

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

**Department of Sanskrit**

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

**for**

**Semester-I**

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

Sl. No.	Course Name	Paper
1	Major/Ds Course	<b>Kāvya Literature</b>
2	Skill Enhancement Course (SEC)	<b>General Grammar</b>
3	Minor Course	<b>Principle of Education</b> (if you chose Education as your Minor) or <b>Ancient-Indian History ( Prehistory to 550 CE)</b> (if you chose History as your Minor) or <b>Philosophy : Indian and Western - I</b> (if you chose Philosophy as your Minor)
4	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)
5	Ability Enhancement Course (AEC)	<b>Bengali</b>
6	Value Added Course(VAC)	Environmental Science / Education

**Sanskrit Major**  
**Course Code: SANS1011**  
**Paper 1 – Kāvya Literature**      **Full Marks: 75**

**Learning Outcome:**

- Students will have the knowledge of Indian culture & society reflected in the Sanskrit Kāvya of different great Sanskrit poets.
- They will have the knowledge of poetic excellence reflected in Sanskrit Literature.

Unit	Topic	No of Lecture
Unit 1	<b>The History of Classical-Sanskrit Literature:</b> Rāmāyanam, Mahābhāratam, As' vaghosa, Kālidāsa, Bhāravi, Māgha, Bhaṭṭi, Sṛīharsa	15
Unit 2	<b>Raghuvans' am, Canto - XIV</b> (Verses - 31 - 87)	20
Unit 3	<b>Kirātārjunīyam, Canto – I</b>	25

**Suggested Readings:-**

- **Samskrta sahityer Itihas** by Dhirendranath Bandyopadhyay, Paschimbanga Rajya Pustak Parsat.
- **History of Sanskrit Literature** by M. Winternitz, MLBD
- **Raghuvans' am, Canto - XIV** by Anil ch. Basu (Ed) Sanskrit Book Depot
- **Raghuvans' am (Whole)** by Garunath Vidya Nidhi (Ed) Sanskrit Book Depot
- **Kirātārjunīyam, Canto – I** by Anil ch. Basu (Ed) Sanskrit Book Depot
- **Kirātārjunīyam, Canto – I** by Ashok kumar Bandyopadhyay, Balaram Prakashani

**SEC Sanskrit (Major)**  
**General Grammar**  
**Course Code: SANS1051 Full marks 50**

**Learning Outcome:** Student will be able to read, write and understand the Sanskrit Language.

Unit	Topic	No of Lecture
Unit-I	<b>i) Declensions:</b> all a-kārānta, i - kārānta, u- kārānta, - kārānta, ā-kārānta, ī - kārānta, ū - kārānta, as - bhagānta words, vanijSamrāj, all pronouns & Numericals. <b>ii) Conjugations:</b> bhū, paṭh, gam, dṛis', sev, labh, pac, vṛt, kṛ, dā, s' ru, jñā (laṭ, loṭ, lañ, liñ & lṛṭ)	10

<b>Unit-II</b>	<b>Sandhi:</b> AC- sandhi & Hal-sandhi as in Laghusiddhānta kaumudī.	25
<b>Unit-III</b>	<b>Pratyayas</b> - Taddhita (Apatyārthaka and Matvarthīya), Kṛdanta - tavya/tavyat, anīyar, yat, nyat, kyap, ś' atṛ , sānac, kta & ktavatu, ktvā, lyap, tumun, namul, strī - pratyaya, pratyayānta - sananta, yañanta, nijanta, yañluñanta, nāmadhātu.	10

**Suggested Reference:**

**Pāṇinīyam (A higher Sanskrit Grammar)** by P.C Lahiri & H. Shastri, The Dhaka Students' Library.

**Samagra Vyākaraṇa Kaumudī** by Srisrish Chandra & Balai Chand Mukhopadhyay, The Dhaka Students' Library.

**Pāṇinīya Śavdaśāstra** by Satyanarayan Chakraborty, Sanskrit Pustak Bhandar.

**Bṛhacchabdakusumākaraḥ** by Harekanta Mishra, Chaukhamba Sanskrit pratisthan.

**Bṛhad'dhātukusumākaraḥ** by Harekanta Mishra, Chaukhamba Sanskrit pratisthan.

**Laghu Siddhānta Kaumudī** by Prof. Tapan Shankar Bhattacharya (Ed.), Sanskrit Book Depot.

**Vaiyākaraṇa Siddhānta Kaumudī (Stri Pratyaya Prakaraṇa)** by Prof. Tapan Shankar Bhattacharya, Sanskrit Book Depot.

**Pratyayaḥ** by Bishwaranjan Panda, Sanskrit Book Depot.

**Kṛtya Prakaraṇa** by Dr. Satyavati Bandyopadhyaya, Sadesh.

**Kṛt Pratyaya Vimarśaḥ** by Dr. Satyavati Bandyopadhyaya, Sadesh.

**Education Minor**  
**Course Code: EDUC1021**  
**Course Title: Principles of Education**

Full Marks: 75

**Course Objectives:**

1. Understand the meaning, nature, and scope of education.
2. Identify the functions and factors that influence the field of education.
3. Examine the aims of education from individualistic and socialistic perspectives.
4. Define the concept of curriculum and its significance in education.
5. Differentiate between different types of curriculum and their applications.
6. Understand the principles involved in curriculum construction.
7. Recognize the importance of co-curricular activities in enhancing overall education.
8. Explore child-centric education, its characteristics, and its aims in modern education.
9. Analyze the significance of play and play-way methods in education, including various approaches.
10. Understand the concepts of freedom and discipline and their application in educational institutions.

