

# SYLLABUS FOR FYUG PROGRAMME WITH SINGLE MAJOR IN ENGLISH

(as per the New Curriculum & Credit Framework 2022)

**SEMESTERS I & II** 

Effective from the Academic Session 2023-2024

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

(approved by the UGBoS dated 14<sup>th</sup> July, 2023)

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

# **ENGLISH**

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

150 words for 05 marks,

200 words for 06 marks,

250 words for 08 marks,

350 words for 10 marks,

450 words for 12 marks.



1.	Programme Objectives & Programme Outcomes
2.	Course Structure for Semesters I & II
3.	Syllabus for Semester I
4.	Syllabus & Suggested Reading List for Semester I Major Course
5.	Syllabus & Suggested Reading List for Semester I Minor Course
6.	Syllabus & Suggested Reading List for Semester I Skill Enhancement Course16-18
7.	Syllabus & Suggested Reading List for Semester I Multi-disciplinary Course 19-23
8.	Syllabus for Semester II
	21
9.	Syllabus & Suggested Reading List for Semester II Major Course
10.	Syllabus & Suggested Reading List for Semester II Major Course
10. 11.	Syllabus & Suggested Reading List for Semester II Major Course
10. 11. 12.	Syllabus & Suggested Reading List for Semester II Major Course

#### PROGRAMME OBJECTIVES

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

#### PROGRAMME OUTCOMES

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

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

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

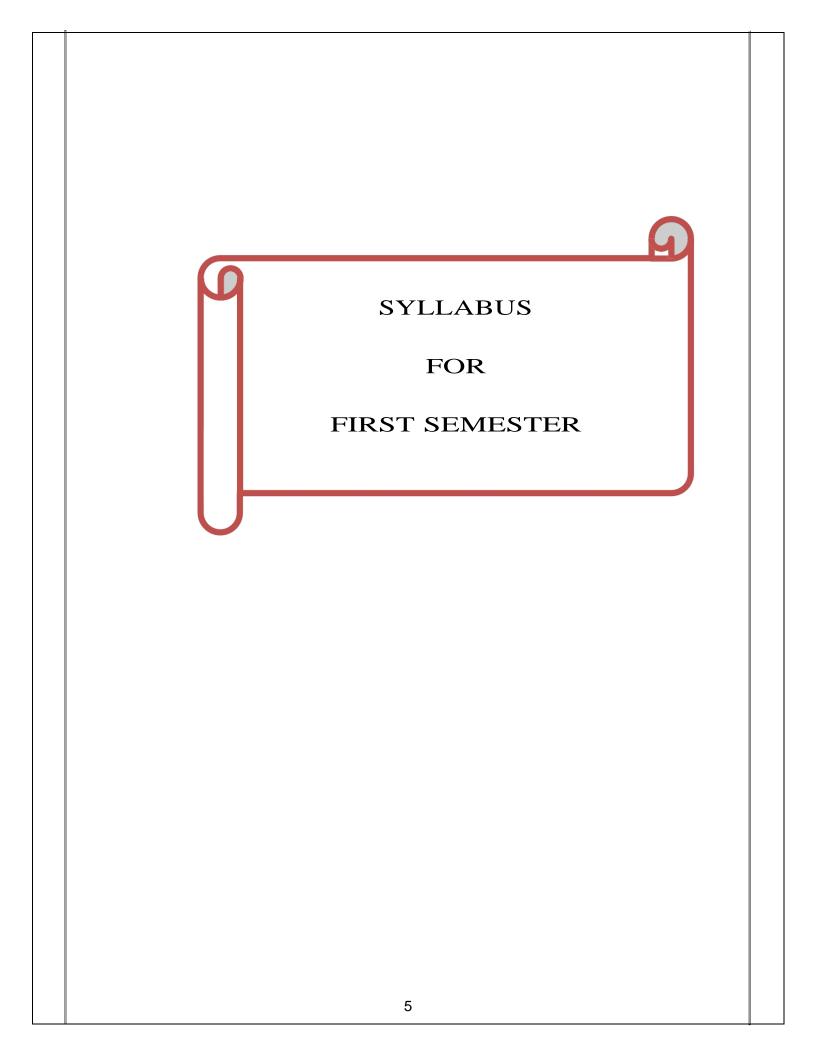
#### **Ist & IInd SEMESTERS**

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

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

<sup>\*</sup>IA refers to Internal Assessment.

<sup>\*\*</sup>There will be a Practical for SEC. Practical may include Assignment/ Project to be conducted by the College.



#### University of North Bengal Syllabus of ENGLISH for FYUGP

(as per the New Curriculum & Credit Framework 2022)

#### **SEMESTER I**

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

#### **COURSE OBJECTIVES:**

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

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

#### **LEARNING OUTCOMES:**

After completion, a learner is expected to:

Acquire domain knowledge on the discipline.

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

#### **FULL MARKS: 75**

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

**Duration of Examination: 2 Hours 30 Minutes.** 

# Rhetoric, Prosody, Elementary Linguistics, and Literary Types

# **Unit I: Rhetoric and Prosody**

# (A) Rhetoric

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

# (B) Prosody

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

# **Unit II: Basic Linguistic Terms**

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

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

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

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

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

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

Tragedy, The Tragic Hero, Shakespearean Tragedy

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

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

**Question pattern:** 

For 60 Marks

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

# **Reading for:**

## **Unit I: Rhetoric and Prosody**

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

# **Unit II: Basic Linguistic Terms**

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

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

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

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

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

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

#### **SEMESTER I**

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

#### **COURSE OBJECTIVES:**

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

#### **LEARNING OUTCOMES:**

After completion, a learner is expected to:

Acquire domain knowledge on the discipline.

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

#### **FULL MARKS: 75**

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

**Duration of Examination: 2 Hours 30 Minutes.** 

# **Paper 1: UNDERSTANDING POETRY**

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

#### Literary terms:

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

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

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

Philip Sidney: "Loving in Truth"

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

John Donne: "The Good Morrow"

George Herbert: "Virtue"

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

William Blake: "Tyger"

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

William Wordsworth: Lucy Poems

Coleridge: "Kubla Khan"

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

John Keats: "Ode to a Nightingale"

Alfred Tennyson: "Ulysses"

Robert Browning: "The Last Ride Together"

Thomas Hardy: "The Darkling Thrush"

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

Wilfred Owen: "Strange Meeting"

T.S. Eliot: "The Hollow Men"

# **Question pattern:**

#### •For 60 Marks

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

#### For Further Reading:

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

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

#### **SEMESTER I**

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

#### **COURSE OBJECTIVES:**

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

#### **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

#### **FULL MARKS: 75**

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

**Duration of Examination: 2 Hours.** 

#### Unit I:

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

#### **Unit II:**

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

#### Unit III:

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

# **Question pattern:**

#### ·For 40 Marks

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

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

# For further Reading:

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

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

#### **SEMESTER I**

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

#### **COURSE OBJECTIVES:**

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

#### **LEARNING OUTCOMES:**

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

#### **FULL MARKS: 75**

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

#### **SEMESTER: I, POOL A**

Paper Description: 8. INTRODUCTION TO AFRICAN LITERATURE

**Duration of Examination: 2 Hours 30 Minutes.** 

#### **Unit I: NOVELS**

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

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

#### **Unit II: THE SHORT STORY**

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

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

#### **Unit III: POETRY**

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

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

# Short Questions:

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

# **Question pattern:**

# •For 60 Marks

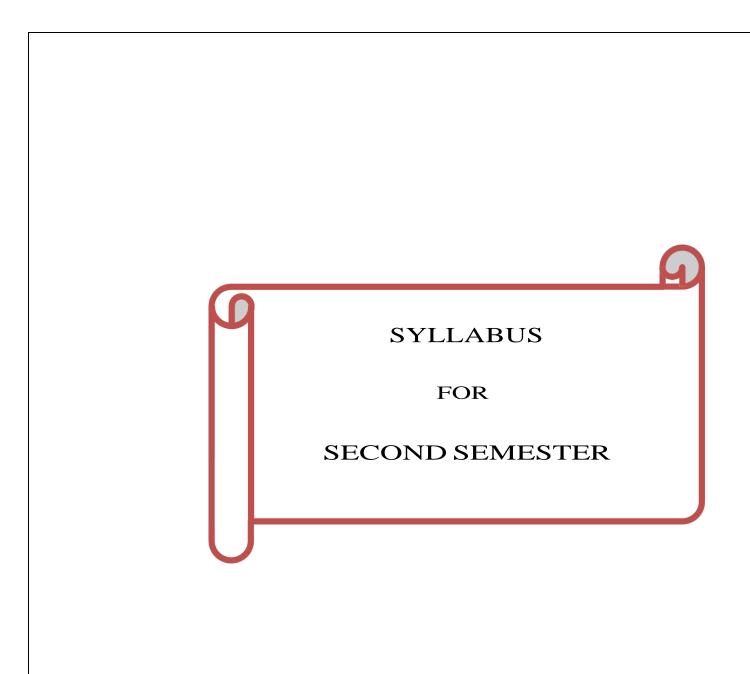
Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1	1	4	10	1 × 10 = 10
2	1	4	10	1 × 10 =10
3	2	6	10	2 × 10 =20
4	4	12	5	$4\times 5=20$

## For Further Reading:

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

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

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



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

#### SEMESTER II

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

#### **COURSE OBJECTIVES:**

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

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

#### **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

#### **FULL MARKS: 75**

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

**Duration of Examination: 2 Hours 30 Minutes.** 

# **European Classical Literature in Translation**

# **Unit I: Understanding Key Terms in Drama**

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

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

#### **Unit II: Classical Drama in Translation**

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

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

#### **Unit III: Classical Drama in Translation**

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

1. Aeschylus: Agamemnon

2. Sophocles: Oedipus the King

3. Euripides: Medea

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

# **Question pattern:**

# •For 60 Marks

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

# For Further Reading:

#### **Unit I: Understanding Key Terms in Drama**

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

#### **Units II & III: Classical Drama in Translation**

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

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

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

#### **SEMESTER II**

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

#### **COURSE OBJECTIVES:**

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

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

#### **LEARNING OUTCOMES:**

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

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

#### **FULL MARKS: 75**

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

**Duration of Examination: 2 Hours 30 Minutes.** 

# **Paper 2: UNDERSTANDING DRAMA**

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

## Literary terms:

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

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

equally: 4x6=24

John Galsworthy: Justice

George Bernard Shaw: Arms and the Man

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

texts equally: 2x12=24

William Shakespeare:

- 1. Macbeth
- 2. Twelfth Night

### **Question pattern:**

#### •For 60 Marks

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

# For Further Reading:

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

# University of North Bengal Syllabus of ENGLISH for FYUGP

(as per the New Curriculum & Credit Framework 2022)

#### **SEMESTER II**

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

#### **COURSE OBJECTIVES:**

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

#### LEARNING OUTCOMES:

After completion, a learner is expected to:

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

#### **FULL MARKS: 75**

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

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

**Duration of Examination: 2 Hours.** 

#### Unit I:

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

#### **Unit II:**

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

#### **Unit III:**

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

# **Question pattern:**

# ·For 40 Marks

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

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

# For further Reading:

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

Press, 2010.

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

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

(as per the New Curriculum & Credit Framework 2022)

#### **SEMESTER II**

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

# **COURSE OBJECTIVES:**

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

## **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

## **FULL MARKS: 75**

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

# **SEMESTER: II, POOL B**

Paper Description: 23. Understanding Shakespeare and Tagore

**Duration of Examination: 2 Hours 30 Minutes.** 

# **Unit I: Understanding Shakespeare:**

# (A) Drama

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

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

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

# (B) The Sonnets

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

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

# **Unit II: Understanding Tagore: Short Stories and Poems**

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

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

# **Question pattern:**

# ·For 60 Marks

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

# For further Reading:

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

# University of North Bengal Syllabus of ENGLISH for FYUP

(as per the New Curriculum & Credit Framework 2022)

#### **SEMESTER II**

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

## **COURSE OBJECTIVES:**

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

## **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

## **FULL MARKS: 75**

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

**SEMESTER: II, POOL B** 

Paper Description: 31. GRAPHIC NOVELS

**Duration of Examination: 2 Hours 30 Minutes.** 

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

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

1. Alan Moore and Dave Gibbons: Watchmen

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

3. Frank Miller: Batman: The Dark Knight Returns

4.Orijit Sen: *River of Stories* 

# **Question pattern:**

# •For 60 Marks

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

# University of North Bengal Syllabus of ENGLISH for FYUGP To nor the New Curriculum & Credit Framework 2022

(as per the New Curriculum & Credit Framework 2022)

#### SEMESTER II

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

## **COURSE OBJECTIVES:**

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

## **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

## **FULL MARKS: 75**

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

**SEMESTER: II, POOL B** 

Paper Description: 42. Literature of Eastern Himalayas

**Duration of Examination: 2 Hours 30 Minutes.** 

# **Unit I: NOVELS**

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

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

Kunzang Choden: The Circle of Karma

# **Unit II: SHORT STORIES**

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

1x10=10

Temsula Ao: "The Last Song"

Manjushree Thapa: "Friends"

Prajwal Parajuli: "No land is her Land"

Aruni Kashyap: "His Father's Disease"

# **Unit III: POETRY**

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

2x10=20

Manprasad Subba: "A Poem for a Poet"

Mamang Dai: "Small Towns and the River"

Robin S Ngangom: "A Poem for Mother"

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

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

Tenzin Tsundue: "When it rains in Dharamsala"

# **Short Questions:**

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

texts: 4x5=20

# **Question pattern:**

# ·For 60 Marks

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

# Further Reading:

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

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

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

**SEMESTERS: I & II** 

**PAPER: AEC** 

PAPER CODE: UENGAEM10001

**PAPER LEVEL: 100** 

**Paper Description: ALTERNATIVE ENGLISH** 

**Paper Title: Literary Application** 

Paper Type: Theory; Credits: 2

Full Marks: 50

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

**Duration of Examination: 1 Hour 30 Minutes** 

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

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

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

2. F. Scott Fitzgerald: The Great Gatsby

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

# **Question pattern:**

# •For 30 Marks

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

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

**SEMESTERS: 1 & 2** 

PAPER CODE: UENGAEL10001

PAPER LEVEL: 100

**Paper Description: English Compulsory** 

Paper Title: Enhancing Reading and

**Writing Skills** 

Paper Type: Theory; Credits: 2

Full Marks: 50

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

**Duration of Examination: 1 Hour 30 Minutes.** 

# Unit I

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

William Wordsworth: "Daffodils"

Walt Whitman: "O Captain! My Captain!"

Maya Angelou: "And Still I Rise"

Rabindranath Tagore: "Where the mind is without fear"

# **Unit II**

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

Ernest Hemingway: "Old man at the Bridge"

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

Dorothy Parker: "A Telephone Call"

O'Henry: "The Gift of the Magi"

# **Unit III**

Writing skills:

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

E mail

CV

Paragraph Writing

Report Writing

# **Question pattern:**

# •For 30 Marks

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

# For further Reading:

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



# **SYLLABI FOR FYUG PROGRAMME**

IN

# **POLITICAL SCIENCE**

(as per the New Curriculum & Credit Framework 2022)

# I & II SEMESTERS

# **UNIVERSITY OF NORTH BENGAL**

RAJA RAMMOHUNPUR DARJEELING-734013 WEST BENGAL

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



1.	Programme Objectives & Programme Outcomes
2.	Course Structure for Semesters I & II.
3.	Guidelines for End-Semesters & Internal Assessments5-6
4.	Syllabus for Semester I.
5.	Syllabus & Suggested Reading List for Semester I Major Course8-10
6.	Syllabus & Suggested Reading List for Semester I Minor Course
7.	Syllabus & Suggested Reading List for Semester I Skill Enhancement Course14-16
8.	Syllabus & Suggested Reading List for Semester I Multi-disciplinary Course17-18
9.	Syllabus for Semester II19
10.	Syllabus & Suggested Reading List for Semester II Major Course20-22
11.	Syllabus & Suggested Reading List for Semester II Minor Course23-25
12.	Syllabus & Suggested Reading List for Semester II Skill Enhancement Course26-28
13.	Syllabus & Suggested Reading List for Semester II Multi-disciplinary Course29-3
14.	Annexure I (i) & I (ii)— Course Structure I-VIII Semesters



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

# PROGRAMME OUTCOMES

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

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

# **University of North Bengal** Course Structure of Political Science at FYUGP (as per the New Curriculum & Credit Framework 2022)

# I & II SEMESTERS

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

<sup>\*</sup>IA refers to Internal Assessment.

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

# GUIDELINES FOR END SEMESTERS & INTERNAL ASSESSMENTS

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

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

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

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

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

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

Modes of Internal Assessment : 10 Marks

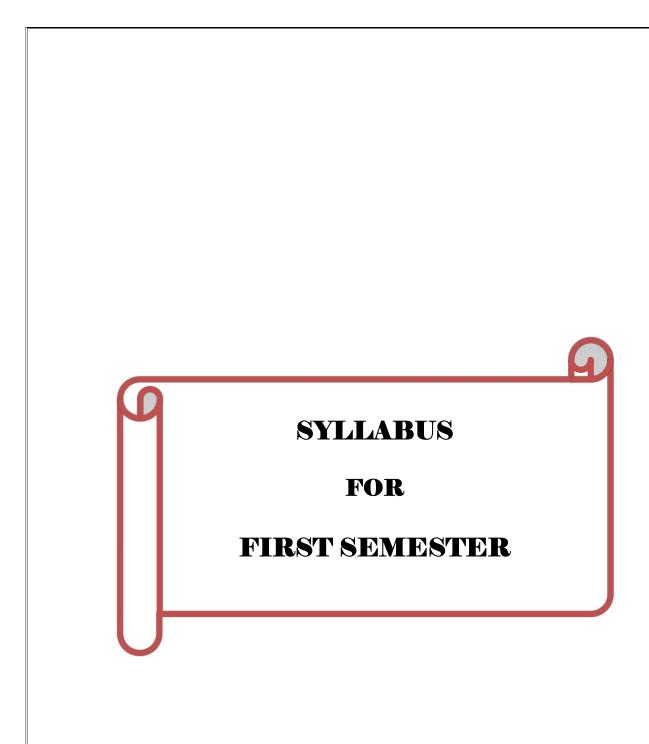
+

5 (marks for Attendance)

• Mid-term Test : 10

or

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



# University of North Bengal Syllabi of Political Science at FYUP (as per the New Curriculum & Credit Framework 2022)

#### SEMESTER I

Paper Title	Understanding Political Theory	
Paper Code	UPLSMAJ11001	
Nature of Paper	Major	
<b>Total Credits</b>	4	

## **COURSE OBJECTIVES:**

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

#### **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

#### **SYLLABUS:**

## **Unit I: Introduction to Political Theory**

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

#### **Unit-II: State: Origin and Nature**

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

## **Unit-III: Key concepts in Political Theory**

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

#### **Unit-IV: Issues in Political Theory**

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

## **Suggested Reading List:**

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

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

# University of North Bengal Syllabi of Political Science at FYUP (as per the New Curriculum & Credit Framework 2022)

#### SEMESTER I

Paper Title	Understanding Political Science
Paper Code	UPLSMIN10001
Nature of Paper	Minor
<b>Total Credits</b>	4

#### **COURSE OBJECTIVES:**

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

#### **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

#### **SYLLABUS:**

#### **Unit I: Political Science and Political Theory**

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

## **Unit-II: State: Origin and Nature**

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

#### **Unit-III: Key concepts in Political Science**

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

## **Unit-IV: Issues in Political Science**

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

## **Suggested Reading List:**

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

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

# University of North Bengal Syllabi of Political Science at FYUP (as per the New Curriculum & Credit Framework 2022)

#### SEMESTER I

Paper Title	Introduction to Legal Awareness
Paper Code	UPLSSEC11001
Nature of Paper	SEC
<b>Total Credits</b>	3

#### **COURSE OBJECTIVES:**

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

#### **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

#### **SYLLABUS:**

## **Unit-I: Legal System in India:**

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

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

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

#### **Unit-III: Procedures relating to Criminal Jurisdiction:**

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

## **Unit-IV: Practical Application:**

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

## **Suggested Reading List:**

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

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

# University of North Bengal Syllabi of Political Science at FYUP (as per the New Curriculum & Credit Framework 2022)

#### SEMESTER I

Paper Title	Human Rights
Paper Code	UPOAMDC11016
Nature of Paper	MDC
<b>Total Credits</b>	3

## **COURSE OBJECTIVES:**

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

#### **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

## **SYLLABUS:**

#### Unit-I

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

#### Unit-II

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

#### Unit-III

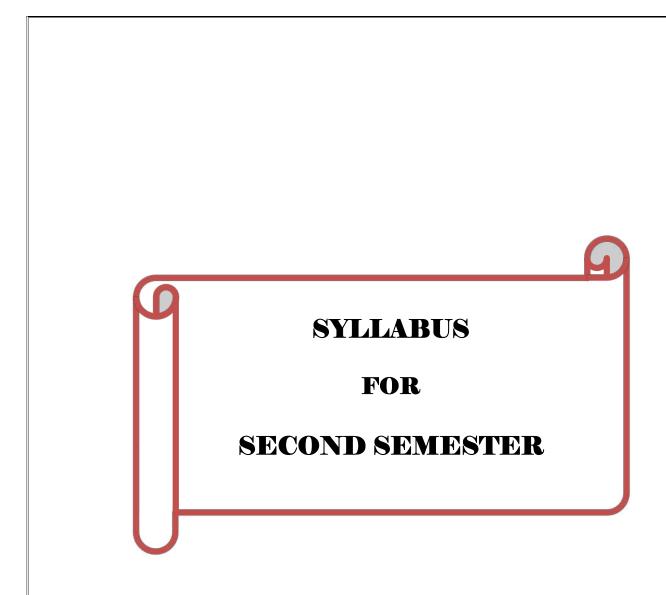
a. National Human Rights Commission of India: Composition and Functions.

