کے بعد اردو غزل : ڈاکٹر وسیم بیگم
- ۶۔ آزادی کے بعد کی غزل کا تنقیدی مطالعہ : بشیر بدر
- ۷۔ نئی اردو غزل : سرور الہدیٰ
- ۸۔ نئی غزل کی لفظیات : مشکور معینی
- ۹۔ غزل کی تنقید : اسلوب احمد انصاری
- ۱۰۔ اردو غزل کے عناصر رابعہ : پروفیسر عائشہ سعید
- ۱۱۔ فراق گورکھپوری ذات اور صفات : مخمور سعیدی
- ۱۲۔ فیض شناسی : مرتبہ: اسد الزماں اسد
- ۱۳۔ شہریار : مرتبہ: سرور الہدیٰ
- ۱۴۔ لفظوں کا پل : ندا فضلی

- ۱۵۔ اردو غزل کی روایت اور ترقی پسند غزل : ممتاز الحق
- ۱۶۔ اردو ادب کی تحریکیں : انور سدید
- ۱۷۔ اردو ما بعد جدید بیت ایک مکالمہ : گوپی چند نارنگ

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- III

نظم: ابتداء سے علی گڑھ تحریک تک

Course Name: Nazm: Ibtada se Aligarh Tehreek Tak

Course code: BAHURDC302

Course Type: Core (Theoretical)	Course Details: CC-6	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء:
- نظم اور اس کی مختلف اقسام سے واقف ہوں گے۔
 - نظم کی مختلف اقسام اور اس کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - نظم کی تفہیم سے واقف ہوں گے۔

Content/Syllabus:

نظم کی اصطلاحی مفہوم، نظم کی اقسام، قصیدہ، مرثیہ، مثنوی، پابند نظم، نظم معرایی، آزاد نظم، نثری نظم، گیت، سانسیت وغیرہ

قصیدہ:

قصیدہ بحیثیت صنف سخن، قصیدہ کی تعریف اور اس کی ہیئت، دیگر اصناف سخن سے امتیاز۔

قصیدہ کے اجزائے ترکیبی

قصیدہ کا عروج و زوال

مرثیہ:

مرثیہ کا لغوی اور اصطلاحی مفہوم، اجزائے ترکیبی، صنف مرثیہ کی تاریخ و تعریف، اقسام، موضوعات، اسالیب

دکن، دہلی اور لکھنؤ میں مرثیے کا عروج و استحکام اور زوال

انیس و دہرے کا خصوصی مطالعہ

مثنوی:

مثنوی کی تعریف، اجزائے ترکیبی اور ہیئت، آغاز و ارتقاء، مختلف مثنوی نگاروں کا عمومی جائزہ

نظم:

نظم بحیثیت صنف، آغاز و ارتقاء، اقسام، ہیئت، تکنیکی اور موضوعاتی اعتبار سے جائزہ

نظم کے ابتدائی نقوش دکن میں

شمالی ہند میں نظم گوئی کا آغاز

۱۸۵۷ء کے انقلاب کے اثرات، انجمن پنجاب سے پیدا شدہ رجحانات، حالی، آزاد، اور ان کے معاصرین کی نظم گوئی، انگریزی نظموں

کے تراجم

اردو نظم میں ہیئت کے تجربے، اس کے اثرات، اکبر الہ آبادی، اقبال، چکبست، جوش وغیرہ

مثنیٰ تدریس:

(ابتدائی بیس اشعار)	اٹھ گیا بہمن و دے کا چنستاں کا عمل	سودا	: قصیدہ
(ابتدائی بیس اشعار)	لاشوں کو اٹھالے گئے جب قبلہ عالم	انیس	: مرثیہ
	دریائے عشق	میر تقی میر	: مثنوی

نظم:

قلمی قطب شاہ : شب برات (خدا کے کرم سے..... پیالے بلایا)

نظیر اکبر آبادی : ہولی کی بہاریں

حالی : برکھارت

اکبر الہ آبادی : نئی تہذیب

چکبست : خاک وطن

حوالہ جاتی کتب (Reference Books)

- جدید اردو شاعری : عبدالقادر سروری
اردو قصائد کا سماجیاتی مطالعہ : ڈاکٹر ام ہانی اشرف
اردو مثنوی کا ارتقاء : عبدالقادر سروری
اردو قصیدہ نگاری : ڈاکٹر وہاب اشرفی
اردو کی تین مثنوی : خان رشید
نظم جدید کی کروٹیں : وزیر آغا
اردو شاعری کا مزاج : وزیر آغا
نظم معری اور آزاد نظم : حنیف کیفی
جدید اردو نظم: نظریہ و عمل : عقیل صدیقی
صنایات : قاضی افضل حسین

Learning Outcomes based Curriculum Framework (LOCF)
URDURDU HONOURS

Semester- III

جدید اردو نظم

Course Name: Jadid Urdu Nazm

Course Code: BAHURDC303

Course Type: Core (Theoretical)	Course Details: CC-7	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- جدید نظم اور اس کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - جدید نظم گو شعراء سے متعارف ہوں گے۔
 - جدید نظم کی تفہیم سے واقف ہوں گے۔

Content/Syllabus:

اردو میں ترقی پسند ادبی تحریک، اردو نظم پر ترقی پسند تحریک کے اثرات۔ سماجی حقیقت نگاری اور اشتراکیت کا تصور، فیض اور مخدوم کا خصوصی مطالعہ
حلقہ ارباب ذوق کے زیر اثر نظموں میں نیا رجحان، داخلیت اور تجرید
میراجی اور ن۔م۔راشد کا خصوصی مطالعہ

اختر الایمان کی نظم گوئی
 جدیدیت بحیثیت رجحان، نظم سے متعلق شمس الرحمن فاروقی کے تصورات
 عمیق حنفی، شہریار، بلراج کول، محمد علوی، عادل منصور، کمار پاشی، ندا فاضلی کا خصوصی مطالعہ

متی تدریس:

میراجی	:	نارسائی
ن-م-راشد	:	رخصت
فیض	:	پہلی سی محبت
اختر الایمان	:	ایک لڑکا
عمیق حنفی	:	بے وقوف آنندھیاں
شہریار	:	عہد حاضر کی دلربا مخلوقات

حوالہ جاتی کتب (Reference Books)

جدید اردو شاعری	:	عبدالقادرسروری
اردو قصائد کا سماجیاتی مطالعہ	:	ڈاکٹر ام ہانی اشرف
اردو مثنوی کا ارتقا	:	عبدالقادرسروری
اردو قصیدہ نگاری	:	ڈاکٹر ام ہانی اشرف
اردو مرثیہ	:	ڈاکٹر ام ہانی اشرف
اردو کی تین مثنوی	:	خان رشید
نظم جدید کی کروٹیں	:	وزیر آغا
نظم معری اور آزاد نظم	:	حنیف کیفی
صنایات	:	قاضی افضل حسین

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- III

عوامی ذرائع، ترسیل اور اردو صحافت

Course Name: Urdu Mass Media

Course code:BAHURDSE301

Course Type:SE (Theoretical)	Course Details:SEC-1	L-T-P:4-0-0
Credit:4	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- عوامی ذرائع ترسیل اور اردو صحافت سے متعارف ہوں گے۔
 - عوامی ذرائع ترسیل اور اردو صحافت کی مختلف اقسام سے واقف ہوں گے۔
 - ادارہ نگاری، رپورٹنگ اور اسکرپٹ رائٹنگ سے واقف ہوں گے۔

Content/Syllabus:

صحافت کیا ہے؟ صحافت کی اہمیت و افادیت
اردو میں صحافت کا آغاز و ارتقاء، صحافی کے فرائض
عوامی ذرائع ترسیل کے مختلف اقسام (الیکٹرونک اور پرنٹ میڈیا)
پرنٹ میڈیا: اخبارات اور رسائل و جرائد