Unit	Topic	No of Lecture
<b>Unit I</b>	<ul style="list-style-type: none"> <li>• Education: Meaning, Nature and Scope.</li> <li>• Functions of Education</li> <li>• Factors of Education.</li> <li>• Aims of Education: Individualistic and Socialistic.</li> </ul>	<i>15</i>
<b>Unit II</b>	<ul style="list-style-type: none"> <li>• Meaning of Curriculum.</li> <li>• Types of curriculum.</li> <li>• Principles of curriculum construction.</li> <li>• Co – curricular activities.</li> </ul>	<i>12</i>
<b>Unit III</b>	<ul style="list-style-type: none"> <li>• Child Centric Education: Meaning and Characteristics.</li> <li>• Aims of modern child centric education.</li> <li>• Child Centric Education: its significance.</li> <li>• Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.</li> </ul>	<i>18</i>
<b>Unit IV</b>	<ul style="list-style-type: none"> <li>• Freedom and Discipline: Concepts.</li> <li>• Needs of discipline.</li> <li>• Concept of Free discipline.</li> <li>• Concept of Self-discipline.</li> <li>• Application of Discipline in Educational Institution.</li> </ul>	<i>15</i>

**Suggested Reference:**

- Gutek, Gerald L. (2009). New Perspectives on Philosophy and Education. New Jersey, USA: Pearson.
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Ozman, Howard A., & Craver, Samuel M. Philosophical Foundation of Education. Boston, USA: Ally & Bacon.
- Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.

## History (Minor)

**Course Code : HIST 1021**

**Course Title: Ancient Indian History( Prehistory to 550 CE) Full Marks 75**

**Learning Outcome:** The course aims to provide the fundamental knowledge of different aspects of Ancient Indian History.

Unit	Topic	No of Lecture
Unit 1	Sources and approaches of Ancient Indian History.	12
Unit 2	Harappan Civilization: origin, extent, features and decline	12
Unit 3	Vedic Civilization: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism	12
Unit 4	Rise of an Empire centered on Magadha: Sixteen Mahajanpadas. Emergence of Mauryan Empire- Chandragupta, Ashoka, administration and fall of the Maurayas.	12
Unit 5	Post Mauryan period : Satvahana, Kushanas, Indo- Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration.	12

### Suggested Readings:

- Altekar. A.S. – Education in Ancient India Agrawal, D.P. – The Archaeology of India
- Basham, A.L. – The Wonder that was India
- Chakraborty, D.K. – Archaeology of Ancient Indian Cities Jha, D. N. - Ancient India in Historical Outline
- Sharma, R.S- India's Ancient Past
- Thapar, Romila-Ashoka and the Decline of the Mauryas Thapar, Romila-History of Early India.
- Tripathy, R.S-History of Ancient India. Smith, T.F.A – Early History of India
- Mookherjee, R.K- The Fundamental Unity of India Mookherjee, Radha Kumud- Indian Education System
- Majumdar, R.C – Ancient India

## Philosophy (Minor)

**Course Code: PHIL1021**

Course Title : **Philosophy : Indian and Western - I** Full Mark 75

**Learning Outcome:** The course aims to provide the fundamental knowledge of different aspects of Indian and Western Philosophy.

Unit	Topic	No of Lecture
Unit I	<b>Introduction:</b> General features of of Indian Philosophy <b>Cārvāka :</b> <i>pramāṇatattva, jñānavāda and dehātmavāda</i>	10
Unit -II	<b>Jainism :</b> <i>anekāntavāda, syādvāda and nayavāda</i> <b>Buddhism:</b> Four noble truths, <i>pratītyasamutpādvāda, kṣaṇabhaṅgavāda, nairātmyavāda</i>	15
Unit -III	<b>Metaphysics :</b> Nature of Metaphysics, Elimination of Metaphysics <b>Realism :</b> Naïve Realism, Scientific Realism, Representative Realism <b>Idealism:</b> Subjective Idealism, Objective Idealism	20
Unit- IV	<b>Substance :</b> Views of Descartes, Spinoza, Locke and Berkeley <b>Relation between Mind and Body :</b> Interactionism and Parallelism	15

### 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*
- Falkenberg : *History of Western Philosophy*
- J. Hospers: *Philosophical Analysis*
- Sibapada Chakraborty : *General Philosophy*

Multidisciplinary Course  
**Environmental Science**  
 (if you opt for 3 year course)  
 Multi/Interdisciplinary courses  
 Credit: 03

45 Hours Full Marks 50

**Course Code : ENVSC 1031**

**Course Title : Natural resources & Sustainable Development**

### Learning objectives

- *Explain the fundamentals of natural resources and their distribution*
- *Present available natural resources.*
- *Describe the judicial uses of natural resources*  
*Outline & basic elements of sustainable development*

Unit	Topic	No of Lecture
<b>Unit 1:</b>	<b>Natural resources:</b> Overview of natural resources: Definition of resources; Classification of natural resources – biotic and abiotic, renewable and non-renewable.	5
<b>Unit 2:</b>	<b>Biotic and water resources:</b> Major types of biotic resources: Forests, Grasslands, Wildlife and Aquatic Types of water resources: Freshwater and marine water resources; Availability and use of water resources; Conflicts over water resource – International and National perspectives.	10
<b>Unit 3:</b>	<b>Soil and mineral resources:</b> Soil types and distribution in India; Major degradation of soil; Major minerals in India; Over exploitation and environmental problems.	10
<b>Unit 4:</b>	<b>Energy resources</b> Types of energy sources; Renewable resources (Solar, Hydro, Ocean and biomass); Non-renewable sources (Coal, Petroleum and Nuclear resources)	10
<b>Unit 5:</b>	<b>Sustainable Development</b> Concept, SDGs – Goals, Targets & Indicators; Challenges & strategies of SDGs in India	10

