

**Government General Degree College, Kalna-I**

**Department of History**

**Department wise Course Structure under CCFUP (NEP 2020)**

**for**

**Semester-I**

**B.A. 3 year/ 4 Year UG Honours with History Major and Education / Philosophy Minor**

Sl. No.	Course Name	Paper
1	Major/Ds Course	<b>History of India</b> (From Earliest Times to 6th Century B.C.E.)
2	Minor Course	<b>Principle of Education</b> (if you chose Education as your Minor) or <b>Philosophy Paper -I</b> (if you chose Philosophy as your Minor)
3	Multidisciplinary Course	<b>Environmental Science</b> (if you opt for 3 year course) or <b>Computer Science</b> (if you opt for 4 year course)
4	Ability Enhancement Course (Aec)	Bengali
5	Skill Enhancement Course (SEC)	<b>Understanding Indian Heritage</b>
6	Value Added Course(VAC)	Environmental Science / Education

## History Major

### Course Code:

#### Paper 1 –History of India (From Earliest times up to 6<sup>th</sup> Century BCE)

**Learning Outcome:** Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India

Unit	Topic	No of Lecture
Unit 1	<ul style="list-style-type: none"> <li>• Meaning of History</li> <li>• Origin of the name Bharat</li> <li>• Concept of India or Bharat</li> <li>• Fundamental unity of India Indian concept of time, space, scope</li> <li>• and sources</li> </ul>	12
Unit 2	<ul style="list-style-type: none"> <li>• A broad survey of Paleolithic, Mesolithic and Neolithic cultures</li> </ul>	10
Unit 3	<ul style="list-style-type: none"> <li>• Harrappan Civilization: Origin,</li> <li>• extent, main features, Religion, Relationship with other civilizations of the world, decline</li> </ul>	13
Unit 4	<ul style="list-style-type: none"> <li>• Vedic and Later Vedic Age: Coming of</li> <li>• the Aryans and Aryan debate Vedic economy, polity, society and religion, Science and technology, Environmental conservation, Health consciousness- yoga and naturopathy, Indian numerical system and Mathematics Evolution of language</li> <li>• Indian economic thoughts</li> <li>• Concept of land, forest and agriculture</li> <li>• Industry, Trade &amp; Commerce</li> </ul>	15
Unit 5	<ul style="list-style-type: none"> <li>• Religious protest movement- Jainism and Buddhism</li> </ul>	10

#### Suggested Readings:-

A.L.Basham-The Wonder that was India

A.S. Altekar- Education in Ancient India.

Faith Robertson Elliott - Gender Family and Society

**Education Minor**  
**Course: Principles of Education**  
 Full Marks:75

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none"> <li>• Educational Psychology: Meaning, Nature and Scope</li> <li>• Relation between Education and Psychology.</li> <li>• Methods of Educational Psychology.</li> </ul>	
Unit II	<ul style="list-style-type: none"> <li>• Growth and Development: Meaning and Concepts.</li> <li>• Stages of Development of a Child: Infancy, Childhood and Adolescence.</li> <li>• Aspects of Child Development : Physical, Intellectual, Emotional, Social</li> </ul>	
Unit III	<ul style="list-style-type: none"> <li>• Personality: Concept and definition.</li> <li>• Development of Personality.</li> <li>• Types and Traits Approaches to Personality.</li> <li>• Individual Differences: Concepts and Types.</li> <li>• Causes of Individual Differences.</li> </ul>	
Unit IV	<ul style="list-style-type: none"> <li>• Intelligence: Concept and Definition.</li> <li>• Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.</li> <li>• Intelligence Test: Verbal, Non-verbal test and their uses.</li> </ul>	
Unit V	<ul style="list-style-type: none"> <li>• Learning: Meaning &amp; Nature.</li> <li>• Factors associated with learning.</li> <li>• Theories of Learning: Trial &amp; Error, Classical conditioning and Gestalt theory of learning.</li> <li>• Learning relation to; Attention, Interest, Maturation and Motivation.</li> </ul>	

**Suggested Reference:**

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Mathur, S.S. Educational Psychology. Binod Pustak Mandir, Agra.