#### Unit IV

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

## **Suggested Reading List:**

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



# University of North Bengal Syllabi of Political Science at FYUP (as per the New Curriculum & Credit Framework 2022)

#### SEMESTER II

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

## **COURSE OBJECTIVES:**

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

## **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

## **Unit I: Framing of the Constitution of India:**

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

#### **Unit II: Rights and Duties of the Indian Citizens:**

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

#### **Unit III: Union Government: Structures and Functions:**

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

## **Unit IV: State Government: Structures and Functions:**

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

#### **Suggested Reading List:**

- 1. Agrawal, Arun. (2005). "The Indian Parliament" in Devesh Kapur and Pratap Bhanu Mehta (ed.) *Public Institutions in India: Performance and Design*, New Delhi: Oxford University Press, 77-104.
- 2. Austin, Granville. (1966). *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.
- 3. Austin, Granville. (1999). *Working a Democratic Constitution: The Indian Experience*, New Delhi: Oxford University Press.
- 4. Austin, Granville. (2000), "The Supreme Court and the Struggle for custody of the constitution" in B.N.Kirpal et al. *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, Oxford University Press, New Delhi.
- 5. Basu, D. D., (2001), *Introduction to Constitution of India*, New Delhi: Wadhwa Publishers, 2001.
- 6. Baxi, Upendra(2010) 'The Judiciary as a Resource for Indian Democracy', Seminar, Issue 615, pp. 61-67.
- 7. Bhargava, Rajeev. (2008). *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.
- 8. Bhatia, Gautam. (2019). *The Transformative Constitution: a radical biography in nine acts*, New Delhi: Oxford University Press.
- 9. Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*, New Delhi: Sage.
- 10. Chaube, S. (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.
- 11. Chaube, Shibani Kinkar. (2000). *Constituent assembly of India: springboard of revolution*, New Delhi: Manohar Publishers & Distributors.
- 12. Choudhry, Sujit, Madhav Khosla & Pratap Bhanu Mehta. (2016). *The Oxford Handbook of the Indian Constitution*, New Delhi: Oxford University Press.
- 13. Fadia, B. L., (2008). *Indian Government and Politics*, Agra: SahityaBhawan.
- 14. Hasan, Zoya, Eswaran Sridharan, and R. Sudarshan. (2004). *India's Living Constitution: Ideas, Practices, Controversies*, Delhi: Permanent Black.
- 15. Jayal, Niraja Gopal and Pratap Bhanu Mehta (eds.). *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press.
- 16. Jones, W.H. Morris. (1957), *Parliament in India*, Philadelphia: University of Pennsylvania Press.
- 17. Khare, H. (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.
- 18. Khosla, Madhav. 2020. India's Founding Moment: *The Constitution of a Most Surprising Democracy*, Cambridge, Massachusetts: Harvard University Press.
- 19. Manor, James (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

- 20. Manor, James (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.
- 21. Mehra, Ajay K. and G.W. Kueck, (ed.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark.
- 22. Mehta. Pratap Bhanu(2007). "India's Unlikely Democracy: The Rise of Judicial Sovereignty". *The Journal of Democracy*, Vol. 18 (2). April.
- 23. Narang, A. S. (2000) *Indian Government and Politics*, New Delhi: Gitanjali Publications.
- 24. Pai, Sudha, and Avinash Kumar (2014), *The Indian Parliament: A Critical Appraisal*, Hyderabad: Orient Blackswan.
- 25. Pylee, M V. 1(967). *Constitutional History of India*, Bombay: Asia Publishing House.
- 26. Ramachandran, R. (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.
- 27. Rudolph L. and S. Rudolph. (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change,* New Delhi: Oxford University Press, pp. 183-210.
- 28. Shankar, B. L., and Valerian Rodrigues. (2010). *The Indian Parliament: A Democracy at work*, Oxford: Oxford University Press.
- 29. Shankar, Shylashri. (2009). *Scaling Justice: India's Supreme Court, Anti-Terror Laws, and Social Rights*, New Delhi: Oxford University Press.
- 30. Singh M. P. and Rekha Saxena. (2008). *Indian Politics, Contemporary Issues and Concerns, PHI Pvt. Ltd, New Delhi.*
- 31. Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns.* New Delhi: PHI Learning.
- 32. *The Constitution of India: Bare Act with Short Notes,* (2011) New Delhi: Universal, pp. 4-16.
- 33. Verma, Rahul and Vikas Tripathi. (2013). "Making Sense of the House: Explaining the Decline of the Indian Parliament amidst Democratization", *Studies in Indian Politics*, 1(2), pp.153-177.

#### University of North Bengal Syllabi of Political Science at FYUP (as per the New Curriculum & Credit Framework 2022)

#### **SEMESTER II**

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

#### **COURSE OBJECTIVES:**

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

#### **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

#### **SYLLABUS:**

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

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

#### **Unit II: Rights and Duties:**

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

#### **Unit III: Union Government: Structures and Functions:**

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

#### Unit IV: State Government: Structures and Functions:

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

#### **Suggested Reading List:**

- 1. Agrawal, Arun. (2005). "The Indian Parliament" in Devesh Kapur and Pratap Bhanu Mehta (ed.) *Public Institutions in India: Performance and Design*, New Delhi: Oxford University Press, 77-104.
- 2. Austin, Granville. (1966). *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.
- 3. Austin, Granville. (1999). *Working a Democratic Constitution: The Indian Experience*, New Delhi: Oxford University Press.
- 4. Austin, Granville. (2000), "The Supreme Court and the Struggle for custody of the constitution" in B. N. Kirpal et al. *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, Oxford University Press, New Delhi.
- 5. Basu, D. D., (2001), *Introduction to Constitution of India*, New Delhi: Wadhwa Publishers, 2001.
- 6. Baxi, Upendra(2010) 'The Judiciary as a Resource for Indian Democracy', Seminar, Issue 615, pp. 61-67.
- 7. Bhargava, Rajeev. (2008). *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.
- 8. Bhatia, Gautam. (2019). *The Transformative Constitution: a radical biography in nine acts*, New Delhi: Oxford University Press.
- 9. Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*, New Delhi: Sage.
- 10. Chaube, S. (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.
- 11. Chaube, Shibani Kinkar. (2000). *Constituent assembly of India: springboard of revolution*, New Delhi: Manohar Publishers & Distributors.
- 12. Choudhry, Sujit, Madhav Khosla & Pratap Bhanu Mehta. (2016). *The Oxford Handbook of the Indian Constitution*, New Delhi: Oxford University Press.
- 13. Fadia, B. L., (2008). *Indian Government and Politics*, Agra: Sahitya Bhawan.
- 14. Hasan, Zoya, Eswaran Sridharan, and R. Sudarshan. (2004). *India's Living Constitution: Ideas, Practices, Controversies*, Delhi: Permanent Black.
- 15. Jayal, Niraja Gopal and Pratap Bhanu Mehta (eds.). *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press.
- 16. Jones, W.H. Morris. (1957), *Parliament in India*, Philadelphia: University of Pennsylvania Press.
- 17. Khare, H. (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective,* New Delhi: Konark, pp. 350-368.
- 18. Khosla, Madhav. 2020. India's Founding Moment: *The Constitution of a Most Surprising Democracy*, Cambridge, Massachusetts: Harvard University Press.

- 19. Manor, James (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.
- 20. Manor, James (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.
- 21. Mehra, Ajay K. and G.W. Kueck, (ed.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark.
- 22. Mehta. Pratap Bhanu (2007). "India's Unlikely Democracy: The Rise of Judicial Sovereignty". *The Journal of Democracy*, Vol. 18 (2). April.
- 23. Narang, A. S. (2000) *Indian Government and Politics*, New Delhi: Gitanjali Publications.
- 24. Pai, Sudha, and Avinash Kumar (2014), *The Indian Parliament: A Critical Appraisal*, Hyderabad: Orient Blackswan.
- 25. Pylee, M V. 1(967). *Constitutional History of India,* Bombay: Asia Publishing House.
- 26. Ramachandran, R. (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et. al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.
- 27. Rudolph L. and S. Rudolph. (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change,* New Delhi: Oxford University Press, pp. 183-210.
- 28. Shankar, B. L., and Valerian Rodrigues. (2010). *The Indian Parliament: A Democracy at work*, Oxford: Oxford University Press.
- 29. Shankar, Shylashri. (2009). *Scaling Justice: India's Supreme Court, Anti-Terror Laws, and Social Rights*, New Delhi: Oxford University Press.
- 30. Singh M. P. and Rekha Saxena. (2008). *Indian Politics, Contemporary Issues and Concerns,* PHI pvt. Ltd, New Delhi.
- 31. Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns.* New Delhi: PHI Learning.
- 32. *The Constitution of India: Bare Act with Short Notes,* (2011) New Delhi: Universal, pp. 4-16.
- 33. Verma, Rahul and Vikas Tripathi. (2013). "Making Sense of the House: Explaining the Decline of the Indian Parliament amidst Democratization", *Studies in Indian Politics*, 1(2), pp.153-177.

#### University of North Bengal Syllabi of Political Science at FYUP (as per the New Curriculum & Credit Framework 2022)

#### **SEMESTER II**

Paper Title	Legislative Procedures in India
Paper Code	UPLSSEC12002
Nature of Paper	SEC
<b>Total Credits</b>	3

#### **COURSE OBJECTIVES:**

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

#### **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

#### **SYLLABUS:**

#### Unit I: Parliamentary Procedures in India:

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

#### **Unit II: Law Making Procedures:**

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

#### **Unit III: Budget**

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

#### **Unit IV: Practical Application:**

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

#### **Suggested Reading List:**

- 1. Shankar and V. Rodrigues, (2011), 'The Indian Parliament: A Democracy at Work', New Delhi: Oxford University Press.
- 2. Celestine, (2011), How to Read the Union Budget PRS, Centre for Policy Research, New Delhi, Available at <a href="https://ideas.repec.org/p/ess/wpaper/id3916.htmlhttp://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/">https://ideas.repec.org/p/ess/wpaper/id3916.htmlhttp://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/</a>
- 3. B. Basu, (2012). *Introduction to the Constitution of India*. New Delhi: Lexis Nexis.
- 4. C. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, Available at: http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca4 67a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/\$FILE/KapM eht.pdf
- 5. G. Austin, (2000). *Working a Democratic Constitution.* New Delhi: Oxford University Press.
- 6. G. Austin, (2010). *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press.
- 7. H. Kalra, (2011) Public Engagement with the Legislative Process PRS, Centre for Policy Research Delhi chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://prsindia.org/files/parli ament/discussion\_papers/1370586595\_Public%20Engagement%20with%20th e%20Legislative%20Process
- 8. K. Sanyal, (2011) Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf
- 9. Lok Sabha Secretariat (2019) *Rules of Procedure and Conduct of Business in Lok Sabha* available at chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://loksabha.nic.in/rules/rules.pdf
- 10. Ministry of Parliamentary Affairs (2018). *Manual of Parliamentary Procedures in the Government of India* available at extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.mpa.gov.in/sites/default/files/Manual2018\_0\_0.pdf
- 11. N Jhaveri. (2003). Seven Tests of a Good Budget. *Economic and Political Weekly*, 38(15), 1436–1442. http://www.jstor.org/stable/4413419
- 12. N. Mehta and N. Jayal (2010) (eds.). *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press.

- 13. O. Rubinoff, A. G. (1996). India's New Subject-Based Parliamentary Standing Committees. Asian Survey, 36(7), 723–738. https://doi.org/10.2307/2645719accessed on 12th July 2023.
- 14. R. Bhargava (ed.). *Politics and Ethics of the Indian Constitution*. New Delhi: Oxford University Press.
- 15. Sen, K., & Rajendra R. Vaidya. (1996). Political Budget Cycles in India. *Economic and Political Weekly*, 31(30), 2023–2027. http://www.jstor.org/stable/4404445
- 16. S. Chaube, (2009) 'The Making and Working of the Indian Constitution', New Delhi, National Book Trust.
- 17. S. C. Kashyap, (1990). A New Parliamentary Initiative: Subject-Based Standing Committees of Parliament. *Economic and Political Weekly*, 25(40), 2273–2279. http://www.jstor.org/stable/4396842.accessed on 12th July 2023.7.13.
- 18. Subhash Kashyap (2000). Our Parliament. Delhi: National Book Trust.
- 19. Vinod Bhanu. (2007). Making the Indian Budget: How Open and Participatory? *Economic and Political Weekly*, 42(13), 1079–1081. http://www.jstor.org/stable/

#### University of North Bengal Syllabi of Political Science at FYUP (as per the New Curriculum & Credit Framework 2022)

#### **SEMESTER II**

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

#### **COURSE OBJECTIVES:**

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

#### **LEARNING OUTCOMES:**

After completion, a learner is expected to:

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

#### **SYLLABUS:**

#### Unit I:

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

#### Unit-II:

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

#### Unit-III:

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

#### **Unit-IV:**

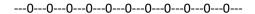
Contemporary Issues in International Politics:

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

#### **Suggested Reading List:**

- 1. Basu Rumki, (2019), *The United Nations*, New Delhi: Sterling Publications.
- 2. Baylis, J., S. Smith and P. Owens, (2008) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press.
- 3. Calvocoressi, P. (2001) *World Politics: 1945—2000*, Essex: Pearson, pp.3-91.
- 4. Carr, E. H. (1981), *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations,* London: Macmillan, pp. 63-94.
- 5. Frankel, Joseph (1979), *International Relations in a Changing World*, Third Edition, London: Oxford University Press.
- 6. Gaddis, John Lewis (2006), *The Cold War: A New History*, New York: Penguin.
- 7. Gareis, S. B. and Varwick, J. (2005), *The United Nations: An Introduction*, Basingstoke: Palgrave.
- 8. Goldstein, Joshua S. and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman.
- 9. Hanhimäki, Jussi M. (2015), *The United Nations: A Very Short Introduction*, New York: Oxford University Press.
- 10. Heywood, Andrew (2011), *Global Politics*, New York: Palgrave-McMillan.
- 11. Hobsbawm, E. (1995), Age of Extremes: The Short Twentieth Century 1914-1991, Vikings.
- 12. Johari, J. C. (2009), *International Relations and Politics,* Third Edition, New Delhi: Sterling Publications.
- 13. Lawson, S. (2003), *International Relations*, Cambridge: Polity Press.
- 14. Mansbachand R. and K. Taylor, (2012) *Introduction to Global Politics,* New York: Routledge.
- 15. McMohan, Robert (2008), *The Cold War: A Very Short Introduction*, New York: Oxford University Press.
- 16. Mingst K. and J. Snyder, (2011), *Essential Readings in International Relations*, New York: W.W. Nortan and Company.
- 17. Murthy, C. S. R. (2020), *India in the United Nations*, New Delhi: Sage Publications.
- 18. Nicholson, M. (2002) *International Relations: A Concise Introduction*, New York: Palgrave.
- 19. Pease, Kelly-Kate. S. (2019), *International Organizations: Perspectives on Global Governance*, New York: Routledge.
- 20. Viotti, P. and M. Kauppi (2007), *International Relations and World Politics: Security, Economy, Identity*, Pearson Education.
- 21. Waltz, K. (1959) *Man, The State and War,* Columbia: Columbia University Press.
- 22. Waltz, K. (2007), 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, Eighth Edition, New York: Pearson Longman,pp.29-49.
- 23. Weiss, G. Thomas and Sam Daws (2018), *The Oxford Handbook on the United Nations*, Second Edition, New York: Oxford University Press.
- 24. Westad, Odd Arne (2017), The Cold War: A World History, New York: Allen Lane.

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



### ANNEXURE I (i)

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

#### I & VIII SEMESTERS

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

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

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

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

#### **ANNEXEURE I(ii)**

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

#### **VII & VIII SEMESTERS**

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

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

# **SOCIOLOGY**

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

Full Marks: 75 Credits: 4

#### Course Objective:

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

#### **Course Content:**

#### **Unit-1: Discipline and Perspective:**

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

#### **Unit-2: Sociology and Other Social Sciences**

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

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

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

#### **Unit-4: Social Control**

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

#### References:

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

2

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

Credits: 4
Full Marks: 75

#### Course Objectives:

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

#### Unit 1: Varna and Caste system in India:

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

#### Unit- 2.: Family in India

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

#### **Unit - 3: Institution of Marriage in India**

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

#### **Unit - 4: Understanding of Indian Society:**

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

#### **Readings:**

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

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

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

Credits: 4
Full Marks: 75

#### **Course Objectives:**

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

#### **UNIT-1: Sociology as Discipline**

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

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

- 2.1 Anthropology
- 2.2 Political Science
- 2.3 History

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

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

#### **Unit 4: Social Control and Social Change:**

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

#### **Readings:**

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

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

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

Credits: 4
Full Marks: 75

#### **Course Objectives:**

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

#### **Unit-1:** India - A plural Society

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

#### **UNIT-2:** Social Institutions and Practices

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

#### **UNIT-3:** Institution of Family and Marriage

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

#### **Unit- 4: Institution of Marriage**

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

#### **Readings:**

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

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

#### SEC 1- 1<sup>st</sup> Semester Sociology of Environment Paper code- USOCSEC11001

Credit-3

Full Marks-75

Theory- 40

Practical- 20

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

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

#### **Course objective:**

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

#### **Unit 1: Environmental Sociology**

1.1 Emergence, nature and scope.

#### **Unit 2: Social Concerns over Environmental Issues**

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

#### **Unit 3: Environmental Movements and Approaches**

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

#### **Unit 4: Policy Prescription**

4.1 Environmental policies and programs.

4.2 The Rio Declaration: Social and Economic aspects

4.3 Protecting Deforestation

#### **Readings:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Course objectives:**

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

#### **Unit 1: Discipline and Perspective**

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

#### **Unit 2. Gender Construction**

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

#### **Unit 3: Gender Practices and Policies**

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

#### **Readings:**

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

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

#### MDC-02 (2<sup>nd</sup> Semester) Sociology of Development Paper code- UPOBMDC12038

Credit: 3

**Full Marks: 75** 

Marks in Theory- 60

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

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

#### **Unit 2: Introduction to Development**

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

#### **Unit 3: Social development**

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

#### **Unit 4: Development Issues in India**

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

#### **Unit 5: Development induced social problems.**

- 5.1 Displacement
- 5.2 Regional disparity
- 5.3 Social Exclusion

#### Readings:

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

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

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

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

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

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

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

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

# **SYLLABUS**

# FOUR YEARS UNDERGRADUATE PROGRAMME IN GEOGRAPHY



# UNIVERSITY OF NORTH BENGAL RAJA RAMMOHUNPUR

W.E.F: ACADEMIC SESSION 2023-24

#### Semester: 1

**PAPER: MAJOR** 

**Paper Description: Geotectonic** 

This paper deals with topics in Geotectonic, Scale and Diagrammatic data presentation. In particular, the theoretical part of the course will cover internal structure of the earth, rocks, isostasy, earth movements, mountain building, continental drift theory, sea-floor spreading, plate tectonics and volcanicity; while the practical part will cover construction of linear and comparative scale and diagrammatic data presentation using line, bar and circle.

Paper Code: UGEOMAJ11001

Paper Type: Theory + Practical Lab Based-PLB

Credit: 3 credit theory and 1 credit practical.

Class hours: 3 theory classes per week and 2 practical classes per week. Total 5 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

**Syllabus:** 

#### **Paper Objectives**

#### Knowledge acquired:

- 1. Concept of geotectonic and earth's interior.
- 2. Theories of mountain building.
- 3. Continental drift, plate movements and volcanicity.

#### Skills gained:

- 1. Develop skills in constructing linear and comparative scale.
- 2. Graphical representation of data using line, bar and circle diagrams.

#### Competency developed:

- 1. Developing skills in questioning, reasoning, and drawing logical conclusions based on evidence and scientific principles of various theories and concepts related to geotectonic.
- 2. Enable students to interpret and visually communicate data effectively.

#### **Syllabus Overview**

#### **Theory**

Unit	Content	Hours/Week
	Geological time scale; Internal structure of the earth; Classification of	
1	rocks: Igneous, Sedimentary and Metamorphic; Theory of isostasy: Views	
	of Airy and Pratt.	
	Earth movements, processes and topographic effects of folding and	
2	faulting; Classification of mountains; Theories of mountain building:	
2	Geosynclinal theory of Kober, Thermal contraction theory of Jeffreys,	3
	Thermal convection current theory of Holmes.	
	Continental drift theory of Alfred Wegener; Concept of sea-floor	
3	spreading; Plate tectonics, plate boundaries and subduction zones;	
	Concept of volcanicity; Classification of volcanoes; Volcanic landforms;	
	World distribution of volcanoes.	

#### **Practical**

Unit	Content	Hours/Week
1	Scale: Definition and types; Construction of linear and comparative scale.	
2	Diagrammatic data presentation: Line, bar (simple, compound and composite) and circle (pie graph, proportional circle and proportional divided circle).	

#### Suggested reading

Monkhouse, F.J. 1974. Principles of Physical Geography (2009-reprint), Platinum Publishers.

Strahler, A. 2016. Introducing Physical Geography, 6th ed, Wiley.

Khullar, D.R. (2012). Physical Geography. New Delhi. India: Kalyani Publishers.

Mohan. K. (2018), GES PERIODOS VOL 1, An Ultimate Guide to Physical Geography, Oak Bridge Publication, New Delhi.

Kearey, P., Klepeis, K.A., Vine, F.J. 2011. Global Tectonics, 3rd ed, Wiley-India.

Singh, S. (2022). Physical Geography. Pravalika Publications, Prayagraj.

Christopherson, R. W. and Birkeland, G. H., (2012) Geosystems: An Introduction to Physical Geography (8th edition), Pearson Education, New Jersey.

Das Gupta, A and Kapoor, A.N., (2001) Principles of Physical Geography, S.C. Chand & Company Ltd. New Delhi.

Skinner, Brian J. and Stephen C. Porter (2000), The Dynamic Earth: An Introduction to Physical Geology, 4th Edition, John Wiley and Sons.

Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.

Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi.

Mishra R. P. and Ramesh A., 1989: Fundamentals of Cartography, Concept, New Delhi.

Practical guidelines: Students will prepare a laboratory notebook covering all the practical units duly signed by the internal faculty members. Viva-voce is compulsory at the time of practical examination.

#### **Question pattern**

Type	Marks	Total			
Theoretical	1: 5 out of 5	5: 3 out of 5 10: 2 out of 4		40	
Practical	15 : 1 out of 1	5: Laboratory noteboo	20		
CE	10: Mid-term test, class one to be decided by the	10			
Attendance	ice 5				
Full marks				75	

#### Semester: 1

**PAPER: SEC** 

#### Paper Description: Disaster Management

This paper provides an overview of hazards and disasters, focusing on their definition, classification, and impacts. It examines the concepts of vulnerability and risk and explores various types of natural and human-induced disasters, including floods, droughts, landslides, earthquakes, cyclones, industrial hazards and pandemics. The course also introduces the principles and strategies of disaster management, including identification and risk assessment, risk reduction and preparedness and disaster response and recovery. In the practical part of the course, students work on a project report related to a specific hazard or disaster using secondary sources of data.

Paper Code: UGEOSEC11001

Paper Type: Theory + Practical Lab Based-PLB

Credit: 2 credit theory and 1 credit practical.

Class hours: 2 theory classes per week and 2 practical classes per week. Total 4 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

**Syllabus:** 

#### **Paper Objectives:**

#### Knowledge acquired:

- 1. Definition, concept and classification of hazards and disasters.
- 2. Economic, social and environmental impacts of disasters.
- 3. Concept and strategies of disaster management.

#### Skills gained:

- 1. Students will learn how to effectively organize and write a project report incorporating appropriate maps, diagrams, charts and tables.
- 2. By working in groups under the supervision of faculty members, students will develop skills required for teamwork; including collaboration, coordination, and task allocation.

#### Competency developed:

- 1. Develop a comprehensive understanding of hazards and disasters, enabling them to recognize and assess potential risks and vulnerabilities in different contexts.
- 2. Equipped with the knowledge and skills necessary to contribute to the development of effective disaster management plans and strategies.
- 3. Enhance critical thinking abilities by examining the causes, impacts and management strategies associated with hazards and disasters.

#### **Syllabus Overview:**

#### **Theory**

Unit	Content	Hours/Week
1	Definition and concept of hazards and disasters; definition of vulnerability and risk, classification of hazards and disasters; economic, social and	2
1	environmental impacts of disasters; natural and human induced disasters	2

	like flood, drought, landslide, earthquake, cyclone, industrial hazards and pandemics.
2	Concept of disaster management; strategies of disaster management: identification and risk assessment, risk reduction and preparedness, disaster response and recovery.