### Recommended Texts:

1. Gore, A. 2009. Our Choice: A Plan to Solve the Climate Crisis, Rodale Books
2. Girardet, H. 2007. Surviving the Century: Facing Climate Chaos and Other Global Challenges, Earth Scan
3. Plimer, I. 2005. Heaven and Earth: Global Warming – The Missing Science, Connor Court Publishing.
4. Thunberg, G. 2022. The Climate Book, Penguin Random House.
5. World Meteorological Organization (2012). Greenhouse Gas Bulletins.
6. Lawson, N. 2008. An Appeal to Reason: A Cool Look at Global Warming, Overlook Duckworth (UK).
7. Cambridge University (2013). Climate Change: Action, Trends and Implications for Business. IISD, UNITAR & UNEP (2009).
8. IEA Training Material: Vulnerability and Climate Change Impact Assessment for Adaptation.
9. IPCC (2013). Climate Change 2013. The Physical Science Basis - Summary for Policymakers.
10. OECD (2009): Guidance on Integrating Climate Change Adaptation into Development Co-operation.
11. UNEP (2009). Climate Change Science Compendium



12. UNEP (2009). Climate in Peril, a Popular Guide to the Latest IPCC Report.
13. UNFCCC (2008). Compendium on Methods and Tools to Evaluate Impacts of, and Vulnerability and Adaptation to, Climate Change.
14. UNFCCC (2006). UNFCCC Handbook.
15. World Bank Report (2012). Turn Down the Heat.

Or

### **Computer Science**

(if you opt for 4 year course)

Multi/Interdisciplinary courses

Credit: 03

45 Hours Full Marks 50

**Course Code: COMP 1031**

**Course Title :Basic IT Tools (Theory)**

### **Course Objective**

The goal of this course is to present overview of IT tools used in day to day use of computers and data base operations. The Course has been designed to provide knowledge on various hardware and software components of computer, operating system, various packages used for different applications, data base concepts & operations and various issues related to IT and application of IT.

<b>Unit</b>	<b>Topic</b>	<b>No of Lecture</b>
<b>Unit I</b>	<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
<b>Unit II</b>	<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
<b>Unit III</b>	<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
<b>Unit IV</b>	<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
<b>Unit V</b>	<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

<b>Unit VI</b>	<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
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### Suggested Reference:

- Swinford, E., Dodge, M., Couch, A., Melton, B. A. (2013). Microsoft Office Professional 2013. United States: O'Reilly Media.
- Wang, W. (2018). Office 2019 For Dummies. United States: Wiley. Microsoft
- Lambert, J. (2019). Microsoft Word 2019 Step by Step. United States: Pearson Education.
- Jelen, B. (2013). Excel 2013 Charts and Graphs. United Kingdom: Que.
- Alexander, M., Jelen, B. (2013). Excel 2013 Pivot Table Data Crunching. United Kingdom: Pearson Education.
- Alexander, M., Kusleika, R. (2018). Access 2019 Bible. United Kingdom: Wiley.

### Ability Enhancement Course (AEC)

Bengali

Course Code : BANG1041 Course: সাহিত্যের বোধ ও বিচার

Course Credit :2 Course Lecture Hours : 30 Full marks 50

### Learning Outcome:

এই কোর্স পড়ার পর শিক্ষার্থী সাহিত্যের বিষয় অনুধাবনের পাশাপাশি তার শিল্পসার্থকতা ও ভাবসৌন্দর্য বিশ্লেষণ করতে শিখবে।

Unit	Topic	No of Lecture
একক ১: ভাষা অংশ	ক. বোধপরীক্ষাঃ (নিম্নলিখিত পাঁচটি প্রবন্ধ পাঠ্য) ১। স্বদেশী সমাজ –রবীন্দ্রনাথ ঠাকুর ২। বাঙ্গালা ভাষা – স্বামী বিবেকানন্দ ৩। বই পড়া – প্রমথ চৌধুরী ৪। স্ত্রীজাতির অবনতি – বেগম রোকেয়া ৫। অপবিজ্ঞান- রাজশেখর বসু	15
একক ২: সাহিত্য অংশ	ক। কবিতার ভাবসৌন্দর্য বিশ্লেষণ রবীন্দ্রনাথ ঠাকুরের নৈবেদ্য গ্রন্থের চারটি কবিতা পাঠ্য (বৈরাগ্যসাধনে মুক্তি সে আমার নয়, শতাব্দীর সূর্য আজি, চিত্ত যেথা ভয় শূন্য, শক্তি দম্ব স্বার্থ লোভ) খ। ছোটগল্পের শিল্পসার্থকতা বিচার রবীন্দ্রনাথ ঠাকুরের গল্পগুচ্ছ থেকে তিনটি গল্প পাঠ্য – ছুটি, বলাই, মণিহার	15

পাঠ্যগ্রন্থঃ ১। আধুনিক বাংলা কবিতা সঞ্চয়ন (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)

২। একালের গল্প (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)

৩। প্রবন্ধ সঙ্কলন (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)

Value Added Course (VAC)

Course Code: CVA1061

Course Title: Environmental Science / Education FM 100

### Learning objectives

- To create awareness and understanding of the environment and its different components
- To get knowledge on different current environmental problems and issues in national and international levels
- To impart knowledge about the management practices of different environmental problems  
To get real life experiences of different environmental resources, ecosystems and environmental degradation

Unit	Topic	No of Lecture
Unit 1:	<b>Basics of Environmental Studies:</b> Definition, Nature, Scope and Importance; Components of environment: Environmental education.	05
Unit 2:	<b>Natural Resources:</b> Renewable and Nonrenewable Resources <ul style="list-style-type: none"> <li>• Forest resources: Uses, types and importance, Joint Forest Management &amp; symbiotic relationship between tribal population and forests, Deforestation and its effects</li> <li>• Water resources: Distribution of water on Earth; Use, over exploitation of surface and ground water; Dams: Benefits and problems; Flood and Drought</li> <li>• Mineral resources: Mineral resources in India; Use and exploitation, Social impacts of mining</li> <li>• Food resources: World food problems and food insecurities.</li> <li>• Energy resources: Renewable and Nonrenewable energy sources; Use of alternate energy sources - Case studies</li> <li>• Land resources: Land as a resource; Land degradation, landslides desertification</li> <li>• Use of resources for sustainable development (Concepts &amp; Goals)</li> </ul>	10