**Philosophy Minor**  
**Code: PHIL1021 Credit: 04**  
**Indian Philosophy**  
 Full Marks: 75

Unit	Topic	No of Lecture
Module I	<ul style="list-style-type: none"> <li>Introduction: General Features of Indian Philosophy Cārvāka : (a) Perception as the only source of knowledge, Refutation of Inference and Testimony as sources of knowledge, (b) jaḍavāda and dehātmaivāda</li> </ul>	16
Module II	<ul style="list-style-type: none"> <li>Jainism: anekāntavāda, syādvāda and nayavāda</li> <li>Buddhism: Four noble truths, praṭītyasamutpāda, kṣaṇabhaṅgavāda, nairātmyavāda</li> </ul>	12
Module III	Vedic Civilization: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism Nyāya–Vaiśeṣika : pramāṇas (pratyakṣa, anumāna, upamāna and śabda), saptapadārtha Sāṃkhya: satkāryavāda, pariṇāmavāda Yoga : cittavṛttinirodha, aṣṭāṅgayoga	20
Module IV	<ul style="list-style-type: none"> <li>Mīmāṃsā: pramāṇas</li> <li>Advaita Vedānta: Brahman, jīva, jagat</li> </ul>	12

**Recommended Texts :**

S. C. Chatterjee• & D. M. Dutta : An Introduction to Indian Philosophy C. D. Sharma : A Critical Survey of Indian Philosophy• Haridas Bandyopadhyay : Bhāratīya Darśaner Marmakathā•

**References :**

M. Hiriyanna : Outlines of Indian Philosophy• J. N. Mohanti : Classical Indian Philosophy• Niradbaran Chakraborty : Bhāratīya Darśan• 7 Karuna  
 Bhattacharya : Nyāya-Vaiśeṣika Darśan• Panchanan Shastri : Cārvāka Darśan• Panchanan Shastri : Bauddha Darśan• Rajat Bhattacharya : Sāṃkhyakārikā O Sāṃkhyatattvakaumudi• Niradbaran Chakraborty : Bhāratīya Darśan• Deepak Kumar Bagchi : Bhāratīya Darśan• Debabrata Sen : Bhāratīya Darśan• Pradyot Kumar Mandal : Bhāratīya Darśan• Kanakprabha Bandyopadhyay : Sāṃkhya pātañjala darśan• Tarakishor Sharma Choudhury : Pātañjala darśan• Gobindagopal Mukhopadhyay : Yoger Kathā : Pātañjalir Dṛṣṭite• Purnachandra Vedanta Chunchu : Pātañjal Darśan

## Multidisciplinary Course

### *Environmental Science*

(If you opt for 3 year course)

Or

### *Computer Science*

(If you opt for 4 year course)

### Multi/Interdisciplinary courses Credit: 03

45Hours Full Marks: 50

### Basic IT Tools (Theory)

Unit	Topic	No of Lecture
	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Introduction to computers</li> <li>• Evolution</li> <li>• Generation of Computers</li> <li>• Computers Hierarchy</li> <li>• Applications of Computers.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Windows Basics</li> <li>• Introduction to wordEditing a document</li> <li>• Move and Copy text</li> <li>• Formatting text &amp; Paragraph</li> <li>• Enhancing document</li> <li>• Columns, Tables and Other features.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Introduction to worksheet and shell</li> <li>• Getting started with Excel</li> <li>• Editing cell &amp; using Commands and functions</li> <li>• Moving &amp; Copying, Inserting &amp; Deleting Rows &amp; Columns</li> <li>• Printing work sheet</li> </ul>	10
	<ul style="list-style-type: none"> <li>• Creating charts</li> <li>• Naming ranges and using statistical, math and financial functions, database in a worksheet</li> <li>• Additional formatting commands and drawing toolbar</li> <li>• other commands &amp; functions</li> <li>• Multiple worksheet and macros.</li> </ul>	10
	<ul style="list-style-type: none"> <li>• Introduction to Database Development:</li> <li>• Database Terminology, Objects, Creating Tables, working with fields, understanding Data types, Changing table design, Assigning Field Properties, Setting Primary Keys, Select data with queries: Creating simple Query by design &amp; by wizard</li> </ul>	10
	<ul style="list-style-type: none"> <li>• Overview of Power point</li> <li>• presenting shows for corporate and commercial using Power point</li> <li>• Introduction to Desktop publishing</li> <li>• Computer viruses</li> <li>• Introduction to Internet</li> <li>• Web features.</li> </ul>	10

## এবিলিটিএনহ্যান্সমেন্ট কোর্স (AEC): বাংলা (L1-1)

পেপার সংখ্যা : ০১

### 4. AEC (L1-1 MIL) সাহিত্যের বোধ ও বিচার BENG1041

Course Title: সাহিত্যের বোধ ও বিচার

Course Code: 4

Course Credit: 2

Course Lecture Hour: 30

Objective of the Course: এই কোর্সের উদ্দেশ্য ভাষা এবং সাহিত্য বোধ ও সাহিত্য বিচারের প্রাথমিক ধারণা দেওয়া। কোনো সাহিত্যিক নিদর্শনকে শিক্ষার্থী তার বোধ ও বিচারশক্তি দিয়ে কীভাবে আয়ত্ত করতে পারে, সেটাই এই কোর্সে তাকে শেখানো হবে।