الیکٹرونک میڈیا: ریڈیو جرنلزم اور ٹیلی جرنلزم
فلم سازی کی روایت
عملی کام: اداریہ نگاری، رپورٹنگ، اسکرپٹ رائٹنگ

حوالہ جاتی کتب (Reference Books)

- اردو صحافت کی تاریخ : امداد صابری
انیسویں صدی میں اردو صحافت: افتخار کھوکھر
البلاغیات : محمد شاہد حسین

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- III

اردو سوفٹ ویئر اینڈ بیکس آف کمپیوٹر

Course Name:Urdu Software and basics of Computer

Course code:BAHURDSE302

Course Type:SE (Theoretical)	Course Details:SEC-1	L-T-P:4-0-0
Credit:4	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- انفارمیشن ٹیکنالوجی سے متعارف ہوں گے۔
 - کمپیوٹر اور اس کے مختلف استعمال سے واقف ہوں گے۔
 - اردو سوفٹ ویئر اینڈ بیکس سے واقف ہوں گے۔

Content/Syllabus:

انفارمیشن ٹیکنالوجی: تعارف

اہمیت و افادیت

اردو اور انفارمیشن ٹیکنالوجی

کمپیوٹر: تعارف، اقسام اور استعمال

کمپیوٹر ایجوکیشن

اردو سافٹ ویئر (Inpage)

ٹی۔وی، ریڈیو، فلم

سی سی ٹی وی (CCTV)

کمپیوٹر گرافکس

انٹرنیٹ

فیس بک، واٹس ایپ، ٹیوٹر، ای میل فونڈ و نقصانات

حوالہ جاتی کتب

- عوامی ذرائع ابلاغ و ترسیل اور تعمیر و ترقی : دیواندراسر (ترجمہ: شاہینہ پرویز)
- کمپیوٹر پروگرامنگ : محمد ایزاشووانی
- انٹرنیٹ گائیڈ : نعیم احسن
- اردو سافٹ ویئر : محمد جہانگیر وارثی
- کمپیوٹر ڈیٹا پروسیسنگ : محمد انور ہاشمی
- ہدایات مائیکروسافٹ ورڈ : عظیم صدیقی
- فلیمیں کیسے بنتی ہیں؟ : خواجہ احمد عباس

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semeste III

اردو افسانہ اور ڈرامہ

Course Name: Urdu Afsana aur Drama

Course code: BAHURDGE301

Course Type: GE (Theoretical)	Course Details: GEC-3	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- صنف افسانہ اور ڈراما سے متعارف ہوں گے۔
 - صنف افسانہ اور ڈراما کے عہد بہ عہد ارتقا سے واقف ہوں گے
 - اہم افسانہ نگار اور ڈراما نگار کی تخلیقات سے واقف ہوں گے

Content/Syllabus:

افسانہ:

افسانے کی تعریف، اجزائے ترکیبی

افسانے کے موضوعات

اردو افسانے کا آغاز و ارتقاء

اردو کے کچھ اہم افسانہ نگاروں کا خصوصی مطالعہ:

پریم چند، کرشن چندر، راجندر سنگھ بیدی اور عصمت چغتائی

مقی تدریس:

پریم چند	:	سوا سیرگیہو
کرشن چندر	:	تائی اسیری
بیدی	:	گرم کوٹ
عصمت	:	دوزخی

ڈرامہ:

ڈرامے کی تعریف، فنی خصوصیات اور اجزائے ترکیبی، ڈرامے کی اقسام: المیہ اور طربیہ

اردو ڈرامے کا آغاز و ارتقاء

ریڈیائی اور اسٹیج ڈرامے کا تکنیکی فرق

آغا حشر کاشمیری اور عابد حسین کی ڈرامہ نگاری کا خصوصی مطالعہ

مقی تدریس:

صید ہوس	:	آغا حشر کاشمیری
پردہ غفلت	:	عابد حسین

حوالہ جاتی کتب (Refrence Books)

فن افسانہ نگاری	:	وقار عظیم
داستان سے افسانے تک	:	وقار عظیم
نیا افسانہ	:	وقار عظیم
اردو افسانہ: روایت اور مسائل	:	گوپی چند نارنگ
افسانے کی حمایت میں	:	شمس الرحمن فاروقی
ترقی پسند اردو افسانہ اور اہم افسانہ نگار	:	اسلم جمشید پوری
افسانہ حقیقت سے علامت تک:	:	سلیم اختر
نیا افسانہ	:	مسائل اور میلانات، قمر رئیس
نیا اردو افسانہ	:	مرتبہ: گوپی چند نارنگ

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- III

اردو غزل

Course Name: Urdu Ghazal

Course Code :BAHURDGE302

Course Type:GE (Theoretical)	Course Details:GEC-3	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- غزل کے فن اور اس کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - اہم غزل گو شعراء اور ان کی تخلیقات سے متعارف ہوں گے۔
 - غزل کی تفہیم سے واقف ہوں گے

Content/Syllabus:

غزل کی تعریف، غزل کا فن، غزل کے موضوعات

غزل کا آغاز و ارتقاء

دہستان دہلی کی ادبی خصوصیات

دہستان لکھنؤ کی ادبی خصوصیات

اردو غزل پر مختلف ادبی تحریکات کے اثرات
سراج، آتش، سودا، مصحفی اور داغ کا عمومی مطالعہ
ولی، میر، درد، مومن، اقبال، فراق، فیض اور ناصر کا نظم کی غزل گوئی کا خصوصی مطالعہ

متنی تدریس:

- ولی : (۱) مت غصے کے شعلے سوں جلتے کوں جلائی جا
(۲) اسے رشک ماہ تاب تو دل کے صحن میں آ
- میر : (۱) اٹھی ہو گئیں سب تدبیریں کچھ نہ دوانے کام کیا
(۲) اس عہد میں الہی محبت کو کیا ہوا
- درد : (۱) جگ میں آ کر ادھر ادھر دیکھا
(۲) مدرسہ یاد پر تھا یا کعبہ یا بت خانہ تھا
- غالب : (۱) درد منت کش دوانہ ہوا
(۲) آہ کو چاہئے اک عمر اثر ہونے تک
- مومن : (۱) اثر اس کو ذرا نہیں ہوتا
(۲) صبر و حشمت اثر نہ ہو جائے
- اقبال : (۱) ستاروں سے آگے جہاں اور بھی ہیں
(۲) اپنی جولان نگاہ زیر آسماں سمجھا تھا میں
- فراق : (۱) شام غم کچھ اس نگاہ ناز کی باتیں کرو
(۲) نگاہ ناز نے پردے اٹھائے ہیں کیا کیا
- فیض : (۱) تم آئے ہو نہ شب انتظار گزری ہے
(۲) تمہاری یاد کے جب زخم بھرنے لگتے ہیں
- ناصر کاظمی : (۱) دیار دل کی رات میں چراغ سا جلا گیا
(۲) دل میں اک لہری اٹھی ہے ابھی

حوالہ جاتی کتب (Reference Books)

- ۱- اردو غزل : یوسف حسین خاں
۲- اردو غزل : کامل قریشی
۳- اردو غزل کے جدید رجحانات : خالد علوی