<b>Unit 3:</b>	<b>Ecology and Ecosystems</b> <ul style="list-style-type: none"> <li>• Concept of ecology, Population ecology, Community ecology</li> <li>• Concept of an ecosystem, different types of ecosystem</li> <li>• Food chains, food webs and ecological succession</li> </ul> Energy flow in the ecosystem and energy flow models.	08
<b>Unit 4:</b>	<b>Biodiversity and its conservation</b> Biodiversity: Levels of biological diversity <ul style="list-style-type: none"> <li>• Values of biodiversity</li> <li>• Hot-Spots of biodiversity, IUCN Red Data Book, Mega-biodiversity countries</li> <li>• Threat to biodiversity</li> <li>• Threatened and endemic species of India</li> <li>• Conservation of biodiversity (<i>In-situ</i> and <i>Ex-situ</i>)</li> </ul> Ecosystem services: Ecological, Economic, Social, Ethical, Aesthetical and Informational values	08
<b>Unit 5:</b>	<b>Environmental Pollution and Management</b> <p>(a) Nature, Causes, Effects and Control measures of – Air pollution, Water pollution, Soil pollution, Noise pollution</p> <p>(b) Solid waste management: Causes, effects and disposal methods; Management of biomedical and municipal solid wastes</p> <p>(c) Disaster management: Floods, Earthquake, Droughts, Cyclone and Landslides</p>	08
<b>Unit 6:</b>	<b>Environmental Policies and Practices</b> <ul style="list-style-type: none"> <li>• Environmental Laws: The Environment (Protection) Act, 1986; The Air (Prevention and Control of Pollution) Act, 1981; The Water (Prevention and Control of Pollution) Act 1974; Forest (Conservation) Act, 1980</li> <li>• The wildlife Protection Act, 1972</li> <li>• Climate change, Global warming, ENSO, Acid rain, Ozone layer depletion; Montreal and Kyoto Protocols</li> </ul>	10
<b>Unit 7:</b>	<b>Human Communities and Environment</b> <ul style="list-style-type: none"> <li>• Human population growth; Impacts on environment</li> <li>• Environment and human health: Concept of health and disease; Common communicable and Non-communicable diseases; Health awareness programmes in India</li> <li>• Environment movements in India: Chipko Movements, Silent Valley Movement, <i>Narmada Bachao Andolan</i></li> </ul>	6

<b>Unit 8:</b>	<b>Field Work Report/Project Report/Term paper</b> <ul style="list-style-type: none"> <li>• Environmental assets - River/Forest/Grassland/Hill/Mountain <i>etc.</i></li> <li>• Environmental pollution - Urban/Rural/Industrial/Agricultural</li> <li>• Study of common Plants/Insect /Birds/Wild life <i>etc.</i></li> </ul> Study of simple ecosystems: Pond/River/Hill slope <i>etc.</i>	
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**LESSON PLAN**  
 for  
**B.A. 3 year/ 4 Year UG Honours with Sanskrit Major**  
 Subject: Sanskrit  
 Course code: SANS1011  
 Course :Paper 1  
**Course title: Kāvya Literature**

Unit-1		
CONTENTS		
Rāmāyanam, Mahābhāratam, Aṣvaghosa, Kālidāsa, Bhāravi, Māgha, Bhaṭṭi, Sṛīharsa		
Module Objectives:		
Objective of this module is: Students will have to go through the Sanskrit literature.		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Rāmāyanam	
Lecture-2	Rāmāyanam	
Lecture-3	Mahābhāratam	
Lecture-4	Mahābhāratam	
Lecture-5	Aśvaghosa	
TUTORIAL 1	Revision, Group discussion, doubt clearing and assessment of lectures	
Lecture-6	Kālidāsa	
Lecture-7	Kālidāsa	
Lecture-8	Bhāravi	
Lecture-9	Māgha	

TUTORIAL 2	Revision, Group discussion, doubt clearing and assessment of lectures (Lecture 6-Lecture 9)	
Lecture-10	Bhaṭṭi	
Lecture-11	Srīharsa	
TUTORIAL 3	Revision, Group discussion, doubt clearing and assessment of lectures (Lecture 10-Lecture 11)	
TUTORIAL 4	Revision, Group discussion, doubt clearing and assessment of lectures (Lecture 1-Lecture 11)	

Unit-2		
CONTENTS		
<b>Raghuvans' am, Canto - XIV (Verses - 31 - 87)</b>		
<b>Module Objectives:</b>		
Objective of this module is: Student will require to recite Sanskrit verses with proper accent, correct pronunciation.		
Lecture Serial	Topics of Discussion	Remarks
Lecture -1	Introduction & verse 31, 32,	
Lecture- 2	Verse 33, 34, 35, 36	
Lecture -3	Verse 37, 38, 39, 40	
Lecture- 4	Verse 41, 42, 43, 44	
Lecture- 5	Verse 45, 46, 47, 48,	
TUTORIAL 1	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 1- Lecture 5)	
Lecture-6	Verse 49, 50, 51, 52	
Lecture-7	Verse 53, 54, 55, 56	
Lecture-8	Verse 57, 58, 59, 60	
Lecture-9	Verse 61, 62, 63, 64	
Lecture-10	Verse 65, 66, 67, 68	
TUTORIAL 2	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 6- Lecture 10)	

