



SADHAN CHANDRA MAHAVIDYALAYA

HARINDANGA, FALTA, SOUTH 24 PARGANAS

Key Indicator- 1.3

Curriculum Enrichment

Metric No – 1.3.1

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



Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum offered by different subject and paper details given below:

List of subject wise crosscutting issues details

Sl No	Subjects	Crosscutting Issues subject wise total			
		Professional Ethics	Gender sensitization	Human Values	Environment and sustainability
1	Bengali	0	3	0	0
2	Education	3	5	10	0
3	English	3	5	1	0
4	Geography	0	0	0	7
5	History	0	8	0	6
6	Philosophy	2	0	6	1
7	Political Science	0	1	0	0
8	Sanskrit	1	0	4	0
9	Environment Studies	0	0	0	1
	Total	9	22	21	15


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Programme and Course wise details on Crosscutting Issues in the Curriculum

Issues	Subject	SEM	Programme	Course	MODUL E/ UNIT	TOPIC
Professional Ethics	English	III	B,AHonours	SEC-A 3-2	---	What is business communication, writing reports, letters, curriculum vitae, Writing meeting minutes, E-correspondence
Professional Ethics	English	III & V	General	SEC-A2	---	What is business communication
Professional Ethics	English	III & V	General	SEC-B2	----	What is creative writing
Professional Ethics	Education	I	Honours	CC-2	4	Education in India after independence [Radhakrishnan Commission Mudalliar Commission Kothari Commission National Policy of Education, 1986, POA 1992]
Professional Ethics	Education	I	General	CC/GE-1	1	Aims of modern Education with special reference to Delor's Commission.
Professional Ethics	Education	IV	Honours	CC-8	2	Computer in Education and communication
Professional Ethics	Philosophy	I	Honours	CC-2	"Unit-A, B, C, D, E,F,G"	History of Western Philosophy – I
Professional Ethics	Philosophy	II	Honours	CC-4	Unit-A, B, C & D	History of Western Philosophy – II
Professional Ethics	Sanskrit	III	Honours	CC-4	Unit-II (Section -A)	Gītā : Cognition and emotive apparatus [Means of conflict resolution, Importance of knowledge, Clarity of buddhi, Process of decision making]


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**Programme and Course wise details on Crosscutting Issues in the Curriculum of
B.A Honours & General**

Issues	Subject	SEM	Programme	Course	MODUL E/ UNIT	TOPIC
Professional Ethics	English	III	B,AHonours	SEC-A 3-2	---	What is business communication, writing reports, letters, curriculum vitae, Writing meeting minutes, E-correspondence
Professional Ethics	English	III & V	General	SEC-A2	---	What is business communication
Professional Ethics	English	III & V	General	SEC-B2	----	What is creative writing
Professional Ethics	Education	I	Honours	CC-2	4	Education in India after independence [Radhakrishnan Commission Mudaliar Commission Kothari Commission National Policy of Education, 1986, POA 1992]
Professional Ethics	Education	I	General	CC/GE-1	1	Aims of modern Education with special reference to Delor's Commission.
Professional Ethics	Education	IV	Honours	CC-8	2	Computer in Education and communication
Professional Ethics	Philosophy	I	Honours	CC-2	"Unit-A, B, C, D, E, F, G"	History of Western Philosophy – I
Professional Ethics	Philosophy	II	Honours	CC-4	Unit-A, B, C & D	History of Western Philosophy – II
Professional Ethics	Sanskrit	III	Honours	CC-4	Unit-II (Section -A)	Gitā : Cognition and emotive apparatus [Means of conflict resolution, Importance of knowledge, Clarity of buddhi, Process of decision making]




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**Programme and Course wise details on Crosscutting Issues in the Curriculum of
B.A Honours & General**



Issues	Subject	SEM	Programme	Course	MODULE/ UNIT	TOPIC
Gender sensitization	Bengali	I	HONS & GEN	AECC	Modern Indian Language	'Degradation of women' by Begum Rokeya
Gender sensitization	Bengali	II	HONS & GEN	CC2	Drama & Essays	Female Revolution in Nineteenth Century by Sofia Khatun
Gender sensitization	Bengali	VI	HONS	CC13	Module - 1	Birangana Kavya by Madhusudan Dutta [Women's Questions, Identity]
Gender sensitization	Education	IV	HONS	CC10	Unit-3	Concept of Gender and Sexuality
Gender sensitization	Education	IV	HONS	CC10	Unit-4	Education for a multicultural society.
Gender sensitization	Education	IV	GEN	CC/GE4	Unit-3	Concept of Gender and Sexuality
Gender sensitization	Education	VI	HONS	DSE A3	Unit-1	Concept of Gender
Gender sensitization	Education	VI	HONS	DSE A3	Unit-2	Gender Socialization
Gender sensitization	Education	VI	HONS	DSE A3	Unit-3	Gender Roles
Gender sensitization	Education	VI	HONS	DSE A3	Unit-4	Gender Inequality in the schools
Gender sensitization	Education	VI	HONS	DSE B4	Unit-4	Women Education -and Women Empowerment
Gender sensitization	Education	VI	GEN	DSE B4	Unit-1	Historical Perspective of Women Education
Gender sensitization	Education	VI	GEN	DSE B4	Unit-2	Policy Perspective, Committee and Commission on Women Education
Gender sensitization	Education	VI	GEN	DSE B4	Unit-3	Role of Indian Thinkers in promoting Women Education
Gender sensitization	Education	VI	GEN	DSE B4	Unit-4	Major Constraints of Women Education and Women Empowerment




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**Programme and Course wise details on Crosscutting Issues in the Curriculum of
B.A Honours & General**

ISSUES	SUBJECT	SEM	Programme	Course	MODULE/ UNIT	TOPIC
Gender sensitization	English	V	Honours	CC-5-11		Emily Dickinson, 'I cannot live with you'; Elizabeth Barrett Browning, 'How do I love thee'; Eunice De Souza, 'Advice to Women'
Gender sensitization	English	III	General	CC3/GE3		Women's Writing: Rassundari Devi: Amar Jiban, translated Enakshi Chatterjee, Writers' Workshop
Gender sensitization	English	III	General	CC3/GE3		Women's Writing: Rokeya Sakhawat Hussain: Sultana's Dream
Gender sensitization	English	V	General	DSEA2		Modern Indian Writing in English Translation: Rabindranath Tagore: The Home and the World
Gender sensitization	English	VI	General	DSEB1		Partition Literature: Protiva Basu: 'The Marooned', translated Subhasree Tagore, in The Other Voice
Gender sensitization	English	VI	General	DSEB1		Partition Literature: Birendra Chattopadhyay: 'After Death:
Gender sensitization	English	VI	General	DSEB1		Partition Literature: Sadat Hasan Manto: 'Toba Tek Singh', in Black Margins: Manto
Gender sensitization	English	VI	General	DSEB1		Partition Literature: Sankha Ghosh: 'Rehabilitation', in Rakhshanda Jalil, Tarun Saint and Debjani Sengupta
Gender sensitization	History	I	Honours	CC-1	Unit-1.C	Historical interpretations (with special reference to gender, environment, technology and regions.)
Gender sensitization	History	III	General	SEC A2	Unit - 1	Environment; Culture, Tradition & Practice




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**Programme and Course wise details on Crosscutting Issues in the Curriculum of
B.A Honours & General**

ISSUES	SUBJECT	SEM	Programme	Course	MODULE/ UNIT	TOPIC
Gender sensitization	History	III	General	SEC A2	Unit - 3	Social Inequality & Gender
Gender sensitization	History	II	Honours	CC3	Unit -1 (C)	gender; marriage and property relations
Gender sensitization	History	II	Honours	CC4	Group- B (IV)	Position of women in medieval Europe
Gender sensitization	History	V	Honours	DSE – A1	V	Social Reforms and the women's question
Gender sensitization	History	VI	Honours	CC13	Unit -1 (C)	Debates around gender
Gender sensitization	History	VI	Honours	DSE A3	V	Women's Movements in Bengal 1920-1946
Gender sensitization	Political Science	V	Honours	DSE 5A (1)	Module-1	Gender and Politics
Human Values	Education	II	Honours	CC-4	Unit-1	Concept of Educational Philosophy
Human Values	Education	II	Honours	CC-4	Unit-2	Indian schools of Philosophy
Human Values	Education	II	Honours	CC-4	Unit-3:	Western schools of Philosophy
Human Values	Education	II	Honours	CC-4	Unit-4	Philosophy for development of humanity
Human Values	Education	III	General	CC/GE 3	Unit - 4	Inter relation between Culture, religion and Education



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**Programme and Course wise details on Crosscutting Issues in the Curriculum of
B.A Honours & General**

ISSUES	SUBJECT	SEM	Programme	Course	MODULE/ UNIT	TOPIC
Human Values	Education	IV	Honours	CC-10	Unit-1	Inclusion Overview
Human Values	Education	IV	Honours	CC-10	Unit-2	Differently Abled
Human Values	Education	IV	Honours	CC-10	Unit-3	Socially Disabled
Human Values	Education	IV	HONS	CC-10	Unit-4	Educational Reforms for Inclusive Society
Human Values	Education	IV	GEN	CC/GE-4	Unit-1	Inclusive Overview
Human Values	Education	IV	GEN	CC/GE-4	Unit-2	Differently Abled
Human Values	Education	IV	GEN	CC/GE-4	Unit-3	Socially Disabled
Human Values	Education	IV	GEN	CC/GE-4	Unit-4	Educational Reforms for Inclusive Society
Human Values	Education	IV/VI	GEN	SEC-B	Unit-1	Concept and definition of Teaching
Human Values	Education	IV/VI	GEN	SEC-B	Unit-2	Types of Teaching (Concept and Characteristics)
Human Values	Education	IV/VI	GEN	SEC-B	Unit-3	Skills of Teaching (Basic Concept)
Human Values	Education	IV/VI	GEN	SEC-B	Unit-1	Concept of Life Skills
Human Values	Education	IV/VI	GEN	SEC-B	Unit-2	Classification of Life Skills
Human Values	Education	IV/VI	GEN	SEC-B	Unit-4	Learning Design (LD)




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B.A Honours & General**

ISSUES	SUBJECT	SEM	Progra mme	Course	MODULE/ UNIT	TOPIC
Human Values	Education	V	Honours	DSE-A	Unit-3	Fostering Values – Role of Home, School and Society.
Human Values	Education	V	Honours	SEC-A2	Unit-1	Rights and Duties in Indian Constitution
Human Values	Education	V	Honours	SEC-A2	Unit-2	Protection of Children
Human Values	Education	V	General	SEC-A2	Unit-3	Domestic Harmony
Human Values	Education	V	General	DSE-A	Unit-1, 2, 3 & 4	Peace and Value Education
Human Values	Education	VI	General	DSE-B	Unit-1, 2, 3 & 4	Human Rights Education
Human Values	English	V	Honours	CC- 5 11		Emily Dickinson, 'I cannot live with you'; Elizabeth Barrett Browning, 'How do I love thee'; Eunice De Souza, 'Advice to Women'
Human Values	Philosophy	III	Honours	CC-6	Unit-A, B, C, D, E,	Social and Political Philosophy
Human Values	Philosophy	III	Honours	CC-7	a,b,c,d,f,g	Philosophy of Religion
Human Values	Philosophy	III	Honours	CC-14	A (C)	Applied Ethics
Human Values	Philosophy	VI	Honours	DSE B1	Option - d	<i>Srimadbhagabadgita</i>
Human Values	Philosophy	VI	Honours	DSE A2	Option - b	Applied Ethics
Human Values	Philosophy	IV	Honours	SEC B	Option – D	Peace studies
Human Values	Philosophy	IV	Honours	SEC B	Option - b	Philosophy of Human Right




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**Programme and Course wise details on Crosscutting Issues in the Curriculum of
B.A Honours & General**

ISSUES	SUBJECT	SEM	Programme	Course	MODULE / UNIT	TOPIC
Environment & Sustainability	Geography	V	GEOG	DSE-A	SL NO.-7	Role of foreign capital and impact of globalization on tourism
Environment & Sustainability	Geography	VI	GEOG	SEC-A	SL NO.-7	Coastal hazards and their management using structural and non-structural measures: Erosion, flood, sand encroachment, dune degeneration, estuarine sedimentation and pollution
Environment & Sustainability	Environmental Studies (AECC2)	II	EVS	AECC-2	Unit-1	Introduction to Environmental studies
Environment & Sustainability	Environmental Studies (AECC2)	II	EVS	AECC-2	Unit-2	Ecology and Ecosystems
Environment & Sustainability	Environmental Studies (AECC2)	II	EVS	AECC-2	Unit-3	Natural Resources
Environment & Sustainability	Environmental Studies (AECC2)	II	EVS	AECC-2	Unit-4	Biodiversity and Conservation
Environment & Sustainability	Environmental Studies (AECC2)	II	EVS	AECC-2	Unit-5	Environmental Pollution
Environment & Sustainability	Environmental Studies (AECC2)	II	EVS	AECC-2	Unit-6	Environmental Policies and Practices
Environment & Sustainability	Environmental Studies (AECC2)	II	EVS	AECC-2	Unit-7	Human Communities environment



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ISSUES	SUBJECT	SEM	Programme	Course	MODULE/ UNIT	TOPIC
Human Values	Sanskrit	III	Hons	CC-7	Unit-IV (Section – B)	Indian Social Institutions and Polity [Social Values of Life: Social Relevance of Indian life style with special reference to Sixteen Saṁskāras]
Human Values	Sanskrit	IV	Hons	CC-10	Unit-III (Section – C)	Sanskrit World Literature [Rāma Kathā in south eastern countries]
Human Values	Sanskrit	VI	HONS	CC-13	Unit - 1	Meaning and purpose of darśana
Human Values	Sanskrit	V	Gen	DSE-1	Unit-II (Section-A) Unit-I (Section-B)	Philosophy, Religion and Culture in Sanskrit Tradition [Dharma, Saṁskāra and Puruṣārtha, Svadharma]
Environment & Sustainability	Education	III	GEN	CC/GE-3	Unit-4	Inter relation between Technology, Economy and Education
Environment & Sustainability	Geography	I	GEOG	CC/GE-1	Unit - 4	Marine resources: Classification and sustainable utilization.
Environment & Sustainability	Geography	II	GEOG	CC/GE-1	Unit - 3	Global hydrological cycle: Its physical and biological role
Environment & Sustainability	Geography	III	GEOG	CC/GE-3	Unit - 2	Human Society: Structure, functions, social systems. Population and migration: overview, causes and effects
Environment & Sustainability	Geography	IV	GEOG	CC/GE-4	Unit - 2	Survey of India topographical maps: Reference scheme of old and open series. Information on the margin of maps



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ISSUES	SUBJECT	SEM	Programme	Course	MODULE / UNIT	TOPIC
Environment & Sustainability	Environmental Studies (AECC2)	II	EVS	AECC-2	Project Work/ Field Work	Visit to an area to document environmental assets: Natural resources/flora/fauna, etc. Visit to a local polluted site- Urban/Rural/Industrial/Agricultural. Study of common plants, insects, fish, birds, mammals and basic principles of identification. Study of ecosystems-pond, river, wetland, forest, estuary and agro ecosystem.
Environment & Sustainability	History	I	HONS	CC-1	Unit-I (C)	Historical interpretations(with special reference to environment)
Environment & Sustainability	History	III	HONS	CC-5	Unit-IV	Process of urbanization
Environment & Sustainability	History	III	GEN	SEC-A2	Unit-II	Urbanization & Urbanism
Environment & Sustainability	History	III	GEN	SEC-B1	Unit-II	History of setting up of Museums and Archives: Some case Studies
Environment & Sustainability	History	V	HONS	DSE-B2	Unit-III (B)	Peasant society and agrarian transformations, plantations, forests, mining
Environment & Sustainability	History	VI	HONS	CC-13	Unit-VII (C)	Land reform and beginnings of planning
Environment & Sustainability	Philosophy	III	PHIA	SEC A	Option -b	Man and Environmental Philosophy
Environment & Sustainability	Philosophy	III	General	CC-6	Unit-D	Environmental Ethics: Value Beyond Sentient Beings, Reverence for life, Deep Ecology
Environment & Sustainability	Philosophy	III	General	CC-6	Unit-D	Environmental Ethics: Value Beyond Sentient Beings, Reverence for life, Deep Ecology
Environment & Sustainability	Philosophy	IV/ VI	General	SEC-B	A(B)	Environmental Philosophy
Environment & Sustainability	Philosophy	VI	Honours	CC-14	E	Environmental Ethics: Its nature, Concepts of Anthropocentrism and Non-anthropocentrism, value beyond sentient beings, reverence for life.



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Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting, in practice, details given below



Professional Ethics

Sadhan Chandra Mahavidyalaya is committed to equipping its students with the soft skills and professional ethics necessary for successful professions. Through a range of targeted workshops and certificate or Add-on courses, the institution ensures that students are well-prepared for the demands of the modern workforce. These programs cover essential topics such as communication skills, leadership, and ethical decision-making, all of which are integral to professional success. By offering these opportunities, Sadhan Chandra Mahavidyalaya demonstrates its dedication to fostering the professional growth and competence of its students, preparing them to excel in their future careers. Some initiative or programme sample in the academic session 2022-23, the college conducted programmes on Professional ethics to foster the awareness of students.