۴۔	مقدمہ شعر و شاعری	:	الطاف حسین حالی
۵۔	ہماری شاعری	:	مسعود حسن رضوی ادیب
۶۔	غزل سرا	:	مجنوں گورکھپوری
۷۔	غزل کی سرگذشت	:	اختر انصاری
۸۔	غزل کی تنقید	:	اسلوب احمد انصاری
۹۔	ولی سے اقبال تک	:	سیّد عبداللہ
۱۰۔	مطالعہ ولی	:	شارب ردو لوی
۱۱۔	میر تقی میر	:	جمیل جالبی
۱۲۔	تلاش میر	:	نثار احمد فاروقی
۱۳۔	مرزا محمد رفیع سودا	:	خلیق انجم
۱۴۔	انتخاب کلیات سودا	:	عبدال مطلب حسین
۱۵۔	خواجہ میر درد	:	ثاقب صدیقی
۱۶۔	اقبال: شاعر و مفکر	:	پروفیسر نور الحسن نقوی
۱۷۔	اقبال کا ذہنی و فنی ارتقاء	:	ڈاکٹر عبدالمنعنی
۱۸۔	اقبال بحیثیت شاعر	:	رفیع الدین ہاشمی
۱۹۔	دہلی کا دبستان شاعری	:	نوا الحسن ہاشمی
۲۰۔	لکھنؤ کا دبستان شاعری	:	ابوللیث صدیقی
۲۱۔	شعر شور انگیز	:	شمس الرحمن فاروقی
۲۲۔	انتخاب سخن	:	ڈاکٹر ابن کنول
۲۳۔	اردو ادب کی تحریکیں	:	انور سدی

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- IV

اردو تنقید (ترقی پسند تحریک سے قبل)

Course Name: Urdu Tanqeed-Taraqqi Pasand Tehreek se qabal

Course code: BAHURDC401

Course Type: Core (Theoretical)	Course Details: CC-8	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- تنقید اور اس کی اہمیت سے واقف ہوں گے۔
 - تنقید کے مختلف دبستان سے واقف ہوں گے۔
 - اہم نقاد اور ان کی تنقید نگاری سے واقف ہوں گے۔

Content/Syllabus:

تنقید کیا ہے۔ تنقید کا مفہوم، ادب میں تنقید کی اہمیت

تنقید کے مشرقی و مغربی تصورات
 تذکرہ اور تنقید کا رشتہ، آب حیات کی تنقیدی اہمیت
 تنقید کے مختلف طریقہ کار، تشریح، تجزیہ، ادب پارے کی قدر و قیمت، تعین
 تنقید کے مختلف دبستان اور ان کا جائزہ: تاثراتی، جمالیاتی، عملی
 ناقدین کا خصوصی مطالعہ:
 حالی، شبلی محمد حسین آزاد، عبدالرحمن بجنوری، نیاز فتح پوری
 مثنیٰ تدریس:

غزل کے باب میں
 محاکات
 نظم اور کلام موزوں کے باب میں
 آزاد
 خواجہ الطاف حسین حالی
 شبلی نعمانی
 مقدمہ شعر و شاعری
 شعر العجم

حوالہ جاتی کتب (Reference Books)

محمد حسین آزاد	:	آب حیات
شبلی نعمانی	:	شعر العجم
آل احمد سرور	:	تنقید کیا ہے
خواجہ الطاف حسین حالی	:	مقدمہ شعر و شاعری
مجنو گورکھپوری	:	ادب اور زندگی
سید احتشام حسین	:	تنقیدی نظریات
شارب ردولوی	:	اردو تنقید، مسائل اور نظریات
عبادت بریلوی	:	اردو تنقید کا ارتقا
سلیم احمد	:	تنقیدی دبستان
وہاب اشرفی	:	قدیم ادبی تنقید
مسیح الزماں	:	اردو تنقید کی تاریخ
عابد حسین عابد	:	اصول انتقاد ادبیات
کلیم الدین احمد	:	اردو شاعری پر ایک نظر
کلیم الدین احمد	:	اردو تنقید پر ایک نظر

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- IV

اردو داستان

Course Name:Urdu Daastan

Course code:BAHURDC402

Course Type:Core (Theoretical)	Course Details:CC-9	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- داستان کے فن سے واقف ہوں گے۔
 - داستان کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - اہم داستان نگار اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

داستان کی تعریف، داستان کے اجزائے ترکیبی
داستان کی فنی خصوصیات
داستان گوئی کی روایت: دکن اور شمالی ہند میں
اردو داستان اور فورٹ ویلم کالج
نثری اور شعری داستانیں

داستان کے زوال کے اسباب

متنی تدریس:

سب رس - ملا وجہی (ابتدائی بیس صفحات)

باغ و بہار - میرامن (سیرتیسرے درویش کی)

فسانہ عجائب - رجب علی بیگ سرور (فسانہ شاہ یمن سلطنت سائل کو)

حوالہ جاتی کتب (Reference Books)

اردو زبان اور فن داستان گوئی	:	کلیم الدین احمد
داستان سے افسانے تک	:	وقار عظیم
اردو کی نثری داستانیں	:	گیان چند جین
سب رس (مقدمہ)	:	مولوی عبدالحق
باغ و بہار	:	میرامن
فسانہ عجائب	:	رجب علی بیگ سرور
باغ و بہار	:	سلیم اختر

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- IV

اردو ناول

Course Name:Urdu Novel

Course code:BAHURDC403

Course Type:Core (Theoretical)	Course Details:CC-10	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- ناول کے فن سے واقف ہوں گے۔
 - ناول کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - اہم ناول نگار اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

ناول کا فن اور اس کے اقسام
ناول کے اجزائے ترکیبی
اردو ناول کا آغاز و ارتقاء
ناول، ناولٹ اور طویل و مختصر افسانے کا فرق

نذیر احمد، رسوا، پریم چند، رچندر سنگھ بیدی اور قرۃ العین حیدر کا خصوصی مطالعہ
عبدالخلیم شرر، کرشن چندر اور الیاس احمد گدی کی ناول نگاری کا عمومی مطالعہ
متنی تدریس:

توبتہ النصح : نذیر احمد
نرملہ : پریم چند
فائریریا : الیاس احمد گدی

حوالہ جاتی کتب (Refrence Books)

داستان سے افسانے تک : وقار عظیم
اردو ناول کی تنقیدی تاریخ : علی عباس حسینی
اردو ناول کی تاریخ و تنقید : احسن فارقی
بیسویں صدی میں اردو ناول : یوسف سرمست
پریم چند کا تنقیدی مطالعہ : ڈاکٹر قمر رئیس
اردو ناول : سہیل بخاری

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- Iv

اردو نظم: مثنوی، قصیدہ اور مرثیہ

Course Name:Urdu Nazm:Masnawi,Qasida aur Marsia

Course code:BAHURDGE401

Course Type:GE (Theoretical)	Course Details:GEC-4	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- نظم اور اس کی مختلف اقسام سے واقف ہوں گے۔
 - نظم کی مختلف اقسام کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - نظم (مثنوی، قصیدہ، مرثیہ) کی تفہیم سے واقف ہوں گے۔

Content/Syllabus:

اردو نظم: مثنوی، قصیدہ اور مرثیہ

مثنوی کی تعریف، ہیئت، اجزائے ترکیبی
مثنوی کے موضوعات

اردو مثنوی کا آغاز و ارتقاء
دکنی اور شمالی ہند کی اہم مثنویوں کا تذکرہ
مثنوی کے زوال کے اسباب
ملاو جہی، میر حسن اور دیانکر نسیم کا خصوصی مطالعہ
متنی تدریس:

سحر الیبان : میر حسن : آغاز داستان
گلزار نسیم : دیانکر نسیم : آغاز داستان

نظم:

نظم کی تعریف، دوسری اصناف سے امتیاز
نظم نگاری کا آغاز و ارتقاء
انجمن پنجاب کی تحریک اور اردو نظم
نظیر اکبر آبادی، حالی، اقبال، فیض، میراجی کا خصوصی مطالعہ
متنی تدریس:

نظیر : مفلسی
حالی : بنجارہ نامہ
اقبال : نیا شوالہ
فیض : آج بازار میں پابجولاں چلو
میراجی : ایک کلکرک کا نغمہ محبت

قصیدہ کی تعریف، ہیئت، اجزائے ترکیبی

اردو قصائد کی روایت
قصیدہ کے زوال کے اسباب
سودا اور ذوق کی قصیدہ نگاری کا خصوصی مطالعہ

متنی تدریس:

سودا : تضحیک روزگار (ابتدائی بیس اشعار)
ذوق : زہے نشاط اگر کیجئے اسے تحریر (ابتدائی ۱۲۲ اشعار)

مرثیہ کی تعریف، ہیئت، اجزائے ترکیبی، اقسام

مرثیہ کی روایت

انیس و دبیر کی مرثیہ نگاری کا خصوصی مطالعہ

متنی تدرسی:

انیس : جب قطع کی مسافت شب آفتاب نے (ابتدائی ۱۰ ابند)

دبیر : کس شیر کی آمد ہے کہ رن کانپ رہا ہے

حوالہ جاتی کتب (Reference Books)

- تاریخ مثنویات اردو : جلال الدین جعفری
- اردو مثنوی کا ارتقاء : عبدالقادر سروری
- اردو مثنوی کا ارتقاء شمالی ہند میں : گیان چند جین
- اردو کی تین مثنویاں : خان رشید
- نظم جدید کی کروٹیں : وزیر آغا
- نظم معری اور آزاد نظم : حنیف کیفی
- جدید اردو نظم: نظریہ و عمل : عقیل صدیقی
- حلقہ ارباب ذوق : یونس جاوید
- اردو ادب کے فروغ میں مختلف تحریکات و رجحانات کا حصہ : منظر اعظمی
- اردو میں قصیدہ نگاری : ڈاکٹر ابو محمد سحر
- اردو قصیدہ نگاری کا تنقیدی جائزہ : پروفیسر محمود الہی
- اردو قصیدہ نگاری : اُم ہانی اشرف
- انتخاب قصائد : مرتبہ: شعبہ اردو مسلم یونیورسٹی، علی گڑھ
- قصائد سودا : عتیق احمد صدیقی
- مطالعہ سودا : محمد حسن
- نقش معنی : ظفر احمد صدیقی
- اردو مرثیہ : اطہر فاروقی

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- Iv

مقالہ، مکتوب اور خاکہ

Course Name:Maqala,Makoob aur Khaka

Course code:BAHURDGE402

Course Type:GE (Theoretical)	Course Details:GEC-4	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
 - ♦ مقالہ، مکتوب اور خاکہ کے فن سے واقف ہوں گے۔
 - ♦ مذکورہ اصناف کی اہمیت و افادیت اور اس کی روایت سے واقف ہوں گے۔
 - ♦ مذکورہ اصناف کے اہم تخلیق کار اور ان کی تخلیقات سے واقف ہوں گے۔

Content /Syllabus:

مقالہ کا فن اور اس کی اہمیت و افادیت

اردو میں مقالہ نگاری کی تاریخ

سرسید، حالی اور مجنوں گورکھپوری کی مقالہ نگاری

متنی تدریس:

خوشامد : سرسید احمد خان

مکتوب نگاری کا فن اور اسکی اہمیت و افادیت

مکتوب نگاری کی تاریخ

غالب، ابوالکلام آزاد اور صفیہ اختر کی مکتوب نگاری

متنی تدریس:

مرزا غالب : سید صاحب..... نہ تم مجرم نہ میں گنہگار (میر مہدی مجروح کے نام، خط نمبر ۱۰)

مشمولہ، غالب کے خطوط، جلد دوم، مرتبہ خلیق انجم

خاکہ نگاری کا فن اور اس کی اہمیت و افادیت

خاکہ نگاری کی تاریخ

عبدالحق اور رشید احمد صدیقی کی خاکہ نگاری

متنی تدریس:

حالی : مولوی عبدالحق

حوالہ جاتی کتب (Reference Books)

اردو نثر کا فنی ارتقاء	:	فرمان فتح پوری
مقالات سرسید	:	سرسید
اردو اسالیب بیان	:	ڈاکٹر محی الدین زور
اردو نثری ادب لطیف	:	ڈاکٹر عبدالودود
اردو مکتوب نگاری	:	شاداب تبسم

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- IV

علم العروض و علم البيان

Course Name: IIm-ul-Arooz-o-IIm-ul-Bayan

Course code: BAHURDSE401

Course Type:SE (Theoretical)	Course Details:SEC-2	L-T-P:4-0-0
Credit:4	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- علم العروض و علم البيان سے متعارف ہوں گے۔
 - مختلف لفظی و معنوی صنعت سے واقف ہوں گے۔
 - شعری محاسن کی تفہیم سے واقف ہوں گے۔

Content/Syllabus:

اردو علم العروض علم البيان کے ابتدائی نقوش
بدیع و بیان : تشبیہ، استعارہ، کنایہ، مرسل، علامت
صناع لفظی : تجنیس (اقسام)، ترصیح، اشتقاق، مقولہ و مہملہ

صنایع معنوی: تناسب، تضاد، تجاہل عارفانہ، ایہام، مبالغہ
غلو، اغراق، مراعات النظر، تعلیل، لف و نشر

حوالہ جاتی کتب (Reference Books)

علم العروض علم البیان	:	مجیب الرحمن
جدید علم البلاغت	:	عبدالمجید
جدید علم العروض	:	عبدالمجید
درس بلاغت	:	شمس الرحمن فاروقی
تفہیم البلاغت	:	وہاب اشرفی
آئینہ بلاغت	:	مرزا محمد عسکری

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- IV

ہندوستانی فلم اور اردو ادب

Course Name:Hindustani Film aur Urdu Adab

Course code:BAHURDSE402

Course Type:SE (Theoretical)	Course Details:SEC-2	L-T-P:4-0-0
Credit:4	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- اردو ادب اور فلم کے باہمی رشتے سے واقف ہوں گے
 - ہندوستانی فلموں کے مختلف رنگ و آہنگ اور سماج پر اس کے اثرات سے واقف ہوں گے۔
 - ہندوستانی فلم سے وابستہ مختلف شعراء وادبا اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

- ادب اور فلم کا رشتہ
- ادب اور فلم کے موضوعات
- ہندوستانی فلم کے موضوعات

ہندوستانی فلموں میں تہذیبی و مذہبی ہم آہنگی

ہندوستانی فلموں میں عورت

ہندوستانی فلموں میں وطن پرستی

ہندوستانی فلم اور اردو شاعری: سردار جعفری، کیفی اعظمی، ساحر لدھیانوی اور شہریار کا خصوصی مطالعہ

ہندوستان فلم اور اردو فکشن: مرزا ہادی رسوا، راجندر سنگھ بیدی اور عصمت چغتائی کا خصوصی مطالعہ

ہندوستانی سماج پر فلم کے اثرات

فلمی اسکرپٹ نویسی کا فن اور اسکے فنی تقاضے

متنی تدریس:

شاعری:

کیفی اعظمی : (نظم: عورت) اٹھ مری جان مرے ساتھ ہی چلنا ہے تجھے

شہریار : دل چیز کیا ہے آپ میری جان لیجئے (امراؤ جان)

ساحر لدھیانوی : چلو اک بار پھر سے اجنبی بن جائیں ہم دونوں (گمراہ)

امراء جان اد : مرزا ہادی رسوا

ایک چادر میلی سی : راجندر سنگھ بیدی

ضدی : عصمت چغتائی

فکشن:

حوالہ جاتی کتب (Refrence Books)