#### **Practical**

Unit	Content	Hours/Week
1	A project report will be prepared by the students in consultation with their respective college teachers on any types or individual cases of hazard and disaster. The report will be prepared based on available sources of secondary data only. Report should be limited within 20-25 pages, handwritten and may include maps, diagrams, charts and tables. The report will be examined externally and marks will be separately allotted for report and viva-voce taken individually. Students will be divided into groups so that in each college at least 4 groups are formed and each group will prepare their report taking different topics under the supervision of the faculty members.	2

#### Suggested reading

Pandey, Mrinalini. Disaster Management, Wiley India Pvt. Ltd.

Bhattacharya, Tushar. Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd.

Singh, Jagbir. Disaster Management: Future Challenges and Opportunities, K W Publishers Pvt. Ltd.

Singhal, J.P. Disaster Management, Laxmi Publications.

Pandharinath, Navale., Rajan, C.K. Earth and Atmospheric Disaster Management: Natural and Manmade, B S Publications.

Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3.

Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.

Practical guidelines: Although the work on project report will be done in group, but the students will have to carry their individual copy duly signed by their supervising teacher at the time of viva-voce.

#### **Question pattern**

Type	Marks			Total
Theoretical	1: 5 out of 5	5: 3 out of 5	10: 2 out of 4	40
Practical	15 : Project Report	5: Viva-voce.		20
CE	10: Mid-term test, class one to be decided by the		tation, term paper (Any ntal faculty members)	10
Attendance	5			5
Full marks			75	

#### Semester: 1

**PAPER: MINOR** 

#### **Paper Description: Physical Geography**

This paper provides an overview of earth's physical systems and their dynamic processes. The theoretical part covers topics such as the interior of the earth, plate tectonics, weathering, erosion, and landforms. Additionally, it explores the composition and structure of the atmosphere, climate patterns, and climate change. The course also delves into oceanography, including temperature and salinity distribution, ocean currents, coral reefs, and sea level changes. The practical part focuses on construction of scale and map projection techniques. Overall, this course offers a comprehensive understanding of earth's geomorphological, atmospheric and oceanographic processes, enabling students to analyze and interpret various natural phenomena.

Paper Code: UGEOMIN10001

Paper Type: Theory + Practical Lab Based-PLB

Credit: 3 credit theory and 1 credit practical.

Class hours: 3 theory classes per week and 2 practical classes per week. Total 5 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

**Syllabus:** 

#### **Paper Objectives**

#### Knowledge acquired:

- 1. Understanding of the interior of the Earth, including its composition and structure.
- 2. Familiarity with the Continental Drift Theory proposed by Wegener and the concept of plate tectonics.
- 3. Knowledge of various geological phenomena such as folds, faults, weathering, and mass movement.
- 4. Understanding of erosional and depositional landforms formed by fluvial (river), glacial, and aeolian (wind) processes.
- 5. Knowledge of the composition and structure of the atmosphere, including insolation and the heat budget.
- 6. Understanding of temperature distribution, pressure belts, wind systems and different types of precipitation.
- 7. Knowledge about cyclones, anti-cyclones and climate change.
- 8. Understanding of the distribution of temperature and salinity in ocean water and the factors influencing ocean currents.
- 9. Knowledge of coral reefs and theories of reef formation, including the contributions of Darwin and Daly.
- 10. Awareness of sea level change and its implications.

#### Skills gained:

- 1. Students will develop the ability to analyse geological processes, atmospheric phenomena and oceanic systems.
- 2. They will learn to interpret maps, diagrams and data related to earth science.

- 3. Students will acquire skills in constructing different types of map projections, including polar zenithal gnomonic, simple conical and cylindrical equal area projection.
- 4. They will develop the ability to observe and identify geological and climatic features.

#### Competency developed:

- 1. Students will develop critical thinking skills by analyzing and evaluating complex geological and atmospheric processes.
- 2. Students will develop an understanding of the earth's natural systems and the impact of human activities on the environment.
- 3. They will learn to interpret and analyse scientific data, including maps, charts and graphs, to draw conclusions and make informed decisions.
- 4. Students will develop the ability to adapt to changes in the earth's systems and understand the dynamic nature of the planet.

#### **Syllabus Overview**

#### **Theory**

Unit	Content	Hours/Week
	Interior of the earth; Continental drift theory by Wegener; Plate tectonics;	
1	Folds and faults; Weathering and mass movement; Erosional and	
	depositional landforms: Fluvial, Glacial and Aeolian.	
	Composition and structure of atmosphere; Insolation and heat budget;	
2	Temperature distribution, pressure belts, wind systems and precipitation	3
	types; Cyclones and anti-cyclones; Climate change.	
	Distribution of temperature and salinity of ocean water; Ocean currents:	
3	Causes, types and their distribution over the Indian Ocean; Coral reefs and	
	theories of reef formation after Darwin and Daly; Sea level change.	

#### Practical

Unit	Content	Hours/Week
1	Scale: Definition and types; Construction of linear, comparative and diagonal scale.	
2	Map projection: Definition, classification, properties and uses; Mathematical / graphical construction of Polar Zenithal Gnomonic Projection, Simple Conical Projection with one standard parallel, Cylindrical Equal Area Projection.	

#### Suggested reading

Ahmed E. (1985) Geomorphology, Kalyani Publishers, New Delhi.

Khullar, D.R. (2012). Physical Geography. New Delhi. India: Kalyani Publishers.

Mohan. K(2018), GES PERIODOS VOL 1, An Ultimate Guide to Physical Geography, OakBridge Publication, New Delhi.

Chorley, R.J., Schumm, S. A. and Sugden, D.E. 1984: Geomorphology, Methuen, London.

Dayal, P. 1996: Textbook of Geomorphology, Shukla Book Depot, Patna.

Thornbury, W. D. (2004): Principles of Geomorphology. New York, U.S.A.: Wiley.

Strahler A.N. (1968) The Earth Sciences, Harper & Row Intl. Edn, New York

K.Siddahartha (2020): Climatology, Atmosphere, Weather and Climate. Kitaba Mahal Publication, New Delhi.

Lal, D. S. (1998). Climatology. Allahabad: Chaitanya Publishing House.

Singh, S. (2005). Climatology. Allahabad: Prayag Pustak Bhawan.

Barry, R.G., Chorley, R.J. (2003): Atmosphere, Weather and Climate; Psychology Press, Hove; East Sussex.

Critchfield, H.J., (1975): general Climatology, Prentice Hall, New Jersey.

Garrison T., 1998: Oceanography, Wordsworth Company, Belmont.

Kershaw S., 2000: Oceanography: An Earth Science Perspective, Stanley Thornes, UK.

Sharma R. C., Vatal M., 1980: Oceanography for Geographers, Chaitanya Publishing House, Allahabad.

Sverdrup K. A., Armbrust, E. V., 2008: An Introduction to the World Ocean, McGraw Hill, Boston.

Singh, R.L. and Singh R.P.B. (1999). Elements of Practical Geography, Kalyani Publishers, New Delhi.

Sarkar, A. (2015) Practical Geography: A Systematic Approach. Orient Black Swan Private Ltd., New Delhi.

Practical guidelines: Students will prepare a laboratory notebook covering all the practical units duly signed by the internal faculty members. Viva-voce is compulsory at the time of practical examination.

#### **Question pattern**

Type	Marks			Total
Theoretical	1: 5 out of 5	5: 3 out of 5	10: 2 out of 4	40
Practical	15:1 out of 1	5: Laboratory noteboo	ok and viva-voce.	20
CE	10: Mid-term test, classone to be decided by the		tation, term paper (Any ntal faculty members)	10
Attendance	Attendance 5		5	
Full marks			75	

#### Semester: 2

**PAPER: MAJOR** 

**Paper Description: Settlement Geography** 

This paper deals with topics in settlement geography, scale and map projection. In particular, the theoretical part of the course will cover concept of site and situation, morphology of rural and urban settlements, types, patterns, and distribution of rural settlements, theories of the origin of towns, theories of urban land use, primate cities, rank-size rule, and central place theory. The practical part will cover construction of diagonal and vernier scale and map projections.

Paper Code: UGEOMAJ12002

Paper Type: Theory + Practical Lab Based-PLB

Credit: 3 credit theory and 1 credit practical.

Class hours: 3 theory classes per week and 2 practical classes per week. Total 5 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

**Syllabus:** 

#### **Paper Objectives**

#### Knowledge acquired:

- 1. Concept of site and situation, origin and growth of rural and urban settlements, as well as the types, patterns and distribution of rural settlements,
- 2. Physical layout, structure, and form of rural and urban settlements,
- 3. Theories of the origin of towns and urban land use and morphology.

#### Skills gained:

- 1. Develop skills in constructing diagonal and Vernier scales,
- 2. Expertise in the mathematical/graphical construction and properties of map projections,

#### <u>Competency Developed:</u>

- 1. Analyzing the suitability of different locations for settlements and understanding the factors that contribute to their success or decline.
- 2. Understanding the morphological patterns will enable students to identify and analyse the characteristics of different settlement
- 3. Students will develop competency in constructing diagonal and vernier scales and equip with practical skills in map reading, interpretation, and cartographic analysis.

#### **Syllabus Overview:**

#### **Theory**

Unit	Content	Hours/Week
1	Definition, nature, scope and content of settlement geography; Concept of	
1	site and situation; Origin and growth of rural and urban settlements.	2
2	Types, patterns and distribution of rural settlements; Morphology of rural	3
2	settlements; Theories of origin of towns after Childe and Mumford;	

	Functional classification of urban settlements: A.Mitra; Urban landuse and morphology: Concentric zone theory, Sector theory and Multiple nuclei theory.
3	Settlement hierarchies; Concept of Primate city and Rank size rule; Central place theory by W. Christaller and A. Losch.

#### **Practical**

Unit	Content	Hours/Week
1	Scale: Construction of Diagonal and Vernier scale.	
2	Map projection: Definition, nature, properties, classification and uses; Mathematical / graphical construction of Polar Zenithal Gnomonic Projection, Polar Zenithal Stereographic Projection, Polar Zenithal Orthographic Projection, Cylindrical Equal Area Projection, Mercator Projection.	2

#### Suggested reading

Ghosh, Sumita. (2006). Introduction to Settlement Geography. Orient Longman.

Singh, R.Y. (2002) Geography of Settlements. Rawat Publications.

Pacione. M. (2009) Urban Geography: A Global Perspective. Routledge.

Tiwari, R.C. (2020) Settlement Geography: Rural and Urban Settlements. Pravalika publication.

S. D. Maurya. (2015). Settlement Geography. Sharda Pustak Bhawan.

Hussain, J (2021). Settlement Geography. Notion Press.

Childe, V.G. (1950) The Urban Revolution. University of Chicago Press.

Johnston, R., Gregory, D., Pratt, G., et al. (2008) The Dictionary of Human Geography, Blackwell Publication.

Daniel, P.A., Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.

Singh, R. L., Singh, R. P. B. (1999) Elements of Practical Geography, Kalyani Publishers.

Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi.

Practical guidelines: Students will prepare a laboratory notebook covering all the practical units duly signed by the internal faculty members. Viva-voce is compulsory at the time of practical examination.

#### **Question pattern**

Type	Marks			Total
Theoretical	1: 5 out of 5	5: 3 out of 5	10: 2 out of 4	40
Practical	15:1 out of 1	5: Laboratory noteboo	ok and viva-voce.	20
CE	10: Mid-term test, classone to be decided by the		tation, term paper (Any ntal faculty members)	10
Attendance	5			5
Full marks				75

#### Semester: 2

Paper: SEC

#### **Paper Description: Sustainable Development**

This paper provides a comprehensive understanding of sustainable development, focusing on its definition, concepts, and various elements such as social, economic, and environmental sustainability. It explores global issues related to sustainable development, including deforestation and soil erosion and examines key global initiatives in sustainable development, along with the Millennium Development Goals. In the practical part of the course, students work on a project report related to any topic or issue on sustainable development using secondary sources of data.

Paper Code: UGEOSEC12002

Paper Type: Theory + Practical Lab Based-PLB

Credit: 2 credit theory and 1 credit practical.

Class hours: 2 theory classes per week and 2 practical classes per week. Total 4 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

**Syllabus:** 

#### Paper objectives

#### Knowledge acquired:

- 1. Definition, concept and elements of sustainable development.
- 2. Global challenges such as deforestation and soil erosion, their causes, impacts, and potential solutions.
- 3. Key global initiatives and agreements aimed at promoting sustainable development.
- 4. India's progress in achieving millennium development goals.
- 5. Challenges and obstacles faced in implementing sustainable development strategies.

#### Skills gained:

- 1. Students will learn how to effectively organize and write a project report incorporating appropriate maps, diagrams, charts and tables.
- 2. By working in groups under the supervision of faculty members, students will develop skills required for teamwork; including collaboration, coordination, and task allocation.

#### Competency developed:

- 1. Develop the ability to analyze complex sustainability issues critically, evaluate different perspectives and propose informed solutions
- 2. Foster a sense of responsibility and awareness among students towards environmental conservation and protection.
- 3. Students will cultivate a sense of global citizenship and understand the interconnectedness of various regions and societies.

#### **Syllabus Overview:**

#### **Theory**

Unit	Content	Hours/Week

	Definition and concept of sustainable development; Elements of	
1	sustainable development: Social sustainability, economic sustainability	
1	and environmental sustainability; Global issues related to sustainable	
	development like deforestation and soil erosion.	2
	Global initiatives in sustainable development like Ramsar convention,	2
	Global initiatives in sustainable development like Ramsar convention, Stockholm conference and Earth Summit (Rio 1992); Millennium	L
2	*	2

#### **Practical**

Unit	Content	Hours/Week
1	A project report will be prepared by the students in consultation with their respective college teachers on any issues or topics related to sustainable development. The report will be prepared based on available sources of secondary data only. Report should be limited within 20-25 pages, handwritten and may include maps, diagrams, charts and tables. The report will be examined externally and marks will be separately allotted for report and viva-voce taken individually. Students will be divided into groups so that in each college at least 4 groups are formed and each group will prepare their report taking different topics under the supervision of the faculty members.	2

#### Suggested reading

"Our Common Future" by World Commission on Environment and Development (Brundtland Report).

Baker, Susan. (2006) Sustainable Development. New York, N.Y.: Routledge.

Singh, R.B. (Ed.) (2001) Urban Sustainability in the Context of Global Change. Science Pub., Inc., New Delhi, India: Enfield (NH), USA and Oxford & IBH Pub.

Osorio, Leonardo., et al. (2005) Debates on sustainable development: towards a holistic view of reality. Switzertland: Environment, Development and Sustainability 7: 501-518.

Muni, S.D., Chaturvedi, S, India and the Millennium Development Goals: Progress and Challenges.

Robertson, Margaret. Sustainable Development: Principles, Policies, and Practices.

Mega, V.P. Sustainable Development: Concepts, Rationalities and Strategies.

Practical guidelines: Although the work on project report will be done in group, but the students will have to carry their individual copy duly signed by their supervising teacher at the time of viva-voce.

#### **Question pattern**

Type	Marks	Total		
Theoretical	1: 5 out of 5	5: 3 out of 5	40	
Practical	15 : Project Report	5: Viva-voce.	20	
СЕ	10: Mid-term test, clarone to be decided by the	10		
Attendance	5	5		
Full marks				75

#### Semester: 2

**PAPER: MINOR** 

#### **Paper Description: Physical Geography**

This paper provides an overview of earth's physical systems and their dynamic processes. The theoretical part covers topics such as the interior of the earth, plate tectonics, weathering, erosion, and landforms. Additionally, it explores the composition and structure of the atmosphere, climate patterns, and climate change. The course also delves into oceanography, including temperature and salinity distribution, ocean currents, coral reefs, and sea level changes. The practical part focuses on construction of scale and map projection techniques. Overall, this course offers a comprehensive understanding of earth's geomorphological, atmospheric and oceanographic processes, enabling students to analyze and interpret various natural phenomena.

Paper Code: UGEOMIN10001

Paper Type: Theory + Practical Lab Based-PLB

Credit: 3 credit theory and 1 credit practical.

Class hours: 3 theory classes per week and 2 practical classes per week. Total 5 classes per week.

Duration of the Examinations: 2 hrs. Theoretical and 2 hrs. Practical Examinations.

**Syllabus:** 

#### **Paper Objectives**

#### Knowledge acquired:

- 11. Understanding of the interior of the Earth, including its composition and structure.
- 12. Familiarity with the Continental Drift Theory proposed by Wegener and the concept of plate tectonics.
- 13. Knowledge of various geological phenomena such as folds, faults, weathering, and mass movement.
- 14. Understanding of erosional and depositional landforms formed by fluvial (river), glacial, and aeolian (wind) processes.
- 15. Knowledge of the composition and structure of the atmosphere, including insolation and the heat budget.
- 16. Understanding of temperature distribution, pressure belts, wind systems and different types of precipitation.
- 17. Knowledge about cyclones, anti-cyclones and climate change.
- 18. Understanding of the distribution of temperature and salinity in ocean water and the factors influencing ocean currents.
- 19. Knowledge of coral reefs and theories of reef formation, including the contributions of Darwin and Daly.
- 20. Awareness of sea level change and its implications.

#### Skills gained:

- 5. Students will develop the ability to analyse geological processes, atmospheric phenomena and oceanic systems.
- 6. They will learn to interpret maps, diagrams and data related to earth science.

- 7. Students will acquire skills in constructing different types of map projections, including polar zenithal gnomonic, simple conical and cylindrical equal area projection.
- 8. They will develop the ability to observe and identify geological and climatic features.

#### Competency developed:

- 5. Students will develop critical thinking skills by analyzing and evaluating complex geological and atmospheric processes.
- 6. Students will develop an understanding of the earth's natural systems and the impact of human activities on the environment.
- 7. They will learn to interpret and analyse scientific data, including maps, charts and graphs, to draw conclusions and make informed decisions.
- 8. Students will develop the ability to adapt to changes in the earth's systems and understand the dynamic nature of the planet.

#### **Syllabus Overview**

#### **Theory**

Unit	Content	Hours/Week
	Interior of the earth; Continental drift theory by Wegener; Plate tectonics;	
1	Folds and faults; Weathering and mass movement; Erosional and	
	depositional landforms: Fluvial, Glacial and Aeolian.	
	Composition and structure of atmosphere; Insolation and heat budget;	
2	Temperature distribution, pressure belts, wind systems and precipitation	3
	types; Cyclones and anti-cyclones; Climate change.	
	Distribution of temperature and salinity of ocean water; Ocean currents:	
3	Causes, types and their distribution over the Indian Ocean; Coral reefs and	
	theories of reef formation after Darwin and Daly; Sea level change.	

#### Practical

Unit	Content	Hours/Week				
1	Scale: Definition and types; Construction of linear, comparative and diagonal scale.					
2	Map projection: Definition, classification, properties and uses; Mathematical / graphical construction of Polar Zenithal Gnomonic Projection, Simple Conical Projection with one standard parallel, Cylindrical Equal Area Projection.					

#### Suggested reading

Ahmed E. (1985) Geomorphology, Kalyani Publishers, New Delhi.

Khullar, D.R. (2012). Physical Geography. New Delhi. India: Kalyani Publishers.

Mohan. K(2018), GES PERIODOS VOL 1, An Ultimate Guide to Physical Geography, OakBridge Publication, New Delhi.

Chorley, R.J., Schumm, S. A. and Sugden, D.E. 1984: Geomorphology, Methuen, London.

Dayal, P. 1996: Textbook of Geomorphology, Shukla Book Depot, Patna.

Thornbury, W. D. (2004): Principles of Geomorphology. New York, U.S.A.: Wiley.

Strahler A.N. (1968) The Earth Sciences, Harper & Row Intl. Edn, New York

K.Siddahartha (2020): Climatology, Atmosphere, Weather and Climate. Kitaba Mahal Publication, New Delhi.

Lal, D. S. (1998). Climatology. Allahabad: Chaitanya Publishing House.

Singh, S. (2005). Climatology. Allahabad: Prayag Pustak Bhawan.

Barry, R.G., Chorley, R.J. (2003): Atmosphere, Weather and Climate; Psychology Press, Hove; East Sussex.

Critchfield, H.J., (1975): general Climatology, Prentice Hall, New Jersey.

Garrison T., 1998: Oceanography, Wordsworth Company, Belmont.

Kershaw S., 2000: Oceanography: An Earth Science Perspective, Stanley Thornes, UK.

Sharma R. C., Vatal M., 1980: Oceanography for Geographers, Chaitanya Publishing House, Allahabad.

Sverdrup K. A., Armbrust, E. V., 2008: An Introduction to the World Ocean, McGraw Hill, Boston.

Singh, R.L. and Singh R.P.B. (1999). Elements of Practical Geography, Kalyani Publishers, New Delhi.

Sarkar, A. (2015) Practical Geography: A Systematic Approach. Orient Black Swan Private Ltd., New Delhi.

Practical guidelines: Students will prepare a laboratory notebook covering all the practical units duly signed by the internal faculty members. Viva-voce is compulsory at the time of practical examination.

#### **Question pattern**

Type	Marks	Total		
Theoretical	1: 5 out of 5	5: 3 out of 5	40	
Practical	15:1 out of 1	5: Laboratory noteboo	ok and viva-voce.	20
CE	10: Mid-term test, classone to be decided by the	10		
Attendance	5	5		
Full marks	75			

# UNIVERSITY OF NORTH BENGAL

Syllabi for FYUG Programme In HISTORY(as per NEP 2020)I & II SEMESTERS

FOUR YEAR
UNDERGRADUATE
PROGRAMME IN
HISTORY
(FYUGP)

## **UNIVERSITY OF NORTH BENGAL**

# FOUR YEAR UNDERGRADUATE PROGRAMME IN HISTORY (FYUGP)

Syllabi for FYUG Programme
In
HISTORY
(as per NEP 2020)

I & II SEMESTERS

UNIVERSITY OF NORTH BENGAL RAJA RAMMOHUNPUR DARJEELING – 734013 WEST BENGAL

### (Approved by the BoS dated 10<sup>th</sup> July and 14<sup>th</sup> July 2023)

### **Contents:**

- 1. Course Objectives & Learning Outcomes
- 2. Course Structure for Semesters I & II
- 3. Guidelines for End-Semesters & Internal Assessments
- 4. Syllabus for Semester I
- 5. Syllabus & Suggested Reading List for Semester I Major Course
- 6. Syllabus & Suggested Reading List for Semester I Minor Course
- 7. Syllabus & Suggested Reading List for Semester I Skill Enhancement Course
- 8. Syllabus & Suggested Reading List for Semester I Multi-disciplinary Course
- 9. Syllabus for Semester II
- 10. Syllabus & Suggested Reading List for Semester II Major Course
- 11. Syllabus & Suggested Reading List for Semester II Minor Course
- 12. Syllabus & Suggested Reading List for Semester II Skill Enhancement Course
- 13. Syllabus & Suggested Reading List for Semester II Multi-disciplinary Course
- 14. Appendix

## **Course Objectives**

- The objective of this course is to impart knowledge about history and to equip the learners with the tools and techniques of writing history.
- The course aimed to cultivate the scientific temper and objective method in writing and constructing history.

## **Learning Outcomes**

After completion of this course, a student is expected to:

• Acquire the knowledge of writing history on the basis of interpretation of facts.