Academic Session: 2022-23			
Sl No	Title of the Event or Activity and Add-on courses	Date or Period of the event/ Activity	Organising Department/ Subcommittee
1	Add on course on Moral Values & Professional Ethics	09-09-2022 to 15-09-2022	Department of English and Sanskrit
2	TV JOURNALISM PERP	23-09-2022	IQAC and Speaker: Shabana Yasmin
3	Add on course on Bengali proofreading	26-12-2022	Department of Bengali
4	Add on course on Leadership and Skill-building	26-12-2022	Department of Education
	Add on course on Effective Communication: An Art for Success	26-12-2022	Department of English
5	Add on course on Bengal Print Journalism	16-05-2023 to 31-05-2023	Department of Bengali
6	Add on course on Public Relation	16-05-2023 to 31-05-2023	Department of Education
7	Add on course on Body Language: Secret for Professional Achievement	16-05-2023 to 31-05-2023	Department of English

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Gender Sensitization:

Sadhan Chandra Mahavidyalaya, a college with over 70% female students and teachers, Tejaswini, has established a women's cell to address gender violence, sexual misconduct, and domestic violence. The college's Internal Committee and Quality Assurance Cell address complaints and promote gender consciousness through programs like lectures, film screenings, extension programs and various certificate courses. The institution also conducts gender-oriented programs and conducts annual Gender Audits to ensure gender balance.

Some initiative or programme sample details in the academic session 2022-23, the college conducted programmes on gender sensitization to foster the awareness of students.

Academic Session: 2022-23			
Sl No	Title of the Event or Activity	Date or Period of the event/ Activity	Organising Department/ Subcommittee
1	Campaign against child marriage	15.06.22	Women's Cell
2	Empowerment Workshop for Girls	15.07.22	Women's Cell
	Add on course on Gender, Sexuality and Feminist Consciousness	16.05.2023 to 30.05.2023	Department of History
3	World Menstrual Hygiene Day	31-05-2023	Women's Cell
4	Gender Equality workshop	10.08.22	Women's Cell
5	Awareness camp for girls	16.09.2022	Women's Cell
6	Campaign against child marriage	15.06.22	Women's Cell

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Human Values



Sadhan Chandra Mahavidyalaya is dedicated to producing a new generation of individuals motivated by moral principles, empathy, compassion, integrity, and honesty. These attributes will make them true harbingers of change both in society and at home.

Students are encouraged to get involved in social activities during their studies, including organizing blood donation drives, health check-up camps, hygiene and health workshops, environment awareness camps, cleanliness drives, and extension programs on gender and social issues. To instill a sense of integrity and honesty in the students, the college observes significant national and international holidays and commemorates the birthdays of notable individuals. The college promotes NSS Volunteer enrollment to instill morals, ethics, and social responsibility in its students.

Some initiative or programme sample in the academic session 2022-23, the college conducted programmes on human value to foster the awareness of students.

Academic Session: 2022-23			
Sl No	Title of the Event or Activity and Add-on courses	Date or Period of the event/ Activity	Organising Department/ Sub-committee
1	Cleaning Drive	24.03.22	Eco Club
2	Cleaning Drive	27.04.22	Eco Club
3	International Mother Language Day Celebration	21.2.2022	Cultural Sub-committee
4	Birthday Anniversary of Kaji Nazrul Islam	30.05.2022	Cultural Sub-committee
5	Rakhi Bandhan Celebration	12.08.2022	Cultural Sub-committee
6	Independence Day Celebration	15.08.2022	Cultural Sub-committee
7	Teachers Day celebration	05.09.2022	Cultural Sub-committee
8	Birthday Anniversary of Pandit Iswar Chandra Vidyasagar	26.09.2022	Cultural Sub-committee
9	Teachers Day celebration	05.09.2022	Cultural Sub-committee
10	Plantation Drive	24.04.23	Eco Club
11	Netaji Birthday	23.01.2023	Cultural Sub-committee
12	Republic day	26.01.2023	Cultural Sub-committee


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Environment and Sustainability



In order to raise students' awareness of environmental and sustainability issues outside the classroom, various events are organized for students in all programs, such as cleanliness drives and tree plantings. Our college's Eco Club aims to inspire students to engage in and undertake meaningful environmental projects and activities. Through this platform, students can interact with and influence their surrounding communities and parents to support environmentally conscious and sustainable behavior. Some initiative or programme sample in the academic session 2022-23, the college conducted programmes on human value to foster the awareness of students.

Academic Session: 2022-23			
Sl No	Title of the Event or Activity and Add-on courses	Date or Period of the event/ Activity	Organising Department/ Subcommittee
1	Cleaning Drive	24.03.22	Eco Club
2	Cleaning Drive	27.04.22	Eco Club
3	Plantation Drive	24.04.23	Eco Club
4	Cleaning Drive	31.05.23	Eco Club
5	Add on course on Introduction to Disaster Management	16.05.2023 to 30.05.2023	Geography Department

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UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

Sl. No.	Subject	Sl. No.	Subject
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General / LCC2 / AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
✓ 15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management – ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

University of Calcutta

Under Graduate Curriculum under Choice Based Credit System (CBCS)

Syllabus for Ability Enhancement Compulsory Course-2 (AECC-2) in

Environmental Studies

Semester-2

Total Marks-100(Credit -2)

(50 Theory-MCQ type + 30 Project + 10 Internal Assessment + 10 Attendance)

[Marks obtained in this course will be taken to calculate SGPA & CGPA]

Theory

Unit 1 Introduction to environmental studies	2 lectures
<ul style="list-style-type: none">•Multidisciplinary nature of environmental studies;•Scope and importance; Concept of sustainability and sustainable development.	
Unit 2 Ecology and Ecosystems	6 lectures
<ul style="list-style-type: none">•Concept of ecology and ecosystem, Structure and function of ecosystem; Energy flow in an ecosystem; food chains, food webs; Basic concept of population and community ecology; ecological succession.•Characteristic features of the following:<ul style="list-style-type: none">a) Forest ecosystemb) Grassland ecosystemc) Desert ecosystemd) Aquatic ecosystems (ponds, streams, lakes, wetlands, rivers, oceans, estuaries)	
Unit 3 Natural Resources	8 lectures
<ul style="list-style-type: none">• Concept of Renewable and Non-renewable resources• Land resources and land use change; Land degradation, soil erosion and desertification.•Deforestation: Causes, consequences and remedial measures•Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).•Energy resources: Environmental impacts of energy generation, use of alternative and nonconventional energy sources, growing energy needs.	
Unit 4 Biodiversity and Conservation	8 lectures
<ul style="list-style-type: none">•Levels of biological diversity: genetic, species and ecosystem diversity;• Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots•India as a mega-biodiversity nation; Endangered and endemic species of India•Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions;•Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.•Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.	
Unit 5 Environmental Pollution	8 lectures
<ul style="list-style-type: none">• Environmental pollution: concepts and types,• Air, water, soil, noise and marine pollution- causes, effects and controls• Concept of hazardous waste and human health risks• Solid waste management: Control measures of Municipal, biomedical and e-waste.	

Unit 6 Environmental Policies and Practices	7 lectures
<ul style="list-style-type: none"> •Climate change, global warming, ozone layer depletion, acid rain and their impacts on human communities and agriculture •Environment Laws: Wildlife Protection Act; Forest Conservation Act, Water (Prevention and control of Pollution) Act; Air (Prevention & Control of Pollution) Act; Environment Protection Act; Biodiversity Act. •International agreements: Montreal Protocol, Kyoto protocol and climate negotiations; Convention on Biological Diversity (CBD). •Protected area network, tribal populations and rights, and human wildlife conflicts in Indian context. 	
Unit 7 Human Communities and the Environment	6 lectures
<ul style="list-style-type: none"> •Human population growth: Impacts on environment, human health and welfare. •Case studies on Resettlement and rehabilitation. • Environmental Disaster: Natural Disasters-floods, earthquake, cyclones, tsunami and landslides; Manmade Disaster- Bhopal and Chernobyl. •Environmental movements: Bishnois, Chipko, Silent valley, Big dam movements. •Environmental ethics: Role of gender and cultures in environmental conservation. •Environmental education and public awareness 	
Project/ Field work	Equal to 5 lectures
<ul style="list-style-type: none"> •Visit to an area to document environmental assets: Natural resources/flora/fauna, etc. •Visit to a local polluted site-Urban/Rural/Industrial/Agricultural. •Study of common plants, insects, fish, birds, mammals and basic principles of identification. •Study of ecosystems-pond, river, wetland, forest, estuary and agro ecosystem. 	
Total	50 Lectures

Suggested Reading:

- Asthana, D. K. (2006). *Text Book of Environmental Studies*. S. Chand Publishing.
- Basu, M., Xavier, S. (2016). *Fundamentals of Environmental Studies*, Cambridge University Press, India
- Basu, R. N., (Ed.) (2000). *Environment*. University of Calcutta, Kolkata
- Bharucha, E. (2013). *Textbook of Environmental Studies for Undergraduate Courses*. Universities Press.
- De, A.K., (2006). *Environmental Chemistry*, 6th Edition, New Age International, New Delhi.
- Mahapatra, R., Jeevan, S.S., Das, S. (Eds) (2017). *Environment Reader for Universities*, Centre for Science and Environment, New Delhi.
- Masters, G. M., & Ela, W. P. (1991). *Introduction to environmental engineering and science*. Englewood Cliffs, NJ: Prentice Hall.
- Odum, E. P., Odum, H. T., & Andrews, J. (1971). *Fundamentals of ecology*. Philadelphia: Saunders.
- Sharma, P. D., & Sharma, P. D. (2005). *Ecology and environment*. Rastogi Publications.



UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

Sl. No.	Subject	Sl. No.	Subject
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
✓ 19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018

Spaul
4/6/18
(Dr. Santanu Paul)
Deputy Registrar

5. GENERAL COURSE: CORE SUBJECTS

5.1 GEO-G-CC-1-01-TH – Physical Geography ♦ 60 Marks* / 4 Credits

Unit I: Geotectonics

1. Earth's interior with special reference to seismology [3]
2. Plate Tectonics as a unified theory of global tectonics. Formation of major relief features of the ocean floor and continents according to Plate Tectonics [7]
3. Folds and faults: Classification and surface expressions [6]

Unit II: Geomorphology

4. Degradational processes: Weathering, mass wasting, and resultant landforms [4]
5. Principal geomorphic agents. Classification and evolution of fluvial, coastal, aeolian, and glacial landforms [12]
6. Basic models of slope evolution: Decline, replacement, and retreat. Systems approach and its significance in geomorphology [6].

Unit III: Hydrology

7. Global hydrological cycle: Its physical and biological role [2]
8. Run off: Controlling factors. Concept of ecological flow [3]
9. Drainage basin as a hydrological unit. Principles of watershed management [3]

Unit IV: Oceanography

10. Physical and chemical properties of ocean water. Distribution and determinants of temperature and salinity [4]
11. Ocean circulation, wave, and tide [7]
12. Marine resources: Classification and sustainable utilisation [3]

References

Books:

- Billings, M.P. 1971. Structural Geology, Pearson.
- Goudie, A.S. (Ed) 2004. Encyclopaedia of Geomorphology, vol. 1 & 2, Routledge.
- Gregory, K.J., Lewin, J. 2014. The Basics of Geomorphology: Key Concepts, Sage.
- Harvey, A. 2012. Introducing Geomorphology: A Guide to Landforms and Processes, Dunedin Academic Press.
- Kale, V.S., Gupta, A. 2001. Introduction to Geomorphology, Orient Longman.
- Kearey, P., Klepeis, K.A., Vine, F.J. 2011. Global Tectonics, 3rd ed, Wiley-India.
- Monkhouse, F.J. 1974. Principles of Physical Geography (2009-reprint), Platinum Publishers.
- Selby, M.J. 1986. Earth's Changing Surface, Oxford University Press.

* Excluding 10 marks for attendance

5.5 GEO-G-CC-3-03-TH – Human Geography ✧ 60 Marks / 4 Credits

Unit I: Economic Geography

1. Sectors of the economy: Primary, Secondary, Tertiary and Quaternary. Factors affecting location of economic activities [5]
2. Location of economic activities: Theories of von Thünen, Lösch, and Weber [5]
3. Location of industries with special reference to India: Cotton, Iron and Steel [5]
4. Globalisation and integration of world economies [5]

Unit II: Social Geography

5. Human Society: Structure, functions, social systems. Population and migration: overview, causes and effects [5]
6. Types and characteristics of social organisations: Primitive, hunting-gathering, agrarian, industrial [5]
7. Race, Language and Religion: Origin, characteristics and spatial variations [4]
8. Social Issues: Diversity, conflict and transformation [5]

Unit III: Cultural Geography

1. Carl Sauer: cultural landscape and its elements [6]
2. Rural and urban settlements: Differentiation in cultural landscapes [5]
3. Cultural regions and cultural realms [5]
4. Diffusion of culture and innovations [4]

References:

- Aoyama, Y., Murphy, J.T., Hanson, S. 2010. Key Concepts in Economic Geography, Sage.
- Chandna, R.C. 2016. Geography of Population: Concepts, Determinants and Patterns, Kalyani Publishers.
- Coe N. M., Kelly P. F. and Yeung H. W., 2007. Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
- Fouberg, E.H., Murphy, A.B., de Blij H.J. 2015. Human Geography: People, Place, and Culture, 11th ed, Wiley.
- Ghosh, S. 1998. Introduction to Settlement Geography, Sangam Books Ltd.
- Gregory, D., Johnston, R., Pratt, G., Watts, M., Whatmore, S. (Eds) 2009. The Dictionary of Human Geography, 5th ed, Wiley.
- Knox, P.L., Marston, S.A. 2014. Human Geography: Places and Regions in Global Context, 6th ed, Pearson Education Limited.
- Knox, P.L., McCarthy, L.M. 2011. Urbanization: An Introduction to Urban Geography, 3rd ed, Pearson Education Ltd.
- Moseley, W.G., Perramond, E., Hapke, H.M., Laris, P. 2013. An Introduction to Human-Environment Geography: Local Dynamics and Global Processes, Wiley-Blackwell.
- Norton, W. 2014. Human Geography, 8th ed, Oxford University Press.

5.7 GEO-G-CC-4-04-TH – Cartography ♦ 60 Marks / 4 Credits

Unit I: Scale and Projections

1. Maps: Classification and types. Scales: Types, significance, and applications [3]
2. Coordinate systems: Polar and rectangular. Bearing: Magnetic and true, whole-circle and reduced [3]
3. Map projections: Classification, properties and uses. Concept and significance of UTM projection [8]

Unit II: Topographic and Thematic Maps

4. Survey of India topographical maps: Reference scheme of old and open series. Information on the margin of maps [4]
5. Representation of data by dots and proportional circles [4]
6. Representation of data by isopleth and choropleth [4]
7. Principal national agencies producing thematic maps in India: GSI, NATMO, NBSSLUP, NHO, and NRSC. Acquaintance with Bhuvan platform [5]

Unit III: Remote Sensing and Geographical Information System

8. Basics of Remote Sensing: Types of satellites, sensors, bands, and resolutions with special reference to the ISRO missions [10]
9. Principles of preparing standard FCCs and classified raster images [5]
10. Principles of Geographical Information System: Concepts of vector types, attribute tables, buffers, and overlay analysis [6]

Unit IV: Surveying

11. Basic concepts of surveying and survey equipment: Prismatic compass [6]
12. Basic concepts of surveying and survey equipment: Dumpy level [6]

References

BOOKS:

- Basak, N.N. 2017. Surveying and Levelling, 2nd ed, McGraw Hill Education.
- Bhatta, B. 2011. Remote Sensing and GIS, 2nd ed, Oxford Univ. Press.
- Joseph, G. and Jegannathan, C. 2018. Fundamentals of Remote Sensing, 3rd ed, Universities Press.
- Kanetkar, T.P., Kulkarni, S.V. 1988. Surveying and Levelling, Part I, Pune Vidyarthi Griha Prakashan.
- Kimerling, A.J., Buckley, A.R., Muehrcke, P.C., Muehrcke, J.O. 2011. Map Use: Reading, Analysis, Interpretation, 7th ed, Esri Press.
- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphaneumera-Kolkata.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan Private Ltd.
- Singh, R.L., Singh, R.P.B. 2008. Elements of Practical Geography, Kalyani Publishers.