Lecture -11	Verse 69, 70, 71, 72,	
Lecture-12	Verse 73, 74, 75, 76	
Lecture-13	Verse 77,78, 79, 80	
TUTORIAL 3	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 11- Lecture 13)	
Lecture-14	Verse 81,82, 82, 83,	
Lecture-15	Verse 84, 85, 86, 87	
TUTORIAL 4	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 14- Lecture 15)	
TUTORIAL 5	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 1-Lecture 15)	

Unit-3		
CONTENTS		
<b>Kirātārjunīyam, Canto – I</b>		
<b>Module Objectives:</b>		
Objective of this module is: Student will require to recite Sanskrit verses with proper accent,correct pronunciation.		
Lecture -1	Introduction, Verse 1	
Lecture- 2	Verse 2, 3, 4	
Lecture -3	Verse 5, 6, 7	
Lecture- 4	Verse 8, 9, 10	
Lecture- 5	Verse 11, 12,13	
TUTORIAL 1	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 1- Lecture 5)	
Lecture-6	Verse 14, 15, 16	
Lecture-7	Verse 17,18, 19	
Lecture-8	Verse 20, 21, 22	
Lecture-9	Verse 23, 24, 25	
Lecture-10	Verse 26, 27, 28	
TUTORIAL 2	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 6- Lecture 10)	
Lecture -11	Verse 29,30, 31	
Lecture-12	Verse 32, 33,34	

Lecture-13	Verse 35, 36	
TUTORIAL 3	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 11- Lecture 13)	
Lecture-14	Verse 37, 38	
Lecture-15	Verse 39, 40	
Lecture-16	Verse 41,42	
TUTORIAL 4	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 9- Lecture 10)	
Lecture-17	Verse 43, 44	
Lecture-18	Verse 45	
Lecture-19	Verse 46	
TUTORIAL 5	Revision and Group discussion, doubtclearing and assessment of lectures (Lecture 1- Lecture 13)	
TUTORIAL 6	Revision and Group discussion, doubtclearing and assessment of lectures (Lecture 14- Lecture 19)	

Departmental Continuous Internal Evaluation (CIE) Structure				
Type of Evaluation	MCQ	Short Question	Project & Seminar	Flip Teaching
Marks Allotted	10	10	10	10

**SEC Sanskrit (Major)**  
**General Grammar**  
**Course Code: SANS1051**

Unit-1		
CONTENTS		
<b>i) Declensions:</b> all a-kārānta, i - kārānta, u- kārānta, - kārānta, ā- kārānta, ī - kārānta, ū - kārānta, as - bhagānta words, vanij Samrāj, all pronouns & Numericals.		
<b>ii) Conjugations:</b> bhū, paṭh, gam, dṛis', sev, labh, pac, vṛt, kṛ, dā, sru, jñā (laṭ, loṭ, lañ, liñ & lṛṭ)		
<b>Module Objectives:</b>		
Objective of this module is: Students will communicate with Sanskrit Language as per requirement or demand.		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	<b>Declensions:</b> all a-kārānta, i-kārānta, u- kārānta, ṛ -kārānta, ā-kārānta, ī – kārānta	
Lecture-2	<b>Declensions:</b> ū - kārānta, as -bhagānta words, Vanij, Samrāj, all pronouns Numericals.	



Lecture-3	<b>Conjugations:</b> bhū, paṭh, gam(ḷaṭ, ḷoṭ, ḷaṇ, ḷiṇ & ḷṛṭ)	
TUTORIAL 1	Revision, Group discussion, doubt clearing and assessment of lectures (Lecture 1-Lecture 2)	
TUTORIAL 2	Revision, Group discussion, doubt clearing and assessment of lectures (Lecture 3)	
Lecture-4	<b>Conjugations:</b> dṛis', sev (ḷaṭ, ḷoṭ, ḷaṇ, ḷiṇ & ḷṛṭ)	
Lecture-5	<b>Conjugations:</b> labh, pac (ḷaṭ, ḷoṭ, ḷaṇ, ḷiṇ & ḷṛṭ)	
Lecture-6	<b>Conjugations:</b> vṛt, kṛ, dā, s' ru, jñā (ḷaṭ, ḷoṭ, ḷaṇ, ḷiṇ & ḷṛṭ)	
TUTORIAL 3	Revision, Group discussion, doubt clearing and assessment of lectures (Lecture 4- Lecture 6)	
TUTORIAL 4	Revision, Group discussion, doubt clearing and assessment of lectures (Lecture 1- Lecture 6)	

Unit-2		
CONTENTS		
<b>Sandhi:</b> AC- sandhi & Hal-sandhi as in Laghusiddhānta kaumudī		
<b>Module Objectives:</b>		
Objective of this module is Students will communicate with Sanskrit Language as per requirement or demand.		
Lecture -1	AC Sandhi	
Lecture- 2	AC Sandhi	
Lecture -3	AC Sandhi	
Lecture- 4	AC Sandhi	
Lecture- 5	AC Sandhi	
TUTORIAL 1	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 1- Lecture 5)	
Lecture-6	AC Sandhi	
Lecture-7	AC Sandhi	
Lecture-8	AC Sandhi	
Lecture-9	AC Sandhi	
Lecture-10	AC Sandhi	
TUTORIAL 2	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 6- Lecture 10)	

Lecture -11	Hal Sandhi	
Lecture-12	Hal Sandhi	
Lecture-13	Hal Sandhi	
TUTORIAL 3	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 11- Lecture 13)	
Lecture-14	Hal Sandhi	
Lecture-15	Hal Sandhi	
Lecture-16	Hal Sandhi	
TUTORIAL 4	Revision and Group discussion, doubt clearing and assessment of lectures (Lecture 9- Lecture 10)	
Lecture-17	Hal Sandhi	
Lecture-18	Hal Sandhi	
TUTORIAL 5	Revision and Group discussion, doubtclearing and assessment of lectures (Lecture 1- Lecture 6)	
TUTORIAL 6	Revision and Group discussion, doubtclearing and assessment of lectures (Lecture 7- Lecture 14)	
TUTORIAL 7	Revision and Group discussion, doubtclearing and assessment of lectures (Lecture 15- Lecture 18)	