# **Course Structure for Semesters I & II**

## FYUGP IN HISTORY

## 1st Year

SL	SEM	PAPER	Course Type	Paper L	Paper Name	Credits	FULL Ma	MARKS II THEO	MARKS PRAC	MARKS I	MARKS IN
1	I	MAJOR	UHISMAJ11001	100	History of India I (Pre-Hi Proto History)	4	75	60		10	5
2	I	MINOR	UHISMINA100001	100	HISTORY OF INDIA EARLIEST TIMES UP CE.	4	75	60		10	5
3	I	MDC	UPOAMDC11010	100	History of North Ber	3	75	60		10	5
4	Ι	AEC	AEC								
5	I	SEC	UHISSEC11001	100	Understanding Herit	3	75	40	20	10	5
6	Ι	VAC	VAC								
7	II	MAJOR	UHISMAJ12002	100	History of India II (circ BCE – 300 BCE		75	60		10	5
8	II	MINOR	UHISMIN20002	100		4	75	60		10	5
9	II	MDC		100		3	75	60		10	5
10	II	AEC	AEC								
11	II	SEC	UHISSEC12002	100	Archives and Museum	3	75	40	20	10	5
12	II	VAC	VAC								

#### **Guidelines for End-Semesters & Internal Assessments**

The evaluation of the students will be a continuous process and will be based on their performances in Internal and the End Semester Examination. The Teachers of the Department will conduct all the internal continuous evaluations. It will be based on a combination of Mid Term Tests and Reports or Seminar Presentations or Class Tests, and Field Work, spread over the entire period of study. The modalities of such assessment be recorded and the respective college will preserve documents and those must be placed before a Committee or Team constituted by the University for verification purposes if required. The Internal Assessment marks will be communicated to the Examination Branch of the University at least ten (10) days before the commencement of the University Examinations. After filling in of University examination forms, if the College does not upload a student's internal marks, University will award a minimum of 2 marks for attendance and the marks obtained will be carried over in case the students fail to pass the course(s)

**Note:** A student to be eligible for appearing at any of the Semesters of the Undergraduate Examination must have minimum 75% attendance of lectures delivered. Award of 05 (five) marks on class attendance will be given in the following manner:

Attendance of 75% and above but below 80%-- 02 marks Attendance of 80% and above but below 85%-- 03 marks Attendance of 85% and above but below 90%-- 04 marks Attendance of 90% and above-- 05 mark

All question papers of Major Course and Skill Enhancement Courses (SEC), will only be in English version, except for vernacular subjects. All question papers on Minor Courses, Multidisciplinary Courses, and Value Added Courses will be in English/Bengali/Nepali versions and Hindi versions only for Hindi Medium Colleges.

Note: All SEC examinations will consist of Theoretical (40 marks) and Practical Components (the latter will have to contain Fieldwork / Project as per the UGBOS)

#### • Question Pattern for MAJ, MIN & MDC (Theoretical) For 60 Marks

Sl.No	Questions to be	out of	Marks of each	Total Marks
	answered		question	
1	4	6	3	4X3=12
2	4	6	6	4X6=24
3	2	4	12	2X12=24

#### • Question Pattern for SEC (Theoretical) For 40 Marks

Sl.No	Questions to be answered	out of	Marks of each question	Total Marks
1	5	8	1	5X1=5
2	3	5	5	3X5=15
3	2	4	10	2X10=20

#### a) General guidelines

- A student pursuing a subject as a Major Course will have to opt for SEC in the Major subject.
- ii. Two Minor Courses must be different from the Major Course.
- iii. Three Multidisciplinary Courses (MDC) are to be chosen from a pool of courses.
- iv. Practical/Tutorial: Every Major and Minor Course will have one Practical/Tutorial. Wherever there is a Practical, there will be no Tutorial, and vice-versa.
- v. A student will have to study two papers each from two Ability Enhancement Courses (AEC), and two papers of Value Added Courses (VAC).

#### TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Arts, Humanities & Social Science

Subject Name: History of India I (Pre-History and Proto History)

Subject Code: UHISMAJ11001

Semester: Semester I

Course Name: MAJOR

Course Code: (Will be provided by the University)

Course Credit: 4 Theoretical 4 Practical/Tutorial

Marks Allotted: 75 Theoretical 60 Practical/Tutorial

Continuing Evaluation 10 Attendance: 5

Course Type (tick the correct alternatives):

Major Core AEC

Interdisciplinary/ DSE SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES

Is the course focused on imparting life skill?

Is the course based on Activity ?

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:14/07/2023

Course Code: UHISMAJ11001

**Course Name: HISTORY (MAJOR)** 

#### **Brief Course Description:**

UHISMAJ11001 deals with topics in Pre History and Proto History. In particular, the course will cover Paleolithic, Mesolithic, Neolithic culture of early human civilization. The course also provides the knowledge on Indus Valley Civilization.

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

- (1) High school History.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

#### **Course Objectives:**

#### Knowledge acquired:

- (1) Ideas on early human civilization, hunter, gatherers and development of stone tools and food production
  - (2) Characteristic features of Harappa town planning
  - (3) Early village communities and art and craft

#### Skills gained:

- (1) Archeological evidence exploration,
- (2) Identification of lithic tools and,
- (3) Urban growth and downfall

#### Competency Developed:

- (1) Facility in handling Archeological evidence
- (2) Facility in solving the various types of stone tools

#### **Course Syllabus Overview:**

- · Definition and Development of Concept of History
- · Sources, Tools, and Techniques of historical reconstruction
- · Pre-historic hunter-gatherers
- · Advent of Food Production
- · Proto-History
- Legacy of Harappan Civilization

#### **DETAILED SYLLABUS**

# SEMESTER I Course: Major Course

Course Code: UHISMAJ11001

Paper Name: History of India I (Pre-History and Proto History)

Credit: 4, Lecture: 60 hours (1 class= 1 hr)

Total Marks: 60(Theory)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

- 1. History: Definition and Development of its Concept
- 2. Sources, Tools, and Techniques of historical reconstruction.
- 3. Pre-historic hunter-gatherers.
- [a] Palaeolithic cultures- sequence and distribution; stone industries and other technological developments.
- [b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.
- 4. Advent of Food Production.
- a. The Neolithic Age and the Beginnings of Food Production
- b. Understanding the regional and chronological distribution of Neolithic cultures, subsistence, and exchange patterns.
- c. Neolithic Revolution: Debate.
- d. Chalcolithic Cultures
- 5. Proto-History:
  - a. Origin, extent, and significant sites of Harappan Civilisation.
  - b. Settlement patterns and town planning.
  - c. Art and craft
  - d. Harappan Economy
  - e. Society, Polity, and Religious Beliefs.
  - f. Decay of Harappan Civilisation
- 6. Legacy of Harappan Civilisation

#### **SUGGESTED READINGS:**

Agrawal, D.P. The Archaeology of India. London: Curzon Press, 1982.

Allchin, Bridget & F.R. The Rise of Civilization in India and Pakistan. London: Cambridge University Press. 1982.

Basham, A.L. The Wonder That was India. London: Fontana, 1971.

Childe, V. Gordon. What Happened in History. London: Penguin Books. 1942.

Chakrabarty, D.K. *The Archaeology of Ancient Indian Cities*. New Delhi: The Oxford Companion to Indian Archaeology. 2006.

Chakrabarty, D.K. Bharata Itihase Adiparva. Kolkata: Orient Longman. 2007.

Jain, V.K 'Prehistory and Protohistory of India-An Appraisal -Palaeolithic, -Non-Harappan , Chalcolithic Cultures'D.K Print World LTD, 2006

Habib, Irfan. A people's History 1, Prehistory. New Delhi: Tulika Books. 2015.

Habib, Irfan. A people's History 2, The Indus Civilization. New Delhi: Tulika Books. 2013.

Sharma, R.S. India's Ancient Past. New Delhi: Oxford University Press(Reprint). 2007.

Singh, Upinder. A History of Ancient and Early Medieval India. Delhi: Pearson. 2009.

#### TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Arts, Humanities & Social Science

Subject Name: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE.

Subject Code: UHISMIN10001

Semester: Semester I

Course Name: MINOR

Course Code: (Will be provided by the University)

Course Credit: 4 Theoretical 4 Practical/Tutorial

Marks Allotted: 75 Theoretical 60 Practical/Tutorial

Continuing Evaluation 10 Attendance: 5

Course Type (tick the correct alternatives):

Major Core AEC

Interdisciplinary/ DSE SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES

Is the course focused on imparting life skill?

YES

Is the course based on Activity?

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:14/07/2023

Course Code: UHISMIN10001

**Course Name:** HISTORY (MINOR)

#### **Brief Course Description:**

UHISMAJ10001 deals with topics in Pre History and Proto History. In particular, the course will cover Paleolithic, Mesolithic, Neolithic culture of early human civilization. The course also provides the knowledge on Indus Valley Civilization.

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

- (1) High school History.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

#### **Course Objectives:**

#### Knowledge acquired:

- (1) Ideas on early human civilization, hunter, gatherers and development of stone tools and food production
  - (2) Characteristic features of Harappa town planning
  - (3) Early village communities and art and craft

#### Skills gained:

- (1) Archeological evidence exploration,
- (2) Identification of lithic tools and,
- (3) Urban growth and downfall
- (4) Ideas on Vedic Culture

#### Competency Developed:

- (1) Facility in handling Archeological evidence
- (2) Facility in solving the various types of stone tools
- (3) Facilitated with the idea of Vedic culture
- (4) Competent to know about early historic period of Indian History

#### **Course Syllabus Overview:**

- Definition and Development of Concept of History
- Sources, Tools, and Techniques of historical reconstruction
- · Pre-historic hunter-gatherers
- · Advent of Food Production
- · Proto-History
- · Legacy of Harappan Civilization

The Vedic Period: Polity, Society, Economy, and Religion

Mahajanpadas to Empire

Emergence and Growth of the Mauryan Empire

The Satvahanas and Kushanas

The Sangam Age

#### **DETAILED SYLLABUS**

## SEMESTER I

Course: Minor Course Course Code: UHISMIN10001

Paper Name: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE.

Credit: 4, Lecture: 60 hours (1 class= 1 hr)

Total Marks: 60(Theory)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

- 1. Sources of Ancient Indian History
- 2. Palaeolithic, Mesolithic, and Neolithic Cultures Sites, tool technology, and key features.
- 3. Harappan Civilization: Origin, Extent, Town Planning & Decline.
- 4. The VedicAge: Polity, Society, Economy, and Religion.
- 5. Mahajanpadas to Empire: Territorial States and the rise of Magadha, Jainism, and Buddhism, Alexander's Invasion and its impact.
- 6. Emergence and Growth of the Mauryan Empire: Administration, Economy, Ashoka's Dhamma.
- 7. The Satvahanas and Kushanas; Aspects of Polity, Coins, Art and Religion,
- 8. The Sangam Age: Sangam Literature and Society.

#### **SUGGESTED READINGS:**

Agrawal, D.P. The Archaeology of India. London: Curzon Press, 1982.

Allchin, Bridget & F.R. *The Rise of Civilization in India and Pakistan* . London: Cambridge University Press. 1982.

Basham, A.L. The Wonder That was India. London: Fontana, 1971.

Childe, V. Gordon. What Happened in History. London: Penguin Books. 1942.

Chakrabarty, D.K. *The Archaeology of Ancient Indian Cities*. New Delhi: The Oxford Companion to Indian Archaeology. 2006.

Jha, D.N. Ancient India in Historical Outline. Delhi: Manohar(Reprint). 2012.

Sastri, K.A.N. A History South India. New Delhi: Oxford University Press. 1997.

Singh, Upinder. A History of Ancient and Early Medieval India. Delhi: Pearson. 2009.

Thapar, Romila. History of Early India. Delhi: Penguin India. 2003.

Yazdani , G. Early History of Deccan. Andhra Pradesh: Oxford University Press.1960.

Template for Course Syllabus for NEP implementation Discipline: Arts, Humanities & Social Science Subject Name: HISTORY OF NORTH BENGAL Subject Code: UPOAMDC11010 Semester: Semester I Course Name: MDC Course Code: (Will be provided by the University) Course Credit: 3 Theoretical 3 Practical/Tutorial Practical/Tutorial Marks Allotted: 75 Theoretical 60 Continuing Evaluation 10 Attendance: 5 Course Type (tick the correct alternatives): Major Core **AEC** Interdisciplinary/ DSE **SEC** Minor / Generic Elective **VAC** Research Project/Dissertation Vocational Is the course focused on employability / entrepreneurship? YES Is the course focused on imparting life skill? YES NO Is the course based on Activity ? Remarks by Chairman, UG BOS, if any UG BOS Meeting Reference Number: Date:14/07/2023 Course Code: UPOAMDC11010 **Course Name: MDC** 

#### **Brief Course Description:**

UPOAMDC11010 deals with topics in history of North Bengal. In particular, the course will cover Ancient, Medieval and Modern history of North Bengal.

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

- (1) High school History.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

#### **Course Objectives:**

#### Knowledge acquired:

- (1) Ideas on early human settlement in North Bengal
- (2) Characteristic features of North Bengal
- (3) Demography, Movements

#### Skills gained:

- (1) Archeological evidence exploration,
- (2) Identification of caste and tribe of North Bengal
- (3) Urban growth in the North Bengal
- (4) Ideas on the various culture of North Bengal

#### **Competency Developed:**

- (1) Facility in handling Archeological evidence
- (2) Facility in identifying various demographic location of North Bengal
- (3) The paper will provide good knowledge on various movements of North Bengal
- (4) Competent to know about historic developments of North Bengal

#### **Course Syllabus Overview:**

Physical and Historical Geography of North Bengal

Dynastic History of North Bengal

Expansion and Consolidation of colonial rule in North Bengal – Coochbehar, Dooars, and Darjeeling.

Introduction of Tea Plantation in North Bengal.

People's Movement in North Bengal

Caste Movement with special reference to Rai Saheb Panchanan Barma

Merger of Coochbehar

District reorganization till 1956.

#### **DETAILED SYLLABUS**

#### Semester - I

Course: Multidisciplinary Course Course UPOAMDC11010

Paper Name: **History of North Bengal** 

Credit: 3, Lecture: 45 Hrs (1 class= 1 hr)

Total Marks: 60(Theory)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

- 1. Physical and Historical Geography of North Bengal
  - a. Major Archaeological Sites: Pundranagar (Mahastahngarh), Bangarh, Pandua, Gosanimari, Dalimkot.
  - b. Ethnographic History of North Bengal Tribes and Castes of Hills and Plains.
- 2. Dynastic History:
  - a. Rise of Gauda (320 650 A.D.): Under Guptas and Sashanka,
  - b. Pala Empire Origin and History of Early Palas (Dharmapal and Devapal)
  - c. Sena Dynasty Origin and Growth
  - d. Ilyas and Hussain Shahi Dynasty
  - e. Khen Dynasty
  - f. Koch Dynasty Biswa Singha and Naranarayan,
- 3. Expansion and Consolidation of colonial rule in North Bengal Coochbehar, Dooars, and Darjeeling.
- 4. Introduction of Tea Plantation in North Bengal.
- 5. People's Movement in North Bengal with special reference to Sannyasi-Fakir, Santhal Movement (Jitu Santhal), Quit India Movement, and Tebhaga Movement.
- 6. Caste Movement with special reference to Rai Saheb Panchanan Barma
- 7. Merger of Coochbehar
- 8. District reorganization till 1956.

#### **SUGGESTED READINGS:**

Ali, Khan Sahib M. Abid. Memoirs of Gaud and Pandua. Kolkata: Asian Publication Service. 1986.

Amanatullah, Khan Chowdhury. Coochbeharer Itihas/History of Coochbehar. Kolkata: Parul Prakasani(Reprint). 2016.

Bagchi, Anita and Bhattacharya, Dahlia. ed. Omnibus of North Bengal. New Delhi: B.R. Publication Corporation. 2015.

Bapari, Parimal. King Nara Narayan and His Times. Siliguri: University of North Bengal Press. 2010

Barman, Rup Kumar. Tribalism State: Reflections on the Emergence of Coochbehar. Delhi: Abhijeet Publications. 2008.

Barman, Upendra Nath. Panchanan Barmar Jibancharit. Jalpaiguri. 1387 B.S.

Basu, Swaraj. Dynamics of a Caste Movement: Rajbanshis of North Bengal. Delhi: Manohar. 2003.

Bondopadhyay, Rakhaldas. Bangalar Itihas. Kolkata: Dey's Publishing. 1981.

Chakraborty, Rajani kanta. Gauder Itihas. Kolkata: Dey's Publishing. 2006.

Chattopadhay, Bhaskar. Gaur Banger Itihas O Sanskriti.

Chowdhury, Kamal. Uttarbanger Itihas O Sanskriti. Kolkata: Dey's Publishing. 2011.

Dasgupta, Manas. Economic History of North Bengal.

Debnath, Sailen. An Unexplored History of Eastern India (650-1498). New Delhi: Aayu Publications. 2015.

Dozey, E.C. A Concise History of Darjeeling Since 1835. Siliguri: N.L. Publisher(Reprint). 2011.

Ghosh A.G., Das, N.S., Roy, N.C., Sutradhar, K.C. ed. *Sesquicentennial Commomoration Volume of Jalpaiguri District*. Delhi: Om Publications. 2020.

Ghosh, A.G. and Adhikary M.C. Rai Sahib Panchanan Barma. Delhi: Kunal Books.

Ghosh, A.G. and Kartik Saha. 1947 Parobarti Uttarbanga. Siliguri: N.L. Publications. 2013.

Ghosh, A.G. Uttarbanga Namer Sandhane.

Majumdar, R.C. ed. History of Bengal. Volume I Dacca: 1943. B.R. Publishing Corporations. 2011.

Mukherjee, B.N. and Bhattacharya, P.K. *Early Historical Perspective of North Bengal*. Siliguri: North Bengal University Press. 1987.

Roy, Anirudha. Madhya Juger Bangla. Kolkata: Progressive Publications. 2013.

Ray, Dinesh Chandra and Bishal Chettri. Discourses on Darjeeling Hills. Darjeeling: Gama publications. 2014.

Ray, Dhananjay. Dinajpur jelar Itihas. Kolkata: K.P. Bagchi & Company. 2006

Ray, Dinesh Chandra and Srikanta Roychowdhury. *Darjeeling: In Search of People's History of the Hills*. Delhi: Manohar. 2022.

Sarkar, Ichhimuddin. ed. Aitihye O Itihase Uttarbanga. Assam. 2002.

Sarkar, Ichhimuddin.ed. Darjeelinger Itihas.

#### TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Arts, Humanities & Social Science

Subject Name: Understanding Heritage

Subject Code: UHISSEC1100

Semester: Semester I

Course Name: SEC

Course Code: (Will be provided by the University)

Course Credit: 3 Theoretical 2 Practical/Tutorial 1

Marks Allotted: 75 Theoretical 40 Practical/Tutorial 20

Continuing Evaluation 10 Attendance: 5

Course Type (tick the correct alternatives):

Major Core AEC

Interdisciplinary/ DSE SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES

Is the course focused on imparting life skill?

YES

Is the course based on Activity?

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:14/07/2023

Course Code: UHISSEC11001

**Course Name: SEC** 

#### **Brief Course Description:**

UHISSEC11001 This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments.

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

(1) High school History.

(2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

#### **Course Objectives:**

#### Knowledge acquired:

- (1) Heritage protection in India
- (2) Heritage Legislation and the Institutional Framework:
- (3) Tangible and Intangible Heritage

#### Skills gained:

- (1) Definition, Meaning of 'antiquity', 'archaeological site,' 'tangible heritage,' 'intangible heritage' and 'art treasure.'
- (2) Conventions and Acts—national and international Heritage-related government departments, museums, regulatory bodies, etc. Conservation Initiatives

#### **Competency Developed:**

- (1) Development, antiquity smuggling, and conflict
- (2) Viewing Heritage Sites
- (3) The paper will provide good knowledge on various movements of North BengalThe relationship between cultural heritage, landscape,

#### **Course Syllabus Overview:**

Understanding Heritage

Evolution of Heritage Legislation and the Institutional Framework:

Challenges facing Tangible and Intangible Heritage

Heritage and Travel

#### **DETAILED SYLLABUS**

# Semester I Course: Skill Enhancement Course

Course Code: UHISSEC11001

Paper Name: Understanding Heritage

Credit: 3, Lecture: 30 hours (1 class= 1 hr), Tutorial/Practical= 15 hours

Total Marks: 40(Theory)+20 (Field Study/Project)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

#### 1. Heritage:

Definition, Meaning of 'antiquity', 'archaeological site,' 'tangible heritage,' 'intangible heritage' and 'art treasure.'

- 2. Evolution of Heritage Legislation and the Institutional Framework: Conventions and Acts—national and international Heritage-related government departments, museums, regulatory bodies, etc. Conservation Initiatives
- 3. Challenges facing Tangible and Intangible Heritage

Development, antiquity smuggling, and conflict (to be examined through specific case studies)

4. Heritage and Travel: Viewing Heritage Sites The relationship between cultural heritage, landscape, and

#### **SUGGESTED READINGS:**

Biswas. S.S. Protecting the Cultural Heritage. New Delhi: Intach. 1999.

David, Lowenthal. Possessed by the Past: The Heritage Crusade and Spoils of History. Cambridge. 2010.

Lahiri, N. Marshalling the Past: Ancient India and it's Modern Histories. Ranikhet: Parmanent Black. 2012.

Layton, R.P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property. London: Routledge.* 2001.

Acts, Charters and Conventions are available on the UNESCO and ASI website: www.unesco.org; www.asi.nic.in

# Syllabus for Semester II

SL	SE M	PAPE R	Course Type	Paper Levels	Paper Name	Credit s	FULL Marks	MARKS IN THEO	MARK S IN PRAC	MARKS IN CE	MARKS IN ATT
1	П	MAJO R	UHISMAJ12002	100	History of India II (circa 1500 BCE – 300 BCE)	4	75	60		10	5
2	II	MINO R	UHISMIN20002	100		4	75	60		10	5
3	II	MDC		100							
4	II	AEC	AEC								
5	II	SEC	UHISSEC12002	100	Archives and Museum	3	75	40	20	10	5
6	II	VAC	VAC								

#### TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Arts, Humanities & Social Science

Subject Name: History of India II (circa 1500 BCE – 300 BCE)

Subject Code: UHISMAJ12002

Semester: Semester II

Course Name: MAJOR

Course Code: (Will be provided by the University)

Course Credit: 4 Theoretical 4 Practical/Tutorial

Marks Allotted: 74 Theoretical 60 Practical/Tutorial

Continuing Evaluation 10 Attendance: 5

Course Type (tick the correct alternatives):

Major Core AEC

Interdisciplinary/ DSE SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES

Is the course focused on imparting life skill?

Is the course based on Activity?

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:14/07/2023

Course Code: UHISMAJ12002

**Course Name:** HISTORY (MAJOR)

#### **Brief Course Description:**

UHISMAJ12002 deals with topics in History from Vedic Age to Rise of Magadh. In particular, the course will cover Vedic culture, texts, sixteen Mahajanapadas. The course also provides the knowledge protest movements and rise of magadh.

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

- (1) High school History.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

#### **Course Objectives:**

#### Knowledge acquired:

- (1) Reconstruction of Ancient Indian History.
- (2) Vedic Culture
- (3) Rise of states

#### Skills gained:

- (1) Ancient Texts
- (2) Religious movements
- (3) Urban growth

#### **Competency Developed:**

- (1) Facility in handling literary sources
- (2) Facility in understanding age of history

#### **Course Syllabus Overview:**

Reconstruction of Ancient Indian History.