ہمارا سنیما : پریم پال اشک

عالمی اردو ادب: سنیما صدی نمبر : مدیر: نند کسور و کرم

ہندوستانی فلمیں اور اردو: ایک جائزہ : مرتبہ: ڈاکٹر امام اعظم

ہماری اردو فلمیں اور اردو : محمد خالد عابدی

ہندوستانی فلموں میں تہذیب اور ادھ کی عکاسی: منظر قاتلی

اردو دنیا: ہندوستانی سنیما کے ۱۰۰ سال اور اردو : مدیر: خواجہ محمد اکرام الدین، فروری، ۲۰۱۳

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- V

اردو افسانہ

Course Name:Urdu Afsana

Course code:BAHURDC501

Course Type:Core (Theoretical)	Course Details:CC-11	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- افسانے کے فن سے واقف ہوں گے۔
 - اردو افسانے کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - اردو کے اہم افسانہ نگار اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

افسانے کی تعریف، اجزائے ترکیبی، ہیئت اور تکنیک
اردو افسانے کا آغاز و ارتقاء
اردو افسانے کے موضوعات
اردو افسانے پر ترقی پسند تحریک اور جدیدیت کے اثرات

اردو افسانہ نگاروں کا عمومی مطالعہ:

سجاد حیدر علد رم، نیاز فتح پوری، غلام عباس، حیات اللہ انصاری

اردو افسانہ نگاروں کا خصوصی مطالعہ:

پریم چند، کرشن چندر، راجندر سنگھ بیدی، سعادت حسن منٹو، عصمت چغتائی اور قرۃ العین حیدر

متنی تدریس:

پریم چند	:	آخری تحفہ
کرشن چندر	:	تائی ایسری
بیدی	:	اک ذرا سی سگریٹ
منٹو	:	سڑک کے کنارے
عصمت	:	چوتھی کا جوڑا
قرۃ العین حیدر	:	نظارہ درمیاں ہے

حوالہ جاتی کتب (Reference Books)

- ۱۔ فن افسانہ نگاری : وقار عظیم
- ۲۔ داستان سے افسانے تک : وقار عظیم
- ۳۔ نیا افسانہ : وقار عظیم
- ۴۔ اردو افسانہ: روایت اور مسائل : مرتبہ: گوپی چند نارنگ
- ۵۔ افسانے کی حمایت میں : شمس الرحمن فاروقی
- ۶۔ اردو فکشن : شعبہ اردو، مسلم یونیورسٹی، علی گڑھ
- ۷۔ پریم چند کا تنقیدی مطالعہ : قمر رئیس
- اردو افسانہ اور افسانہ نگار : فرمان فتح پوری

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- V

اردو ڈرامہ

Course Name:Urdu Drama

Course code:BAHURDC502

Course Type:Core (Theoretical)	Course Details:CC-12	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- اردو ڈراما کے فن سے واقف ہوں گے۔
 - اردو ڈراما کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - اردو کے اہم ڈراما نگار اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

تعریف، اجزائے ترکیبی، اقسام ڈرامہ
المیہ، طریقہ، ادبی، ریڈیائی اور سٹیج ڈراموں کا تکنیکی فرق
اردو ڈرامہ کی اجمالی تاریخ

آغا حشر، امتیاز علی تاج، پروفیسر محمد مجیب اور منٹو کی ڈرامہ نگاری

متنی تدریس:

آغا حشر	:	اسیر حرص
پروفیسر محمد مجیب	:	خانہ جنگی
سعادت حسن منٹو	:	نیلی رگیں

حوالہ جاتی کتب (Reference Books)

- ۱۔ اردو ڈراما: تاریخ و تنقید : عشرت رحمانی
- ۲۔ اردو ڈراما: فن اور منزلیں : وقار عظیم
- ۳۔ اردو ڈراما اور اسٹیج : مسعود حسن رضوی
- ۴۔ جدید اردو ڈراما : ڈاکٹر ظہور الدین
- ۵۔ ریڈیو ڈرامے کا فن : ڈاکٹر اخلاق اثر
- ۶۔ ڈراما نگاری کا فن : محمد اسلم قریشی
- ۷۔ ڈرامے کا تاریخی و تنقیدی پس منظر : محمد اسلم قریشی
- ۸۔ اردو ڈرامہ روایت اور تجزیہ : عطیہ نشاط
- ۹۔ عوامی روایت اور اردو ڈراما : محمد شاہد حسین
- ۱۰۔ اندر سبھا کی روایت : محمد شاہد حسین
- ۱۱۔ اردو ڈرامے کی تاریخ : قمر اعظم ہاشمی
- ۱۲۔ اردو ڈرامے کی تنقید کا جائزہ : ابراہم یوسف
- ۱۳۔ آغا حشر اور ان کے ڈرامے : سید وقار عظیم

☆☆☆

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- V

پریم چند کا خصوصی مطالعہ

Course Name: Premchand ka Khosusi Motaleya

Course code: BAHURDDSE501

Course Type: DSE (Theoretical)	Course Details: DSE-1 & DSE-2	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- پریم چند کی حیات و شخصیت سے واقف ہوں گے
 - پریم چند کے عہد سے واقف ہوں گے۔
 - پریم چند کی تخلیقات (ناول، افسانہ، ڈراما) سے واقف ہوں گے۔

Content/Syllabus:

منشی پریم چند سوانح اور شخصیت
پریم چند کا عہد، تاریخی، معاشی، سیاسی اور سماجی پس منظر

منشی پریم چند بحیثیت ناول نگار
منشی پریم چند بحیثیت افسانہ نگار
منشی پریم چند بحیثیت ڈرامہ نگار

متنی تدریس:

ناول : نرملہ
افسانہ : بڑے گھر کی بیٹی
ڈرامہ : کربلا

حوالہ جاتی کتب (Reference Books)

- ۱- پریم چند کہانی کارہنماء : جعفر رضا
- ۲- پریم چند کے ناولوں کا تنقیدی مطالعہ : قمر رئیس
- ۳- پریم چند کے مضامین : مرتبہ: قمر رئیس
- ۴- پریم چند کا فن : شکیل الرحمن
- ۵- اردو افسانے کی روایت اور مسائل : گوپی چند نارنگ
- ۶- پریم چند قلم کا سپاہی : امرت رائے
- ۷- پریم چند (مونوگراف) : ساہتیہ اکاڈمی پرکاش چندر گپت

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- V

سر سید اور ان کے رفقاء کا کار

Course Name: Sir Syed aur unke Rufaqa-e-kar

Course code: BAHURDDSE502

Course Type: DSE (Theoretical)	Course Details: DSE-1&DSE-2	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- ♦ سر سید کی حیات و شخصیت سے واقف ہوں گے
 - ♦ سر سید کی مجموعی خدمات سے واقف ہوں گے۔
 - ♦ سر سید کے عہد اور ان کے رفقاء کے کار سے واقف ہوں گے۔

Content/Syllabus:

سر سید احمد خان کی حیات و شخصیت
سر سید اور اصلاح معاشرت، علی گڑھ تحریک
سائنٹی فک سوسائٹی اور اسکی خدمات

سر سید احمد خان کی ادبی خدمات

سر سید بحیثیت سیرت نگار

سر سید بحیثیت تاریخ نویس

سر سید بحیثیت مضمون نگار

سر سید کے رفقاءے کار: نذیر احمد، وقار الملک، محسن الملک، ذکاء اللہ کا عمومی مطالعہ

حالی اور شبلی کا خصوصی مطالعہ

متنی تدریس:

اسباب بغاوت ہند:

۱۸۵۷ء کی سرکشی بہت سی باتوں کا مجموعہ تھا

کیا سبب ہوا ہندوستان کی سرکشی کا

آثار الصنادید:

دلی میں قلعوں کے بننے اور شہروں کے آباد ہونے کا بیان

دہلی، اناؤفا

حوالہ جاتی کتب (Reference Books)

- | | | |
|---------------------------------------|---|-----------------|
| سر سید اور ان کے اہم رفقاء | : | سید عبداللہ |
| مضامین سر سید | : | سر سید احمد خان |
| سر سید کی نثری خدمات | : | مشتاق احمد |
| سر سید احمد خان: حیات و افکار | : | مولوی عبدالحق |
| سر سید کی سائنٹی فک سوسائٹی | : | اصغر عباس |
| علی گڑھ تحریک: سماجی اور سیاسی مطالعہ | : | مظہر مہدی |
| سر سید اور علی گڑھ تحریک | : | خلیق احمد نظامی |
| سر سید اور ان کے کارنامے | : | نور الحسن نقوی |

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- V

مرزا غالب کا خصوصی مطالعہ

Course Name: Mirza Ghalib ka Khosusi Motaleya

Course Code: BAHURDDSE503

Course Type: DSE (Theoretical)	Course Details: DSE-1&DSE-2	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- مرزا غالب کی حیات و شخصیت سے واقف ہوں گے
 - مرزا غالب کے عہد سے واقف ہوں گے۔
 - مرزا غالب کی مجموعی ادبی خدمات سے واقف ہوں گے۔

Content/Syllabus:

غالب کی حیات و شخصیت
غالب کا عہد: سیاسی، سماجی و معاشی حالات
غالب کا فن
غالب کی بحیثیت غزل گو

غالب بحیثیت قصیدہ نگار
غالب بحیثیت مکتوب نگار
غالب کے تلامذہ
غالب کے معاصرین: مومن اور ذوق

متنی تدریس:

دیوان غالب : ردیف 'الف' اور ردیف 'ی' کی پہلی دو غزلیں
عود ہندی : ابتدائی تین خطوط

حوالہ جاتی کتب (Reference Books)

یادگار غالب : الطاف حسین حالی
محاسن کلام غالب : عبدالرحمن بجنوری
نقد غالب : مختار الدین آرزو
غالب : غلام رسول مہر
غالب نامہ : شیخ محمد اکرام
ذکر غالب : مالک رام
غالب شناسی : ظ۔ انصاری
تلاش غالب : ثناء احمد فاروقی
عہد غالب : ڈاکٹر طیبہ صدیقہ

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- V

اقبال کا خصوصی مطالعہ

Course Name:Iqbal Ka Khosusi Motaleya

Course code:BAHURDDSE504

Course Type:DSE (Theoretical)	Course Details:DSE-1&DSE-2	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- اقبال کی حیات و شخصیت سے واقف ہوں گے
 - اقبال کے عہد سے واقف ہوں گے۔
 - اقبال کے فلسفیانہ نظام سے واقف ہوں گے
 - تقسیم اقبال سے واقف ہوں گے۔

Content/Syllabus:

حیات اقبال، اقبال کے عہد کا سیاسی و سماجی پس منظر، اقبال کی ابتدائی شاعری، قومی اور وطنی شاعری
اقبال کی غزل گوئی، روایتی غزل میں نئے رجحانات

اقبال کی نظم نگاری 'بانگ درا' کی روشنی میں
 اقبال کی شاعری پر عالم اسلام اور روس کے اثرات، برصغیر کے ملی مسائل اور اقبال، اقبال کا فلسفیانہ نظام، اقبال کا تصور عشق،
 اقبال کی شاعری میں مرد مومن کا تصور: شاہین، کرگس، ابلیس کی تفہیم
 اقبال کی نثر نگاری، مضامین، مکتوبات، خطبات

متنی تدریس:

نظمیں:

خضر راہ (بانگ درا)

نیا شوالہ (بانگ درا)

لینن خدا کے حضور میں (بال جبرئیل)

شعاع امید (ضرب کلیم)

غزلیں:

(۱) الہی عقل جختہ پا کو (بانگ درا)

(۲) اگر کج رو ہیں انجم (بال جبرئیل)

(۳) گیسوئے تابدار کو (بال جبرئیل)

(۴) تیری متاع حیات (ضرب کلیم)

(۵) نہ میں عجمی نہ ہندی (ضرب کلیم)

حوالہ جاتی کتب (Reference Books)

- | | | | |
|-----|-----------------------|---|--------------------------|
| ۱۔ | ذکر اقبال | : | عبدالحمید سائلک |
| ۲۔ | فکر اقبال | : | خلیفہ عبدالحمید |
| ۳۔ | اقبال کامل | : | عبدالسلام ندوی |
| ۴۔ | اقبال کا فن | : | مرتبہ: گوپی چند نارنگ |
| ۵۔ | اقبال کی تیرہ نظمیں | : | اسلوب احمد انصاری |
| ۶۔ | اقبال سب کے لئے | : | فرمان فتحپوری |
| ۷۔ | اقبال بحیثیت شاعر | : | رفیع الدین ہاشمی |
| ۸۔ | فلسفہ اقبال | : | مطبوعہ: بزم اقبال، لاہور |
| ۹۔ | اقبال کا تصور عشق خرد | : | وزیر آغا |
| ۱۰۔ | روح اقبال | : | یوسف حسین خاں |

جگن ناتھ آزاد	:	اقبال اور مغربی مفکرین	-۱۱
میکیش اکبر آبادی	:	نقد اقبال	-۱۲
قاضی عبدالرحمن ہاشمی	:	شعریات اقبال	-۱۳
ابوالحسن علی ندوی	:	نقوش اقبال	-۱۴
عبدالمنفی	:	اقبال اور عالمی ادب	-۱۵
خواجہ منظور حسین	:	اقبال اور مغربی شعراء	-۱۶
سید محمد ہاشم	:	اقبال فکر و فن	-۱۷

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- VI

اردو قصیدہ اور مرثیہ

Course Name: Urdu Qasida aur Marsiya

Course code: BAHURDC601

Course Type: Core (Theoretical)	Course Details: CC-13	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:
(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء:
- قصیدہ اور مرثیہ کے فن سے واقف ہوں گے
 - قصیدہ اور مرثیہ کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - قصیدہ اور مرثیہ کے اہم شعراء اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

قصیدے کی تعریف، ہیئت، اجزائے ترکیبی، اقسام
اردو قصائد کا آغاز و ارتقاء، دکن اور شمالی ہند میں

دکنی اور شمالی ہند کے قصائد کے موضوعات

قصیدے کے زوال کے اسباب

سودا اور ذوق کی قصیدہ نگاری کا جائزہ

متنی تدریس:

سودا : اب سامنے میرے جو کوئی پیرو جو اس ہے

ذوق : ہیں مرے آبلہ دل کے تماشا گوہر

مرثیہ کی تعریف، ہیئت، اجزائے ترکیبی، اقسام

شخصی اور کربلائی مرثیے کا فرق

مرثیے کا آغاز و ارتقاء

دہلی اور دہلی لکھنؤ کے اہم مرثیہ نگاری کا عمومی جائزہ

انیس و دبیر کا خصوصی مطالعہ

متنی تدریس:

انیس : نمک خوان تکلم ہے فصاحت میری (ابتدائی ۲۰ بند)

دبیر : دست خدا کا قوت بازو حسین ہے (ابتدائی ۲۰ بند)

حوالہ جاتی کتب (Reference Books)