Unit-1		
CONTENTS		
<b>Pratyayas</b> - Taddhita (Apatyārthaka and Matvarthīya), Kṛdantaṭavya/tavyat, anīyar, yat, nyat, kyap, s' atṛ , sānac, kta & ktavatu, ktvā, lyap, tumun, namul, strī - pratyaya, pratyayānta - sananta, yañanta, nijanta, yañluñanta, nāmadhātu.		
<b>Module Objectives:</b> Objective of this module is Students will communicate with Sanskrit Language as per requirement or demand.		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Taddhita (Apatyārthaka and Matvarthīya),	
Lecture-2	Kṛdanta-tavya/tavyat, anīyar, yat	
Lecture-3	nyat, kyap, satṛ, sānac,	
TUTORIAL 1	Revision, Group discussion, doubt clearing and assessment of lectures (Lecture 1-Lecture 2)	
TUTORIAL 2	Revision, Group discussion, doubt clearing and assessment of lectures (Lecture 3)	
Lecture-4	cta & ktavatu, ktvā, lyap, tumun, namul, strī - pratyaya	

Lecture-5	pratyayānta - sananta, yañanta,	
Lecture-6	nijanta, yañluñanta, nāmadhātu.	
TUTORIAL 3	Revision, Group discussion, doubt clearing and assessment of lectures (Lecture 4- Lecture 6)	
TUTORIAL 4	Revision, Group discussion, doubt clearing and assessment of lectures (Lecture 1- Lecture 6)	

**Government General Degree College, Kalna-I**  
**Department of Sanskrit**  
**Course Structure under CCFUP (NEP 2020)**  
**for**  
**Semester-II**

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

Sl. No.	Course Name	Paper
1	Major/Ds Course	<b>SANS2011: Sanskrit Drama</b>
2	Skill Enhancement Course (SEC)	<b>SANS2051:Critical survey of Sanskrit Literature</b>
3	Minor Course	<b>EDU2021: Educational Psychology</b> (if you chose Education as your Minor) or <b>HIST2021:History of India (550 CE to 1206 CE)</b> (if you chose History as your Minor) or <b>PHIL2021: Philosophy: Indian and Western—II</b> (if you chose Philosophy as your Minor)
4	Multidisciplinary Course	<b>Environmental Science</b> <b>ENVSC 2031:Biodiversity Conservation &amp; Ecotourism</b>
5	Ability Enhancement Course (AEC)	<b>ENGL2041: Functional English</b>
6	Value Added Course(VAC)	<b>CVA2061:Health &amp; Wellness,Yoga Education, Sports &amp; Fitness</b>

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

Sl. No.	Course Name	Paper
1	Major/Ds Course	<b>SANS 2011: Sanskrit Drama</b>
2	Skill Enhancement Course (SEC)	<b>SANS 2051:Critical survey of Sanskrit Literature</b>
3	Minor Course	<b>EDU 2021:Educational Psychology</b> (if you chose Education as your 2 <sup>nd</sup> Minor) or <b>HIST 2021: History of India (550 CE to 1206 CE)</b> (if you chose History as your 2 <sup>nd</sup> Minor) or <b>PHIL2021: Philosophy: Indian and Western—II</b> (if you chose Philosophy as your 2 <sup>nd</sup> Minor) or <b>BENG 2021: বাংলা সাহিত্যের ইতিহাস: প্রাচীন ও মধ্যযুগ</b> (if you chose Bengali as your 2 <sup>nd</sup> Minor)
4	Multidisciplinary Course	<b>Computer Science</b> <b>COMP 2032:Introduction to Internet</b>
5	Ability Enhancement Course (AEC)	<b>ENGL2041: Functional English</b>
6	Value Added Course (VAC)	<b>CVA2061:Health &amp; Wellness,Yoga Education, Sports &amp; Fitness</b>

**Sanskrit Major**  
**Course Code: SANS2011**  
**Course Title: Sanskrit Drama**  
**Total Credits: 04 (3-1-0)**  
**Full Marks = 75**

**Distribution of Marks: 60 (Theory) + 15 (Internal)**

**COURSE OBJECTIVES:**

Students will require to analyse the creations of great dramatist like Bhāsa, Aśvaghoṣa, Kālidāsa, Śūdraka, Viśākhadatta, Śrīharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa etc.  
 Students will have to analyse the inner message of the drama Abhijñānaśakuntalam. .

**LEARNING OUTCOMES:**

Students will acquire basic knowledge of Sanskrit Literature.  
 The dramatists like Bhāsa, Aśvaghoṣa, Kālidāsa, Śūdraka, Viśākhadatta, Śrīharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa etc. will be known to the students and their creations will be highlighted.  
 They will be able to know the philosophical outlook of Kalidasa through the drama Abhijñānaśakuntalam.  
 They will be able to gain different knowledge regarding the then society and culture. have the knowledge of poetic excellence reflected in Sanskrit Literature.