একক ১: ভাষা অংশ (Lecture Hour: 10)

ক. বোধপরীক্ষা: (নিম্নলিখিত পাঁচটি প্রবন্ধ পাঠ্য)

১. স্বদেশী সমাজ – রবীন্দ্রনাথ ঠাকুর

২. বাঙ্গালা ভাষা – স্বামী বিবেকানন্দ

৩. বই পড়া – প্রমথ চৌধুরী

৪. স্ত্রী জাতির অবনতি – বেগম রোকেয়া

৫. অপবিজ্ঞান – রাজশেখর বসু

একক ২: সাহিত্য অংশ (Lecture Hour: 20)

ক. কবিতার ভাবসৌন্দর্য বিশ্লেষণ

রবীন্দ্রনাথ ঠাকুরের নৈবেদ্য গ্রন্থের চারটি কবিতা পাঠ্য - (বৈরাগ্যসাধনে মুক্তি সে আমার নয়, শতাব্দীর সূর্য আজি, চিত্ত যেথা ভয়শূন্য, শক্তি দম্ব স্বার্থ লোভ)

খ. ছোটগল্পের শিল্পসার্থকতা বিচার

রবীন্দ্রনাথ ঠাকুরের গল্পগুচ্ছ থেকে তিনটি গল্প পাঠ্য - ছুটি, বলাই, মণিহারা

Outcome of the Course: এই কোর্স পড়ার পর শিক্ষার্থী সাহিত্যের বিষয় অনুধাবনের পাশাপাশি তার শিল্পসার্থকতা ও ভাবসৌন্দর্য বিশ্লেষণ করতে শিখল।

**SEC Paper-I History (Hons)**  
**Understanding Indian Heritage**

**Course Code:**

**Learning Outcome:** Students will get to understand the different facets of Indian heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.

Unit	Topic	No of Lecture
Unit-I	<i>Defining Heritage:</i> Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'	08
Unit-II	<i>Constitution of Heritage in Colonial India and Evolution of Heritage Legislation:</i> Institutionalization and commodification of Indian Heritage: Collections, exhibitions, museums and monumentalization—Case study of the Great Exhibition, London; Indian Museum, Kolkata; Conventions and Acts—national Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives in India to protect the endangered heritage sites, Laws for Antiquities in India	11
Unit-III	<i>Tourism: Promoting Indian Heritage:</i> Viewing Heritage Sites, The relationship between tourism and heritage, Guide Books and Travel literature as a tool for heritage marketing, Eco-Tourism in India—Commercializing nature, Exhibiting culture—Heritage Walks and Tours, palaces, heritage festivals	9
Unit-IV	<i>UNESCO World Heritage Sites in India: Selected Case Studies:</i> Ajanta, Ellora & Elephanta Caves, Agra Fort, Taj Mahal, Fatehpur Sikri, Red Fort Complex, Qutb Minar and its Monuments, Khajuraho Group of Monuments, Group of Monuments at Hampi, Group of Monuments at Mahabalipuram, Sun Temple, Konârak, Great Living Chola Temples, The Jantar Mantar, Jaipur, Sundarbans National Park, Mountain Railways of India, Visva-Bharati, Santiniketan, Archaeological Site of Nalanda Mahavihara at Nalanda, Bihar	12

- David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010 Layton, R, P. Stone and J. Thomas, *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001
- Lahiri, N, *Marshaling the Past - Ancient India and its Modern Histories*. RaniKhet: Permanent Black, 2012, Chapters 4 and 5.
- S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.



**Value Added Course (VAC)  
Environmental Science / Education**

**LESSON PLAN**  
for  
**B.A. 3 year/ 4 Year UG Honours with History Major**  
Subject: History  
Course code:

Course title: History of India (From Earliest times up to 6<sup>th</sup> Century BCE)

Unit-1		
CONTENTS		
<ul style="list-style-type: none"> <li>• Meaning of History</li> <li>• Origin of the name Bharat</li> <li>• Concept of India or Bharat Fundamental unity of India.</li> <li>• Indian concept of time, space, scope and sources</li> </ul>		
Module Objectives:		
Objective of this module is		
1. Discuss the concept of nation.		
2. This Module will build a solid understanding about the fundamentals of History.		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	What is History?	
Lecture-2	A very short discussion on Historiography	
Lecture-3	A conceptual discussion on Historical Timeline	
Lecture-4	The Origin of Bharat	
Lecture-5	Historical Background of National consciousness	
Lecture-6	Fundamental Unity of India	
Lecture-7	What is historical timeline	
Lecture-8	Different concepts of time and space	
Lecture-9	Indian concept of time and space	
Lecture-10	Evolution of Indian concept of time and space	
Lecture-11	Relation between Indian concept of time and development of History	
Lecture-12	Summarizing and discussion about the Unit	

## Unit-2

## CONTENTS

- A broad survey of Paleolithic, Mesolithic and Neolithic cultures.