6.3 GEO-G-DSE-A-5-02-TH – Geography of Tourism ✧ 60 Marks / 4 Credits

1. Scope and Nature: Concepts and issues, tourism, recreation and leisure inter-relations; geographical parameters of tourism by Robinson [6]
2. Types of Tourism: Ecotourism, cultural tourism, adventure tourism, medical tourism, pilgrimage, international, national [6]
3. Factors influencing tourism: Historical, natural, socio-cultural and economic; motivating factors for pilgrimages [5]
4. Spatial pattern of tourism: Spatial affinity; areal and locational dimensions comprising physical, cultural, historical and economic; International travel destinations- cultural and historical [4]
5. Impact of tourism: Physical, economic, social, and perceptive positive and negative impacts [4]
6. Environmental laws and tourism – current trends, spatial patterns and recent changes [5]
7. Role of foreign capital and impact of globalisation on tourism [4]
8. Recent trends of tourism: International and domestic (India) and local, sustainable tourism, Meeting Incentives Conventions and Exhibitions (MICE) [6]
9. Tourism in India: Tourism infrastructure; regional dimensions of tourist attraction; case studies of Dal lake, Goa, Garhwal Himalaya, desert and coastal areas [5]
10. Promotion of tourism: National tourism policy. Role of Internet [5]
11. Infrastructure and support system: Accommodation and supplementary accommodation, other facilities and amenities [5]
12. Tourism circuits-short and longer detraction: Agencies and intermediaries, Indian hotel industry [5]

References

- Boniface, B., Cooper, R., Cooper, C. 2016. *Worldwide Destinations: The Geography of Travel and Tourism*, vol. 1, 7th ed, Routledge.
- Edgell, D.L., Swanson, J. 2013. *Tourism Policy and Planning: Yesterday, Today, and Tomorrow*, Routledge.
- Fennell, D.A. 2014. *Ecotourism*, 4th ed, Routledge.
- Hall, C.M., Lew, A.A. 2009. *Understanding and Managing Tourism Impacts: An Integrated Approach*, Routledge.
- Hall, C.M., Page, S.J. 2014. *The Geography of Tourism and Recreation: Environment, Place and Space* 4th ed, Routledge.
- Honey, M. 2008. *Ecotourism and Sustainable Development, Second Edition: Who Owns Paradise?* 2nd ed, Island Press.
- Kale, V.S. (Ed) 2017. *Geomorphosites of India*, Indian Institute of Geomorphologists.
- Lew, A., Hall, C.M., Timothy, D.J. 2008. *World Geography of Travel and Tourism: A Regional Approach*, Butterworth-Heinemann.

7. GENERAL COURSE: SKILL ENHANCEMENT ELECTIVES

7.1 GEO-G-SEC-A-3/5-01-TH – Coastal Management ♦ 90 Marks / 2 Credits

5. Components of a coastal zone. Coastal morphodynamic variables and their role in evolution of coastal forms [7]
6. Environmental impacts and management of mining, oil exploration, salt manufacturing, land reclamation and tourism [8]
7. Coastal hazards and their management using structural and non-structural measures: Erosion, flood, sand encroachment, dune degeneration, estuarine sedimentation and pollution [8]
8. Principles of Coastal Zone Management. Exclusive Economic Zone and Coastal Regulation Zones with reference to India. [7]

References

- Beatley, T., Brower, D., Schwab, A.K. 2002. An Introduction to Coastal Zone Management, 2nd ed, Island Press.
- Berkes, F. 2015. Coasts for People: Interdisciplinary Approaches to Coastal and Marine Resource Management, Routledge.
- Carter, R.W.G. 1988. Coastal Environments: An Introduction to the Physical, Ecological and Cultural Systems of Coastlines, Academic Press.
- Clark, J.R. 1996. Coastal Zone Management Handbook, CRC Press / Lewes Publishers.
- Clark, J.R. 1998. Coastal Seas: The Conservation Challenge, Blackwell Science.
- French, P. 1997. Coastal and Estuarine Management, Routledge.
- Kay, R. and Alder, J. 1999. Coastal Planning and Management, E & FN Spon / Routledge.
- Pethick, J. 1984. An Introduction to Coastal Geomorphology, Arnold.
- Woodrofe, C.D. 2002. Coasts: Form, Process and Evolution. Cambridge University Press.

WEBSITES

Geological Survey of India: gsi.gov.in

National Bureau of Soil Survey and Land Use Planning: nbsslup.in

Indian Council of Agricultural Research: icar.org.in

Census of India: censusindia.gov.in

censusindia.gov.in/2011census/dchb/WBA.html

3.16 GEO-A-DSE-B-6-08-P –Geography of India Lab ✧ 30 Marks / 2 Credits

A laboratory notebook, comprising class assignments of the following, is to be prepared and submitted. The exercises are to be drawn in pencil with photocopied representation of source materials where necessary. All texts are to be handwritten.

1. Monthly temperature and rainfall graphs of five select stations from different physiographic regions of India [15]
2. Crop combination: Comparison of any two contrasting districts from West Bengal [15]
3. Annual trends of production: Mineral resources and manufacturing goods over two decades [20]
4. Composite Index: Comparison of developed and backward states of India [10]
5. Viva-voce based on laboratory notebook (5 Marks)

References

BOOKS:

Datt, R. and Sundharam, K.P.M. 2015. Indian Economy, 50th ed, S. Chand.

Khullar, D.R. 2011. India: A Comprehensive Geography, Kalyani Publishers.

Government of West Bengal: District Statistical Handbooks (e.g. bardhaman.nic.in/dshb05.pdf)

WEBSITES:

India Meteorological Department: www.imd.gov.in

ISRO Bhuvan 2D Platforms: bhuvan.nrsc.gov.in/map/bhuvan/bhuvan2d.php

Open Government of India Data Platform: data.gov.in

Planning Commission (West Bengal Development Report 2010):
planningcommission.nic.in/plans/stateplan/sdr/sdr_wb1909.pdf

Trending Economics (India's industrial production):
tradingeconomics.com/India/industrial-production

UNDP Human Development Report on India (2016):
hdr.undp.org/en/countries/profiles/IND
hdr.undp.org/sites/all/themes/hdr_theme/country-notes/IND.pdf

Wikipedia (hierarchy of states):
en.wikipedia.org/wiki/List_of_Indian_states_and_union_territories_by_GDP_per_capita



UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No 14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

Sl. No.	Subject	Sl. No.	Subject
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management – ASPV (Major)
✓ 22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018

Paul
4/6/18
(Dr. Santanu Paul)
Deputy Registrar

Detailed Syllabus History Honours
HIS-A CC -1- 14 TH&TU

CC 1 : History of India From the earliest times to C 300 BCE

I. Reconstructing Ancient Indian History:

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

II. Hunter-gatherers and the advent of food products

- a) Paleolithic 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.
- c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern

III. The Harappan civilization:

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

IV. Cultures in transition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan problem.

- a) North India (circa 1500 BCE – 300 BCE)
- b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE)

Essential Readings

- Agarwal D.P., *The Archaeology of India*, London, 1982.
Basham A.L., *The Wonder That Was India*, London, 1954.
Chakrabarti Dilip Kumar, *An Oxford Companion to Indian Archaeology*, New Delhi, 2006.
Chakrabarti Dilip Kumar, *India, An Archaeological History*, Delhi, 1999
Sharma R.S., *Looking for the Aryans*, 1995.
Sharma R.S., *Material Cultures and Social Formations in Ancient India*, New Delhi, 1983.
Thapar Romila, *Early India: From the Origins to AD 1300*, London, 2002

Suggested Readings

- Basham A.L ed. *A Cultural History of India*, New Delhi, 1975.
Ghosh Amalananda, *The City in Early Historic India*, Shimla, 1973.
Altekar A.S., *The Position of Women in Hindu Civilization from Pre-historic times to the Present*, New Delhi, 1962.
Chattopadhyaya B.D., *Studying Early India: Archaeology, Texts and Historical Issues*, New Delhi, 2003.
Sircar D.C., *Indian Epigraphy*, New Delhi, 1965.
Kosambi D.D., *An Introduction to the Study of Indian History*, Bombay, 1956
Kosambi D.D., *Combined Methods in Indology and Other Writings*, Edited and Introduced By B.D Chattopadhyaya
Jha D.N., *Ancient India: An Introduction*, New Delhi, 1998
Chattopadhyay D.P., *Science and Society in Ancient India*, Calcutta, 1977.
Erdosy George, *Urbanization in Early Historic India*, Oxford, 1988.

- Cohen, Mark, *Under Crescent and Cross The Jews in the Middle Ages*, Princeton University Press, 2008.
- Deansley, Margaret, *A History of Early Medieval Europe, 476 to 911*, Methuen, 1956.
- Dobb, Maurice Dobb, *Studies in the Development of Capitalism*, Routledge, First Edition, March, 1965.
- Goff, Le, *Medieval Civilizations (400-1500)*, Blackwell Publishing, August 1991.
- Hitti, Philip K., *History of the Arabs*, Macmillan Education Ltd., First Edition, 1937.
- Inalcik, Halil, *The Ottoman Empire*, Phoenix, December 2001.
- Lewis, Bernard, *The Arabs in History*, Oxford University Press, 6th Edition, May 2002.
- Lewis, Bernard, *The Jews of Islam*, 1984.
- Man, John, *The Mongol Empire*, Penguin Random House, May 2015.
- Pirenne, Heim, *Medieval Cities*, Princeton University Press, 1969.
- Smith, Leslie and Leyser, Conrad; *Motherhood, Women and Society in Medieval Europe (400-1400)*, Ashgate Publishing Ltd, 2011.
- Stuard, Susan Mosher (Ed.), *Women in Medieval History and Historiography*, University of Pennsylvania Press; New edition, December, 1988.

CC-5 : History of India (CE 750 – 1206)

I. Studying Early Medieval India:

Historical geography sources: texts, epigraphic and numismatic data. Debates on Indian Feudalism, rise of the Rajputs and the nature of the state.

II. Political Structures:

- a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas.
- b) Legitimization of kingship; Brahmanas and temples; royal genealogies and rituals
- c) Arab conquest of Sindh : nature and impact of the new set-up; Ismaili Dawah
- d) Cause and consequences of early Turkish invasions : Mamud of Ghazna; Shahab-ud-Din of Ghur.

III. Agrarian structure and social change:

- a) Agricultural expansion; crops
- b) Landlords and peasants
- c) Proliferation of castes: status of untouchables
- d) Tribes as peasants and their place in the Varna order

IV. Trade and Commerce

- a) Inter-regional trade
- b) Maritime trade
- c) Forms of exchange
- d) Process of urbanization
- e) Merchant guilds of South India

V. Religious and Cultural developments:

- a) Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults.
- b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- c) Regional languages and literature

চ্যটাজী জয়া, বাংলা ভাষা হোল: হিন্দু সাম্প্রদায়িকতা ও দেশ-বিভাগ, ১৯৩২-১৯৪৭। এল আলমা পাবলিকেশনস, কলকাতা, ২০০৩

দেশাই এ আর, ভারতীয় জাতীয়তাবাদের সামাজিক পটভূমি, কে পি বাগচি এন্ড কোং, কলকাতা

দত্ত রজনী পাম, আভিকার ভারত সরকার সুশোভন, বাংলার রেনেসাঁস, দীপায়ন, কলকাতা
ত্রিপাঠী অমলেশ, স্বাধীনতা সংগ্রামে ভারতের জাতীয় কংগ্রেস ১৮৮৫-১৯৪৭। কলকাতা আনন্দ
পাবলিশার্স, ২০১২।

ত্রিপাঠী অমলেশ, ভারতের মুক্তিসংগ্রামে চরমপন্থী পর্ব, আনন্দ পাবলিশার্স, কলকাতা
ভট্টাচার্য্য সব্যসাচী, বাংলায় সন্ধিক্ষণ: ইতিহাসের ধারা ১৯২০-৪৭। অক্সফোর্ড ইউনিভার্সিটি প্রেস:
২০১৮।

মুখোপাধ্যায় হীরেন্দ্রনাথ, ভারতবর্ষের ইতিহাস (২য় খন্ড) (মুঘল ও ব্রিটিশ ভারত) পশ্চিমবঙ্গ রাজ্য
পুস্তক পর্ষদ, ৪র্থ মুদ্রণ, ১৯৯৮

সুর নিখিল, ভারতীয় জাতীয়তাবাদী আন্দোলনের পটভূমি, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৮৯
চট্টোপাধ্যায় প্রণবকুমার, আধুনিক ভারত (১৮৫৮-১৯২০) (১ম খন্ড) পশ্চিমবঙ্গ রাজ্য পুস্তক
পর্ষদ, ১৯৯৮

চট্টোপাধ্যায় প্রণবকুমার, আধুনিক ভারত (১৯২০-১৯৪৭) (২য় খন্ড) পশ্চিমবঙ্গ রাজ্য পুস্তক
পর্ষদ, ১৯৯৯

সেন সুনীল, ভারতে কৃষিসম্পর্ক (১৭৯৩-১৯৪৭) পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৮৫
ত্রিপাঠী অমলেশ, স্বাধীনতা সংগ্রামে ভারতের জাতীয় কংগ্রেস, আনন্দ পাবলিশার্স, কলকাতা

Paper 3 DSE-B-2 SEM -5: History of Southeast Asia – The 19th Century

I. Pre-Colonial Structures of Power and Authority c.1800

II. Economy and Society in early 19th c.

a) Patterns of production in agriculture and the crafts

- b) Organisation of trade and banking
- c) Cultural expressions : Folk and Classical
- d) Islam and popular culture

III. Colonisation and Colonial Transformations:

- a) Processes of colonial controls and the Informal Empire in Thailand
- b) Peasant society and agrarian transformations, plantations, forests, mining.
- c) Urbanisation : Colonial cities in Plural Societies
- d) Culture : i) Colonial Discourses and the Creation of National Culture
- ii) Oral traditions, literacy and the case of Malay Hikayats.
- iii) Creation of Perfect Natives
- iv) Education

Essential Readings

Anderson B., *Imagined Communities: Reflections on the Origin and Spread of Nationalism* Verso 1983

Benda H., *The Crescent and the Rising Sun*. The Hague, W. van Hoeve, 1958.

Furnivall, *Colonisation and the Plural Society* Oxford University Press, 1980

Hart G., ed., *Agrarian Transformations: Local Processes and the state in South-East Asia*.

Berkeley : University of California Press, 1989

Kemp J., ed., *Peasants and Cities, Cities and Peasants : Rethinking Southeast Asian Models*.

Osborne Milton, *South East Asia : An Introductory History* Allen & Unwin, 2016.

Tarling Nicholas, ed., *Cambridge History of South-East Asia*, 2 vols. Cambridge University Press . 1993

দাসগুপ্ত অরুণ, দক্ষিণ পূর্ব এশিয়ার ইতিহাস

সেন জহর, দক্ষিণ পূর্ব এশিয়ার ইতিহাস

Suggested Readings

Anderson B., *Mythology and the Tolerance of the Javanese Southeast Asia Program* Cornell University monograph series, Modern Indonesia Project (1985)

Dijk Van C., *Trousers, Sarongs and Jubbahs*

Dobblin C., *Islamic Revivalism in a Changed Peasant Economy (1784 – 1847)* London: Curzon Press, 1983

Keys, Charles F., *The Golden Peninsula* Honolulu : University of Hawaii Press, 1995.

Lev Daniel S., and McVey T., eds, *Making Indonesia – Essays on Modern Indonesia*. Ithaca:

Cornell Southeast Asia Program, 1996

Purcell Victor, *The Chinese in South-East Asia* London and New York: Oxford University Press, 1951

Winichakul Tongchai, *Siam Mapped : A History of the Geo-Body of a Nation* University of Hawaii Press, 1994

Wyatt, David K, *Thailand: Studies in Thai History*, 1999

Paper 4 DSE-B-4 SEM -6: History of Southeast Asia – The 20th Century

I. Migration : Indian and Chinese Labour and Capital

II. Movements of Resistance and the making of new identities

- a) Peasant resistance
- b) Radicalism and the Origins of the Vietnamese Revolution, 1920-1946
- c) Indonesian Revolution, 1945-1949

CC-13 : History of India (c. 1857 – 1964)

I. Cultural changes and Social and Religious Reform Movements:

- a) Growth of a new intelligentsia – the Press and Public Opinion
- b) Reform and Revival : Brahmo Samaj, Prarthana Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- c) Debates around gender
- d) Making of religious and linguistic identities
- e) Caste : Sanskritising and anti Brahminical trends

II. Nationalism : Trends up to 1919

- a) Formation of early political organizations
- b) Moderates and extremists
- c) Swadeshi movement
- d) Revolutionaries

III. Gandhian nationalism after 1919 : Ideas and Movements:

- a) Mahatma Gandhi : his Perspectives and Methods
- b) i) Impact of the First World War
- ii) Rowlatt Satyagraha and Jalianwala Bagh
- iii) Non-Cooperative and Civil Disobedience
- iv) Provincial Autonomy, Quit India and INA
- c) Left wing movements
- d) Princely India : States people movements

IV. Nationalism and Social Groups : Interfaces:

- a) Landlords, Professionals and Middle Classes
- b) Peasants
- c) Tribals
- d) Labours
- e) Dalits
- f) Women
- g) Business groups

V. Communalism : Ideologies and practices, RSS , Hindu Maha Sabha, Muslim League

VI. Independence and Partition

- a) Negotiations for independence and partition
- b) Popular movements
- c) Partition riots

VII. Emergence of a New State:

- a) Making of the Constitution
- b) Integration of princely states
- c) Land reform and beginnings of planning
- d) The Nehru years.