The Aryan Debate.

Vedic Age

Rise of Mahajanapadas:

Rise of Magadha

Iron age with reference to Megaliths, PGW and NBPW.

#### **DETAILED SYLLABUS**

#### Semester II Course: Major Course Course Code: UHISMAJ12002

Paper Name: History of India II (circa 1500 BCE – 300 BCE)

Credit: 4, Lecture: 60 hours (1 class= 1 hr)

Total Marks: 60(Theory)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

- 1. Reconstruction of Ancient Indian History.
- 2. The Aryan Debate.
- 3. Vedic Age
  - a. Early Vedic Age: Settlement patterns, political and religious life, Expansion of agrarian economy: production relations,
  - b. Later Vedic Age: Economy and Society, Technological and Economic developments, political relations; religion and philosophy.
  - c. Social stratification: class, Varna, Jati, untouchability; gender; marriage and property relations.
- 4. Rise of Mahajanapadas:
  - a. Sixteen Mahajanapadas
  - b. Urban growth
  - c. Jainism and Buddhism
- 5. Rise of Magadha: a. Factors for the rise of Magadh, b. Political developments in Magadh under Haryanka, Saisunagas and Nandas.
- 6. Iron age with reference to Megaliths, PGW and NBPW.

#### SUGGESTED READINGS

Chakraborty, Uma. The Social Dimensions of Early Buddhism. Delhi: Munshiram Manoharlal Publisher. 2008.

Gurukkal, Ranjan. Social Formations of Early South India. New Delhi: Oxford University Press. 2010.

Jha, D.N. Ancient India in Historical Outline. Delhi: Manohar(Reprint). 2012

Habib, Irfan. *Indus Civilization: Including other Copper Age Cultures and the History of Language Change till 155 B.C.* New Delhi: Tulika Books. 2002.

Roychowdhury, H.C. Political History of Ancient India. Rev. ed. With Commentary by B.N. Mukherjee. Delhi: Oxford University Press. 1997.

Sastri, K.A.N. A History South India. New Delhi: Oxford University Press. 1997.

Sharma, R.S. Material Culture and Social Formations in Ancient India. McMillan India. 1983.

Sharma, R.S. Looking for the Aryas. Delhi: Orient Longman. 1995.

Singh, Upinder. A History of Ancient and Early Medieval India. Delhi: Pearson. 2009.

Thapar, Romila. History of Early India. Delhi: Penguin India. 2003.

Yazdani, G. Early History of Deccan. Andhra Pradesh: Oxford University Press, 1960.

#### TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Arts, Humanities & Social Science

Subject Name: ARCHIVES AND MUSEUMS

Subject Code: UHISSEC12002

Semester: Semester II

Course Name: SEC

Course Code: (Will be provided by the University)

Course Credit: 3 Theoretical 2 Practical/Tutorial 1

Marks Allotted: 75 Theoretical 40 Practical/Tutorial 20

Continuing Evaluation 10 Attendance: 5

Course Type (tick the correct alternatives):

Major Core AEC

Interdisciplinary/ DSE SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES

Is the course focused on imparting life skill?

Is the course based on Activity ?

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:14/07/2023

Course Code: UHISSEC12002

**Course Name: SEC** 

#### **Brief Course Description:**

UHISSEC12002: Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation, and exhibition of such materials in their localities and colleges. Visit to the National Archives, State Archives, National Museum, and exploration of digital archives are an integral part of the course.

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

(1) High school History.

(2)	Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.
<b>Course Objectives</b>	:
Knowledge	acquired:
(1)	Use of Archive
(2)	Study of Museum

#### Skills gained:

- (1) Expert in using archive
- (2) Understanding artefacts of Museum

(3) Tangible and Intangible Heritage

(3) Documentation

#### **Competency Developed:**

- (1) Literary source handling
- (2) Artefacts handling and identification
- (3) Preservation and Condervation of Monuments and artefacts

#### **Course Syllabus Overview:**

Use of Archives;

Museum Study;

#### **DETAILED SYLLABUS**

a.

#### **SEMESTER II**

#### Course: Skill Enhancement Course Course Code: UHISSEC12002

**Paper Name: ARCHIVES AND MUSEUMS** 

Credit: 3, Lecture: 30 hours (1 class= 1 hr), Tutorial/Practical= 15 hours

Total Marks: 40(Theory)+20 (Field Study/Project)+ 10(Continuous Evaluation)+ 5 (Attendance)= 75

Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation, and exhibition of such materials in their localities and colleges. Visit to the National Archives, State Archives, National Museum, and exploration of digital archives are an integral part of the course.

- 1. Archives:
  - a. Definition and types
- b. Techniques of archiving: collection policies, ethics, and procedures.
- c. Archives and Society: Role and functions
- 2. Museum:
- a. Definition and types
- b. Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation, etc.
- Documentation: accessioning, indexing, cataloguing, digital documentation, and deaccessioning.
- d. Preservation: curatorial care, preventive conservation, chemical preservation, and Restoration.
- e. Museum Presentation and Exhibition.
- f. Museum and Society: (Education and Communication Outreach Activities)

#### **SUGGESTED READINGS:**

Agrawal, O.P. Essentials of Conservation and Museology. Delhi: Sandeep Prakashan. 2006. Choudhury, R.D. *Museums of India and Their Maladies*. Kolkata: Agamkala Prakashan . 1988. Guha Thakurta, Tapati. *Monuments ,Objects, Histories: Institution of Art in Colonial India*. New Work: Colombia University Press . 2004.

Kathpalia Y.P. Conservation and Restoration of Archive Materials. UNESCO. 1973.

Mathur, Saloni. India by Design: Colonial History and Cultural Display. University of California. 2007.

Nair, S.M. Bio- deterioration of Museum Materials. Kolkata: Agamkala Prakashan. 2011

Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal. 2004.

.

# Appendix I: POOL OF COURSES 1. Major (MAJ) Courses (anyone from the following)

Science	Arts, Humanities and	Commerce	Business	Computer
	<b>Social Science</b>		Administration	Applications
1. Anthropology	1. Bengali	1. Accounting and Finance	1. BBA	1. BCA
2. Botany	2. Economics	and I manec	2. BBA (Tourism,	
3. Chemistry	3. Education	2. Management	Aviation &	
4. Computer	4. English		Hospitality	
Science	5. Geography		Management)*	
5. Economics	6. Hindi		_	
6. Geography	7. History			
7. Geology	8. Mass			
8. Mathematics	Communication &			
9. Microbiology	Journalism			
<ul><li>10. Physics</li><li>11. Physiology</li></ul>	9. Nepali			
12. Statistics*	10. Philosophy			
13. Tea Science	11. Political Science			
14. Zoology	12. Psychology			
	13. Physical Education*			
	14. Sanskrit			
	15. Sociology			
	16. Urdu			

<sup>\*</sup> to be introduced only as a 3-year UG Major Course as of now

1. Minor (MIN) Courses (any two from the following, belonging to the group of the Major subject chosen, excluding the Major subject, one each the two Groups in case of Arts, Humanities and Social Science)

Science	Arts, Humanities and Social Science	Commerce	Business	Computer
			Administration	Applications
1. Anthropology	1. Bengali	1. Commerce Minor*	1. BBA Minor*	<ol> <li>Economics</li> <li>Mathematics</li> </ol>
2. Botany	2. Economics			3. NCC
<ul><li>3. Chemistry</li><li>4. Computer</li><li>Science</li></ul>	<ul><li>3. English</li><li>4. Hindi</li><li>5. History</li></ul>			4. Statistics
5. Economics	6. Modern Tibetan			
6. Food Technology 7. Geology 8. Mathematics 9. Microbiology 10. NCC 11. Physics 12. Physiology 13. Statistics 14. Tea Science 15. Zoology	7. Nepali 8. Psychology 9. Sanskrit 10. Urdu 11. Education 12. Geography 13. Mass Communication & Journalism			
	<ul><li>15. Philosophy</li><li>16. Physical</li><li>Education</li><li>17. Political Science</li><li>18. Sociology</li></ul>			

<sup>\*</sup> to be specified by UG-BoS

1. Multidisciplinary Courses (MDC) (any three from the following, excluding courses belonging to the group of the Major and / or Minor subjects chosen and excluding those courses already undergone at the Higher Secondary Level (12<sup>th</sup>) class): one each to be chosen from each Semester-wise pool of courses.

Pool A – for Semester 1 only

Sl No Course Eligibility Condition

1	Cultural Anthropology	All Students
2.	Performing Arts	All Students
3	Introduction to Basic Bioinformatics	All Students
4	Chemistry in Action	All Students except those who have studied Chemistry at +2 level and / or are having Chemistry as a Major or a Minor
5.	Accounting and Finance	All Students except Commerce Stream
6.		All Students except those who have studied Economics at +2 level and / or are having Economics as a Major or a Minor
7.	Fundamentals of Data Science	All Students
8.		All Students except those who are having English as a Major.
9.	Fundamentals of Remote Sensing	All Students except those who have studied Geography at +2 level and / or are having Geography as a Major or a Minor
10.	History of North Bengal	All Students
11.	Management of Libraries and Information Centres	All Students

12.	Community Journalism	All Students except those who are having Mass Communication & Journalism as a Major or a Minor
13.	Sports Management	All Students except those who are having  Physical Education as a Major or a Minor
14.	Behavioural Science	All Students
15.	Statistical Survey	All Students except those who are having  Statistics as a Major or a Minor
16.	Human Rights	All Students
17.	Tibetan Language and Culture	All Students except those who are having  Modern Tibetan as a Major or a Minor
18.	Gender Studies	All Students
19.	Great Indian Educators	All Students
20.	Distance Education	All Students except those who have studied Education at +2 level and / or are having  Education as a Major or a Minor
21.	Studies of Sexualities	All Students

#### **Pool B – for Semester 2 only**

Sl No	Course	Eligibility Condition
22.	Local Language and Folk Culture	All Students
23.	Understanding Shakespeare and Tagore	All Students
24.	Strategic and Area Studies	All Students

25.	Introduction to Polymers	All Students except those who have studied Chemistry at +2 level and / or are having  Chemistry as a Major or a Minor
26.	Conservation Biology	All Students except those who are having Zoology as a Major or a Minor
27.	Human Resources Management	All Students except Commerce Stream
28.	Web Technology	All Students except those who have studied Computer Science / Information Practices / other IT related subject at +2 level and / or are having Computer Science as a Major or a Minor

29.	Software Development	All Students except those who have studied Computer Science / Information Practices / other IT related subject at +2 level and / or are having Computer Science as a Major or a Minor
30.	Sustainable Development	All Students
31.	Graphic Novels	All Students
32.	Disaster Management	All Students
33.	Media Science	All Students except those who are having Mass Communication & Journalism as a Major or a Minor
34.	Introduction to Linear Programming	All Students except those who have studied  Mathematics at +2 level and / or are having Mathematics as a Major or a  Minor
35.	Introduction to Astronomy	All Students except those who have studied  Physics at +2 level and / or are having  Physics as a Major or a Minor
36.	Ergonomics and Sports Medicine	All Students except those who are having  Physiology as a Major or a Minor
37.	International Relations	All Students except those who have studied  Political Science at +2 level and / or are having Political Science as a Major or a Minor

38.	Sociology of Development	All Students except those who are having Sociology as a Major or a Minor
39.	Tourism and Travel Management	All Students
40.	Education of Children with Special Needs	All Students except those who have studied Education at +2 level and / or are having  Education as a Major or a Minor
41.	Mental Health and Hygiene	All Students
42.	Literature of Eastern Himalayas	All Students except those who are having English as a Major or a Minor

#### Pool C – for Semester 4 only

	Course	Eligibility Condition
43.	Pharmacognosy and Medicinal Plants	All Students except those who are having Botany as a Major or a Minor
44.	Basic Programming	All Students except those who have  studied Computer Science / Information

		Practices / other IT related subject at +2 level and / or are having Computer Science as a Major or a Minor
45.	Bio Entrepreneurship	All Students except those who have studied Biotechnology at +2 level
46.	Business Regulations	All Students except Commerce Stream
47.	Cognitive Science	All Students
48.	Constitutional Law	All Students
49.	E-commerce	All Students except Commerce Stream
50.	Environmental Microbiology	All Students except those who are having Microbiology as a Major or a Minor
51.	Global Environment and Health	All Students
52.	Green Chemistry	All Students except those who are having Chemistry as a Major or a Minor
53.	Guidance and Counselling	All Students

54.	ICT Fundamentals	All Students except those who have studied Computer Science / Information Practices / other IT related subject at +2 level and / or are having Computer  Science / BCA as a Major or a Minor
55.	Introduction to Cosmic Ray Physics	All Students except those who have studied Physics at +2 level and / or are having Physics as a Major or a Minor
56.	Mathematical Economics	All Students except those who are having Economics as a Major or a Minor
57.	Nutrition and Diet	All Students
58.	Political Economy and Development	All Students except those who are having Political Science as a Major or a Minor
59.	Postcolonial Literature	All Students except those who are having English as a Major or a Minor
60.	Public Administration	All Students except those who are having Political Science as a Major or a Minor
61.	Rural Studies	All Students

62.	Social Work	All Students except those who are	
		having Sociology as a Major or a Minor	
63.	Development Studies of Indian Economy	All Students except those who have studied Economics at +2 level and / or are having Economics as a Major or a  Minor	

# 1. Ability Enhancement Course (AEC) (any one from the following): two papers each

	Course
1	Alternative English
	MIL Bengali
2	
3	MIL Hindi
	MIL Nepali
4	
5	MIL Sanskrit
	MIL Urdu
6	

Apart from the above, another AEC – Language Core Course (LCC) English (Compulsory) (two papers) needs to be studied, by all UG students.

#### 2. Value Added Courses (VAC)

	Cour se
1	A - Environmental Education (EE)
2	B - Understanding India (UI) / Digital Marketing (DM)

3. Vocational Courses (Optional): required for completion of 4 credits, which may be required for students who will opt for Exit at Certificate / Diploma level -

	Course		
	Beauty and Wellness		
1			
	CCT Elling		
2	GST Filing		
	Hospitality Management		
3			
	NSS		
4			
	Office Administration		
5	Office Administration		
Ī	'		

Soft Skill and Personality I	Development
------------------------------	-------------

#### **Course Curriculum for Four Year Undergraduate Programme**

#### in NEPALI

#### **Under the New Curriculum and Credit Framework**

From the Academic Session 2023 – 2024



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

24.7.2023

#### **ABSTRACT:**

Major Course (MAJ)

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

Minor Course (MIN)

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

**Ability Enhancement Course (AEC)** 

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

**Skill Enhancement Course (SEC)** 

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

#### **Question Pattern:**

For MAJ AND MIN (Theoretical): 60 marks

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

#### For SEC (Theoretical): 40 marks

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

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

#### पहिलो वर्ष - पहिलो सत्र

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

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

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

#### पहिलो एकाइ: 1 क्रेडिट (व्याख्यान 15)

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

# दोस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

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

# तेस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

क. नेपाली भाषाको वर्ण व्यवस्थाको परिचय

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

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

# क्रमिक मूल्याङ्कन र उपस्थिति

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

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

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

# पहिलो एकाइ: 1 क्रेडिट (व्याख्यान 15)

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

# दोस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

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

## तेस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

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

# चौथो एकाइ: 1 क्रेडिट

# क्रमिक मूल्याङ्कन र उपस्थिति

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

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

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

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

पहिलो एकाइ: 1 क्रेडिट (व्याख्यान 15)

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

## दोस्रो एकाइ: 1 क्रेडिट

## क्रमिक मूल्याङ्कन र उपस्थिति

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

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

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

# पहिलो एकाइ : 1 क्रेडिट (व्याख्यान 15)

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

# दोस्रो एकाइ : (व्याख्यान 15)

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

# तेस्रो एकाइ: 1 क्रेडिट

# प्रायोगिक परीक्षा, क्रमिक मूल्याङ्कन र उपस्थिति

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

#### पहिलो वर्ष – दोस्रो सत्र

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

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

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

पहिलो एकाइ: 1 क्रेडिट (व्याख्यान: 15)

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

# दोस्रो एकाइ: 1 क्रेडिट (व्याख्यान: 15)

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

# तेस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

क. नेपाली निबन्धको विकासको इतिहास

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

## चौथो एकाइ: 1 क्रेडिट

# क्रमिक मूल्याङ्कन र उपस्थिति

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

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

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

# पहिलो एकाइ: 1 क्रेडिट (व्याख्यान 15)

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

# दोस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

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

# तेस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

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

# चौथो एकाइ: 1 क्रेडिट

# क्रमिक मूल्याङ्कन र उपस्थिति

#### सन्दर्भ सामग्री:

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

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

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

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

पहिलो एकाइ: 1क्रेडिट (व्याख्यान 15)

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

दोस्रो एकाइ: 1 क्रेडिट

क्रमिक मूल्याङ्कन र उपस्थिति

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

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

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

मोठ व्याख्यान : 45]

#### पहिलो एकाइ: क्रेडिट 1 (15 व्याख्यान)

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

## दोस्रो एकाइ: 1 क्रेडिट (व्याख्यान 15)

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

#### तेस्रो एकाइ: 1 क्रेडिट

# प्रायोगिक परीक्षा, क्रमिक मूल्याङ्कन र उपस्थिति

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

# UNIVERSITY OF NORTH BENGAL



# **Education**

# Syllabus for Semester I & II

# **FYUGP**

To be implemented from Session 2023 - 24

# Course Structure (Semester I & II) for Education Major

	Name of the Paper	Code	Туре	Full Marks (Theory + Practical (if applicable) + Continuous Assessment + Attendance)
	Major I – Foundations of Education	UEDCMAJ11001	Theory	60+10+5 = 75
Semester	SEC I – Yoga Education	UEDCSEC11001	Theory and Non Lab Based Practical	40 + 20 + 10 +5 = 75
I	Minor I – Philosophical Foundation of Education	UEDCMIN10001	Theory	60+10+5 = 75
	Multi–Disciplinary Course (MDC) – Great Educators/Distance Education	UPOAMDC11019/ UPOAMDC11020	Theory	60+10+5 = 75
	Major II – Perspectives of Education	UEDCMAJ12002	Theory	60+10+5 = 75
	SEC II – Lesson Planning	UEDCSEC12002	Theory and Non Lab Based Practical	40 + 20 + 10 +5 = 75
Semester II	Minor I – Philosophical Foundation of Education	UEDCMIN10001	Theory	60+10+5 = 75
	Multi-Disciplinary Course (MDC) – Education of Children with Special Needs / Mental Health and Hygiene	UPOBMDC12040/ UPOBMDC12041	Theory	60+10+5 = 75

## **Total Marks Distribution:**

Examination	Practical	<b>Duration</b> of	Non-Practical	<b>Duration</b> of
	Based	Examination	Course	Examination
	Course			
Semester End Examination	40	2 hours	60	2.5 hours
(Theoretical)				
Semester End Examination (Practical	20			
<ul><li>to be conducted by College)</li></ul>				
Continuing Evaluation/ Internal				
Assessment / Mid Semester	10		10	
Examination (By College)				
Attendance	5		5	
Total	75		75	

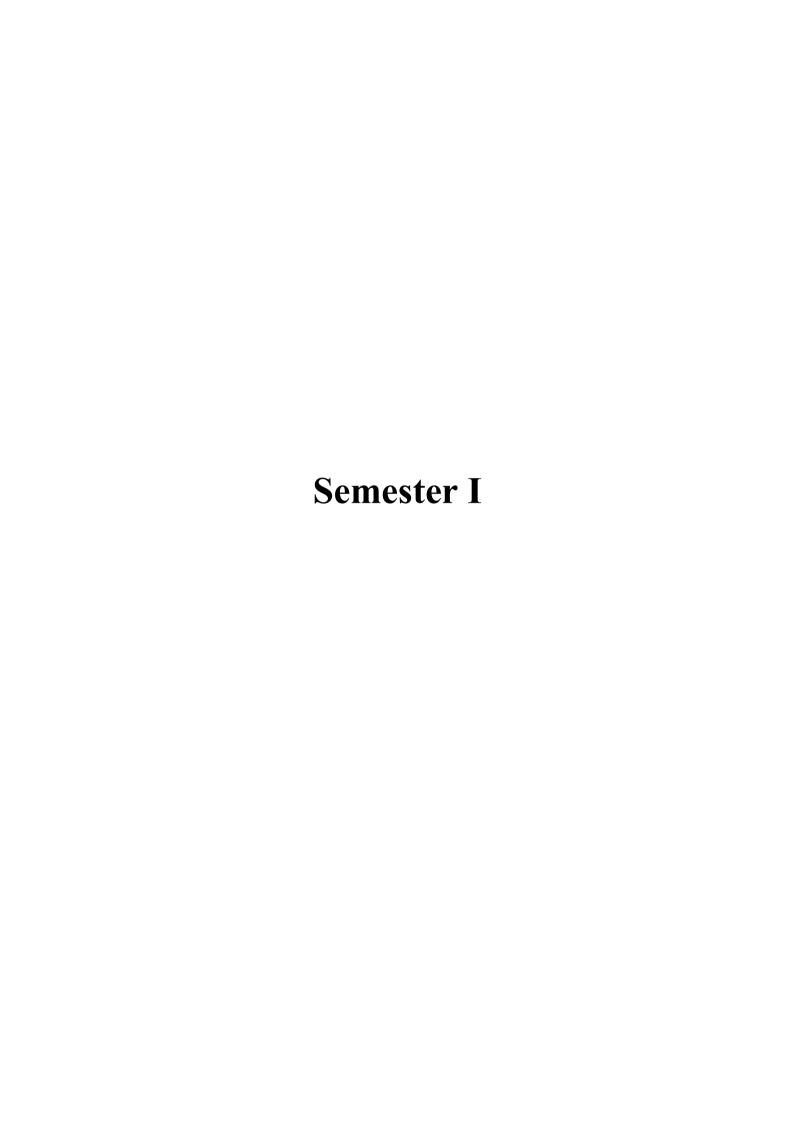
# **Question Pattern:**

## For 60 Marks:

S.L. No.	Question answered	to	be	Out of	Marks question	of	each	Total Marks
1.	4			6	3			4 X 3 = 12
2.	4			6	6			4 X 6 = 24
3.	2			4	12			2 X 12 = 24

## For 40 Marks:

S.L. No.	Question answered	to	be	Out of	Marks question	of	each	Total Marks
1.	5			8	1			5 X 1 = 5
2.	3			5	5			$3 \times 5 = 15$
3.	2			4	10			2 X 10 = 20



**B.A.** Education (Major)

**SEMESTER-I** 

**UEDCMAJ11001: Foundations of Education** 

Type of Paper: Theory Full Marks – 75 (60+10+5)

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

## **Course Objectives:**

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

- Analyse the meaning of Education and its related aspects.
- Explain the relation between Education and Philosophy, Education and Sociology, Education and Psychology, Education and Technology.
- Apply principles of Philosophy, Sociology, Psychology and Technology in Education
- Implement ICT in Education.