## Module Objectives:

Objective of this module is

1. Discuss the concept of Human Evolution.
2. This Module will build a solid understanding about the dawn of human civilization.

Lecture Serial	Topics of Discussion	Remarks
Lecture-1	A short discussion on the historical time periods	
Lecture-2	What is Pre-history and its importance	
Lecture-3	General Discussion on Paleolithic Age	
Lecture-4	Paleolithic age	
Lecture-5	Mesolithic age	
Lecture-6	Neolithic age	
Lecture-7	Neolithic revolution	
Lecture-8	Development of early human society	
Lecture-9	Emergence of different culture	
Lecture-10	Discussion on different cultures	

## Unit-3

## CONTENTS

- Harrappan Civilization: Origin, extent, main features, Religion, Relationship with other civilizations of the world, decline.

## Module Objectives:

Objective of this module is to

1. Discuss about the origin and development of one of the very early Human civilization.
2. Analyze the nature and characteristics of this civilization.

Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Why this civilization is important for us	
Lecture-2	A general discussion on Harappa	
Lecture-3	Main features of Harappa	
Lecture-4	Art and architecture of Harappa	
Lecture-5	Extent and different centers of this civilization	
Lecture-6	Social and religious practices	
Lecture-7	Important architectural marvels	
Lecture-8	Harappan counting and weightage system	
Lecture-9	Harappan seals, coins and symbols	
Lecture-10	Relationship with other civilizations of the world	
Lecture-11	Decline of the Harappa	
Lecture-12	Debate related to the end of Harappa	
Lecture-13	Summarizing and discussion about the Unit	

## Unit-4

## CONTENTS

- Vedic and Later Vedic Age: Coming of the Aryans and Aryans debate
- Vedic economy, polity, society and religion
- Science and technology, Environmental conservation, Health consciousness- yoga and naturopathy, Indian numerical system and Mathematics
- Evolution of language.
- Indian economic thoughts
- Concept of land, forest and agriculture
- Industry, Trade.

## Module Objectives:

Objective of this module is to

1. Discuss about the origin and development of Vedic civilization.
2. Analyze the nature and characteristics of the Vedic period.

Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Why this civilization is important for us	
Lecture-2	Vedic age	
Lecture-3	Later Vedic age	
Lecture-4	Coming of the Aryans and Aryans debate	
Lecture-5	Vedic economy, polity, society and religion	
Lecture-6	Science and technology in ancient India	
Lecture-7	, Environmental consciousness in ancient India	
Lecture-8	Health consciousness- yoga and naturopathy	
Lecture-9	Indian numerical system and Mathematics	
Lecture-10	Evolution of language	
Lecture-11	Indian economic thoughts	
Lecture-12	Indian economic (Banking) institutions	
Lecture-13	Concept of land, forest and agriculture in ancient India	
Lecture-14	Industry, Trade in India	
Lecture-15	Summarizing and discussion about the Unit	

Unit-5		
CONTENTS		
<ul style="list-style-type: none"> <li>Religious protest movement- Jainism and Buddhism.</li> </ul>		
<p style="text-align: center;">Module Objectives:</p> <p>Objective of this module is to</p> <ol style="list-style-type: none"> <li>Discuss about the origin and development of Religious protest movement</li> <li>Analyze the nature and characteristics of Jainism and Buddhism.</li> </ol>		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	origin and development of Religious protest movement	
Lecture-2	Why the protest movement originated	
Lecture-3	Life of Buddha	
Lecture-4	Teaching and philosophy of Buddhism	
Lecture-5	Buddhism after Buddha	
Lecture-6	Jainism	
Lecture-7	Mythological origin of Jainism	
Lecture-8	Teaching and main principals of Jainism	
Lecture-9	Religious protest movement other than Jainism and Buddhism	
Lecture-10	Summarizing and discussion about the Unit	

**Departmental Continuous Internal Evaluation (CIE) Structure**

Type of Evaluation	MCQ	Short Question	Project	Assay type Question
Marks Allotted	10	10	10	10