III. Field Work; Studying of structures & Functions

IV. Training & Employment

References:

- G. Edson & Dean David, Handbook for Museum, London, Routledge, 1986
John Ridener, From Folders to Post Modernism: A Concise History of Archival Theory, 2009
Roychowdhury, Madhuparna. Displaying India's Heritage : Archaeology and the Museum Movement in Colonial India. Delhi: Orient Blackswan 2015
Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal. 2004.

SEC-A -2: Indian History & Culture

I. Environment; Culture, Tradition & Practices:

- Historical overview
- Oral & codified information on medicinal Plants
- Water & Water Bodies
- Fieldwork

II. Urbanization & Urbanism:

- Issues of settlements & Landscapes
- Social differentiations
- Communication networks

III. Social inequality & Gender:

- Status within Households: An overview
- Present context
- Issues of Violence
- Employment, distribution of resources

IV. Cultural Heritage:

- Main components
- Built Heritage
- Historical Tourism

V. Cultural Forms & Cultural Expressions:

- Performing Arts
- Fairs & Festivals
- Fieldwork

References:

- Indu Banga, ed. The City in Indian History: Urban Demography, Society & Polity, Delhi, Manohar., 1991
Koch, E. Mughal Art & Imperial Ideology, New Delhi ; New York : Oxford University Press, 2001.
Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights & Feminism in India 1880-1990, Zubaan, 2007
V. Vasudev, Fairs & Festivals, Incredible India Series, 2007
V. Singh, The Human Footprint on Environment: Issues in India, New Delhi, and Macmillan, 2012

গৌতম চট্টোপাধ্যায় সম্পাদিত: দুশো বছরের আলোকে, পশ্চিমবঙ্গ ইতিহাস সংসদ, ১৯৮৯

চক্রবর্তী, ফরাসী বিপ্লব, পশ্চিমবঙ্গ পুস্তক পর্ষদ, কলকাতা

চক্রবর্তী সুভাষ রঞ্জন, ইউরোপের ইতিহাস, পশ্চিমবঙ্গ পুস্তক পর্ষদ, কলকাতা, ১৯৮৬

জ্যাকসন টি এ, ফরাসী বিপ্লব – দশ দিগন্ত, কে পি বাগচি গ্রন্থ কোং, কলকাতা ২০০৪

টমসসন ডেভিড, বিশ্ব ইতিহাসের প্রেক্ষাপটে ইউরোপ, ১ম খণ্ড (১৭৮৯-১৮৫০), ২য় খণ্ড (১৮৫১-১৯১৪)

প্রত্নসিদ্ধান্ত পাবলিশার্স, কলকাতা ২০০২ ও ২০০৩

রায় সিদ্ধার্থ গুহ, আধুনিক ইউরোপ: ফরাসী বিপ্লব থেকে দ্বিতীয় বিশ্বযুদ্ধ, প্রগতিশীল প্রকাশক, কলকাতা, ২০১৩

Skill Enhancement Elective Course (SEC) Credits,-2

SEC-A- 1: Historical Tourism: Theory &Practice

I. Defining Heritage

Art &Architecture in India: An overview:

Field Work: Visit to historical sites &Museums

II. Understanding Built Heritage:

Stupa Architecture

Temple Architecture

Indo Persian Architecture, Forts, Palaces, Mosques

Colonial Architecture

Present day structures

III. Field Work: Visit to site &Conducting of research

IV. Modalities of conducting tourism

References:

Sunil Kumar, The Present in Delhi's Past, Delhi, Gyan Publishing House, 2002

Peter Howard, Heritage: Management, Interpretation, Identity, and London, 2003

V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972

Percy Brown, Indian Architecture, Bombay, D.B.Taraporevala Sons &Co, 1940

James Harle, The Art & Architecture of the Indian Subcontinent, Harmondsworth, Penguin, 1988

S.K.Bhowmik, Heritage Management: Care, Understanding & Appreciation of Cultural Heritage, Jaipur, 2004.

SEC-B -1: Museums &Archives in India

I. Definitions

II. History of setting up of Museums and Archives: Some case Studies



UNIVERSITY OF CALCUTTA

GURUPADA SAREN

SECRETARY

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Ref.No : CUS/237(cir.)/18

Dated the 25th April, 2018

To
The Principals/T.I.C.
of all the Undergraduate Colleges
offering B.A. in Philosophy(Honours & General)
affiliated to the University of Calcutta

Sir/Madam,

The undersigned is to inform you that the proposed revised semesterised draft Syllabus for Philosophy (Honours & General) Courses of Studies under CBCS has been uploaded in the Calcutta University website (www.caluniv.ac.in).

The said syllabus has been prepared by the U.G. Board of Studies in Philosophy, C.U., suppose to be implemented from the academic session 2018-2019

You are requested kindly to go through it and send your feedback within 5th May, 2018.

In this regard you may send your observation/ suggestion to the Department of U.G. Councils, C.U. or through email (u.g.councilsc.u@gmail.com), and you also may contact Prof. Manidipa Sanyal, Department of Philosophy, C.U. through e-mail (smanidipa@yahoo.co.in).

Your cooperation in this regard will be highly appreciated. Kindly treat the matter as urgent.

Thanking you,

Yours faithfully,

Secretary

Bengali:

- Tarkasaṃgraha: Annambhatta
- Tarkasaṃgraha: M.R. Bodas & Y.V. Athalye (tr. & ed.)
- Tarkasaṃgraha with Dipika: Narayan Chandra Goswami
- Tarkasaṃgraha with Dipika: Indira Mukhopadhyay
- Tarkasaṃgraha with Dipika: Panchanan Shastri
- Tarkasaṃgraha with Dipika: Kanailal Poddar

b) Man and Environment (2 Credits per week)**a) Classical Indian Attitude to Environment**

- i) The Upanisadic world-view, ii) Tagore's understanding of nature, iii) The post-Upanisadic view of nature

b) Respect for Nature

- i) The attitude of respect, ii) Bio-centric outlook to nature, iii) Ethical standards and rules that follow from the attitude of respect to nature, iv) The idea of inherent worth of nature.

c) Intrinsic Value of nature

- i) Moore's talk of 'intrinsic properties', ii) Chilsom's idea of intrinsic value, iii) Attfield on the intrinsic value of nature, iv) Callicott's idea of intrinsic value of nature, v) Rolston III on intrinsic value of nature, vi) intrinsic value and objective value

d) Deep Ecology and its Third World Critique

- i) Arne Naess on Deep Ecology, ii) Ramchandra Guha's critique of Deep Ecology

e) Eco-feminism

- i) Understanding nature and the feminine, ii) Dualisms in Western tradition, iii) Masculinity, humanity and nature.

Suggested Readings

English:

- Ethics in Management : S. K. Chakraborty (Chapter 1&5)
- Management by Values -towards cultural congruence : S.K.Chakraborty
- Management Ethics-integrity at work: J.A.Patrick & John F. Quinn
- Business Ethics and Corporate Governance, Pearson Education India
- Business Ethics-an introduction to the ethics of values:Lucjan Klimsza

B. Environmental Philosophy

Suggested Readings:

English :

1. 'Attitudes to Nature' John Passmore,, Environmental Ethics (ed.) Robert Elliot, Oxford University Press, Oxford, 1998
2. Respect for Nature: A Theory of Environmental Ethics (Select Parts),Paul Taylor, Princeton University Press, Princeton, 1986
3. 'Intrinsic value, Environmental Obligation and Naturalness', Robert Elliot Monist, 1975
4. 'The Shallow and the Deep, Long-Range Ecology Movements: A Summary',Arne Naess, Inquiry, 1973
5. Nature, Self and Gender: Feminism, Environmental Philosophy and the Critique of Rationalism, Val Plumwood, Environmental Ethics (ed.) Robert Elliot, Oxford University Press, Oxford, 1998

Bengali:

6. Paribesh o Naitikata,Nirmalya Narayan Chakraborty, Progressive Book Forum, Kolkata, 2002

C.Feminist Philosophy

Suggested Readings:

English:

- 1)Feminist Thought: A Comprehensive Introduction, Rosemarie Tong ,Vol 1&2, Third Edition, Westview Press, 2009
- 2)Feminist Thought, Shefali Moitra, Munshiram Manoharlal Publishers Pvt .Ltd in association with Centre of Advanced Study in Philosophy, Jadavpur University, Kolkata, 2002
- 3)The Second Sex, Simone De Beauvoir, Vintage Books, London, 2001
- 4) A Companion to Feminist Philosophy (ed. Alison, M, Jaggar and Iris Marion Young), Willey-Blackwell, 1999
- 5) Feminist Knowledge (RLE Feminist Theory) Critique and Construct,(ed.Sneja Gunew),Routledge Library Editions,2014



UNIVERSITY OF CALCUTTA

Notification No. CSR/ 24 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 13.07.2018 (vide Item No.18) approved the corrected version of the Bengali (Honours / General / LCC2 / AECC1) syllabus replacing the existing Bengali (Honours / General / LCC2 / AECC1) syllabus (as notified in Notification No.CSR/ 12/18 dated 04.06.2018) , laid down in the accompanying pamphlet.

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 6th August, 2018


(Debabrata Manna)
Deputy Registrar (Acting)

AECC-1 [MIL (Bengali)]-2 Credits

BNG-AECC-1-1-TH

- স্নাতক কলা, বাণিজ্য, বিজ্ঞান বিভাগের যে-সমস্ত পড়ুয়া AECC-1 ক্তরে MIL হিসেবে বাংলা শিক্ষাটি গ্রহণ করবে তাদের জন্য প্রথম সেমিস্টারে ২ ক্রেডিটের এই কোর্সটি পাঠ্য।
- সেমিস্টারে মোট পনেরো সপ্তাহ ক্লাস হবে ধরে নিয়ে Class Hour/Teaching Hours-এর হিসেব দেওয়া হয়েছে।
- এই কোর্সটি ১০০ নম্বরের। এর মধ্যে ১০ নম্বর সংশ্লিষ্ট ক্লাসে পড়ুয়ার উপস্থিতির জন্য এবং ১০ নম্বর কোর্সভিত্তিক আভ্যন্তর মূল্যায়নের জন্য বরাদ্দ থাকবে।
- অবশিষ্ট ৮০ নম্বরের জন্য বিশ্ববিদ্যালয়ের সংশ্লিষ্ট নম্বর পরীক্ষা নেবে। প্রতি মডিউল থেকে ১০টি করে ২ নম্বরের মোট ৪০টি MCQ ধর্মী প্রশ্ন হবে।

মডিউল-১ : প্রবন্ধ (কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত ভাষাপাঠ সঙ্কলন-এ সংকলিত)

	Class Hours
পাঠ্য প্রবন্ধ : স্বদেশী সমাজ— রবীন্দ্রনাথ ঠাকুর বাংলা ভাষা— স্বামী বিবেকানন্দ স্ত্রী জাতির অবনতি— বেগম রোকেয়া অপবিজ্ঞান— রাজশেখর বসু	৯

মডিউল-২ : ছোটগল্প (কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত ভাষাপাঠ সঙ্কলন-এ সংকলিত)

পাঠ্যগল্প : রবীন্দ্রনাথ ঠাকুর লিখিত পোস্টমাস্টার, ছুটি, জীবিত ও মৃত এবং বলাই	৯
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মডিউল-৩ : কবিতা (কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত ভাষাপাঠ সঙ্কলন-এ সংকলিত)

নৈবেদ্য— রবীন্দ্রনাথ ঠাকুর পাঠ্য : বৈরাগ্য সাধনে মুক্তি সে আমার নয় (৩০), শতাব্দীর সূর্য আজি রক্ত মেঘ-মাবে (৬৪), স্বার্থের সমাপ্তি অপঘাতে (৬৫), তোমার ন্যায়ের দণ্ড প্রত্যেকের করে (৭০), চিত্ত যেথা ভয় শূন্য উচ্চ যেথা শির (৭২), শক্তিদত্ত স্বার্থলোভ মরীর মতন (৯২)	৬
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মডিউল-৪ : পরিভাষা

কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত ভাষাপাঠ সঙ্কলন-এ নির্ধারিত ২৫০টি পরিভাষা	৬
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Bengali Honours & General SEM-2.

Paper - C12

মডিউল-৩ : নাটক ও গদ্য প্রবন্ধ

ক	দীনবন্ধু মিত্র — নীলদর্পণ	১০		
খ	রবীন্দ্রনাথ ঠাকুর — বাজেকথা	১০	৬	১
	প্রমথ চৌধুরী — বইপড়া			
	অবনীন্দ্রনাথ ঠাকুর — সৌন্দর্যের সন্ধান			
	সোফিয়া খাতুন — উনবিংশ শতাব্দীর নারীবিশ্ব			

সহায়ক গ্রন্থ (নির্বাচিত)

- ☐ চম্পীগীতি পরিক্রমা — নির্মল দাশ
- ☐ শ্রীকৃষ্ণকীর্তন — অমিত্রসুন্দর ভট্টাচার্য (সম্পাদিত)
- ☐ মধ্যযুগের কবি ও কাব্য — শঙ্করীপ্রসাদ বসু
- ☐ রবিরশ্মি — চাবুকের ভট্টাচার্য
- ☐ বাংলা সাহিত্যে উপন্যাসের ধারা — শ্রীকুমার বন্দ্যোপাধ্যায়
- ☐ বাংলা উপন্যাসের ইতিহাস — ক্ষেত্র গুপ্ত
- ☐ বঙ্কিমচন্দ্র — সুবোধচন্দ্র সেনগুপ্ত
- ☐ বঙ্কিম সরসী — প্রথমনাথ বিশী
- ☐ বাংলা উপন্যাসের কালাস্তর — সরোজ বন্দ্যোপাধ্যায়
- ☐ সাহিত্যে ছোটগল্প — নারায়ণ গঙ্গোপাধ্যায়
- ☐ বাংলা সাহিত্যের ছোটগল্প ও গল্পকার — ভূদেব চৌধুরী
- ☐ কালের পুস্তিকা — অরুণকুমার মুখোপাধ্যায়
- ☐ একালের গদ্য-পদ্য আন্দোলনের দলিল — সত্য গুহ
- ☐ বাংলা ছোটগল্প : প্রসঙ্গ ও প্রকরণ — বিপ্লব দত্ত
- ☐ বাংলা গদ্যবৈচিত্র্যের ইতিহাস — অরুণকুমার মুখোপাধ্যায়
- ☐ বাংলা সাহিত্যে নব্যযুগ — শশিকৃষ্ণ দাশগুপ্ত
- ☐ আধুনিক বাংলা সাহিত্য — মোহিতলাল মজুমদার
- ☐ বঙ্কিমচন্দ্রের উপন্যাস : শিখরীতি — ক্ষেত্র গুপ্ত।

BNG-A-CC-6-13-TH-TU

আধুনিক বাংলা কাব্য-কবিতা

উদ্দেশ্য : ঔপনিবেশিক আধুনিকতার সংস্পর্শে এসে আমাদের কাব্যে যে নবযুগের সঞ্চার হয়েছিল, তার বিভিন্ন পর্বকে পড়ুয়ারা অনুধাবন করতে পারবে এই কোর্সটির মাধ্যমে।

মডিউল-১

	Class Hours		
	Th	Tu	IA Exam
বীরাজনা কাব্য— মধুসূদন দত্ত পাঠ্য : দুঃস্বপ্নের প্রতি শকুন্তলা, সোমের প্রতি তারা, ছারকানাথের প্রতি রুদ্দিনী, দশরথের প্রতি বেকরী, লক্ষ্মণের প্রতি শূর্ণনখা এবং নীলমণ্ডলের প্রতি জনা	২০	৬	১

মডিউল-২

ক.	সোনার তরী— রবীন্দ্রনাথ ঠাকুর পাঠ্য : সোনার তরী, বৈয়ব কবিতা, বসুন্ধরা, নিবুদ্ধে যাত্রা	১০	৩	১
খ.	সঙ্কীর্ণতা— কাজী নজরুল ইসলাম পাঠ্য— বিদ্রোহী, অভিশাপ, দারিদ্র্য, নারী	১০	৩	

মডিউল-৩

একালের কবিতা সম্বন্ধে (কলিকাতা বিশ্ববিদ্যালয় সংস্করণ) পাঠ্য : ক) রাত্রি— জীবনানন্দ দাশ, সোহাবদ— সুধীন্দ্রনাথ দত্ত সংগতি— অমিয় চক্রবর্তী, রবীন্দ্রনাথের প্রতি— বৃন্দাবন বসু প্রচ্ছন্ন আদেশ— বিষ্ণু দে	১২	৩	১
খ) বধু— সুভাষ মুখোপাধ্যায়, বোধন— সুকান্ত ভট্টাচার্য বৃক্ষ— কবিতা সিংহ, স্মৃতির শহরে— সুনীল গঙ্গোপাধ্যায় আমার নাম ভারতবর্ষ— অমিতাভ দাশগুপ্ত	১১	৩	

সহায়ক গ্রন্থ (নির্বাচিত)

- ☐ কবি মধুসূদন— মোহিতলাল মজুমদার
- ☐ মধুসূদন কবি আত্মা ও কাব্যশিল্প— ফেরা গুপ্ত
- ☐ মধুসূদন : কবি ও নাট্যকার— সুবোধচন্দ্র সেনগুপ্ত
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- ☐ রবীন্দ্রকাব্য পরিচয়— উপেন্দ্রনাথ ভট্টাচার্য
- ☐ আধুনিক বাংলা কাব্য পরিচয়— দীপ্তি ত্রিপাঠী
- ☐ আধুনিক কবিতার দিগ্ভ্রম— অশ্বকুমার শিকদার
- ☐ আমার কালের কয়েকজন কবি— জগদীশ ভট্টাচার্য
- ☐ আধুনিক বাংলা কবিতায় ইউরোপীয় প্রভাব— মঞ্জুভাষ মিত্র
- ☐ বাংলা কবিতার চ্যালেঞ্জ— সুমিতা চক্রবর্তী
- ☐ নজরুলের কবিতা : অসংযমের শিল্প— ফেরা গুপ্ত



UNIVERSITY OF CALCUTTA

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Sl. No.	Subject	Sl. No.	Subject
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21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management – ASPV (Major)
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24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
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The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018

Paul
4/6/18
(Dr. Santanu Paul)
Deputy Registrar

CC – 10 (Semester 4)
Inclusive Education

Objectives:-

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit: 1 = Inclusion Overview

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

Unit: 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

Unit: 3 = Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

Unit: 4 = Educational Reforms for Inclusive Society.