- | | | |
|-----------------|---|-------------------------|
| عبدالقادر سروری | : | جدید اردو شاعری |
| محمود الہی | : | اردو قصیدہ نگاری |
| ابو محمد سحر | : | اردو میں قصیدہ نگاری |
| ام ہانی اشرف | : | اردو قصیدہ نگاری |
| مسح الزماں | : | اردو مرثیے کا ارتقاء |
| اطہر فاروقی | : | اردو مرثیہ |
| ام ہانی اشرف | : | اردو مرثیہ نگاری |
| فرمان فتح پوری | : | اردو شاعری کا فنی ارتقا |
| شبلی نعمانی | : | موازنہ انیس و دبیر |

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- VI

اردو سوانح، خودنوشت اور خاکہ

Course Name:Urdu Sawaneh,Khudnawisht aur Khaka

Course code:BAHURDC602

Course Type:Core (Theoretical)	Course Details:CC-14	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to):

- اس پیپر کے مطالعے سے طلباء :
- اردو سوانح، خودنوشت اور خاکہ کے فن سے واقف ہوں گے۔
 - مذکورہ اصناف کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - مذکورہ اصناف کے اہم تخلیق کار اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

سوانح، خودنوشت اور خاکہ کی صنفی حیثیت
سوانح، خودنوشت اور خاکہ نگاری کی تعریف

سوانح، خودنوشت اور خاکہ نگاری کی روایت
 اردو میں سوانح، خودنوشت اور خاکہ نگاری کا تدریجی ارتقاء
 سوانح، خودنوشت اور خاکہ نگاری کے مابین فرق
 الطاف حسین حالی (بحیثیت سوانح نگار)، رشید احمد صدیقی (بحیثیت خاکہ نگار)
 اور اختر الایمان (بحیثیت خودنوشت) کا خصوصی مطالعہ

متنی تدریس:

یادگار غالب	حصہ اول	مولانا الطاف حسین حالی
ہم نفسان رفتہ	کندن	رشید احمد صدیقی
اس آباد خرابے میں	ابتدائی دو ابواب	اختر الایمان

حوالہ جاتی کتب (Reference Books)

اردو اسالیب بیان : محی الدین قادری زور
 غیر افسانوی اردو نثر : عطیہ رئیس
 اردو میں خودنوشت سوانح نگاری: صبیحہ انور
 اردو میں سوانح نگاری کی تاریخ : محمد اعجاز
 اردو میں خاکہ نگاری : صابرہ سعید
 اردو میں ادبی نثر کی تاریخ : طیبہ خاتون
 اردو نثر کا فنی ارتقاء : فرمان فتح پوری

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- VI

طنز و مزاح

Course Name:Tanz-o-Mezah

Course code:BAHURDDSE601

Course Type:DSE (Theoretical)	Course Details:DSE-3&DSE-4	L-T-P:5-1-0
Credit:6	Full Marks:50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to

- اس پیپر کے مطالعے سے طلباء :
- طنز و مزاح کے فن اور اس کی روایت سے واقف ہوں گے۔
- طنز و مزاح کے مختلف اقسام (شاعری، نثر، مکتوب) سے واقف ہوں گے۔
- اہم طنز و مزاح نگار اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

- طنز اور مزاح کا مفہوم
- طنز اور مزاح کی اہمیت
- طنز و مزاح کے مختلف اقسام

مزاح نگاری کے مختلف پیرائے

طنز و مزاح کا فرق

اردو نثر میں طنز و مزاح کی روایت

خطوط غالب میں طنز و مزاح

اودھ پنچ کے اہم مزاح نگار

اردو شاعری میں طنز و مزاح کی روایت

اودھ پنچ کے اہم مزاح نگار شعراء (اکبر الہ آبادی اور عبدالغفور شہباز کا خصوصی مطالعہ)

جدید دور کے اہم مزاح نگار: رشید احمد صدیقی، فکر تو نسوی، کنہیا لال کپور اور مشتاق احمد یوسفی کے خصوصی حوالے سے)

جدید دور کے اہم مزاح نگار شعراء: رضا نقوی راہی اور بازغ بہاری کے خصوصی حوالے سے

متنی تدریس:

رشید احمد صدیقی	:	ارہر کا کھیت
فکر تو نسوی	:	ایک مصرع کا جشن اجراء (آخری کتاب)
مشتاق احمد یوسفی	:	پڑیے گر بیمار (چراغ تلے)
اکبر الہ آبادی	:	نئی تہذیب (انتخاب سخن) مرتبہ: ابن کنول
بازغ بہاری	:	آدرش (کرب خنداں) مرتبین: ڈاکٹر سنجہ ہلال بھارتی، ڈاکٹر عمر غزالی

حوالہ جاتی کتب (Reference Books)

۱۔	اردو ادب میں طنز و مزاح	:	وزیر آغا
۲۔	طنزیات و مضحکات	:	رشید احمد صدیقی
۳۔	طنز و مزاح کا تنقیدی مطالعہ	:	خواجہ عبدالغفور
۴۔	طنز و مزاح نمبر	:	نقوش، لاہور
۵۔	اردو کی ظریفانہ شاعری اور اس کے نمائندے	:	فرمان فتحپوری
۶۔	اکبر کی شاعری کا تنقیدی مطالعہ	:	صغرا مہدی
۷۔	طنز و ظرافت نمبر۔ علی گڑھ میگزین	:	مرتبہ: ظہیر احمد صدیقی
۸۔	اردو شاعری میں طنز و مزاح	:	مظہر احمد
۹۔	ظرافت اور تنقید	:	احمد جمال پاشا

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- VI

ادبی تحریکات

Course Name: Adbi Tehreekaat

Course code: BAHURDDSE602

Course Type: DSE (Theoretical)	Course Details: DSE-3&DSE-4	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to

- اس پیپر کے مطالعے سے طلباء :
- اردو کی مختلف ادبی تحریکات و رجحانات سے واقف ہوں گے۔
- اردو کی مختلف ادبی تحریکات و رجحانات کے پس منظر سے واقف ہوں گے۔
- اردو کی مختلف ادبی تحریکات و رجحانات کے اغراض و مقاصد سے واقف ہوں گے۔
- اردو کی مختلف ادبی تحریکات و رجحانات کے ادب پر اثرات سے واقف ہوں گے۔

Content/Syllabus:

ادبی تحریک کی تعریف
اردو میں منظم اور غیر منظم ادبی تحریک کی ابتداء و ارتقاء

ادبی تحریکات کے اغراض و مقاصد
 تحریک اور رجحان کا فرق
 علی گڑھ تحریک کا پس منظر
 سرسید اور اصلاح معاشرہ۔ سائٹنک سوسائٹی، اغراض و مقاصد
 انجمن پنجاب کا قیام اور اس کے اغراض و مقاصد
 ترقی پسند تحریک: سیاسی سماجی اور اقتصادی پس منظر
 مختلف ادبی اصناف پر ترقی پسند تحریک کے اثرات: شاعری، افسانہ، ناول، تنقید
 حلقہ ارباب ذوق کی روایت اور اغراض و مقاصد
 جدیدیت کے اغراض و مقاصد اور اس کی روایت
 مابعد جدیدیت کا پس منظر اور اس کے اغراض و مقاصد

حوالہ جاتی کتب (Reference Books)