Section	Topic	Classes			Allotted Marks
		Lecture	Tutorial	Total	
<b>A</b>	<b>History of Sanskrit Literature (Drama)</b> - Bhāsa, Aśvaghoṣa, Kālidāsa, Śūdraka, Viśākhadatta, Harṣadeva, Bhavabhūti, Bhaṭṭanārāyaṇa, Rājśekhara, Murāri, Jayadeva, Śrīkrṣṇa Miśra)	<b>13</b>	<b>7</b>	<b>20</b>	<b>20</b>
<b>B</b>	<b>Abhijñānaśakuntalam</b>	<b>32</b>	<b>8</b>	<b>40</b>	<b>40</b>

**SUGGESTED READINGS:**

**A History of Indian literature** by M. Winternitz, The University of Calcutta.  
**A Concise History of Sanskrit literature** by Gourinath Sastri. MLBD.  
**History of classical Sanskrit literature** by M. Krishnamachariar, MLBD.  
**Samskṛta Vāṇmayasya Itihāsa** by Dhirendranath Bandyopadhyay, Sanskrit Pustak Bhandar.  
**Samskṛta Sāhitya kā Itihāsa** (in Hindi) by Vacaspati Gairola, Chowkhamba, Vidya Bhawan .  
**Abhijñānaśakuntalam of Kālidāsa** by Anil Chandra Bose (Ed.), Sanskrit Book Depot.  
**Abhijñānaśakuntalam of Kālidāsa** edited by Satya Narayana Chakraborty, Sanskrit Pustak Bhandar.

**Skill Enhancement Course**  
**Course Code: SANS2051**  
**Title of the Course: Critical Survey of Sanskrit Literature**  
**Full Marks 50**

**COURSE OBJECTIVES:**

Students will have to understand the Indian Society and Culture through the Vedic Literature and the Purāṇa.

Students will have to know the causes of the origin of different types of grammar.

They will have to recognize the ancient grammarians and their creations.

They will have to acquire knowledge of different philosophical thoughts.

**LEARNING OUTCOMES:**

Students will be able to understand the culture and society reflected in the Vedic Literature and also in the Purāṇas.

They will be able to know the origin of different types of grammar.

They will be able to understand the philosophical thoughts of different sections of Philosophy.

Section	Topic	Classes			Allotted Marks
		Lecture	Tutorial	Total	
<b>A</b>	<b>Vaidika Sāhitya</b> (General structure of Vedic literature, Different theories on the age of the Vedas, Dialogue hymns of the Ṛgveda, Brāhmaṇa literature, Āraṇyaka literature, Fundamental doctrines of the Upaniṣads, Six Vedaṅgas).	<b>10</b>	<b>5</b>	<b>15</b>	<b>10</b>
<b>B</b>	<b>Purāṇa</b> ( Definition of Purāṇa, Contents, Mahāpurāṇa, Upapurāṇa)	<b>6</b>	<b>4</b>	<b>10</b>	<b>10</b>
<b>C</b>	<b>History of Sanskrit Grammar</b> ( Pre - Pāṇinian Grammar, Pāṇini, Kātyāyana, Patañjali, Vāmana- Jayāditya, Bhattoji Dīkṣita, Nāgesa Bhaṭṭa, Kalāpa Vyākaraṇa, Cāndra Vyākaraṇa, Jainendra Vyākaraṇa, Sāraswata Vyākaraṇa, Mugdhabodha Vyākaraṇa, Bhartṛhari.	<b>7</b>	<b>3</b>	<b>10</b>	<b>10</b>
<b>D</b>	<b>History of Indian Philosophy</b> ( General Introduction to Āstika and Nāstika Philosophy)	<b>7</b>	<b>3</b>	<b>10</b>	<b>10</b>

### SUGGESTED READINGS:

**Veder Paricaya**, Yogiraj Basu, K L Pharma. Ltd.

**Vaidika Sāhityer Rūparekhā** by Smt. Shanti Bandyopadhyaya, Sanskrit Pustak Bhandar.

**Vedamīmāṃsā (3 parts)** by Anirban, Sanskrit College.

**Vaidika Sāhitya kā Itihāsaḥ (in Hindi)** by Prof. Parashnath Dwivedi, Chaukhamba Surbharati Prakashan.

**Vaidika Sāhitya aur Saṁskṛti (in Hindi)** by Baladev Upadhyaya, Sharada Mandir, Kashi.

**Saṁskṛta Sāhityer Itihāsa** by Dhirendranath Bandyopadhyay, Paschimbanga Rajya Pustak Parsat.

**Saṁskṛta Sāhityer Itihāsa** by Devkumar Das, Sadesh.

**Saṁskṛta Sāhitya kā Itihāsa** by Baladev Upadhyaya, Sharada Mandir, Kashi.

**Saṁskṛta Sāhityer Itibṛtta** by Gopendu Mukhopadhyay, United Book Agency.

**Veder Debatā o Kṛṣṭikāla** by Yogeshchandra Roy Vidyanidhi, Sanskrit book depot.

**Saṁskṛta Vāṁmayasya Itihāsa** by Dhirendranath Bandyopadhyay, Sanskrit Pustak Bhandar.

**Purāṇaprabeśa** by Girindra Shekhar Basu, Vivekananda Book Centre.

**Purāṇa Parikramā o Prabandha** by Uday Chandra Bandopadhyay, Sanskrit bookdepot.

**Purāṇa Vimarśaḥ** by Baladev Upadhyaya, Chaukhamba Vidyabhavan.

**Vyākaraṇa Darśaner Itihāsa** by Gurupada Halder, Sanskrit Pustak Bhandar.

**Vyākaraṇaśāstretihāsaḥ** by Lokmoni Dahal, Bhartiya Vidya Prakashan.

**Vyākaraṇaśāstretihāsaḥ** by Brahmananda Tripathi. Chaukhamba Surabharati Prakashan.

**Bhāratīya Darśana** by Samarendra Bhattacharya, Bengal Book Syndicate.

**Bhāratīya Darśana** by Debabrata Sen, Paschimbanga Rajya Pustak Parsat.

**Bhāratīya Darśaner Rūparekhā** by Dr. Amit Bhattacharya-Sanskrit Book Depot.

**Bhāratīya Darśana** by Nirodbaran Chakraborty, The Dhaka Students' Library.

**Bhāratīya Darśana Samagra** by Acharya Jyoti Sengupta, Sanskrit Book Depot.



**Education (Minor)**  
**Course Code: EDUC2021**  
**Course: Educational Psychology**  
**Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]**

**COURSE OBJECTIVES:**

1. Develop a comprehensive understanding of the field of educational psychology, including its meaning, nature, and scope.
2. Explore the relationship between education and psychology, and how psychological principles can inform educational practices.
3. Familiarize with the various research methods used in educational psychology and develop skills in conducting educational research.
4. Understand the concept of growth and development and its significance in the context of child development.
5. Identify and analyze the different stages of child development, including infancy, childhood, and adolescence.
6. Examine the various aspects of child development, including physical, intellectual, emotional, and social aspects.
7. Gain knowledge about personality development and understand the factors that influence its development.
8. Explore different approaches to understanding personality, such as types and traits.
9. Recognize and appreciate the individual differences among learners and understand their implications for education.