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture.
- Education for a multicultural society.
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

CC- 4/GE – 4 (Semester – 4)

Inclusive Education

Objectives:-

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit: 1 = Inclusion Overview

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

Unit: 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
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- Role of Informal agencies (like mass media etc) in building an inclusive society

DSE – A (Semester – 6)

Gender and Society

Objectives:

- To understand the basic terms, concepts used in gender studies.
- To understand the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity.

Unit: 1 = Gender Concepts

- Definition of Gender and difference with sex
- Gender Dynamics: Gender identity; Gender role and gender stereotype
- Social Construction of Gender

Unit: 2 = Gender Socialization

- Childhood, socialization and gender biases in the family and school
- Social Differentiation among women in educational context by caste, tribe, religion and region
- Gender discrimination in the management of the school and education system.

Unit: 3 = Gender roles

- Gender Roles and Relationships Matrix
- Gender based division and Valuation of Work
- Exploring Attitudes towards Gender

Unit: 4 = Gender inequality in the schools

- Gender inequality in the structure of knowledge
- Presentation of gender in the development of curriculum and text books.
- Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.

DSE – B (Semester – 6)

Women Education

Objectives:-

- To know the historical perspectives of Women Education
- To know the Policy Perspectives and Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women Empowerment.

Unit: 1 = Historical Perspectives of Women Education

- Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period
- Contribution of Missionaries
- Role of British Govt.

Unit: 2 = Policy Perspective, Committee and Commission on Women Education

- Constitutional provision, NPE -1968, 1986, 1992, POA-1992
- Radhakrishnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

Unit: 3 = Role of Indian Thinkers in promoting Women Education

- Rammohan Roy
- Vidyasagar

Unit: 4 = Major Constraints of Women Education and Women Empowerment

- Social – Psychological
- Political – Economical
- Role of women empowerment in modern society (in brief.)

DSE-B (Semester – 6)
Women Education

Objectives:-

- To know the historical perspectives of Women Education
- To know the Policy Perspectives and Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women Empowerment.

Unit: 1 = Historical Perspectives of Women Education

- Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period
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Deputy Registrar

Subject: ENGLISH

SEM: V Paper: CC5-11

Poetry

Lord Tennyson, 'Ulysses'
Robert Browning, 'My Last Duchess'
Christina Rossetti, 'The Goblin Market'
Matthew Arnold, 'Dover Beach'

Novel

Jane Austen, *Pride and Prejudice* OR Charlotte Bronte, *Jane Eyre*
Charles Dickens, *Oliver Twist* OR Thomas Hardy, *The Mayor of Casterbridge*

End Semester Question Pattern:

Objective – 5 marks

Two questions of 15 marks each from poetry (out of three)

Two questions of 15 marks each (one from each) from novels
(out of four, two from each)

Suggested Readings:

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
3. John Stuart Mill, 'The Subjection of Women' in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

CC11 (SEMESTER 5, CODE – ENG-A-CC-5-11-TH/TU)
WOMEN'S WRITINGS: 6 CREDITS

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Poetry

Emily Dickinson, 'I cannot live with you'
Elizabeth Barrett Browning, 'How do I love thee'
Eunice De Souza, 'Advice to Women'

Fiction

Alice Walker, *Color Purple* OR Emily Bronte, *Wuthering Heights*
Mahasweta Devi, 'Draupadi', translated Gayatri Chakravorty Spivak
Katherine Mansfield, 'Bliss'

Non-Fiction

Mary Wollstonecraft, *A Vindication of the Rights of Woman*, Chapters I & II (New York: Norton, 1988)

Objective – 5 marks

Two question of 15 marks out of four from poetry (one from each poem)

Two questions of 15 marks out of three from short story (one from each)

CC2/GE2 (SEMESTER 2, CODE – ENG-G-CC-2-2-TH/TU) - 6 CREDITS
(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

ESSAY, DRAMA AND NOVEL

Essay

Charles Lamb: 'Dream Children: A Reverie'

George Orwell: 'Shooting an Elephant'

Drama

William Shakespeare: *As You Like It*

George Bernard Shaw: *Arms and the Man*

Novel

Thomas Hardy: *The Mayor of Casterbridge*

End Semester Question Pattern:

Objective – 5 marks

One question of 15 marks out of two from essay (one from each)

Two questions of 15 marks (one from each) out of four from drama (two from each)

One question of 15 marks out of two from novel

CC3/GE3 (SEMESTER 3, CODE – ENG-G-CC-3-3-TH/TU) - 6 CREDITS
(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

WOMEN'S WRITING AND WOMEN'S EMPOWERMENT

Poetry

Elizabeth Barret Browning: 'How Do I Love Thee'

Christina Rossetti: 'Uphill'

Emily Dickinson: 'I cannot live with you'

Sarojini Naidu: 'Palanquin Bearers'

Prose

Rassundari Devi: *Amar Jiban*, translated Enakshi Chatterjee, Writers' Workshop.

Rokeya Sakhawat Hussain: *Sultana's Dream*

End Semester Question Pattern:

Objective – 5 marks

Two questions of 15 marks out of three from poetry

Two questions of 15 marks (one from each) out of four from prose (two from each)

End Semester – 65

Tutorial – 15

Internal – 10

Attendance – 10

DSEA1 (SEMESTER 5, CODE – ENG-G-DSEA-5-1-TH/TU) - 6 CREDITS
(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

BRITISH LITERATURE

Poetry

Group – A

William Wordsworth, 'Tintern Abbey'

Percy Bysshe Shelley, 'Ode to the West Wind'

John Keats, 'Ode to a Nightingale'

Group – B

Lord Tennyson, 'Ulysses'

Matthew Arnold, 'Dover Beach'

W.B. Yeats, 'The Second Coming'

Drama

William Shakespeare, *Macbeth*

Fiction

Robert Louis Stevenson, *The Strange Case of Dr Jekyll and Mr Hyde*

End Semester Question Pattern:

Objective – 5 marks

Two questions of 15 marks from poetry (one from each group) out of four,
two from each group

One question of 15 marks out of two from drama

One question of 15 marks out of two from fiction

DSEA2 (SEMESTER 5, CODE – ENG-G-DSEA-5-2-TH/TU) - 6 CREDITS
(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

MODERN INDIAN WRITING IN ENGLISH TRANSLATION

Novel

Rabindranath Tagore, *The Home and the World*

Poetry

Rabindranath Tagore, 'Light, oh where is the light?' (*Gitanjali* XXVII) and 'When
my play was with thee' (*Gitanjali* XCVII)

G.M. Muktibodh, 'The Void'

Amrita Pritam, 'I say unto Waris Shah'

Drama

Vijay Tendulkar, *Silence! The Court is in Session*
Habib Tanveer, *Charandas Chor*

End Semester Question Pattern:

- Objective – 5 marks
- One question of 15 marks out of two from novel
- One question of 15 marks out of three from poetry
- Two questions of 15 marks each (one from each) out of four from drama (two from each drama)

DSEB1 (SEMESTER 6, CODE – ENG-G-DSEB-6-1-TH/TU) - 6 CREDITS
(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

PARTITION LITERATURE

Novel

Amitav Ghosh, *The Shadow Lines*

Short Stories

Protiva Basu, 'The Marooned', translated Subhasree Tagore, in *The Other Voice*, eds. Tapati Gupta and Anil Acharya, Kolkata: Anustup
Manik Bandyopadhyay, 'The Final Solution', translated Rani Ray, in Debjani Sengupta ed. *Mapmaking: Partition Stories from Two Bengals*, New Delhi: Srishiti
Sadat Hasan Manto, 'Toba Tek Singh', in *Black Margins: Manto*, New Delhi: Manohar

Poetry

Sahir Ludhianvi, 'Twentysixth January'
Birendra Chattopadhyay, 'After Death: Twenty Years' and
Sankha Ghosh, 'Rehabilitation', in Rakhshanda Jalil, Tarun Saint and Debjani Sengupta (eds) *Looking Back: The 1947 Partition of India 70 Years On*, New Delhi: Orient Blackswan, 2017

End Semester Question Pattern:

- Objective – 5 marks
- One question of 15 marks from novel (out of two)
- Two questions of 15 marks each from short stories (out of three)
- One question of 15 marks from poetry (out of two)

DSEB2 (SEMESTER 6, CODE – ENG-G-DSEB-6-2-TH/TU) - 6 CREDITS
(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

TRANSLATION STUDIES

- Unit 1 – Importance of translation in a multi-linguistic and multi-cultural society
- Unit 2 – Literal translation



UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

Sl. No.	Subject	Sl. No.	Subject
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018

S. Paul
4/6/18
(Dr. Santanu Paul)
Deputy Registrar

Detailed Syllabus History Honours
HIS-A CC –1- 14 TH&TU

CC 1 : History of India From the earliest times to C 300 BCE

I. Reconstructing Ancient Indian History:

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

II. Hunter-gatherers and the advent of food products

- a) Paleolithic 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.
- c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern

III. The Harappan civilization:

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

IV. Cultures in transition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan problem.

- a) North India (circa 1500 BCE – 300 BCE)
- b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE)

Essential Readings

- Agarwal D.P, The Archaeology of India, London, 1982.
Basham A.L, The Wonder That Was India, London, 1954.
Chakrabarti Dilip Kumar, An Oxford Companion to Indian Archaeology, New Delhi, 2006.
Chakrabarti Dilip Kumar, India, An Archaeological History, Delhi, 1999
Sharma R.S, Looking for the Aryans, 1995.
Sharma R.S, Material Cultures and Social Formations in Ancient India, New Delhi, 1983.
Thapar Romila, Early India: From the Origins to AD 1300, London, 2002

Suggested Readings

- Basham A.L ed. A Cultural History of India, New Delhi, 1975.
Ghosh Amalananda, The City in Early Historic India, Shimla, 1973.
Altekar A.S, The Position of Women in Hindu Civilization from Pre-historic times to the Present Day, New Delhi, 1962.
Chattopadhyaya B.D, Studying Early India: Archaeology, Texts and Historical Issues, New Delhi, 2003.
Sircar D.C, Indian Epigraphy, New Delhi, 1965.
Kosambi D.D, An Introduction to the Study of Indian History, Bombay, 1956
Kosambi D.D, Combined Methods in Indology and Other Writings, Edited and Introduced By B.D Chattopadhyaya
Jha D.N, Ancient India: An Introduction, New Delhi, 1998
Chattopadhyay D.P, Science and Society in Ancient India, Calcutta, 1977.
Erdosy George, Urbanization in Early Historic India, Oxford, 1988.

III. Field Work; Studying of structures & Functions

IV. Training & Employment

References:

- G. Edson & Dean David, Handbook for Museum, London, Routledge, 1986
John Ridener, From Folders to Post Modernism: A Concise History of Archival Theory, 2009
Roychowdhury, Madhuparna. Displaying India's Heritage : Archaeology and the Museum Movement in Colonial India. Delhi: Orient Blackswan 2015
Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal. 2004.

SEC-A -2: Indian History & Culture

I. Environment; Culture, Tradition & Practices:

- Historical overview
- Oral & codified information on medicinal Plants
- Water & Water Bodies
- Fieldwork

II. Urbanization & Urbanism:

- Issues of settlements & Landscapes
- Social differentiations
- Communication networks

III. Social inequality & Gender:

- Status within Households: An overview
- Present context
- Issues of Violence
- Employment, distribution of resources

IV. Cultural Heritage:

- Main components
- Built Heritage
- Historical Tourism

V. Cultural Forms & Cultural Expressions:

- Performing Arts
- Fairs & Festivals
- Fieldwork

References:

- Indu Banga, ed. The City in Indian History: Urban Demography, Society & Polity, Delhi, Manohar., 1991
Koch, E. Mughal Art & Imperial Ideology, New Delhi ; New York : Oxford University Press, 2001.
Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights & Feminism in India 1880-1990, Zubaan, 2007
V. Vasudev, Fairs & Festivals, Incredible India Series, 2007
V. Singh, The Human Footprint on Environment: Issues in India, New Delhi, and Macmillan, 2012

CC-3 : History of India C 300 BCE to C 750 CE

I. Economy and Society (circa 300 BCE to circa CE 300)

- a) Expansion of agrarian economy : production relations
- b) Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage
- c) Social stratification: class, Varna, Jati, untouchability; gender; marriage and property relations.

II. Changing political formations (circa 300 BCE to circa CE 300) :

- a) The Mauryan Empire
- b) Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas

III. Towards early medieval India (circa CE fourth century to CE 750):

- a) Agrarian expansion: land grants, changing production relations; graded land rights and peasantry.
- b) The problem of urban decline: patterns of trade, currency, and urban settlements.
- c) Varna, proliferation of Jatis: changing norms of marriage and property
- d) The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities- Pallavas, Chalukyas, and Vardhanas.

IV. Religion, philosophy and society (circa 300 BCE – CE 750)

- a) Consolidation of the Brahmanical tradition : dharma, Varnashram, Purushastras, Samskaras.
- b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- c) The beginnings of Tantricism.

V. Cultural developments (circa 300 BCE to circa CE 750):

- a) A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises.
- b) Art and architecture and forms and patronage; Mauryan , Post-Mauryan, Gupta , Post-Gupta

Essential Readings

- Chattopadhyaya B.D, The making of early Medieval India, 1994.
Chattopadhyaya B.D, Bharatvarsha and other Essays, Permanent Black, Delhi, 2017.
Chattopadhyaya D.P, History of Science and Technology in Ancient India, 1986.
Chakravarti Ranabir, Exploring Early India upto AD 1300, Primus, Delhi, 2016.
Huntington Susan, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.
Kosambi D.D, An Introduction to the Study of Indian History, 1975.
Maity S.K, Economic Life in Northern India in the Gupta Period, 1970.
Sahu B.P (ed.), Land System and Rural Society in Early India, 1997.
Sastri K.A.N, A History of South India.
Sharma R.S, Indian Feudalism, 1980.
Sharma R.S, Urban Decay in India, c.300- c1000, Delhi, Munshiram Manohar Lal, 1987.
Singh Upinder, A history of Ancient and early Medieval India, 2008.
Thapar Romila, Asoka and the Decline of the Mauryas, 1997

Suggested Readings

- Agarwal Asvini, The Rise and Fall of the Imperial Guptas, New Delhi, 1988.
Bhattacharya N.N, Ancient Indian Rituals ad Their Social Contents, 2nd ed., 1996.
Bhattacharya N.N, History of Tantric Religion, 1982

CC-4 : Social Formations and Cultural patterns of the Medieval World other than India

- **CANDIDATES CAN CHOOSE EITHER GROUP- A OR B, GROUP -C IS COMPULSORY**

GROUP- A

I. Arabia: Bedouin Society:

- a) Tribal Organization (families and clans)
- b) System of Alliances
- c) Economic Structure
- d) Language and poetry

II. The Steppes:

- a) A brief outline of Central Asia (Geography and History)
- b) Mongols :
 - (i) The strategic location of Mongolia;
 - (ii) Mongol Society: Tribal organization, different tribal formations, unification of the tribes under Chenghiz Khan
 - (iii) Brief outlines of the Mongol Empire: Case Study: The Golden Horde, Tatar rule in Russia
- c) The Turks:
 - (i) Conversion of the Turks to Islam from Buddhism
 - (ii) Brief history of the Seljuks and the Ottomans
 - (iii) The rise of the Ottoman Empire
 - (iv) Ottoman Society and Administration.