## **Course Syllabus Overview:**

## **Unit I: Introduction to Educational Philosophy**

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

## **Unit II: Introduction to Educational Sociology**

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

#### **Unit III: Introduction to Educational Psychology**

- a) Meaning, Nature and Scope of Educational Psychology
- b) Relation between Education and Psychology
- c) Importance of Educational Psychology for Teachers
- d) Methods of Educational Psychology Observation, Experimentation and Case Study

## **Unit IV: Introduction to Educational Technology**

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

## **Suggested Readings:**

## **English Version**

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

- 7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
- 8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
- 9. Educational Technology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
- 10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

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

B.A. Education – Skill Enhancement Course (SEC)

**SEMESTER-I** 

**UEDCSEC 11001: Yoga Education** 

Type of Paper: Theory and Non – Lab Based Practical

Full Marks - 75 (40+20+10+5)

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

## **Course Objectives:**

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

- Explain the meaning and importance of Yoga.
- Classify the different types of Yoga.
- Understand the importance of Yoga for healthy living.
- Demonstrate the Asanas.

#### **Course Syllabus Overview:**

## **Unit I: Concept of Yoga Education**

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

## Unit II: Yoga, Health and Living

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

## **Unit III: Introduction to Yogic Texts**

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

#### **Practical:**

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

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

## **Suggested Readings:**

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

**B.A.** Education (Multi – Disciplinary Course)

SEMESTER-I

**UPOAMDC 11019: Great Indian Educators** 

Type of Paper: Theory Full Marks – 75 (60+10+5)

This course discusses educational philosophies of Great Indian Educators along with their contribution in the field of Education.

## **Course Objectives:**

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

- Explain the philosophies of great Indian Educators.
- Understand the contribution of great Indian Educators in the field of education.

## **Course Syllabus Overview:**

#### Unit I

Contributions to Education and Society

- Shri Aurobinda
- Annie Besant

#### Unit II

Contributions to Education and Society

- Savitribai Phule
- Dayanand Saraswati

## **Unit III**

Contributions to Education and Society

- Dr. B. R. Ambedkar
- Sarvapalli Radhakrishnan

#### **Unit IV**

Contributions to Education and Society

- Jiddu Krishnamurti
- APJ Abdul Kalam

#### **Suggested Readings:**

## **English Version**

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

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

**B.A.** Education (Multi – Disciplinary Course)

**SEMESTER-I** 

**UPOAMDC 11020: Distance Education** 

Type of Paper: Theory Full Marks – 75 (60+10+5)

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

## **Course Objectives:**

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

- Understand the concept of Distance Education.
- Explain the importance of Distance Education.
- Analyse the role of mass media in Distance Education.

## **Course Syllabus Overview:**

## **Unit I: Concept of Open and Distance Education**

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

## **Unit II: Strategies of Distance Education**

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

#### **Unit III: Status of Distance Education in India**

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

#### Unit IV: Problems and Remedies of Distance Education in India

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

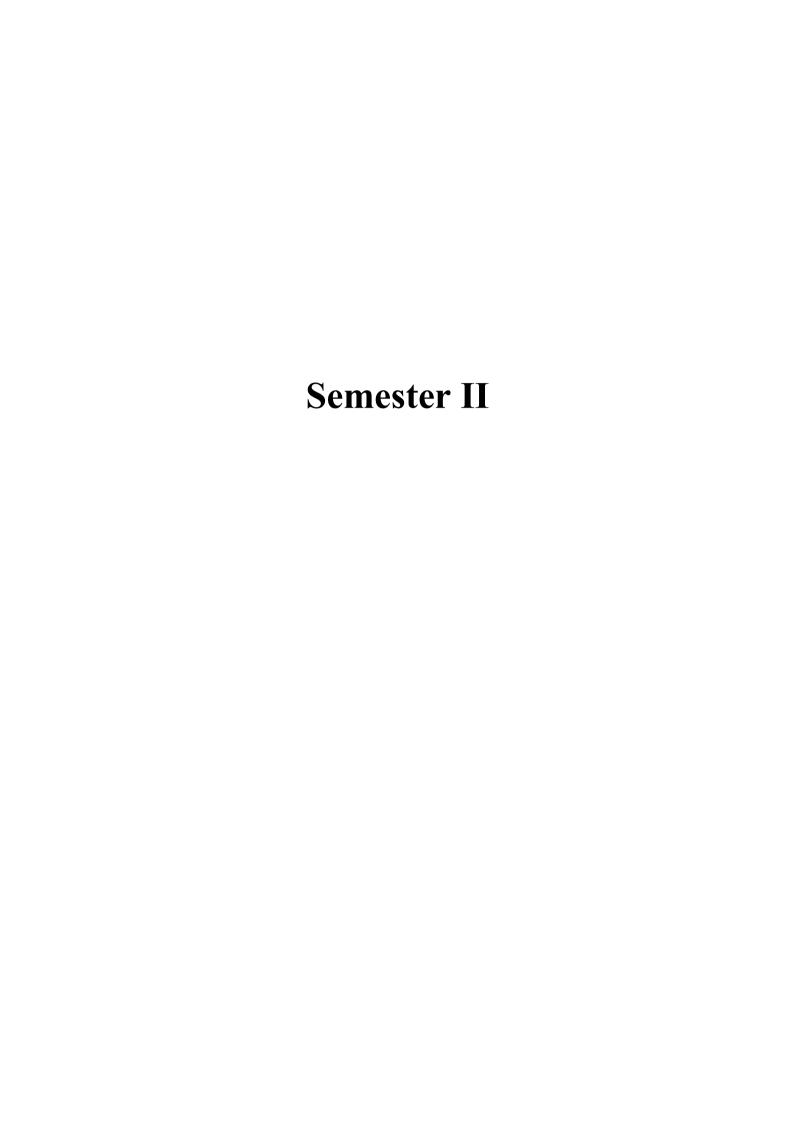
## **Suggested Readings:**

## **English Version**

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

## **Bengali Version**

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



**B.A.** Education (Major)

**SEMESTER-II** 

**UEDCMAJ12002: Perspectives of Education** 

Type of Paper: Theory Full Marks – 75 (60+10+5)

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

## **Course Objectives:**

After completion of the course the learners should be:

- Familiar with the concept of Child Centric Education.
- Aware of the importance of Co curricular Activities.
- Able to explain the different stages of Growth and Development.
- Able to explain the concept of Teacher Education.

## **Course Syllabus Overview:**

## **Unit I: Aspects of Education**

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

## **Unit II: Social Groups and Social Factors**

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

#### **Unit III: Growth and Development**

- a) Difference between Growth and Development, Stages of Human Development
- b) Characteristics of Physical, Cognitive, Emotional, Language and Social Development during Infancy, Childhood and Adolescence
- c) Piaget's Theory of Cognitive Development, Erikson's Theory of Psychosocial Development, Bandura's Social Learning Theory

## **Unit IV: Teacher Education and Teaching**

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

## **Suggested Readings:**

## **English Version**

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

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

## B.A. Education – Skill Enhancement Course (SEC)

**SEMESTER-II** 

**UEDCSEC 12002: Lesson Planning** 

Type of Paper: Theory and Non – Lab Based Practical

Full Marks - 75 (40+20+10+5)

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

## **Course Objectives:**

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

- Explain the concept and types of lesson plan.
- Understand the principles of preparing a lesson plan.
- Analyse the need and types of Teaching Learning Materials
- Analyze teaching skills.

#### **Course Syllabus Overview:**

## **Unit-I: Concept of Lesson Plan**

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

## Unit-II: Different aspects of a Lesson Plan

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

## **Unit III: Teaching Skills and TLMs**

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

#### Practical:

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

## **Suggested Readings:**

## **English Version**

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

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

**B.A.** Education (Multi – Disciplinary Course)

**SEMESTER-II** 

**UPOBMDC 12040: Education of Children with Special Needs** 

Type of Paper: Theory Full Marks – 75 (60+10+5)

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

## **Course Objectives:**

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

- Differentiate between Disability, Handicap and Impairment.
- Understand the importance of educational interventions.
- Devise strategies for improving condition of children with special needs.

## **Course Syllabus Overview:**

## **Unit I: Children with Special Needs**

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

## **Unit II: Disability and Handicap**

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

## **Unit III: Sensory Impairment**

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

## Unit IV: Mainstreaming, Integration and Intervention Programmes

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

#### **Suggested Readings:**

## **English Version**

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

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

**B.A.** Education (Multi – Disciplinary Course)

**SEMESTER-II** 

**UPOBMDC 12041: Mental Health and Hygiene** 

Type of Paper: Theory Full Marks – 75 (60+10+5)

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

#### **Course Objectives:**

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

- Relate with the concept of Mental Health and Mental Hygiene.
- Deal with stress and stressors.
- Inculcate good habits to preserve mental health.

## **Course Syllabus Overview:**

#### **Unit I: Mental Health**

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

## Unit II: Mental Hygiene

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

## **Unit III: Stress and Stressors**

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

#### **Unit IV: Preservation of Mental Health**

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

## **Suggested Readings:**

## **English Version**

- 1. Mental Hygiene, S. S. Chauhan, Allied
- 2. Education for Mental Health, Namita Ranganathan, Shipra Publications

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

B.A. Education (Minor)

SEMESTER – I & II

**UEDCMIN 10001: Philosophical Foundation of Education** 

Type of Paper: Theory Full Marks – 75 (60+10+5)

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

## **Course Objectives:**

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

- Explain the concept of Educational Philosophy.
- Understand the factors of education.
- Analyse the contribution of Schools of Philosophy towards development of educational aims, curriculum, method of teaching.
- Compare the philosophies of thinkers.

## **Course Syllabus Overview:**

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

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

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

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

## **Unit-III: School of Philosophy and National Values**

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

## **Unit-IV: Educational Thinkers**

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

## **Suggested Readings:**

## **English Version**

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

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

# THE STRUCTURE OF THE SYLLABUS UNDER FYUGP FOR COMMERCE WITH MAJOR ACCOUNTING & FINANCE (Up to $3^{rd}$ Year/ $6^{th}$ Sem)

l la		
X Paper Paper code Paper code	Paper Title	Credit
Major UACFMAJ11001 FINANCIAL ACC	OUNTING 75	4
Minor UACFMIN11001 BUSINESS MAT		4
SEC UACFSEC11001 ENTREPRENEU START-UPS	RSHIP DEVELOPMENT AND 75	3
	BE SELECTED FROM POOL A 75	3
AEC MODERN INDIA	N LANGUAGE/ ALT. ENGLISH 50	2
VAC UINDVAC1002A UNDERSTAN UDIMVAC1002B DIGITAL MA		4
Major UACFMAJ12002 MANAGEMENT	PRINCIPLES AND APPLICATIONS 75	4
■     Minor     UACFMIN12002     BUSINESS STATE	TISTICS - I 75	4
L CEC HACESEC12002 MODERN OFFICE	E MANAGEMENT 75	3
MDC ONE PAPER TO B	BE SELECTED FROM POOL B 75	3
AEC COMPOLSORI E	NGLISH 50	2
VAC UENVVAC10001 ENVIRONMENTA	AL EDUCATION 100	4
Major UACFMAJ23003 ADVANCED FIN	ANCIAL ACCOUNTING 75	4
■ Major UACFMAJ23004 CORPORATE AC	CCOUNTING 75	4
I I Major   HACEMAI23005   RHSINESS LAW	S 75	4
Minor UACFMIN23003 DIGITAL FLUEN SEC UACFSEC23003 BUSINESS OPE	<b>ICY</b> 75	4
SEC UACFSEC23003 BUSINESS OPE	RATIONS OF MSMEs 75	3
AEC MODERN INDIAN  Major UACFMAJ24006 INCOME TAX LA	N LANGUAGE/ ALT. ENGLISH 50	2
Major UACFMAJ24006 INCOME TAX LA	AW AND PRACTICES 75	4
Major UACFMAJ24007 INDIAN FINANC	CIAL SYSTEM 75	4
I I   Major   UACEMAI24008   COST ACCOUNT	TING-I 75	4
Minor UACFMIN24004 BUSINESS STATE	TISTICS - II 75	4
MDC ONE PAPER TO I	BE SELECTED FROM POOL C 75	3
AEC COMPULSORY E.	NGLISH 50	2
Major UACFMAJ35009 MANAGEMENT		4
▶         Major         UACFMAJ35010         COMPANY LAW	75	4
Major UACFMAJ35011 BANKING LAW	S AND PRACTICES 75	4
Major UACFMAJ35011 BANKING LAW	TING-II 75	4
Minor UACFMIN35005 BUSINESS MAT	HEMATICS - II 75	4
Minor UACFMIN35005 BUSINESS MAT IADR INTERNSHIP Major UACFMAJ36013 GST AND CUSTO		
	DMS DUTY 75	4
Major UACFMAJ36014 FINANCIAL MA		4
	LUSION AND FINANCIAL LITERACY 75	4
Major UACFMAJ36015 FINANCIAL INC	75	4
Minor UACFMIN36006 MICRO ECONOR	MICS 75	4

# THE STRUCTURE OF THE SYLLABUS UNDER FYUGP FOR COMMERCE WITH MAJOR MANAGEMENT (Up to 3<sup>rd</sup> Year/6<sup>th</sup> Sem)

Major		_		Ī	, , , ,	1	_
Minor   UMNGMIN11001   BUSINESS MATHEMATICS - I   75   4	Year	Semester	_	Paper code	Paper Title	Marks	Credit
Minor   UMNGMIN11001   BUSINESS MATHEMATICS - I   75   4			Maior	U <b>MNG</b> MAI11001	FINANCIAL ACCOUNTING	75	4
SEC				·			
MOC							
VAC			520			75	3
VAC		m.	MDC		ONE PAPER TO BE SELECTED FROM POOL A	75	3
		Se	AEC		MODERN INDIAN LANGUAGE/ ALT. ENGLISH	50	2
	ar		VAC				
Major   UMNGMA 12002   MANAGEMENT PRINCIPLES AND APPLICATIONS   75   4	Ye					100	4
Major   UMNGMA 12002   MANAGEMENT PRINCIPLES AND APPLICATIONS   75   4	1st						
SEC						_	
MDC						_	
Najor   UMNGMAJ23003   ADVANCED FINANCIAL ACCOUNTING   75   4				UMNGSEC12002			
Najor   UMNGMAJ23003   ADVANCED FINANCIAL ACCOUNTING   75   4		en					
Hajor   UMNGMAJ23003   ADVANCED FINANCIAL ACCOUNTING   75   4		S				_	
Major   UMNGMAJ23004   CORPORATE ACCOUNTING   75   4			VAC	UENVVAC10001	ENVIRONMENTAL EDUCATION	100	4
Major   UMNGMAJ23005   BUSINESS LAWS   75   4			Major	·	ADVANCED FINANCIAL ACCOUNTING		4
Major   UMNGMIN23003   DIGITAL FLUENCY   75   4				·			
AEC			Major	•	BUSINESS LAWS		
AEC		em	Minor		DIGITAL FLUENCY	75	
Major   UMNGMAJ24007   INDIAN FINANCIAL SYSTEM   75   4	ır	Š		UMNGSEC23003			
Major   UMNGMAJ24007   INDIAN FINANCIAL SYSTEM   75   4	Ye		AEC		MODERN INDIAN LANGUAGE/ ALT. ENGLISH	50	2
Major   UMNGMAJ24007   INDIAN FINANCIAL SYSTEM   75   4	pu		Major	U <b>MNG</b> MAJ24006	INCOME TAX LAW AND PRACTICES	75	4
Minor   UMNGMIN24004   BUSINESS STATISTICS - II   75   4     MDC	2	2	Major	•			4
AEC   COMPULSORY ENGLISH   50   2    Major   UMNGMAJ35009   MANAGEMENT ACCOUNTING   75   4     Major   UMNGMAJ35010   COMPANY LAW   75   4     Major   UMNGMAJ35011   HUMAN RESOURCE MANAGEMENT   75   4     Major   UMNGMAJ35012   PRINCIPLES OF MARKETING MANAGEMENT   75   4     Minor   UMNGMIN35005   BUSINESS MATHEMATICS - II   75   4     IADR   INTERNSHIP   75   4     Major   UMNGMAJ36013   GST AND CUSTOMS DUTY   75   4     Major   UMNGMAJ36014   FINANCIAL MANAGEMENT   75   4     Major   UMNGMAJ36014   7		·.	Major		COSTING FOR MANAGERS	75	4
AEC   COMPULSORY ENGLISH   50   2    Major   UMNGMAJ35009   MANAGEMENT ACCOUNTING   75   4     Major   UMNGMAJ35010   COMPANY LAW   75   4     Major   UMNGMAJ35011   HUMAN RESOURCE MANAGEMENT   75   4     Major   UMNGMAJ35012   PRINCIPLES OF MARKETING MANAGEMENT   75   4     Minor   UMNGMIN35005   BUSINESS MATHEMATICS - II   75   4     IADR   INTERNSHIP   75   4     Major   UMNGMAJ36013   GST AND CUSTOMS DUTY   75   4     Major   UMNGMAJ36014   FINANCIAL MANAGEMENT   75   4     Major   UMNGMAJ36014   7		em	Minor	UMNGMIN24004	BUSINESS STATISTICS – II	75	
Major   UMNGMAJ35009   MANAGEMENT ACCOUNTING   75   4		Š	MDC		ONE PAPER TO BE SELECTED FROM POOL C	75	
Major   UMNGMAJ35010   COMPANY LAW   75   4     Major   UMNGMAJ35011   HUMAN RESOURCE MANAGEMENT   75   4     Major   UMNGMAJ35012   PRINCIPLES OF MARKETING MANAGEMENT   75   4     Minor   UMNGMIN35005   BUSINESS MATHEMATICS - II   75   4     IADR   INTERNSHIP   75   4     Major   UMNGMAJ36013   GST AND CUSTOMS DUTY   75   4     Major   UMNGMAJ36014   FINANCIAL MANAGEMENT   75   4     Major   UMNGMAJ36014   75   75   75   75   75   75   75   7			AEC		COMPULSORY ENGLISH	50	2
Major   UMNGMAJ35011   HUMAN RESOURCE MANAGEMENT   75   4			Major	·	MANAGEMENT ACCOUNTING		
Major   UMNGMAJ35012   PRINCIPLES OF MARKETING MANAGEMENT   75   4     4		>	Major	U <b>MNG</b> MAJ35010	COMPANY LAW	75	4
Millor   UMNGMAJ36013   GST AND CUSTOMS DUTY   75   4   Major   UMNGMAJ36014   FINANCIAL MANAGEMENT   75   4		<u>.</u>	Major	U <b>MNG</b> MAJ35011	HUMAN RESOURCE MANAGEMENT	75	4
Millor   UMNGMAJ36013   GST AND CUSTOMS DUTY   75   4   Major   UMNGMAJ36014   FINANCIAL MANAGEMENT   75   4		em	Major	U <b>MNG</b> MAJ35012	PRINCIPLES OF MARKETING MANAGEMENT	75	4
Major UMNGMAJ36014 FINANCIAL MANAGEMENT 75 4	ar	S	Minor	U <b>MNG</b> MIN35005	BUSINESS MATHEMATICS – II	75	4
Major UMNGMAJ36014 FINANCIAL MANAGEMENT 75 4	<del> </del>		IADR		INTERNSHIP		
	$3^{rc}$		Major	U <b>MNG</b> MAJ36013	GST AND CUSTOMS DUTY	75	4
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		. V	Major	•	FINANCIAL MANAGEMENT	75	4
Major   UMNGMAJ36015   RETAIL MANAGEMENT   75   4		n.	Major	U <b>MNG</b> MAJ36015	RETAIL MANAGEMENT	75	4
Major UMNGMAJ36015 RETAIL MANAGEMENT 75 4  Major UMNGMAJ36016 CUSTOMER RELATIONSHIP MANAGEMENT 75 4		Sei	Major	•	CUSTOMER RELATIONSHIP MANAGEMENT	75	4
Minor UMNGMIN36006 MICRO ECONOMICS 75 4			Minor	U <b>MNG</b> MIN36006	MICRO ECONOMICS	75	4

SEC (Skill Enhancement Course), MDC (Multidisciplinary Course), AEC (Ability Enhancement Course, VAC (Value Added Course), IARD (Internship/ Apprenticeship/ Research/ Dissertation), MSMEs (Micro, Small and Medium Enterprises), MIL (Modern Indian Language)

Pool A/B/C: See the list of the papers in the FYUGP REGULATIONS of the North Bengal University.

## **Semester: I**

Course code	Course Title	Туре	Marks	Credit	Lectures
UACFMAJ11001 & UMNGMAJ11001	FINANCIAL ACCOUNTING	Major	75	4	50

**Objective**: The objective of this course is to help students to acquire conceptual knowledge of the Financial Accounting and to impart skills for recording various kinds of business transactions.

**Course Outcome:** On successful completion of the course, the students will be able to understand the theoretical framework of accounting. It will demonstrate the ability to prepare financial statements of profit seeking and non-profit seeking concerns.

#### **Contents:**

## **Unit I: Conceptual Framework and Accounting Process (Lectures: 6)**

- (a)Accounting as an information system; its users, functions, advantages and limitations; Cash basis and accrual basis accounting; Capital and revenue expenditures and receipts;
- (b)Accounting Concepts: entity, accrual, cost, dual aspect, going concern, money measurement, periodic, revenue recognition, realization, matching; Accounting conventions: full disclosure, consistency, materiality, Conservatism; Concept on Accounting Standards;
- (c)Accounting process: recording of transactions, preparation of trial balance including adjusting, transfer and closing entries.

## **Unit II: Accounting for Depreciation, Reserves and Provisions (Lectures: 6)**

- (a) Depreciation: meaning, reasons, factors, different methods; Change in the method of depreciation;
- (b) Reserve: meaning, types; Reserve fund; Provisions: meaning, accounting; reserves vs. provisions

## **Unit III: Financial Statements (Lectures: 12)**

Financial Statements of Non-Profit Organization, Sole Proprietorship and Partnership business

## Unit IV: Consignment, Joint Venture and Sale or Return (Lectures: 12)

- (a) Consignment: Concepts, Features, Accounting treatments in the books of the consignor and consignee.
- (b) Joint Venture: Concepts, Features, Accounting procedures under different methods;
- (c) Sale or return: Concepts and Accounting procedures.

#### **Unit V: Insurance Claim (Lectures: 10)**

(a) Loss of Stock: Concept and Computation.

(b) Loss of Profit: Concept and Computation.

## **Unit VI: Control Ledger (Lectures: 4)**

Concepts and Accounting procedures: Self Balancing & Sectional Balancing.

#### Suggested Readings:

- 1. Robert N Anthony, David Hawkins, Kenneth A. Merchant, Accounting: Text and Cases. McGraw-Hill Education, 13th Ed. 2013.
- 2. Charles T. Horngren and Donna Philbrick, Introduction to Financial Accounting, Pearson Education.
- 3. J.R. Monga, Financial Accounting: Concepts and Applications. Mayur Course Backs, New Delhi.
- 4. M.C.Shukla, T.S. Grewal and S.C.Gupta. Advanced Accounts. Vol.-I. S. Chand & Co., New Delhi.
- 5. S.N. Maheshwari, and. S. K. Maheshwari. Financial Accounting. Vikas Publishing House, New Delhi.
- 6. Deepak Sehgal. Financial Accounting. Vikas Publishing H House, New Delhi.
- 7. Bhushan Kumar Goyal and HN Tiwari, Financial Accounting, International Book House
- 8. Goldwin, Alderman and Sanyal, Financial Accounting, Cengage Learning.
- 9. Tulsian, P.C. Financial Accounting, Pearson Education.
- 10. Compendium of Statements and Standards of Accounting. The Institute of Chartered Accountants of India, New Delhi
- 11. M. Haniff & A. Mukherjee ,Financial Accounting 2<sup>nd</sup> Edition
- 12. Basu& Das, Financial Accounting, Rabindra Library
- 13. SP Jain & K.L Narang, Financial Accounting, Kalyani Publishers
- 14. Prof. Amitabha Basu & Sibasish Dutta, Financial Accounting, Tee Dee publications (P) Ltd.