- ۱۔ علی گڑھ تحریک : مرتبہ: نسیم قریشی
- ۲۔ سرسید احمد خان اور ان کے نامور رفقاء : سید عبداللہ
- ۳۔ اردو ادب کی تحریکیں : انور سیدید
- ۴۔ آج کا اردو ادب : ابواللیث صدیقی
- ۵۔ روایت اور بغاوت : احتشام حسین
- ۶۔ جدید اردو شاعری میں علامت نگاری : تبسم کاشمیری
- ۷۔ اردو میں ترقی پسند ادبی تحریک : خلیل الرحمن اعظمی
- ۸۔ ترقی پسند تحریک اور اردو نظم : ڈاکٹر یوسف تقی
- ۹۔ جدیدیت تفہیم و تجزیہ : مرتبہ: ڈاکٹر مظفر حنفی
- ۱۰۔ جدید اردو ادب : آل احمد سرور
- ۱۱۔ اردو میں رومانی تحریک : محمد حسن
- ۱۲۔ حلقہ ارباب ذوق : یونس جاوید
- ۱۳۔ ترقی پسند ادب : سردار جعفری
- ۱۴۔ اردو ادب کی ایک صدی : سید عبداللہ
- ۱۵۔ روشنائی : سید سجاد ظہیر
- ۱۶۔ اردو مابعد جدیدیت ایک مکالمہ : گوپی چند نارنگ

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- VI

تنقید: ترقی پسند تحریک تا حال

Course Name: Tanqeed: Taraqqi Pasand Tahreek ta Haal

Course code: BAHURDDSE603

Course Type: DSE (Theoretical)	Course Details: DSE-3&DSE-4	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to

- اس پیپر کے مطالعے سے طلباء :
- تنقید کی اہمیت و افادیت سے واقف ہوں گے۔
 - تنقید کے مشرقی و مغربی تصورات سے واقف ہوں گے۔
 - اردو کے اہم نقاد اور ان کی تنقید نگاری سے واقف ہوں گے۔

Content/Syllabus:

تنقید کا مفہوم، تخلیق، تحقیق اور تنقید کا باہمی رشتہ
قدیم مغربی تنقید کے اہم مباحث: افلاطون اور ارسطو کے حوالے سے
مشرقی تنقید کی روایت

تنقید کے مختلف دبستان: تاثراتی تنقید، نفسیاتی تنقید، مارکسی تنقید، جمالیاتی تنقید، سماجیاتی تنقید، جدید تنقید
 اردو کے اہم ناقدین کا خصوصی مطالعہ: سجاد ظہیر، احتشام حسین، کلیم الدین احمد، محمد حسن، شمس الرحمن فاروقی، گوپی چند نارنگ، شارب ردولوی
 عملی تنقید کا مفہوم اور اسکی روایت
 عملی تنقید کی اہمیت و افادیت
 عملی تنقید کے اصول و نظریات
 متنی تدریس برائے عملی تنقید:

غالب : سب کہاں کچھ
 فیض : تنہائی
 پریم چند : کفن
 اقبال : مسجد قرطبہ

حوالہ جاتی کتب (Reference Books)

- ۱- جدید اردو تنقید اصول و نظریات : پروفیسر شارب ردولوی
- ۲- تنقیدی نظریات (حصہ اول و دوم) : پروفیسر سید احتشام حسین
- ۳- اردو تنقید کا ارتقاء : پروفیسر سید عبداللہ
- ۴- تنقیدی دبستان : ڈاکٹر سلیم اختر
- ۵- مغربی تنقید کی تاریخ : پروفیسر محمد حسن
- ۶- مقدمہ شعر و شاعری : مولانا حالی
- ۷- اردو تنقید کی تاریخ : مسیح الزمان
- ۸- اردو تنقید پر ایک نظر : کلیم الدین احمد
- ۹- نظر اور نظریے : آل احمد سرور
- ۱۰- ارسطو سے ایلینٹ تک : جمیل جالبی
- ۱۱- اردو تنقید کا ارتقاء : عبادت بریلوی
- ۱۲- انتقادات : نیاز فتح پوری

۱۳۔	مشرقی شعریات	:	ابوالکلام قاسمی
۱۴۔	ساختہات پس ساختیات اور مشرقی شعریات	:	گوپی چند نارنگ
۱۵۔	بوطیقا	:	ترجمہ: عزیز احمد
۱۶۔	تنقید اور عملی تنقید	:	احتشام حسین
۱۷۔	عملی تنقید	:	کلیم الدین احمد

Learning Outcomes based Curriculum Framework (LOCF)
URDU HONOURS

Semester- VI

انشائیہ، مقالہ، مضمون، مکتوب

Course Name: Inshaiya, Maqala, Mazmoon, Maktoob

Course code: BAHURDDSE604

Course Type: DSE (Theoretical)	Course Details: DSE-3&DSE-4	L-T-P: 5-1-0
Credit: 6	Full Marks: 50	

CA Marks	ESE Marks
Theoretical	Theoretical
10	40

Course Learning Outcomes:

(After the completion of course, the students will have ability to

- اس پیپر کے مطالعے سے طلباء :
 - انشائیہ، مقالہ، مضمون اور مکتوب کے فن سے واقف ہوں گے۔
 - مذکورہ اصناف کے عہد بہ عہد ارتقا سے واقف ہوں گے۔
 - اردو کے اہم انشائیہ، مقالہ، مضمون اور مکتوب نگار اور ان کی تخلیقات سے واقف ہوں گے۔

Content/Syllabus:

غیر افسانوی نثر کی تعریف اور اس کی روایت
غیر افسانوی نثر کی مختلف اصناف: سوانح، خودنوشت سوانح، مضمون، مقالہ، انشائیہ، خطوط، خاکہ، روپورتاژ اور تاریخ نویسی
انشائیہ کی تعریف اور اس کی روایت

محمد حسین آزاد کی انشائیہ نگاری
مقالہ کی تعریف اور اس کی روایت
سرسید کی مقالہ نگاری

مضمون کی تعریف اور اس کی روایت، مضمون، انشائیہ اور مقالہ کا فرق

فرحت اللہ بیگ کی مضمون نگاری

متنی تدریس:

محمد حسین آزاد	:	شہرت عام و بقائے دوام	نیرنگ خیال (انشائیہ)
سرسید	:	تعلیم و تربیت	مقالات سرسید (مقالہ)
فرحت اللہ بیگ	:	نذیر احمد کی کہانی	مضامین فرحت اللہ بیگ (مضمون)

مکتوب نگاری کی تعریف اور اس کا فن

مکتوب نگاری کی روایت و اہمیت

غیر افسانوی نثر کے مابین مکتوب نگاری کی معنویت

اردو مکتوب نگاری کا تدریجی ارتقاء

اردو کے اہم مکتوب نگار: مرزا غالب، مولانا ابوالکلام آزاد، صفیہ اختر اور فیض احمد فیض کا خصوصی مطالعہ

متنی تدریس:

مرزا غالب	:	سید صاحب..... نہ تم مجرم نہ میں گنہگار، میر مہدی مجروح کے نام خط نمبر ۱۰
ابوالکلام آزاد	:	حکایات بادہ تریاق (غبار خاطر)
صفیہ اختر	:	خوش رہو..... تمہارا خط عین انتظار میں ملا (خط نمبر ۷)
فیض احمد فیض	:	آج کل لیلائے سخن غیر حاضر ہے.....
	:	خط نمبر ۵۵-۵۰ مشمولہ صلیبیں میرے درتچے میں

حوالہ جاتی کتب (Reference Books)

- اردو اسالیب بیان : ڈاکٹر محی الدین زور
- اردو نثر کا آغاز و ارتقاء : رفیعہ سلطانہ
- اردو انشائیہ : سیدہ جعفر
- اردو نثر کا فنی ارتقاء : ڈاکٹر فرمان فتح پوری
- اردو میں ادبی نثر کی تاریخ : ڈاکٹر طیبہ خاتون
- مضامین فرحت : فرحت اللہ بیگ
- نیرنگ خیال : محمد حسین آزاد
- مطالعہ خطوط غالب : عبدالقوی دسنوی
- اردو نثر کا فنی ارتقاء : فرمان فتح پوری
- انتخاب خطوط غالب کا مقدمہ : خلیق انجم
- غالب کی مکتوب نگاری : نذیر احمد