GROUP- B

III. Crisis of the Roman Empire and its principal causes: Historiography

IV. Religion and Culture in Medieval Europe: Society, Religious organizations (Church and Monastery), Carolingian renaissance 12th century renaissance, Position of Women in Medieval Europe, Witchcraft and Magic, Urbanization, Rise of University, Medieval art and architecture.

V. The feudal society its origins and its crisis: Historiography

GROUP- C

VI. Judaism and Christianity under Islam

Essential Reading:

- Ali, Syed Ameer, A Short History of the Saracens, Macmillan, 1900.
- Allsen, Thomas T., Culture and Conquest in Mongol Eurasia (Cambridge), Cambridge University Press, March 2004.
- Baker, Simon, Ancient Rome The Rise and Fall of an Empire, Ebury Publishing, 2006.
- Barthold, V., A Secret History of the Mongols, Cheng & Tsui Co, June 1999.
- Biran Michael, The Empire of the Qara Khitai in Eurasian History Between China and the Islamic World, Cambridge University Press, June 2008.
- Bloch, Marc, Feudal Society (2 Vols), Aakar Books, Revised Edition, July, 2017.
- Brundage (ed.), The Crusades, Marquette University Press, 1962.
- Burke, Edmund, III & Ira M. Lapidus, Islam, Politics and Social Movements, University of California Press, 1988.
- Burke, Peter, Popular Culture, Ashgate Publishing Ltd, 2009.

Discipline Specific Elective: DSE TH&TU

Paper 1 DSE-A-1 SEM -5: History of Bengal (c.1757-1905)

- I. Political history of Bengal under the Nawabs; Rise of British power in Bengal from the battle of Plassey to Buxar.
- II. Administrative history: 1765-1833
- III. Colonial economy: - Agriculture, trade and industry.
- IV. Cultural changes and Social and Religious Reform Movements; Christian missionaries- The advent of printing and its implications, education: Indigenous and western - Hindu and Muslim religious revivalist movements.
- V. Social Reforms and the women's question.
- VI. Protest movements and insurgencies against the Raj: The Fakir and Sannyasi revolts, Indigo Revolt (1859-1860), Pabna Peasant Uprisings (1873-76)
- VII. Partition of Bengal 1905: Curzon and the administrative blueprint.

Select Readings:

Bandyopadhyay, Sekhar. From Plassey to Partition: A History of Modern India. New Delhi: Orient Blackswan, 2004

Banerjee Dube, Ishita. A History of Modern India. Cambridge University Press, 2015

Bayly C.A., Indian Society and the Making of the British Empire Cambridge University Press, 1995

Choudhary Sushil, Prelude to Empire: Plassey Revolution of 1757. Delhi: Manohar, 2000.

Ghosh, Suresh Chandra. The History of Education in Modern India, 1757 - 2012 Delhi: Orient Blackswan, Edition4, 2013

Guha, Ranajit. Elementary Aspects of Peasant Insurgency in Colonial India. New Delhi: Oxford University Press, 1983.

Islam, Sirajul ed. History of Bangladesh 1704-1971 (Vols. I,II & III) Dhaka: Asiatic Society of Bangladesh, 1997

Khan Abdul Majed, Muhammad Reza Khan and the Transition in Bengal. Cambridge University Press, 1969

Kopf David, British Orientalism and the Bengal Renaissance: The Dynamics of Indian Modernization, 1773-1835 University of California Press, 1969

Kopf David, The Brahmo Samaj and the Shaping of the Modern Indian Mind. Atlantic Publishers 1979.

Marshall P.J, Bengal the British Bridgehead Bengal: The British Bridgehead: Eastern India 1740-1828. Cambridge University Press. 1987

CC-13 : History of India (c. 1857 – 1964)

I. Cultural changes and Social and Religious Reform Movements:

- a) Growth of a new intelligentsia – the Press and Public Opinion
- b) Reform and Revival : Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- c) Debates around gender
- d) Making of religious and linguistic identities
- e) Caste : Sanskritising and anti Brahminical trends

II. Nationalism : Trends up to 1919

- a) Formation of early political organizations
- b) Moderates and extremists
- c) Swadeshi movement
- d) Revolutionaries

III. Gandhian nationalism after 1919 : Ideas and Movements:

- a) Mahatma Gandhi : his Perspectives and Methods
- b) i) Impact of the First World War
- ii) Rowlatt Satyagraha and Jalianwala Bagh
- iii) Non-Cooperative and Civil Disobedience
- iv) Provincial Autonomy, Quit India and INA
- c) Left wing movements
- d) Princely India : States people movements

IV. Nationalism and Social Groups : Interfaces:

- a) Landlords, Professionals and Middle Classes
- b) Peasants
- c) Tribals
- d) Labours
- e) Dalits
- f) Women
- g) Business groups

V. Communalism : Ideologies and practices, RSS , Hindu Maha Sabha, Muslim League

VI. Independence and Partition

- a) Negotiations for independence and partition
- b) Popular movements
- c) Partition riots

VII. Emergence of a New State:

- a) Making of the Constitution
- b) Integration of princely states
- c) Land reform and beginnings of planning
- d) The Nehru years.

Paper 2 DSE-A-3 SEM -6: History of Bengal (c.1905-1947)

- I. Partition of Bengal and Swadeshi Movement (1905-08) Political ideology and organizations, rise of Extremism in Bengal, Swadeshi movement, Revolutionary terrorism.
- II. Communal Politics: 1906-30 Birth of Muslim League, and the Hindu response.
- III. Gandhian nationalism after 1919, Non- Cooperation and Khilafat movement, Swaraj party, Civil Disobedience movement, Revolutionary Nationalists and the beginnings of Left politics in the 1920s, Rise of Krishak Praja Party, Muslim League in Bengal politics.
- IV. Government of India Act 1935 and its aftermath:
- V. Peasant Movements in Bengal 1920-1946, Labour Movement in Bengal 1920-1946, Caste Movement in Bengal 1920-1946, Women's Movements in Bengal 1920-1946.
- VI. Subhash Chandra Bose and the Congress, Quit India Movement in Bengal, Post war upsurges in Bengal- Left wing movements.
- VIII. Independence and Partition: Communal Riots, the great Calcutta killing and Noakhali riots, Hindu Mahasabha, Muslim League, freedom and Partition, Birth of West Bengal and East Pakistan.

Select Readings:

- Bhattacharya Sabyasachi, The Defining Moments in Bengal 1920-1947 New Delhi: Oxford University Press, 2014.
- Brown Judith, Gandhi's rise to Power, 1915-22, Cambridge University Press, 1974
- Brown Judith, Gandhi: A Prisoner of Hope. Yale University Press, 1991
- Chandra Bipan, Panikkar K.N., Mukherjee Mridula, Mahajan Sucheta and Mukherjee Aditya, India's, Struggles for Independence.
- Hiren Chakrabarty, Political Protest In Bengal : Boycott and Terrorism 1905-1918 Papyrus, Calcutta
- Das Suranjan, Communal Riots in Bengal 1905-47, Oxford University Press, OUP 1991, 1993
- Sarkar Sumit, Modern India, 1885-1947. Macmillan Publishers India Publication, 2000.
- Sarkar Sumit, The Swadeshi Movement in Bengal 1903-1908 New Delhi: People's Publishing House, 1973
- Tripathi Amalesh, The Extremist Challenge: India between 1890 and 1910 Orient Longmans, 1967.

বন্দ্যোপাধ্যায় শেখর, দলশি থেকে পাটিশান, ওরিয়েন্ট লংম্যান
চন্দ্র বিপান এবং অন্যান্য, ভারতের স্বাধীনতা সংগ্রাম, কে পি বাগচি এন্ড কোং, কলকাতা
চন্দ্র বিপান এবং অন্যান্য, ভারতবর্ষ - স্বাধীনতার পরে, , আনন্দ পাবলিশার্স, কলকাতা
চন্দ্র বিপান, আধুনিক ভারত: ঔপনিবেশিকতাবাদ ও জাতীয়তাবাদ, কে পি বাগচি এন্ড কোং, কলকাতা

Discipline-specific Electives:

Gender and Politics

Code: PLS-A-DSE-5-A(1)-TH+TU

Module I

- I. Groundings
 - 1. Patriarchy
 - a. Sex-Gender Debates
 - b. Public and Private
 - c. Power
 - 2. Feminism
 - 3. Family, Community, State
 - a. Family
 - b. Community
 - c. State

Module II

- II. Movements and Issues
 - 1. History of the Women's Movement in India
 - 2. Violence against women
 - 3. Work and Labour
 - a. Visible and Invisible work
 - b. Reproductive and care work
 - c. Sex work

Readings:

- I. Groundings
 - 1. Patriarchy
 - T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234.
 - a. Sex Gender Debates

Readings:

- V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-20
- b. Public and Private

Readings:

- M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46
- c. Power

Readings:

- N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp. 148-157

2. Feminism

Readings:

- B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57
- R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37
- 3. Family, Community and State



UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

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5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
✓ 11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
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16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management – ASPV (Major)
22	History (Honours / General)	50	Communicative English – CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018


 (Dr. Santanu Paul)
 Deputy Registrar

CC – 10 (Semester 4)
Inclusive Education

Objectives:-

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit: 1 = Inclusion Overview

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

Unit: 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

Unit: 3 = Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

Unit: 4 = Educational Reforms for Inclusive Society.

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society.
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

CC- 4/GE - 4 (Semester - 4)
Inclusive Education

Objectives:-

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit: 1 = Inclusion Overview

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

Unit: 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

Unit: 3 = Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

Unit: 4 = Educational Reforms for Inclusive Society.

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society,
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

SEC-B (Semester – 4 / 6)
Teaching Skill

Objectives:-

- To know the basic concept of Teaching
- To know the Types of Teaching
- To understand the Skills of Teaching
- To learn the Concept of Learning Design (LD)

Unit: 1 = Understanding Teaching

- Concept and definition of Teaching
- Nature of teaching and characteristic factors affecting teaching
- Relation between teaching and training

Unit: 2 = Types of Teaching (Concept and Characteristics)

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching

Unit: 3 = Skills of Teaching (Basic Concept)

- Nature and definition of skills of teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement
- Phases of teaching: Pre-active, Inter-active, Post-active

Unit: 4 = Learning Design (LD)

- Concept and importance of learning design in teaching
- Steps of learning design
- Qualities of good learning design

SEC-B (Semester – 4 / 6)
Life Skill Education

Objectives:

- To understand the meaning of life skills.
- To be acquainted with the different types of life skills.
- To find the ways in which individual's personality can be built through the development of these life skills.

Unit: 1 = Concept of Life Skills

- Meaning and concept of life skills.
- Origin of life skill in education.
- Development of the concept of life skills.
- Definitions and interpretation.

Unit: 2 = Classification of life skills

- Generic Life skills-
 - a) Survival skills
 - b) Negotiating skills
 - c) Coping skills
- Problem specific skills
- Skills for area specific development.

Unit:3 = Training and Techniques

- Concept of training and techniques for life skill education
- Types of training
- Stages of life skill education

Unit:4 = Life skills for leadership training

- Definition of leadership training
- Styles of leadership training
- Functions of leadership training
- Training of leadership through personality building and like skills

DSE – A (Semester – 5)
Peace and Value Education

Objectives:-

- To know the concept of peace education
- To understand peace and non-violence
- To develop the concept of value education
- To understand peace, value and conflict resolution

Unit: 1 = Peace Education

- Concept and Scope of Peace Education
- Aims of peace Education
- Role of Teachers in Promoting Peace education
- NCFTE 2009 on Peace Education

Unit: 2 = Peace and Non Violence

- Factors of Violence
- Role of Peace for Non-Violence
- Gandhian principle of Non Violence
- Role of Educational Institutional in Promoting Peace education

Unit: 3 = Value Education

- Meaning , Definition, Concept of Value Education
- Classification of Values and Sources of Values
- Need For Value education in the 21st Century
- Fostering Values – Role of Home, School and Society.

Unit: 4 = Peace, Value and Conflict Resolution

- Bases of conflict
- Role of Value Education in resolving conflict

SEC – A (Semester – 3)
Skill for Democratic Citizenship

Objectives:-

- Have an idea about their duties as citizens
- Have an idea about their rights as citizens
- Have an idea about child violence and child rights
- Have an idea about domestic violence and domestic rights

Unit 1: Rights and duties in Indian Constitution

- Democratic rights
- Fundamental Rights
- Duties of citizenship

Unit 2 = Protection of Children

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POCSO

Unit 3 = Domestic Harmony

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

Unit 4 = Role of Education (Term Paper/Project Paper)

- Awareness programmes- rallies, debates etc
- Mass media
- Seminars and workshops
- (Any one may be taken up by the college and recorded by the students on any one of the above topics)

DSE-A (Semester – 5)
Peace and Value Education

Objectives:-

- To know the concept of peace education
- To understand peace and non-violence
- To develop the concept of value education
- To understand peace, value and conflict resolution

Unit: 1 = Peace Education

- Concept and Scope of Peace Education
- Aims of peace Education
- Role of Teachers in Promoting Peace education
- NCFTE 2009 on Peace Education

Unit: 2 = Peace and Non Violence

- Factors of Violence
- Role of Peace for Non-Violence
- Gandhian principle of Non Violence
- Role of Educational Institutional in Promoting Peace education

Unit: 3 = Value Education

- Meaning , Definition, Concept of Value Education
- Classification of Values and Sources of Values
- Need For Value education in the 21st Century
- Fostering Values – Role of Home, School and Society.

Unit: 4 = Peace, Value and Conflict Resolution

- Bases of conflict
- Role of Value Education in resolving conflict

DSE-B (Semester – 6)
Human Rights Education

Objectives:-

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

Unit:1 = Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – Dignity, liberty, equality, justice, unity in diversity
- Meaning and significance of Human Rights Education

Unit: 2 = United Nations and Human rights

- Brief history of human rights – National and International perspectives
- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

Unit: 3 = Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme court and High court (in brief)

Unit: 4 = Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.



UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

Sl. No.	Subject	Sl. No.	Subject
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
✓ 13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018

Paul
4/6/18
(Dr. Santanu Paul)
Deputy Registrar

ENGLISH (H).

Poetry

Lord Tennyson, 'Ulysses'
Robert Browning, 'My Last Duchess'
Christina Rossetti, 'The Goblin Market'
Matthew Arnold, 'Dover Beach'

Novel

Jane Austen, *Pride and Prejudice* OR Charlotte Bronte, *Jane Eyre*
Charles Dickens, *Oliver Twist* OR Thomas Hardy, *The Mayor of Casterbridge*

End Semester Question Pattern:

Objective – 5 marks

Two questions of 15 marks each from poetry (out of three)

Two questions of 15 marks each (one from each) from novels
(out of four, two from each)

Suggested Readings:

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
3. John Stuart Mill, 'The Subjection of Women' in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

CC11 (SEMESTER 5, CODE – ENG-A-CC-5-11-TH/TU)
WOMEN'S WRITINGS: 6 CREDITS

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Poetry

Emily Dickinson, 'I cannot live with you'
Elizabeth Barrett Browning, 'How do I love thee'
Eunice De Souza, 'Advice to Women'

Fiction

Alice Walker, *Color Purple* OR Emily Bronte, *Wuthering Heights*
Mahasweta Devi, 'Draupadi', translated Gayatri Chakravorty Spivak
Katherine Mansfield, 'Bliss'

Non-Fiction

Mary Wollstonecraft, *A Vindication of the Rights of Woman*, Chapters I & II (New York: Norton, 1988)



UNIVERSITY OF CALCUTTA

GURUPADA SAREN
SECRETARY

COUNCILS FOR UNDERGRADUATE STUDIES,
UNIVERSITY OF CALCUTTA.

Ref.No : CUS/237(cir.)/18
Dated the 25th April, 2018

SENATE HOUSE

Kolkata - 700 073.

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To
The Principals/T.I.C.
of all the Undergraduate Colleges
offering B.A. in Philosophy (Honours & General)
affiliated to the University of Calcutta

Sir/Madam,

The undersigned is to inform you that the proposed revised semesterised draft Syllabus for **Philosophy (Honours & General)** Courses of Studies under CBCS has been uploaded in the Calcutta University website (www.caluniv.ac.in).

The said syllabus has been prepared by the U.G. Board of Studies in Philosophy, C.U., suppose to be implemented from the academic session 2018-2019

You are requested kindly to go through it and send your feedback within 5th May, 2018.

In this regard you may send your observation/ suggestion to the Department of U.G. Councils, C.U. or through email (u.g.councilsc.u@gmail.com), and you also may contact Prof. Manidipa Sanyal, Department of Philosophy, C.U. through e-mail (smanidipa@yahoo.co.in).

Your cooperation in this regard will be highly appreciated. Kindly treat the matter as urgent.