Course code	Course Title	Туре	Marks	Credit	Lectures
UACFMIN11001 & UMNGMIN11001	BUSINESS MATHEMATICS-I	Minor	75	4	50

**Objective:** The objective of this course is to familiarize the students with the basic mathematical tools and their applications to business and economic situations.

**Course Outcome:** On successful completion, the students will be able to apply various mathematical tools to make relevant business decisions.

#### **Contents:**

## **Unit I: Arithmetic (Lectures 12)**

- (a) Ratio and Proportion
- (b) Variation
- (c) Permutation and Combination
- (d) Arithmetic and Geometric Progression
- (e) Mathematical Reasoning- Basic Application

## **Unit II: Algebra (Lectures 13)**

- (a) Indices
- (b) Surds
- (c) Binomial Theorem
- (d) Logarithm
- (e) Theory of Quadratic Equation

## **Unit III: Mathematics of Finance (Lectures 13)**

- (a) Compounding Interest: Compounding and discounting of a sum using different types of rates.
- (b) Annuities: Types of annuities, like ordinary, due, deferred, continuous, perpetual, and their future and present values using different types of rates of interest. Depreciation of Assets.
- (c) Concept and Calculation of Equated Monthly Installment (EMI).

## Unit IV: Coordinate Geometry (Lectures: 12)

- (a) Concepts of coordinate geometry, graphs of linear equations. Distance formula. Section formula (internal division)
- (b) Straight Line

#### Suggested Readings:

- 1. Budnick, P. Applied Mathematics. McGraw Hill Education.
- 2. R.G.D. Allen, Mathematical Analysis For Economists
- 3. Ayres, Frank Jr. Schaum's Outlines Series: Theory and Problems of Mathematics of Finance. McGraw Hill Education.
- 4. N.G. Das & J.K Das, Business Mathematics & Statistics
- 5. Thukral, J.K., Mathematics for Business Studies.
- 6. Vohra, N.D., Quantitative Techniques in Management. McGraw Hill Education.
- 7. Soni, R.S., Business Mathematics. Ane Books, NewDelhi.
- 8. Singh J. K., Business Mathematics. Himalaya Publishing House.
- 9. S.K. Nag, Business Mathematics & Statistics, Kalyani Publisher.
- 10. S.N. Dey, Business Mathematics, Chhaya Prakashani.
- 11. R.K. Ghosh and S. Saha, Business Mathematics and Statistics, New Central Book Agency (P) Ltd.
- 12. Fundamentals of Business Mathematics and Statistics, ICMAI Study Material.
- 13. Sri Harsha Baidya, Business Mathematics and Statistics, Tee Dee Publications (P) Ltd.

Course code	Course Title	Type	Marks	Credit	Lectures
UACFSEC11001 & UMNGSEC11001	ENTREPRENEURSHIP DEVELOPMENT AND START-UPS	SEC	75	3	40

**Objective**: The purpose of the course is to orient the learner towards entrepreneurship as a career option and to imbibe creative thinking in their behaviour.

**Course Outcome:** On successful completion of the course, the students will be able to familiarize themselves with the mechanism of setting up, mobilising fund, monitoring and maintaining an Enterprise. They will also gather knowledge about the various incubating activities provided by the Government.

#### **Contents:**

## **Unit I: Introduction (Lectures: 12)**

Entrepreneurship - Meaning, elements, determinants and importance of entrepreneurship and creative behavior, entrepreneurship as a response to the problems of society and workplace; Dimensions of entrepreneurship - intrapreneurship, technopreneurship, cultural entrepreneurship, international entrepreneurship, netpreneurship, ecopreneurship, and social entrepreneurship. Entrepreneurial stimulation and sustainability; requirement, availability and access to finance; marketing assistance; technology and industrial accommodation; role of industries/entrepreneurs' associations and self-help groups in entrepreneurial activity.

## **Unit II: Business Plan Preparations (Lectures: 10)**

Sources of business ideas and tests of feasibility; significance of writing the business plan/ project proposal; contents of business plan/ project proposal; designing business processes, location, layout, operation, planning & control; steps in preparation of project report; project submission/ presentation and appraisal thereof by external agencies.

## **Unit III: Start-ups & Its Financing (Lectures: 10)**

Meaning, Features, Types of Start-ups, Ideation, Design thinking; Entrepreneurship lessons for Start-ups; 3- Pillars to Initiate start-up (Handholding, Funding & Incubation); Meaning, Definition and Nature of E – Start-ups, Challenges and Steps of Launching Online Business.

Financing of Start-ups: Feasibility Analysis- The cost & process of raising capital, Unique Funding issues of a High-tech Ventures – funding with equity. Financing with debt, funding strategies with bootstrapping, Crowd funding, Venture Capital; Angel Investors.

## **Unit IV: Incubation Support to Start-ups and Government Initiatives (Lectures: 8)**

Meaning & definition of Incubation support, role and functions of business incubators, objectives & functions of Incubation Centres, Role of Incubators in start-up policy. Start-up India Initiative, Seed Fund, ASPIRE, SAMRIDDHI Scheme, Mudra Scheme, ATAL Innovation Mission.

Skill Developments Activities: 2 Visit any business organization and prepare a report on overall business management & organizational structure 2 Analyse the leadership styles of any select five companies of different sectors. 2 Prepare a Business Plan for start-ups. 2

List out major Start-ups incubators in your State ② Visit to Nearest Bank or Financial institution and prepare a Report on Financial Incentives Provided to start-ups② Write a brief case study on the online start-up in India ② Any other activities, which are relevant to the course.

#### Suggested Readings:

- 1. Kuratko and Rao, Entrepreneurship: A South Asian Perspective, Cengage Learning.
- 2. Robert Hisrich, Michael Peters, Dean Shepherd, Entrepreneurship, McGraw-Hill Education
- 3. Desai, Vasant. Dynamics of Entrepreneurial Development and Management.  $Mu\underline{m}$ bai, Himalaya Publishing House.
- 4. Dollinger, Mare J. Entrepreneurship: Strategies and Resources. Illinois, Irwin.
- 5. Holt, David H. Entrepreneurship: New Venture Creation. Prentice-Hall of India, New Delhi.
- 6. Plsek, Paul E. Creativity, Innovation and Quality. (Eastern Economic Edition), New Delhi: Prentice-Hall of India.ISBN-81-203-1690-8.
- 7. Singh, Nagendra P. Emerging Trends in Entrepreneurship Development. New Delhi: ASEED.
- 8. SS Khanka, Entrepreneurial Development, S. Chand & Co. Delhi.
- 9. K Ramachandran, Entrepreneurship Development, McGraw-Hill Education
- 10. SIDBI Reports on Small Scale Industries Sector.
- 11. Sabhita Joshi, Entrepreneurship, Innovations and Start-ups in India, New Century publications.
- 12. Pankaj Goyal, Before You Start Up: how to prepare to make your start-up dream a reality, Fingerprint Publication, New Delhi.
- 13. Joginder Rohilla, Art of Starting Up, Asia Pacific Holdings (P) Ltd.
- 14. B. Chandra and B. Biswas, Entrepreneurship Development and Business Ethics, Tee Dee Publications (P) Ltd.

	Semester: II				
Course code	Course Title	Туре	Marks	Credit	Lectures
UACFMAJ12001 & UMNGMAJ12001	MANAGEMENT PRINCIPLES AND APPLICATIONS	Major	75	4	50

**Objective:** The objective of the course is to provide the students with an understanding of basic management concepts, principles and practices.

**Course Outcome:** On successful completion of the course, the students will be able to bring out the relevance of management in today's knowledge era which in turn will help to design strategic plans for various organizations for the attainment of organizational goals.

#### **Contents:**

## **Unit I: Introduction (Lectures: 13)**

- (a) Management: Concept, Definition, Scope, Levels and Significance.
- (b) Evolution of the Management Thoughts: Classical Approach -Taylor, Fayol; Neo-Classical Approach-Mayo, Hawthorne Experiments; Behavioural Approach; Systems Approach; Contingency Approach-Peter F. Drucker, Michael Porter, Senge and C.K. Prahalad.

## **Unit II: Planning and Organizing (Lectures: 26)**

- (a) Planning: Concept, Process, Steps in Planning, Significance and Types of Plan.
- (b) Strategic Planning: Concept, Process, Importance and limitations
- (c) Environmental Analysis (internal and external environment): Importance and Techniques (SWOT and BCG Matrix)
- (d) Decision-Making: Concept, Process, Types
- (e) Organizing: Concept, Process, Significance; Organizational Structure Various forms; Span of Control, Different types of authority, Delegation of authority, Decentralization.

## **Unit III: Directing and Coordinating (Lectures: 16)**

- (a) Directing: Concept, Features, Importance and Limitations.
- (b) Motivation: Concept, Importance, Extrinsic and Intrinsic motivation; Motivation Theories- McGregor, Maslow, Hertzberg.
- (c) Staffing: Concept and Process.
- (d) Leadership: Concept, Importance, Qualities of a successful leader, Theories-Likert, Blake and Mouten, House's Path Goal theory.
- (e) Communication: Concept, Purpose, Process; Types of communications, Barriers to communication, overcoming barriers to communication.
- (f)Coordinating: Concept, Feature, Importance, Internal and External Coordination.

## **Unit IV: Controlling (Lectures: 10)**

Controlling: Concept, Features, Importance and Limitations; Process; Essentials of a good control system, Principles of Effective Control; Relationship between Planning and Control.

#### Suggested Readings:

- 1. Harold Koontz and Heinz Weihrich, Essentials of Management: An International and Leadership Perspective, McGraw Hill Education.
- 2. Stephen P Robbins and Madhushree Nanda Agrawal, Fundamentals of Management: Essential Concepts and Applications, Pearson Education.
- 3. George Terry, Principles of Management, Richard D. Irwin
- 4. Newman, Summer, and Gilbert, Management, PHI
- 5. James H. Donnelly, Fundamentals of Management, Pearson Education.
- 6. B.P. Singh and A.K.Singh, Essentials of Management, Excel Books
- 7. Griffin, Management Principles and Application, Cengage Learning
- 8. Robert Kreitner, Management Theory and Application, Cengage Learning
- 9. TN Chhabra, Management Concepts and Practice, Dhanpat Rai& Co. (Pvt. Ltd.), New Delhi
- 10. Peter F Drucker, Practice of Management, Mercury Books, London
- 11. Sharma & Gupta, Management Principle and Applications, Kalyani Publishers
- 12. S.K. Debnath and S.P. Datta, Principles and Practice of Management, Tee Dee Publications (P) Ltd.

Course code	Course Title	Туре	Marks	Credit	Lectures
UACFMIN12002 & UMNGMIN12002	BUSINESS STATISTICS - I	Minor	75	4	50

**Objective:** The objective of this course is to familiarize students with the basic statistical tools used for managerial decision-making.

**Course Outcome:** On successful completion of the course, the students will understand the basic statistical methods for business data analysis to take right business decisions.

#### Contents:

## **Unit I: Introduction (Lectures: 9)**

- (a) Statistics: meaning, characteristics and limitations; variable and attribute; primary data and secondary data; population and sample; discrete and continuous data.
- (b) Collection of data; tabulation of data; diagrammatic representation of data: Line diagram, bar diagram, pie diagram.
- (c) Frequency distribution of discrete and continuous data; graphical representation of frequency distribution: histogram, frequency polygon, ogive.

## Unit II: Univariate data analysis (Lectures: 14)

- (a) Meaning, importance, limitations and calculation of different measures of central tendency: A.M., G.M., H.M., Median, Mode; Properties of A.M. and G.M.; Relation between A.M., Median, Mode and A.M., G.M., H.M.; Partition Values: Quartiles, deciles, percentiles.
- (b) Meaning, importance and calculation of different measures of dispersions: range, quartile deviation, mean deviation, standard deviation; properties of S.D.; relative measures of dispersion.
- (c) Moments; Skewness; Kurtosis.

#### **Unit III: Bivariate data analysis (Lectures: 15)**

- (a)Correlation: Scatter diagram, Meaning of Correlation, Simple Correlation; Properties; Rank Correlation
- (b) Regression: Regression lines, Regression equations, Principle of least squares and estimation; Properties of regression coefficients; Relationship between Correlation and Regression coefficients.

## **Unit IV: Index number (Lectures: 12)**

- (a) Meaning and uses; Methods of Construction of price and quantity index numbers (simple and aggregative), Important share price indices including BSE SENSEX and NSE NIFTY, Cost of Living Index.
- (b) Tests of adequacy of index numbers, Chain-Base index number, Base shifting.

## Suggested Readings:

- 1. Levin, Richard, David S. Rubin, Sanjay Rastogi, and HM Siddiqui. Statistics for Management. 7<sup>th</sup> ed., Pearson Education.
- 2. David M. Levine, Mark L. Berenson, Timothy C. Krehbiel, P. K.Viswanathan, Business Statistics: A First Course, Pearson Education.
- 3. Siegel Andrew F. Practical Business Statistics. McGraw HillEducation
- 4. Gupta, S.P., and Archana Agarwal. Business Statistics, Sultan Chand and Sons, NewDelhi.
- 5. Vohra N. D., Business Statistics, McGraw HillEducation.
- 6. Murray R Spiegel, Larry J. Stephens, Narinder Kumar. Statistics (Schaum's Outline Series), McGraw Hill Education.
- 7. Gupta, S.C. Fundamentals of Statistics. Himalaya PublishingHouse.
- 8. Anderson, Sweeney, and Williams, Statistics for Students of Economics and Business, CengageLearning.
- 9. N.G. Das, Statistical Methods (Vol\_I,II).
- 10. S.K. Nag, Business Math & statistics, Kalyani Publishers
- 11. Sri Harsha Baidya, Business Mathematics and Statistics, Tee Dee Publications (P) Ltd.

Course code	Course Title	Туре	Marks	Credit	Lectures
UACFSEC12002 & UMNGSEC12002	MODERN OFFICE MANAGEMENT	SEC	75	3	40

**Objective:** To impart knowledge about the modern office appliances and to communicate with different stakeholders using modern techniques.

**Course Outcome:** On successful completion of the course, the students will be able to learn the new methods of office management, day to day business communication techniques and also the uses of modern office appliances.

## **Unit I: Introduction**

Meaning and importance of modern office, Office Management–Concepts, Definition, Nature & Scope, Elements and Functions. Changing Office view – Past, Present & Future; Importance and Principles office location & Lay-out; New Trends in office layout under modern office management context. Meaning, importance, factors of good office environment, Modern Office Manager - Functions, Duties and Responsibilities

## **Unit II: Modern Office Systems and Office Services**

Meaning and objectives of office system, advantages of office system; Office Routine – Meaning and Importance; Flow of work – Meaning, Significances and difficulties. Planning and scheduling of office work. Measurement of office work – Meaning, Needs, advantages and difficulties. Centralization and decentralization of office service – Meaning, Advantages & Disadvantages. Mail Service – Management of mail. Inward & Outward mail routines

## **Unit III: Office Management, office appliances and Office Manuals**

Office Management –meaning and essentials of good filing system, classification of files; Management of office stationery – Need and principles of stationery control, storing & issuing stationery; Office Appliances -Importance of types of Office Appliances and Machines i.e. Computers, Printers, Laptop, Wi fi System, Internet facility, Fax, Scanner, video conferencing equipment, Telephone facility, office furniture. Office Manuals - sources, types and advantages of office manuals; classification of reports and basic Principles of writing reports

#### Unit IV: Office Personnel Communication and welfare

Definition, objectives and principles of effective communication; audience analysis; formal and informal communication; modern forms of communication – through fax, e-mail, video conferencing and social media; barriers to business communication; role of AI in business communication. Staff welfare, health & safety arrangements in office and grievances handling system.

Skill Development Activities: ② Visit to any local office (Govt. or Private) of your area and prepare a report on overall office management procedure ② Analyse the nature of communication of any five companies of different sectors. ② Prepare a suitable plan for modern office system and suggest an effective communication method that can be followed. ② List out major office appliances used by any three different categories of business houses③ Visit to any nearest Bank or Financial institution of your area and prepare a report on the office filing procedure and mail management. ② Write a brief case study on the welfare activities followed by any organisation of your choice (e.g. tea manufacturing industry or any other manufacturing and/or service industry) ② Any other activities, which are relevant to the course

#### Suggested Readings:

- 1. Office Management Lefingwell& Robinson
- 2. Office Organization and Management R. K. Chopda, Himalaya Publishing House, Bombay
- 3. Office Organization and Management Reddy & Apponnaiah, Himalaya Publishing House, Bombay
- 4. Office Management P. K. Ghosh, Sultan Chand and Son's, New Delhi.
- 5. Office Organization and Management C. B. Gupta, Sultan Chand and Son's, New Delhi.
- 6. Modem Office Management I. M. Sahai, Kitab Mahal, Allahabad.
- 7. Office Management & Secretarial Practice Sing S P & Sing B. 1987, Gyan Publishing House, Delhi.
- 8. Office Organization and Management Arora, S. P. 1990, Vikas Publishing house Pvt. Ltd, New Delhi.
- 9. Office organization and management N.Kumar& R. Mittal. Anmol Publication Pvt. Ltd., New Delhi, Ansari Road New Delhi 110002
- 10. Fundamental of office management J. P. Mahajan, Pitamber Publishing Co. New Delhi.
- 11. Office Management Dr A H Lokhandwala& V. K. Behere, Nirali Prakashan, Pune.

Discipline:	Science		Arts, H	umanities & So	cial Sc	ience	
	Commerce		BBA		BCA		$\checkmark$
Subject Name:	ВСА						
Subject Code:			(Will be	e provided by t	he Uni	versity)	
Semester:	Semester I	Semest	er II 🗆	Semester III	Sem	ester IV 🗆	
	Semester V 🗆	Semest	er VI 🗆	Semester VII	Sem	ester VIII 🗆	
Course Name:	Digital Elec	tronics					
Course Code:	UBCAMAJ11	001	(Will be	e provided by t	he Uni	versity)	
Course Credit:	Theoretical	3		Practical/Tuto	orial	1	
Marks Allotted:	Theoretical	40		Practical/Tuto	rial	20	
	Continuing Ev	aluation	10	Attendance		5	
Course Type (tick the co	orrect alternati	ves):					
Major Core		$\checkmark$		AEC			
Interdisciplinary	y/ DSE			SEC			
Minor / Generio	c Elective			VAC			
Research Projec	ct/Dissertation			Vocational			
Is the course focused or	n employability	//entrep	reneursl	nip? YES√	NO!		
Is the course focused or	n imparting life	skill?		YES 🗆	NO		
Is the course based on A	Activity ?			YES√Z	NO!		
Remarks by Chairman, I	UG BOS, if any						
The syllabus requirement	-	ified fron	n time t	o time on the	basis	of the	
UG BOS Meeting Refere	ence Number:	181/U	JG-23			Date:	05/07/23

Prepared by CIRM

Course Code: UBCAMAJ11001

Course Name: Digital Electronics

#### **Brief Course Description:**

This paper deals with the basic concepts of Digital computers and digital logic, it gives us an overview of the internal structure and working of a digital computer and its building blocks. The logic behind the working of each component is explained in this subject.

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

- (1) High school mathematics.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

## **Course Objectives:**

#### Knowledge acquired:

- (1) Basic knowledge of digital logic and digital circuits,
- (2) Overall idea about how computers function and the internal building blocks of a computer.
- (3) Knowledge about how operations are performed in a computer
- (4) A thorough understanding of the fundamental concepts and techniques used in digital electronics.

#### Skills gained:

- (1) Application of the knowledge of digital logic to understand digital electronics circuits.
- (2) The ability to understand, analyze and design various combinational and sequential circuits.
- (3) To understand and examine the structure of various number systems and its application in digital design.

#### **Competency Developed:**

- (1) Ability to identify basic requirements for a design application and propose a cost effective solution.
- (2) The ability to identify and prevent various hazards and timing problems in a digital design.
- (3) Ability and skill to develop/build, and troubleshoot digital circuits.

#### **Course Syllabus Overview:**

## UBCAMAJ11001: Digital Electronics [Credits: 3, Lectures: 45]

## **Unit 1: Number system and codes (5 Lectures)**

Binary, octal, hexadecimal and decimal number systems and their inter conversion, BCD numbers (8421-2421), Gray code, excess–3 code, code conversion, ASCII, EBCDIC codes, their advantages and disadvantage, Binary addition and subtraction, Negative number representation: Sign magnitude, 1's, 2's Complement. signed and unsigned binary numbers, Fixed and floating-point representation.

#### **Unit 2: Basic logic circuits (5 Lectures)**

Logic gates (AND, OR, NOT, NAND, NOR, Ex-OR, Ex-NOR and their truth tables,), Universal Gates, Laws of Boolean algebra, De-Morgan's theorem, Min term, Max term, POS, SOP, K-Map for 2, 3, 4 variables, Simplification by Boolean theorems, don't care condition, Venn diagram. SSI, MSI, LSI and VLSI circuits.

#### **Unit 3: Logic Families (5 Lectures)**

Introduction to digital logic family such as RTL, DTL, TTL, ECL, CMOS, IIR, HTL etc., their comparative study, Basic circuit, performance characteristics.

## **Unit 4: Combinational Logic (5 Lectures)**

Half adder, Full adder, parallel adder, half subtractor, full subtractor, 4-bit binary adder cum subtractor. Multiplexer, Demultiplexer, Decoder, BCD to seven segment Decoder, Encoders.

#### **Unit 5: Sequential Circuit: (10 Lectures)**

Set-reset latches, D-flip-flop, R-S flip-flop, J-K flip-flop, Master slave flip-flop, edge triggered flip-flop, T flip-flop, Synchronous/Asynchronous counter, Up/down synchronous counter, Ripple Counter, Applications of counter, Serial in/Serial out shift register, Parallel in/Serial out shift register, Serial in/parallel out shift register, parallel in/ parallel out shift register, Bi-directional register, Applications of register.

#### **Suggested Readings**

- "Digital Logic and Computer Design", M. Morris Mano, Pearson Publication
- "An Introduction to Digital Computer Design", Rajaraman V. & Radhakrishnan, PHI.
- "Digital Principles & Applications", Malvino & Leach, TMH
- "Digital Circuits and Design", S. Salivahanan, S. Arivazhagan, Oxford University Press

## **UBCAMAJ11001L: Digital Electronics Lab**

Students are advised to do laboratory/practical practice not limited to, but including the following types

1. General study of Basic & Universal gates

a) AND

of problems:

- b) OR
- c) NOT
- d) NOR

[Credit: 1, Lab Hours: 30]

- e) NAND
- f) XOR
- g) XNOR

2. Simple Boolean Expression using Basic gates and Universal gates:

- 3. Design Half-Adder, Full-Adder, Half-Subtractor, Full-Subtractor Circuit.
- 4. Parallel Adder (2-bit, 3-bit) Circuit.
- 5. Implement logic functions in SOP form using Multiplexer.
- 6. Implement De-multiplexer.
- 7. Implement 7- Segment Display with Decoder.
- 8. Implement Parity Generator (Odd & Even)
- 9. Implement Magnitude Comparator (1-bit, 2-bit, 3-bit)
- 10. Circuit design and implementation of Decoder (2x4)
- 11. Circuit design and implementation of Encoder (4x2)
- 12. Circuit design and implementation of an expression using decoders.