Thanking you,

Yours faithfully,


25.04.18
Secretary

- Psychology: Woodworth & Marquis
- Science and Human Behaviour: B.F. Skinner
- About Behaviorism: B.F. Skinner
- General Psychology: G.D. Boaz
- General Psychology: G. Murphy
- Psychology: W. James
- A Textbook of Psychology: E.B. Titchener
- Principles of Psychology: W. James
- Introduction to Psychology: N.L. Muna
- A Materialist Theory of Mind: D.M. Armstrong (Ch.s 1,5,& 6)
- Philosophy of Mind: J. Heil
- Philosophy of Mind: J. Shaffer (Ch.s 2,3&4)
- An Introduction to Philosophy of Mind: C.J. Lowe (Ch.s 2&3)

Bengali:

- Monovidya: Priti Bhushan Chattopadhyay
- Monovidya: Pareshnath Bhattacharya
- Monovidya: Ira Sengupta
- Monovidya: Samarendra Bhattacharya
- Monosamiksha: M. N. Mitra O Pushpa Mishra
- Monodarshan-Sarirvada O Tar Vikalap: M. N. Mitra O P. Sarkar (Sampadito)
- Monovijñana Prasanga: Saradindu Bandyopadhyay
- Adhunik Monovijñana: Ira Sengupta
- Shikshashrayi Monovidya: Sushil Roy
- Monodarshan: Arabinda Basu O Nibedita Chakraborty

Core Course

PHI-A-CC-6-Social and Political Philosophy (6 Credits per week) SEM- 6.

- a) Nature and Scope of i) Social Philosophy ii) Political Philosophy
iii) Relation between Social and Political Philosophy.
- b) Primary concepts: Society, community, association, institution, family:
nature, different forms of family, role of family in the society.
- c) Social Class and Caste: Principles of class and caste, Marxist conception
of class, Varṇāśrama dharma.
- d) Theories regarding the relation between individual and society:
i) Individualistic theory
ii) Organic theory
iii) Idealistic theory
- e) Secularism—its nature, Secularism in India.
- f) Social Change: Nature, Relation to social progress, Marx-Engles on

- Western Political Thought: From Plato to Marx: Shefali Jha

Bengali:

- Samaj Darshan Dipika: Pritibhushan Chattopadhyay
- Samaj Tattva: Parimal Bhushan Kar
- Samaj Tattva: T. Bottomore
- Bisay Samaj Tattva: Anadi Kumar Mahapatra
- Samajdarshan O Rashtradarshaner Parichoy: A.K. Mahapatra O P. Mukherjee
- Rashtradarshaner Dhara: Amal kumar Mukhopadhyay
- Samaj O Rajnaitikdarshan: Sandip Das
- Samyabader Istehar : Marx O Engels
- Samajtantra: Kalpanik O Baijnanik: F. Engels
- Marxiya Rashtrachinta: Shovan Lal Dutta Gupta
- Sarvodaya Andoloner Itihas: Gurudas Bandyopadhyay
- Gandhi Rachanasambhar: M.K. Gandhi
- Bharater Dharmanirapekshatar Sankat, Bholanath Bandyopadhyay in Essays on Science and Society: Biplab Chakraborti
- Dharmanirapekshata Birodhi Istahar: Ashis Nandy.

Core Course

PHI-A-CC-7-Philosophy of Religion (6 Credits per week) SEM-3. PHIA.

- a) Nature and scope of Philosophy of Religion. Doctrine of karma and rebirth, doctrine of liberation, (Hindu, Bauddha and Jaina views).
- b) The Philosophical teachings of the Holy Quran: God the ultimate Reality, His attributes, His relation to the world and man.
- c) Some basic tenets of Christianity: The doctrine of Trinity, The theory of Redemption .
- d) Religious Pluralism, Inter-religious dialogue and Possibility of Universal Religion.
- e) Arguments for the existence of God: Cosmological, Teleological and Ontological arguments, Nyāya arguments.
- f) Grounds for Disbelief in God: Sociological theory (Durkheim), Freudian theory, Cārvāka, Bauddha and Jaina views .
- g) The Peculiarity of Religious Language: The doctrine of analogy, Religious statements as Symbolic, Religious language as Non-Cognitive (Randal's view), the language game theory (D.Z. Phillip).

Suggested Readings:

English:

- Philosophy of Religion: J. Hick

- Gitanibandha: Sri Aurobindo
- Śrīmadbhagavadgītā: Swami Jagadiswarananda(Tran.)
-

Semester 6

PHI-A-DSE-A(2) (Any one from the following options)

a) Western Logic – II(6 Credits per week)

- 1) H.W.B. Joseph: An Introduction to Logic [Ch.s II & IV]
[Terms and their principal distinctions, The Predicables]
- 2) H.W.B. Joseph: An Introduction to Logic [Ch. V]
[The Rules of Definition and Division: Classification and Dichotomy]

Suggested Readings:

English:

- Copi, I.M., Symbolic Logic

Bengali:

- Sanketik Yuktivijnan (Vakyakalan O Vidheyakalan): Ramaprasad Das
- Sabdajijnasa-Sabder Prakar o Prakriti: Ramaprasad Das
- Yukhtivaijnanik Paddhati: Ramaprasad Das
- Samsad Yuktivijnan Abhidhan: Ramaprasad Das o Subirranjan Bhattacharya

b)Applied ethics (6 Credits per week)

1. Nature and scope of applied ethics.
2. Killing: Suicide, Euthanasia, Animal killing.
3. Poverty, Affluence and Morality.
4. War and Violence: Terrorism.
5. Right: Nature and Value of Human Rights—Discrimination on the basis of race, caste and religion.
6. The Ethics of Care.
7. Value beyond sentient beings, Reverence for life, Deep Ecology, Concepts of Kinship Ethics.
8. Ecological Concern in Indian thoughts: Jaina and Bauddha views.

Suggested Readings:

English:

- Ethics-The Fundamentals: Julia Driver
- Ethics-Theory and Practice: J. Thiroux (Chs II & III)

English:

- Russell and Moore – An Analytical Heritage: A.J. Ayer
- Russell: A.J. Ayer
- Russell : Mark Sainsbury
- The Philosophy of B. Russell : Schlipp (ed)
- Russell – A Short Introduction: A.C. Grayling

Bengali:

- Darshaner Samasya: Debika Saha
- Darshan Samasya: Sushil Kumar Chakrabarty

c) Vedāntasāra: Sadananda Yogindra Saraswati(6 Credits per week)

1. Mangalācaraṇa
2. Vedānter Paricaya
3. From anubandha catuṣṭaya to relation between Īśvara and Prājña
4. Origin of Sthūla Bhūta to Brahma- sākṣātkāra
5. Śravaṇa o ṣaḍbidhalinganirupaṇa to jībanmuktir ṣeṣ phala

Suggested Readings:

English:

- A History of Indian Philosophy: S. N. Dasgupta

Bengali:

- Vedantasara : Upendranath Mukhopadhaya
- Vedantasara: Medha Caitanya
- Vedantasara: Kalibar Vedanta Vagish
- Vedantasara: Bipadbhanjan Pal
- Vedantasara- Advaitavada :Ashutosh Shastri
- Vedantasara: Swami Nikhilananda (Eng Version)

d) Śrimadbhagabadgīta (6 credits per week) SEM-6 Paper-DSE B1.

1. A. Karmayoga (third chapter)
2. B. Guṇatrayabibhāga (fourteenth chapter)

Suggested Readings:

English:

- Ethics in the Gita- An Analytical Study : Rajendra Prasad
- Central Theme of Gita : Swami Ranganathananda

Bengali:

- Śrimadbhagabadgīta: Madhusudan Saraswati

Bengali:

- 7) Narivad, Rajasree Basu, Paschimanga Rajya Pustak Parshad, Kolkata, 2012. (Bengali)
- 8) Naitikata o Narivad, Shefali moitra, New age Publishers Pvt Ltd, Kolkata, 2003. (Bengali)

D. Peace Studies

Paper - SEC B . SEM - IV .

Suggested Readings:

English:

- 1) Introduction to Peace Studies, David P. Barash, Belmont: Wadsworth, 1991.
- 2) 'International Relations', in The English Writings of Rabindranath Tagore: A Miscellany, (ed) Sisir Kumar Das, New Delhi: Sahitya Akademi, reprint 2006.
- 3) Handbook of Peace and Conflict Studies, Charles Webel and Johan Galtung (eds.): Routledge, London and New York, 2007

E. Recent Trends in Ethics

Suggested Readings:

English:

1. John F. Fitzgibbon: Ethics: Fundamental Principles of Moral philosophy, University Press of America, 1983
2. Moral Dilemmas, Christopher W. Gowans (ed): Oxford University Press, Oxford, 1987
3. Walter Sinnott-Armstrong: Moral Dilemma, Basil Blackwell, U.S.A., 1988
4. Daniel Statman (ed.): Moral Luck, State University of New York Press, New York, 1993
5. Bernard Williams: Moral Luck Philosophical Papers 1973-1980, Cambridge University Press, Cambridge, 1981

6. Justine D'Arms & Daniel Jacobson (ed): *Moral Psychology & Human Agency Philosophical Essays on the Science of Ethics*, Oxford University Press, Oxford, 2014
7. Paul Katsafanas: *Agency and the Foundations of Ethics—Nietzschean Constitutivism*, Oxford University Press, Oxford, 2013
8. John Martin Fischer and Mark Ravizza (ed): *Perspectives on Moral Responsibility*, Cornell University Press, Ithaca and Landon, 1993.

b) Philosophy of Human Rights (2 Credits per week) SEM-IV SEC B.

1. A Definition and Nature of Human Rights
2. The Idea of Human Rights: Its Origins and Historical Developments during Ancient period, Modern period and Contemporary period
3. The Idea of Natural Law and Natural Rights: Thomas Hobbes and John Locke.
4. The Natural Rights Tradition: Some Reactions from Jeremy Bentham, Edmund Burke and Thomas Paine
5. Natural Right, Fundamental Right and Human Right
6. Preamble, Fundamental Rights and Duties (Indian Constitution)
7. Contemporary Perspectives: Joel Feinberg—Basic Rights

Suggested Readings:
English:

- Patrick Hayden (ed.): *The Philosophy of Human Rights*, Paragon House, St. Paul, First Edition, 2001.
- Morton E. Winston (ed.): *The Philosophy of Human Rights*, Wadsworth Publishing Co. Belmont, California, 1989.
- Jeremy Waldron (ed.): *Theories of Rights*, Oxford University Press, Oxford, 1984
- Ashwani Peetush and Jay Drydyk: *Human Rights: India and West*, Oxford University Press, New Delhi, 2015.
- James Nickel: *Making Sense of Human Rights*, Blackwell Publishing, Oxford, 2007.
- Henry Shue: *Basic Rights: Subsistence, Affluence and U. S. Foreign Policy*, Princeton University Press, Princeton, 1980.
- Gary, B. Herbert: *Philosophical History of Human rights*, Transaction Publishers, New Jersey, 2002.
- Michael Freeman: *Rights: Wadsworth Publications*, New Delhi, 1999



UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

Sl. No.	Subject	Sl. No.	Subject
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2	Arabic (Honours / General)	30	Microbiology (Honours / General)
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4	Bengali (Honours / General / LCC2 / AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
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7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
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22	History (Honours / General)	50	Communicative English – CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
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27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018

Paul
4/6/18
(Dr. Santanu Paul)
Deputy Registrar

CC-7	<p>women in different stages of Society. Position of women in <i>Mahābhārata</i> (<i>Anuśāsanaparva</i>, 46.5-11, <i>Sabhāparva</i>, 69.4-13. Praise of women in The <i>Brhatsamhitā</i> of Varāhamihira (<i>Strīpraśamsā</i>, chapter-74.1-10)</p> <p>Unit IV Social Values of Life : Social Relevance of Indian life style with special reference to Sixteen <i>Samskāras</i>. Four aims of life '<i>Puruṣārtha Catuṣṭaya</i>'- 1. Dharma, 2. Artha, 3. Kāma, 4. Mokṣa. Four Āśramas- 1. Brahmacharya, 2. Gārhasthya, 3. Vānaprastha, 4. Sannyāsa</p> <p>Section -C Allotted Marks-20 Indian Polity : Origin and Development LH-25</p> <p>Unit I Allotted Marks-10 Initial stage of Indian Polity (from Vedic period to Buddhist period).</p> <p>Election of King by the people: '<i>Viśas</i>' in Vedic period (<i>Rgveda</i>, 10.173; 10.174; <i>Atharvaveda</i>, 3.4.2; 6.87.1-2). Parliamentary Institutions: '<i>Sabhā</i>', '<i>Samiti</i>' and '<i>Vidatha</i>' in Vedic period (<i>Atharvaveda</i>, 7.12.1; 12.1.6; <i>Rgveda</i>, 10.85.26); King-maker '<i>Rājakartāraḥ</i>' Council in <i>Atharvaveda</i> (3.5.6-7), Council of '<i>Ratnin</i>' in <i>Śatapathabrāhmaṇa</i> (5.2.5.1);</p>								
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Course Code	Course Title / Topic	Credit	TH+ TU	MARKS DISTRIBUTION			
				INTER N-AL ASSES S- MENT (IA)	ATTEN D- ANCE	Comprehe nsive Continuou s Assessment (CCA)	Theory
CC 10	SANSKRIT WORLD LITERATURE						
	Section- A Allotted Marks--15 LH-15			10	10	Project/ Tutorial	65
	Unit I Sanskrit Studies in West: William Jones, Charles Wilkins, H. Wilson, MaxMüller, J.G. Buhler.	06	5+1			15	
	Section- B Allotted marks-15 LH-20						
	Unit I Sanskrit Studies in East: Swami Vivekananda , Sri Aurobindo, Dayānanda Sarasvatī, Haridāsa Siddhāntavāgiśa, Śrījīva Nyāyatīrtha, Kshitish Chandra Chatterji, Roma Choudhuri, Pañcānana Tarkaratna & Ramaranja Mukherji.						
	Section- C Sanskrit Fables in World Literature Allotted marks-15 LH-15						
	Unit I Translation of Pañcatantra in Eastern and Western						

SEMESTER 6

Course Code	Course Title / Topic	Credit	TH +T U	MARKS DISTRIBUTION			
				INTER NAL ASSES S- MENT (IA)	ATTEN D- ANCE	Comprehe nsive Continuou s Assessment (CCA)	Theory
CC 13	Indian Ontology & Epistemology						
	Section- A Allotted Marks-20 LH-30 Essentials of Indian Philosophy			10	10	Project/ Tutorial	65
	Unit I Meaning and purpose of darśana, general classification of philosophical schools in classical Indian philosophy Unit II Realism (yathārthavāda or vastuvāda) and Idealism (pratyayavāda), Monism (ekatvavāda), Dualism (dvaitavāda) & Pluralism (bahutvavāda); dharma (property)-dharmi (substratum) Unit III Causation (kāryakāraṇavāda): naturalism (svabhāvavāda), doctrine of pre-existence of effect (satkāryavāda), doctrine of real Transformation (pariṇāmavāda), doctrine of illusory transformation (vivartavāda), doctrine of nonpreexistence of effect in cause (asatkāryavāda and ārambhavāda) Section -B Ontology(Based on Tarkasaṃgrahaḥ) Allotted Marks-30 LH-30	06	5+1			15	

SEMESTER-5

Course Code	Course Title / Topic	Credit	TH +T U	MARKS DISTRIBUTION			
				INTER-NAL ASSES S- MENT (IA)	ATTEN DANCE	Comprehen sive Continuous Assessment (CCA)	Theory
DSE -1	Philosophy, Religion and Culture in Sanskrit Tradition						
	Section - A Dharma Allotted Marks-30 Lecture Hours(LH)-35 UNIT I Allotted Marks-10 Form of God, Mode of worship, Bhakta as a morally evolved person - Gitā Chapter XII			10	10	Project/ Tutorial 15	65
	UNIT II Allotted Marks-10 Dharma – ten-fold dharma and its versions, definitions of satya, ahimsā, asteya, aparigraha, pañcamahāyājñā; theory of three debts.	6	5+1				
	UNIT III Allotted Marks-10 Man's initiative and God's design; God's līlā and Kṛpā, Daiva versus puruṣakāra, adṛṣṭa, three types of karma – sañcita, kriyamāna and prārabdha karma.						
	Section -B Saṃskāra and Puruṣārtha Allotted Marks-30 LH-35 UNIT I Allotted Marks-15 Process of acculturation – importance of Saṃskāra.						
	UNIT II						

<p>Allotted Marks-15 Aim of human life – theory of Puruṣārtha.</p> <p>Section- C Svadharmā Allotted Marks-30 LH-30</p> <p>UNIT I Allotted Marks-15 An 'amoral' person – svadharmā and karmayoga, sthītaprajñā in the Gītā (Chapter II).</p> <p>UNIT II Allotted Marks-15 Prakṛti – three guṇas and their impact on personality.</p>						
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Suggested Books/Readings:

1. Radhakrishnan, *Gītā*.
2. *Gītā* with Hindi Translation, Gita Press, Gorakhpur.
3. Rajbali Pandey, *Hindu Samskar*.
4. शिवदत्त ज्ञानी, भारतीय संस्कृति।
5. राजबली पाण्डेय, हिन्दु संस्कार।
6. पी. बी. काणे, धर्मशास्त्र का इतिहास (खण्ड-1)।
7. Swami Jagadiswarananda, *Śrīmadbhagavadgītā*, UdbodhanKaryalaya, Kolkata.



UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

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6	Botany (Honours / General)	34	Physics (Honours / General)
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27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018

Spaul
4/6/18
(Dr. Santanu Paul)
Deputy Registrar

CC – 2 (Semester 1)
History of Indian Education

Objectives:

- To be acquainted with the salient features of education in India during ancient and medieval times
- To be acquainted with the development of education in British India
- To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Unit: 1 = Education in India during ancient and medieval period

- Vedic (aim, curriculum, teaching method, teacher-pupil relation)
- Brahmanic (")
- Buddhistic (")
- Islamic (")

Unit: 2 = Education in India during British period (1800-1853)

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy
- Macaulay Minute and Bentinck's resolution
- Adam's report

Unit: 3 = Education in India during British period (1854-1946)

- Woods Despatch, Hunter Commission
- Curzon policy regarding primary, secondary and higher education, National education movement (cause and effect)
- Basic education (concept and development)
- Sadler Commission

Unit: 4 = Education in India after independence

- Radhakrishnan Commission (aim, curriculum of higher education, rural university)
- Mudaliar Commission (aim, structure and curriculum of secondary education)
- Kothari Commission (aim, structure and curriculum of primary and secondary education)
- National Policy of Education, 1986, POA 1992.

CC- 1/GE – 1 (Semester – 1)

Introduction to Education

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education

Unit- 1 = Concept of Education

- Narrow and broader concept of education
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor's Commission.

Unit- 2 = Factors of Education

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

Unit- 3 = Agencies of Education

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

Unit- 4 = Child Centricism and Play-way in Education

- Concept of child centricism in education
- Characteristics and significance of child centricism in education
- Concept of play and work.
- Characteristics of play way in Education, Kindergarten, Montessori, Project method.

CC-8 (Semester 4)
Technology in Education

Objectives:

- To develop an understanding of educational technology
- To be acquainted with the system approach
- To develop an understanding of the use of computer in education and communication
- To get acquainted with the instructional techniques and different models of teaching
- To develop an understanding of ICT & e-learning.

Unit 1 = Introductory concept

- Concept of Technology
- Need and scope of educational technology
- System approach- concept and need
- Classification and components of system approach

Unit 2 = Computer in education and communication

- Computer and its role in education
- Basic concept of hardware and software
- Computer network and internet- its role in education
- Communication and classroom interactions- concept, element and process

Unit 3 = Instructional techniques

- Mass instructional technique- characteristics and types
- Personalised instructional techniques- characteristics and types
- Difference in teaching and instruction
- Models of teaching- concept, components and significance

Unit 4 = ICT & e-learning

- Meaning and concept of ICT, e-learning
- Nature and characteristics of e-learning
- ICT integration in teaching learning, massive open online course (MOOC)
- Different approaches- Project based learning, co-operative learning and collaborative learning



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The 4th June, 2018

Spaul
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(Dr. Santanu Paul)
Deputy Registrar

Materials for Language Teaching

End Semester Question Pattern: To be finalised later

Suggested Readings:

1. Penny Ur, *A Course in Language Teaching: Practice and Theory*, Cambridge: CUP, 1996
2. Marianne Celce-Murcia, Donna M. Brinton and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language*, Delhi: Cengage Learning, 2014.
3. Mohammad Aslam, *Teaching of English*, New Delhi: CUP, 2013.
4. Daine Larsen-Freeman, *Techniques and Principles in Language Teaching*, Oxford: OUP, 1986
5. Geetha Nagaraj, *English Language Teaching*, New Delhi: Orient BlackSwan, 2010
6. J.C. Richards and T.S. Rodgers, *Approaches and Methods in Language Teaching*, Cambridge: CUP, 2001

SECA2- BUSINESS COMMUNICATION

(SEMESTER 3/5, CODE - ENG-G-SEC-A-3/5-1-TH) - 2 CREDITS

What is business communication

Writing reports, letters, curriculum vitae

Writing meeting minutes

E-correspondence

End Semester Question Pattern:

Writing Business Letters – 15 marks

Writing CV – 15 marks

Writing e-mail – 15 marks

Writing Report – 15 marks

Writing Meeting Minutes – 20

Suggested Readings:

1. O. Scot, *Contemporary Business Communication*, New Delhi: Biztantra
2. R. Ludlow and F. Panton, *The Essence of Effective Communications*, New Delhi: Prentice Hall of India Pvt Ltd
3. R.C. Bhatia, *Business Communication*, New Delhi: Ane Books Private Limited

SECBI- SPOKEN ENGLISH

(SEMESTER 4/6, CODE - ENG-G-SEC-B-4/6-1-TH) - 2 CREDITS

Differences between Speech and Writing

Features of Oral Communication

Essentials of Good Communication

Stress, Intonation, Voice Modulation, Rules of Interruption in Civil Discourses

Unit 1 – Importance of translation in a multi-linguistic and multi-cultural society

Unit 2 – Literal translation

Unit 3 – Free translation

Unit 4 – Transcreation

Internal – 10 marks

Attendance – 10 marks

End Semester Question Pattern (80 marks, no tutorial):

Questions may include (1) translation from one language to another (2) critical comments on a translated passage (3) differences between literal translation and free translation (4) why translation is necessary into other Indian languages and also to foreign languages

Recommended Readings

1. Jyoti Bhattacharya, *Transcreations: Some Experiments on Tagore Songs*, Kolkata: Gangchil
2. Mona Baker, *In Other Words: A Coursebook on Translation*, Routledge, 2001.
3. I.C. Catford, *A Linguistic Theory of Translation*, London: OUP, 1965.
4. Ravinder Gargesh and Krishna Kumar Goswami eds. *Translation and Interpreting: Reader and Workbook*, New Delhi: Orient Longman, 2007.
5. Sukanta Chaudhuri, *Translation and Understanding*, New Delhi: OUP
6. Lawrence Venuti (ed), *The Translation Studies Reader*, London and New York: Routledge, 2012

SEC-A2 (SEMESTER 3, CODE – ENG-A-SEC-A-3-2-TH) BUSINESS COMMUNICATION: 2 CREDITS

What is business communication

Writing reports, letters, curriculum vitae

Writing meeting minutes

E-correspondence

Internal – 10 marks

Attendance – 10 marks

End Semester Question Pattern (80 marks, no tutorial):

Writing Business Letters – 15 marks

Writing CV – 15 marks

Writing e-mail – 15 marks

Writing Report – 15 marks

Writing Meeting Minutes – 20 marks

Recommended Readings:

1. O. Scot, *Contemporary Business Communication*, New Delhi: Biztantra
2. R. Ludlow and F. Panton, *The Essence of Effective Communications*, New Delhi: Prentice Hall of India Pvt Ltd

Greeting, Leave-taking, Making and Granting/Refusing Requests, Queries and Giving Information, Narrating Events
Complaints and Apologies, Alerting and Warning
Interview, Debate, Anchoring, Public Address

End Semester Question Pattern: To be finalised later

Suggested Readings:

1. W.S. Allen, *Lining English Speech*, London: Orient Longman, 1968
2. R.K. Bansal and J.B. Harrison, *Spoken English for India*, Madras: Orient Longman, 1972
3. Leena Sen, *Communication Skills*, New Delhi: Prentice Hall of India

SECB2- CREATIVE WRITING

(SEMESTER 4/6, CODE - ENG-G-SEC-B-4/6-1-TH) - 2 CREDITS

What is creative writing
Modes of creative writing
Writing Short Story / Poetry
Preparing for publication

End Semester Question Pattern:

Questions may include (1) the importance of creative writing in development of personality and creativity (2) actual creative writing - poem or short story (3) different modes of publishing - viz. books, articles in newspapers, articles in magazines and periodicals, social media - and differences of impact

Suggested Readings:

1. Anjana Neira Dev *et al*, *Creative Writing: A Beginner's Manual*, New Delhi: Pearson, 2009.
2. David Morley and Philip Neilsen eds., *The Cambridge Companion to Creative Writing*



UNIVERSITY OF CALCUTTA

GURUPADA SAREN

SECRETARY

COUNCILS FOR UNDERGRADUATE STUDIES,
UNIVERSITY OF CALCUTTA.

Ref.No : CUS/237(cir.)/18

Dated the 25th April, 2018

SENATE HOUSE

Kolkata - 700 073.

Phone : 2241-0071-74,

2241-0077-78, 2241-4989-90,

2241-2850-51, 2241-2859

Fax : 91-033-2241-3222

E-mail : u.g.councilsc.u@gmail.com

Website : www.caluniv.ac.in

To

The Principals/T.I.C.

of all the Undergraduate Colleges

offering B.A. in Philosophy (Honours & General)

affiliated to the University of Calcutta

Sir/Madam,

The undersigned is to inform you that the proposed revised semesterised draft Syllabus for Philosophy (Honours & General) Courses of Studies under CBCS has been uploaded in the Calcutta University website (www.caluniv.ac.in).

The said syllabus has been prepared by the **U.G. Board of Studies in Philosophy, C.U.**, suppose to be implemented from the academic session 2018-2019


You are requested kindly to go through it and send your feedback within 5th May, 2018.

In this regard you may send your observation/ suggestion to the **Department of U.G. Councils, C.U.** or through email (u.g.councilsc.u@gmail.com), and you also may contact Prof. Manidipa Sanyal, Department of **Philosophy, C.U.** through e-mail (smanidipa@yahoo.co.in).

Your cooperation in this regard will be highly appreciated. Kindly treat the matter as urgent.

Thanking you,

Yours faithfully,


25.04.18

Secretary

- Sayan Madhaviya Sarva Darshan Samgraha: Satyajyoti Chakraborti
- Lokayata Darshan: Debiprasad Chatoopadhyay
- Carvakacarca: Ramakrisna Bhattacharya
- Carvaka Darshan: Panchanan Sastri
- Carvaka Darshan: Amit Kumar Bhattacharya
- Bauddha Dharma O Darshan: Swami Vidyaranya
- Bauddha Darshan: Panchanan Sastri
- Gautama Buddher Darshan o Dharma: Sukomol Choudhury
- Bauddha Darshan: Amit Kumar Bhattacharya
- Ksanabhangavada: Bidhubhushan Bhattacharya
- Jainadarshaner Digdarshan: Satindra Chandra Bhattacharya
- Nyaya Darshan: Phanibhushan Tarkavagisha
- Nyaya Paricaya: Phanibhushan Tarkavagisha
- Nyaya-Vaisesika Darshan: Karuna Bhattacharya
- Nyaya Tattva Parikrama: Kalikrishna Bandyopadhyaya
- Samkhya Darshan: Bhupendranath Bhattacharya
- Samkhya Darshaner Vivarana: Bidhubhushan Bhattacharya
- Samkhyamata Samiksa: Yogendranath Bagchi
- Samkhya Tattva Kaumudi: Narayan Chandra Goswami
- Samkhya-Patanjal Darshan: Kanakprabha Bandyopadhyaya
- Patanjal Darshan: Purnachandra Vedantachanchu
- Puva Mimasa Darshan: Sukhamaya Bhattacharya
- Vedanta Darshan: Roma Choudhury
- Vedanta Darshan: Advaitavada: Ashutosh Sastri
- Mayavada: Pramatha Nath Tarkabhushan
- Vedanta Darshan: Swami Vidyaranya

Core Course (H) 2 History of Western Philosophy – I (90 Credits)

A. Pre Socratic Philosophy: A brief outline (8)

B. Plato: Theory of Knowledge, Theory of Forms.(10)

C. Aristotle : Critique of Plato's theory of Forms, Doctrine of four causes, Form and Matter (14)

D.St. Thomas Aquinas: Faith and Reason, Essence and Existence.(8)

E. Descartes:Cartesian method of doubt, cogito ergo sum, criterion of truth, types of ideas, Proofs for the existence of God, Mind- body dualism Proofs for the existence of the external world, (18)

F. Spinoza: Doctrine of substance, Attributes and Modes, Existence of God, Pantheism, Three orders of knowing.(14)

G. Leibniz: Monads, Truths of reason, Truths of facts, Innate ideas, Some metaphysical principles : Law of Identity of indiscernibles, Law of sufficient reason, Law of continuity, Doctrine of Pre-established harmony.(18)

Suggested Readings:

English:

- The Greek Philosophers from Thales to Aristotle: W. K. C. Guthrie
- A Critical History of Greek Philosophy: W.T. Stace
- Encyclopedia of Philosophy: P. Edwards (ed.)
- A History of Philosophy: F. Copleston, vols. I, II, IV, V, VI
- History of Western Philosophy: B. Russell
- History of Modern Philosophy: R. Falckenberg
- A Critical History of Modern Philosophy: Y.H. Masih
- A History of Philosophy: F. Thilly
- A History of Modern Philosophy: W.K. Wright
- A Critical History of Western Philosophy: D.J. O'Connor
- A History of Philosophy from Descartes to Wittgenstein: R. Scruton
- The Fundamental Questions of Philosophy: A.C. Ewing
- A Brief History of Western Philosophy: A. Kenny
- The Works of Descartes: Haldane & Ross (eds.)
- Descartes: The Project of Pure Enquiry: B. Williams
- Descartes: A. Kenny
- Spinoza: Leon Roth
- Leibniz: An Introduction to His Philosophy: N. Rescher
- The Rationalists: J. Cottingham

- Samkhya-Patanjal Darshan: Kanakprabha Bandyopadhyaya
- Patanjali Darshan: Purnachandra Vedantachanchu
- Puva Mimasa Darshan: Sukhamaya Bhattacharya
- Vedanta Darshan: Roma Choudhury
- Vedanta Darshan: Advaitavada: Ashutosh Sastri
- Mayavada: Pramatha Nath Tarkabhushan
- Vedanta Darshan: Swami Vidyaranya

Core Course (H) 4 History of Western Philosophy – II (90 Credits)

A. Locke : Refutation of innate ideas, the origin and formation of ideas, simple and complex ideas, substance, modes and relations, nature of knowledge and its degrees, limits of knowledge, primary and secondary qualities, representative realism.(22)

B. Berkeley: Refutation of abstract ideas. Criticism of Locke's distinction between primary and secondary qualities, Immaterialism, esse-est-percipi, role of God.(18)

C. Hume: Impression and ideas, association of ideas, distinction between judgements concerning relations of ideas and judgements concerning matters of fact, theory of causality, theory of self and personal identity, scepticism. (24)

D. Kant :Conception of critical Philosophy, distinction between a priori and a posteriori judgements, distinction between analytic and synthetic judgements, Synthetic a priori judgements, General problem of the Critique, Copernican Revolution in Philosophy, Transcendental Aesthetic : Space & time—Metaphysical & Transcendental expositions of the ideas of space & time.(26)

Suggested Readings:

English:

- Encyclopedia of Philosophy: P. Edwards (ed.)
- A History of Philosophy: E. Coppleston, vols. I, II, IV, V, VI
- History of Western Philosophy: B. Russell
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- A Critical History of Modern Philosophy: Y.H. Masih
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- A Critical History of Western Philosophy: D.J. O'Connor
- A History of Philosophy from Descartes to Wittgenstein: R. Scruton



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23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018

Paul
4/6/18
(Dr. Santanu Paul)
Deputy Registrar

Course Code	Course Title / Topic	Credit	TH+ TU	MARKS DISTRIBUTION			
CC 4	SELF MANAGEMENT IN THE <i>GĪTĀ</i>			INTERNAL ASSESSMENT (IA)	ATTENDANCE	Comprehensive Continuous Assessment (CCA)	Theory
	<u>Section -A</u> <i>Gītā : Cognition and emotive apparatus</i> Allotted Marks-30 LH-25			10	10	Project/Tutorial	65
	<u>Section -B</u> Allotted Marks-40 LH-40 UNIT I Hierarchy of <i>Indriya</i> , <i>Manas</i> , <i>Buddhi</i> , <i>Ātman</i> III, 42; XV. 7 Role of the <i>Ātman</i> : XV. 7; XV.9 Mind is a product of <i>Prakṛti</i> VII.4 Properties of three <i>Guṇas</i> and their impact on the Mind. XIII, 5-6; XIV. 5-8, II-13, XIV.17 <u>Section -B</u> Allotted Marks-40 LH-40 UNIT I Allotted Marks-10 <i>Gītā : Controlling the mind</i> <i>Confusion and Conflict</i> Nature of conflict I.1 ; IV.16 ; I.45 ; II.6 causal factors- ignorance- II.41 ; <i>Indriya</i> II.60, Mind II.67 ; <i>Rajoguna</i> -III.36-39, XVI. 21 ; weakness of mind .II.3 ; IV.5 UNIT II Allotted Marks-15 Means of controlling the Mind Meditation difficulties-VI. 34-35 ; Procedure VI. 11-14 Balanced life-III.8, VI.6-7 Diet control-XVII. 8-10 Physical and mental discipline-XVII.14-19 ; VI.36	06	5+1				