Discipline:	Science		Arts, Humanities & Social S			al Sci	ence	
	Commerce		BBA			BCA	[	<b>√</b>
Subject Name:	ВСА							
Subject Code:			(Will be	e provide	d by the	e Univ	versity)	
Semester:	Semester I 🗹	Seme	ster II 🗆	Semeste	er III 🗆	Sem	ester IV 🗆	
	Semester V $\square$	Seme	ster VI 🗆	Semeste	er VII 🗆	Sem	ester VIII 🗆	
Course Name:	System Tools	& Perip	heral and	Office A	utomati	on		
Course Code:	UBCASEC1100	)1	(Will be	e provide	d by the	e Univ	versity)	
Course Credit:	Theoretical	2		Practica	al/Tutor	ial	1	
Marks Allotted:	Theoretical	40		Practica	l/Tutori	al [	20	
Continu	uing Evaluation	10		Attenda	ance		5	
Course Type (tick the co	orrect alternativ	es):	_					
Major Core				AEC				
Interdisciplinary	y/ DSE			SEC		$\checkmark$		
Minor / Generio	c Elective			VAC				
Research Projec			Vocatio	nal				
Is the course focused or	n employability	/ entre	preneursh	nip?	YES ☑	NO [		
Is the course focused or	n imparting life	skill?			YES 🗹	NO [		
Is the course based on A	Activity ?				YES ☑	NO [		
Remarks by Chairman, U	JG BOS, if any							
The syllabus future.	may be modi	fied fro	m time t	o time o	n the b	asis	of the requi	rements in
UG BOS Meeting Refere	ence Number:	181/L	JG-23				Date:	05/07/2023

Course Code: UBCASEC11001

**Course Name:** System Tools & Peripheral and Office Automation

#### **Brief Course Description:**

The course on "System Tools & Peripheral and Office Automation" is designed to provide students with a comprehensive understanding of essential system tools, peripheral devices, and office automation technologies. This course aims to equip students with the knowledge and skills required to efficiently utilize system tools, manage peripheral devices, and streamline office operations using automation.

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

- (1) Basic knowledge of Computer
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

#### **Course Objectives:**

- Introduce students to the fundamental concepts of system tools, their functionalities, and their role in computer systems.
- Familiarize students with various peripheral devices commonly used in computer systems and their functionalities.
- Develop students' proficiency in utilizing system tools to optimize computer performance, troubleshoot issues, and maintain system integrity.
- Enable students to effectively manage peripheral devices, including printers, scanners, external storage devices, and input/output devices.
- Explore the concept of office automation and its significance in modern workplaces.
- Introduce students to popular office automation tools and software, such as document management systems, collaboration platforms, and workflow automation tools.
- Enhance students' skills in utilizing office automation tools to streamline routine office tasks, improve productivity, and enhance communication and collaboration within organizations.

#### Skills gained:

• The course assessment will be conducted through a combination of assignments, quizzes, practical exercises, tests and a final examination. The assignments and quizzes will assess students' understanding of the theoretical concepts, while practical exercises will evaluate their proficiency in utilizing system tools, managing peripheral devices, and implementing office automation solutions.

#### **Competency Developed:**

• The course on "System Tools & Peripheral and Office Automation" aims to equip students with the knowledge and skills required to effectively utilize system tools, manage peripheral devices, and implement office automation solutions. By completing this course, students will be well-prepared to contribute to the efficient operation of computer systems and optimize office processes using automation technologies.

#### **UBCASEC11001:** System Tools & Peripheral and Office Automation

#### **UNIT 1 Introduction to Computers (7 Lectures)**

Introduction, Definition, Characteristics of computer, Generations of Computer, Classification of Computers, Block diagram of a computer, types of Software-System and Application, Operating System, CUI vs GUI. Computer language-evolution, language classification-low level and high level language, assembly language, interpreters, compilers, assemblers.

[Credits: 2, Lectures: 30]

#### **UNIT 2 Peripheral devices (7 Lectures)**

Input and Output Devices – Punched Card, Keyboard, Mouse, Joystick, Trackball, Light Pen, Touch Screen, Magnetic Ink Character Recognition (MICR), Optical Character Recognition (OCR), Optical Mark Recognition (OMR), Display units, Printers- Impact and Non-Impact. Primary storage – RAM-SRAM, DRAM, ROM-PROM, EPROM, EPROM, Secondary storage – Hard drive, Magnetic drive, Compact Disk, Cache memory, components of motherboard.

#### Unit 3 Introduction to Office Automation Tools and Software (4 Lectures)

Understanding the concept of office automation, Benefits and challenges of implementing office automation, Role of office automation in enhancing productivity and efficiency, Document management systems: organizing, file sharing, Ensuring data security and privacy and communication tools

#### **UNIT 4 Working with MS OFFICE (4 Lectures)**

Introduction to Word, Word layout, Creating, Editing, Saving and printing text documents, Text formatting, Working with tables, Using lists and styles, Working with Images, Clip Art, Chart, Shapes, Word Art and Symbols, Using Spelling and Grammar check, Mail merge

#### **UNIT 5 Working with MS Excel (4 Lectures)**

Introduction to Excel, Formatting excel work book, Perform Calculations with Functions, Sort and Filter Data with Excel, Create Effective Charts to Present Data Visually

#### **UNIT 6 Working with MS Power Point (4 Lectures)**

Introduction to Power point, Creating slides and applying themes, Working with bullets and numbering, Working with Animation and Slide Transition, Working with different views, Working with slide Master, Slide show option

## **Suggested Reading:**

- 1. Nabin Kumar Samanta(2007), An overview of Information Technology and its application in Bussiness, New Central Book Agency (P) Ltd.Kolkata
- 2. V.Rajaraman(PHI,1996), Fundamental of Computers (2<sup>nd</sup> Edition)
- S.Jaiswal (Galgotia), Fundamentals of Information Technology for BCA.
- 4. Peter Norton's (2000), Introduction to Computers, Tata McGraw Hill.
- 5 Ashok Arora (2022), Introductions to Computer Application, Vikas Publishing

## UBCASEC11001L: System Tools & Peripheral and Office Automation Lab [Credit:1, Lab Hours:30]

Students are advised to do laboratory/practical practice not limited to, but including the following types of problems:

#### Ms Word practical

- Create a document and perform formatting/font operations.
- Write steps to perform cut, copy and paste commands.
- Demonstrate the bullets and numbering
- Write steps and perform following task:—Find and replace—Go to—Spelling& grammer check—Hyperlink—Bookmark—Header & footer—Watermark—Page color—Page border—Endnote & footnote
- Write steps to create a table of 10-15 students using columns: sl.no, stu name, roll no, contact number
- Write steps to insert images/pictures
- Demonstrate Mail Merge in Ms Word
- Demonstrate Macro in Ms Word
- Draw the flowchart using drawing tools in your word processing.
- Create the following form in Ms Word







• Design advertisement using Ms Word







#### Ms Excel practical

- Create a workbook and enter the raw data applying as many presentation Features (Font, Font Size, Font Colour, Number Formats and Colour, Cell Shading, Text Rotation, etc)
- Apply appropriate number formats to your numbers.
- Select the best page orientation for your spreadsheet.
- Adjust the column width and row height to suit the layout you have selected.
- Create formula's to calculate the percentage of the total number of people
- Setup an appropriate title, header, footer and page number in your spreadsheet.
- Create the following Table in Excel with given details :-

RollNo, Name, Math, English, Science, Total Result, Division

- Create a Column chart, bar chart, pie chart
- Demonstrate following : -

Formulas Sum, Average, If, Count, Counta, Countif & Sumif

Roll	Student	Hindi	English	Math	hysics	Chemistry	Total	Average	Grade
No	Name								
1	RAM	20	10	14	18	15	77	15.4	Α
2	ASHOK	21	12	14	12	18	?	?	?
3	MANOJ	33	15	7	14	17	?	?	?
4	RAJESH	15	14	8	16	20	?	?	?
5	RANJANA	14	17	10	13	18	?	?	?
6	POOJA	16	8	20	17	15	?	?	?
7	MAHESH	18	19	3	10	14	?	?	?
8	ASHUTOSH	19	20	7	14	18	?	?	?
9	ANIL	22	13	8	12	19	?	?	?
10	PREM	26	12	10	11	27	?	?	?

- Q.1 Find the Total Number & Average in all Subjects in Each Student .
- Q.2 Find Grade Using If Function If Average Greater >15 then "A" Grade otherwise "B" Grade
- Q.3 How Many Student "A" and "B" Grade

Use of Countif

Q.4 Student Ashok and Manoj Total Number and Average

Use of Sumif

Q.5 Count how many Students

Use of Counta

Q.6 How Many Student Hindi & English Subject Number Grater Then > 20 and <15

**Use of Countif** 

• Demonstrate different formulas available in Ms Excel.

#### Ms Power Point practical

- Creating a Title Slide
- Creating Slides Using Layouts
- Create a presentation that consists of 5 slides and save your Presentation in desktop.
- Demonstrate slide transitions and animation
- Insert slide number, slide date, slide header and footer
- Demonstrate rehearse time.
- Demonstrate master slide.

## **Suggested Readings:**

- 1. Dinesh Maidasani, Learning Computer fundamentals MS office and Internet & Web Technology, Laxmi Publications; Third edition (1 January 2016).
- 2. Saravanan, Computer Fundamentals with Ms Office Applications, Scitech Pub. (1 January 2008)
- 3. Jain Anupama and Navneet Mehra, Computer Fundamental MS Office, Vitasta Publishing Pvt.Ltd
- 4. Harish Gujjar, Fundamentals of Computers And Ms-Office, S S Bhavikatti Prakashana (1 January 2015)

Discipline:	Science	☐ Arts, Hi	umanities & Soc	ial Science	
	Commerce	□ BBA		BCA	$\checkmark$
Subject Name:	BCA				
Subject Code:		(Will be	provided by the	e Universit	y)
Semester:	Semester I 🗆	Semester II ☑	Semester III	Semester	IV 🗆
	Semester V 🗆	Semester VI 🗆	Semester VII 🗆	Semester	VIII 🗆
Course Name:	Discrete Math	nematics			
Course Code:	UBCAMAJ1200	)2	(Will be provide	ed by the U	Jniversity)
Course Credit:	Theoretical	3	Practical/Tuto	rial	1
Marks Allotted:	Theoretical	60	Practical/Tutor	ial	0
Continu	uing Evaluation	10	Attendance		05
Course Type (tick the co	orrect alternative	es):			
Major Core		$\checkmark$	AEC		
Interdisciplinary	y/ DSE		SEC		
Minor / Generio	Elective		VAC		
Research Projec	ct/Dissertation		Vocational		
Is the course focused or	n employability /	entrepreneursh	nip? YES ☑	NO 🗆	
Is the course focused or	n imparting life s	kill?	YES ☑	NO 🗆	
Is the course based on A	Activity ?		YES □	NO ☑	
Remarks by Chairman, U	JG BOS, if any				
The syllabus requirement	may be modifi s in future.	ed from time t	o time on the b	pasis of th	e
UG BOS Meeting Refere	ence Number:	181/UG-23		D	vate: 05/07/2

Course Code: UBCAMAJ12002

Course Name: Discrete Mathematics

## **Brief Course Description:**

This paper deals with the basic idea about discrete mathematics and discrete structures, about mathematical notations and their use.

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

- (1) High school mathematics.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

#### **Course Objectives:**

#### Knowledge acquired:

- (1) Basic knowledge of discrete mathematics and discrete structures,
- (2) To develop understanding of Logic sets and functions
- (3) Knowledge of mathematically correct terminology and notations.
- (4) Knowledge about construction of direct and indirect proofs..

#### Skills gained:

- (1) Development of problem-solving skills necessary for understanding counting problems.
- (2) Ability to generalize from a single instance of a problem an entire class of problems and identification of patterns of data.

## **Competency Developed:**

- (1) Ability to analyze problems and solve problems.
- (2) Ability to implement mathematical knowledge in data analysis.

## Course Syllabus Overview:

## UBCAMAJ12002: Discrete Mathematics [Credits: 4, Lectures: 60]

## **Unit 1: Set Theory (12 Lectures)**

Introduction, Set properties, Venn diagram, subsets, Combination of Sets; union, intersection, difference of sets, set complements, disjoint sets, power set, Multi-sets, Ordered Pairs, Cartesian Products, Set Identities

#### **Unit 2: Relations and Functions (10 Lectures)**

Introduction, Binary Relations, Operations on Relation, Domain and Range of Relation, Properties of Relations; Equivalence Relations, Equivalence classes, Partition of Set, Representation of Relation, Composite relations, Order of relations, Classification of Functions, Floor and Ceiling Functions, Operations on Functions

## **Unit 3: Natural Numbers (8 Lectures)**

Mathematical induction, proof format, Fibonacci identity, Binomial distribution, variants of induction; strong induction

## **Unit 4: Propositional Logic (12 Lectures)**

Introduction, Sentences, Statements, Well formed formula, truth table, complete truth tables, tautology, Logical equivalence, Theory of inference; formula representation, Rules of inference, Rules of conditional proof, Rules of indirect proof

#### **Unit 5: Recurrence Relations (10 Lectures)**

Linear Recurrences, Non-homogeneous Recurrences, Growth of functions, Big-O notation, Big- $\Omega$  notation, Big- $\Theta$  notation, properties of asymptotic orders

#### **Unit 6: Combinatorics (8 Lectures)**

Permutations, permutations with repetitions, circular permutations, Combination, combination with repetitions, Principal of Inclusion-Exclusion, Pigeonhole Principle.

#### Suggested Readings:

- 1. YN Singh (2010), Discrete Mathematical Structures Wiley.
- 2. Pal and Das(2010), BCA MATHEMATICS VOLUME-I U. N. Dhur & Sons Pvt. Ltd. (2nd edition)
- 3. Liu and Mohapatra (2008), Elements of Discrete Mathematics McGraw Hill Education
- 4. *Liu and Mohapatra* (2017), **Elements of Discrete Mathematics: A Computer Oriented Approach**, McGraw Hill Education; 4th edition

## **UBCAMAJ12002T: Discrete Mathematics Tutorial**

[Credits: 1, Lecture Hours: 15]

Discrete mathematics tutorials as assigned and advised by teacher (s)

Discipline:	Science		Arts, H	umanities & So	cial Sci	ience	ce 🗆	
	Commerce		ВВА		ВСА			
Subject Name:	ВСА							
Subject Code:			(Will be	e provided by t	he Uni	versity)		
Semester:	Semester I	 Semest	er II🗸	Semester III	Sem	iester IV 🗆		
	Semester V 🗆	Semest	er VI 🗆	Semester VII	Sem	ester VIII 🗆		
Course Name:	Programmin	g in C						
Course Code:	UBCASEC1200	02	(\	Will be provide	d by th	e University	)	
Course Credit:	Theoretical	2		Practical/Tuto	orial	1		
Marks Allotted:	Theoretical	40		Practical/Tuto	rial	20		
	Continuing Eva	aluation	10	Attendance		5		
Course Type (tick the co	orrect alternativ	ves):						
Major Core				AEC				
Interdisciplinar	ry/ DSE			SEC	$\checkmark$			
Minor / Generi	c Elective			VAC				
Research Proje	ct/Dissertation			Vocational				
Is the course focused o	n employability	/ entrep	reneursl	nip? YES⊻	NO!			
Is the course focused o	n imparting life	skill?		YES⊄	NO			
Is the course based on	Activity ?			YES 🗆	NO			
Remarks by Chairman,	UG BOS, if any							
The syllabus requiremen	s may be modit ts in future.	fied fron	n time t	o time on the	basis	of the		
UG BOS Meeting Refer	ence Number:	181/U	G-23			Date:	05/07/23	

Course Code: UBCASEC12002
Course Name: Programming in C

## **Brief Course Description:**

This course deals with basic programming skills and techniques. It deals with a fundamental programming language called C, its syntax and its various constructs.

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

(1) High school mathematics.

(2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

## **Course Objectives:**

#### Knowledge acquired:

- (1) idea about how computers work
- (2) Knowledge about program development and implementation
- (3) Syntax of C programming language
- (4) Knowledge about how humans interact with computers through a language.

#### Skills gained:

- (1) Problem solving skills
- (2) Logical thinking to approach a problem
- (3) Building programs for different problems at hand.

## **Competency Developed:**

- (1) Applying the skills learnt to model real world problems
- (2) Facility in solving real life problems by thinking logically and outside of box.
- (3) Ease of switching to any other programming language

[Credits: 2, Lectures: 30]

#### **Course Syllabus Overview:**

## **UBCASEC12002: Programming in C**

#### **Unit 1: Introduction to C (5 Lectures)**

Overview of Procedural Programming, using main function, structure of a C program, Compiling and Executing Simple Programs in C, use of #include, #define.

#### Unit 2: Data Types, Variables, Constants, Operators and Basic I/O (4 Lectures)

Declaring, Defining and Initializing Variables, Scope and extent of Variables, Using Named Constants, Keywords, DataTypes, Casting of Data Types, Operators (Arithmetic, Logical, Relational, Increment/Decrement, Conditional, Bitwise, and special operators), Using Comments in programs, Formatted and Console I/O, storage classes; auto, extern, register.

#### Unit 3: Expressions, Conditional Statements, and Iterative Statements (7 Lectures)

Understanding Operator Precedence and associativity in Expressions, Conditional Statements (if construct, switch-case construct), Understanding syntax and utility of Iterative Statements (while, do-while, and for loops), Use of break and continue in Loops, UsingNested Statements (Conditional as well as Iterative)

#### **Unit 4: Understanding Functions (5 Lectures)**

Utility of functions, Types of Functions, Functions returning value, Void functions, Inline Functions, Return type of functions, Parameters of functions; (formal and actual), Declaration and Definition of Functions, Command Line Arguments, Parameters in Functions, Functions with variable number of Arguments, Call by Value, Call by Reference,

#### **Unit 5: Implementation of Arrays and Strings (5 Lectures)**

Creating and Using One Dimensional Arrays (Declaring and Defining an Array, Initializing an Array, accessing individual elements in an Array, manipulating array elements using loops), Types of arrays (integer, float and character arrays / Strings), Two-dimensional Arrays (Declaring, Defining and Initializing Two-Dimensional Array, Working with Rows and Columns), Introduction to Multi-dimensional arrays

#### **Unit 6: User-defined Data Types (Structures and Unions) (2 Lectures)**

Understanding utility of structures and unions, Declaring, initializing, and using simple structures and unions, manipulating individual members of structures and unions, Array of Structures, Individual data members as structures, Passing and returning structures from functions, Structure with union as members, Union with structures as members.

#### **Unit 7: File I/O (2 Lectures)**

Opening and closing a file, Reading and writing Text Files, Using put(), get(), read() and write() functions, Random access in files,

## **Suggested Readings**

- "The C Programming Language ANSI C Version", Kernighan & Ritchie, Prentice Hall SoftwareSeries
- "ANSI C Made Easy", Herbert Schildt, Osborne McGraw-Hill
- "Learning to Program in C", N. Kantaris, Babani
- "C The Complete Reference", Herbert Schildt, Osborne McGraw-Hill
- "Programming in C", Reema Thareja, Oxford University Press
- "A First Course in Programming With C", T. Jeyapoovan, Vikas Publishing House
- "Let Us C", Yashavant P. Kanetkar, BPB Publications

[Credit: 1, Lab Hours: 30]

## **UBCASEC12002L: Programming in C Lab**

Students are advised to do laboratory/practical practice not limited to, but including the following types of problems:

- 1. WAP to perform input/output of all basic data types.
- 2. WAP to enter two numbers and find their sum.
- 3. WAP to reverse a number.
- 4. WAP to Swap Two Numbers (using and without using a third variable).
- 5. WAP to check whether a number is even or odd
- 6. WAP to compute the factors of a given number.
- 7. WAP to enter marks of five subjects and calculate total, average and percentage.
- 8. WAP to print the sum and product of digits of an integer.
- 9. WAP to check whether a character is vowel or consonant
- 10. WAP to find the largest among three numbers
- 11. WAP to compute the sum of the first 'n' terms of the following series S = 1-2+3-4+5....n
- 12. WAP to compute the sum of the first 'n' terms of the following series S = 1+1/2+1/3+1/4+....n
- 13. WAP to print a triangle of stars as follows (take number of lines from user):

*	*	* * * * *	* * * * *	*	* * * * *
* *	* *	* * * *	* * * *	* *	* * * *
* * *	* * *	* * *	* * *	* * *	* * *
* * * *	* * * *	* *	* *	* * * *	* *
* * * * *	* * * * *	*	*	* * * * *	*
	_				
1	5	1	5	1	1
1 2	4 5	2 2	4 4	2 3	121
123	3 4 5	3 3 3	333	4 5 6	12321
1234	2345	4444	2222	7 8 9 10	1234321
12345	12345	55555	11111	11 12 13 14	123454321
Α	Е	PΩ	RST	PPPP	
АВ	DE	QR	ST	QQQQ	
АВС	CDE	R S	Т	RRR	
ABCD	BCDE	ST		SS	
ABCDE	ABCDE	Т		Т	

- 14. WAP to find the factors of a number.
- 15. WAP to display the Fibonacci series.
- 16. WAP to find the factorial of a number.
- 17. WAP to check if a number is prime or not.
- 18. WAP to check if a number is Armstrong or not.
- 19. WAP to check if a number is Perfect or not.
- 20. WAP to print all the prime numbers within a given range.

- 21. WAP to print all the Armstrong numbers within a given range.
- 22. WAP to create and display an array.
- 23. WAP to perform following actions on an array entered by the user:
  - a) Print the even-valued elements
  - b) Print the odd-valued elements
  - c) Calculate and print the sum and average of the elements of array
  - d) Print the maximum and minimum element of array
  - e) Remove the duplicates from the array
  - f) Print the array in reverse order
- 24. WAP for addition of two matrices.
- 25. WAP to find the sum of the diagonals of a matrix.
- 26. WAP to check if a matrix is symmetric or not.
- 27. WAP for matrix multiplication.
- 28. WAP which takes the radius of a circle as input from the user, passes it to another function that computes the area and the circumference of the circle and displays the value of area and circumference from the main() function.
- 29. WAP to find the length of a string.
- 30. WAP to concatenate two strings entered by the user.
- 31. WAP to find if a character is present in a string or not.
- 32. WAP to reverse a string.
- 33. WAP to check if a string is palindrome or not.
- 34. WAP to convert all lowercase characters to uppercase
- 35. WAP to convert all uppercase characters to lowercase
- 36. WAP to calculate number of vowels in a string.
- 37. Create a structure Student containing fields for Roll No., Name, Class, Year and Total Marks. Create 10 students and store them in a file.
- 38. Write a program to retrieve the student information from file created in previous question and print it infollowing format:

Roll No. Name Marks

- 39. WAP to copy the contents of one text file to another file, after removing all whitespaces.
- 40. WAP to Write a Sentence to a File.
- 41. WAP to Read a Line From a File and Display it.