Unit	Topic	No of Lecture
<b>Unit I</b>	<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>	12
<b>Unit II</b>	<b>Growth and Development: Meaning and Concepts.</b> <ul style="list-style-type: none"> <li>Stages of Development of a Child: Infancy, Childhood and Adolescence.</li> <li>Aspects of Child Development : Physical, Intellectual, Emotional, Social</li> </ul>	12
<b>Unit III</b>	<b>Personality: Concept and definition.</b> <ul style="list-style-type: none"> <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>	12
<b>Unit IV</b>	<b>Intelligence: Concept and Definition.</b> <ul style="list-style-type: none"> <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>	12

<b>Unit V</b>	<b>Learning: Meaning &amp; Nature.</b> <ul style="list-style-type: none"> <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>	12
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#### **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.

Woolfolk, A.E. (2011) Educational Psychology. Sterling Kinderslay (India) Pvt. Ltd.

**Philosophy (Minor)**

**Course Code: PHIL2021**

**Course : Philosophy: Indian and Western—II**

**[4 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]**

Unit	Topic	No of Lecture
<b>Unit I</b>	<ul style="list-style-type: none"> <li>Nyāya–Vaiśeṣika : pramāṇas (pratyakṣa, anumāna, upamāna and śabda), saptapadārtha</li> <li>Sāṃkhya: Concepts of puruṣa and prakṛti, satkāryavāda, pariṇāmavāda</li> <li>Yoga :cittavṛttinirodha, aṣṭāṅgayoga</li> </ul>	15
<b>Unit II</b>	<ul style="list-style-type: none"> <li>Mīmāṃsā: pramāṇas</li> <li>AdvaitaVedānta: Brahman, jīva, jagat</li> </ul>	15
<b>Unit III</b>	<ul style="list-style-type: none"> <li>Critical theory of Kant</li> <li>Theories of Causation : Regularity theory and Entailment theory</li> </ul>	15
<b>Unit IV</b>	<ul style="list-style-type: none"> <li>Theories of Evolution</li> </ul>	15

**RECOMMENDED TEXTS :**

M. Hiriyanna: Outlines of Indian Philosophy

SāyanaMādhavācārya :Sarvadarśanasamgraha

S. C. Chatterjee& D. M. Dutta :An Introduction to Indian Philosophy

Haridas Bandyaopadhyay :Bhāratīya Darśaner Marmakathā

F. Copleston : A History of Philosophy

Hospers: Philosophical Analysis

Falkenberg : History of Western Philosophy

Sibapada Chakraborty : General Philosophy

**History (Minor)**  
**Course Code: HIST2021**  
**Course: History of India (550 CE to 1206 CE)**  
**[4 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]**

Unit	Topic	No of Lecture
Unit I	Emergence of New Powers and the Age of Decentralisation <ul style="list-style-type: none"> <li>Decline of the Gupta Power and the emergence of new powers in the 2nd half of the 6th Century C.E</li> <li>Pushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha.</li> <li>Maukharis of Kanauj</li> <li>Sasanka, the King of Gauda – Political achievements and administration.</li> </ul>	12
Unit II	Decentralisation and emergence Regional Powers <ul style="list-style-type: none"> <li>North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements.</li> <li>North-Eastern India : Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements</li> </ul>	12
Unit III	Emergence of Regional Powers in Central and Northern India <ul style="list-style-type: none"> <li>Origin of the Rajputs : Various theories – Pratiharas – Gahadavalas – Chahamanas – Chandella – Kalachuri – Paramara – their political and cultural achievements</li> </ul>	12
Unit IV	Regional Powers of the Deccan and South India <ul style="list-style-type: none"> <li>Chalukyas of Vatapi – Origin – History – Art and Architecture</li> <li>Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture</li> <li>Pallavas of Kanchi – History – Art and Architecture</li> <li>Cholas of Tanjore – History – Administration – Art and Architecture</li> </ul>	12
Unit V	Decline of Rajputs and north India until 1206 CE <ul style="list-style-type: none"> <li>Tripartite Struggle</li> <li>Fall of Rajput Power and the coming of the Arabs and Turks</li> <li>Culture of Pre-Medieval India</li> <li>Society and Religion till 12th century</li> <li>Architecture, Sculpture and paintings till 1206 CE</li> </ul>	12

**SUGGESTED READINGS:**

R.C.Majumdar, H.C.Raychaudhuri, K.K.Datta , An Advanced History of India  
 R.C.Majumdar and A.D Pusalkar (ed.), The History of Indian People, Vol V & VI  
 K.A.Nilkanta Sastri, History of South India (From Pre-historic times to the Fall of Vijaynagar), OUP, 1955  
 A.K.Majumdar, A Concise History of Ancient India, Vol I (1977) and Vol.II(1980),Delhi  
 B.D.Chattopadhyaya, The Making of Early Medieval India, Delhi, 1994  
 R.S.Sharma, Early Medieval Indian Society – A study in Feudalisation, Calcutta, 2001  
 Romila Thapar, A History of India, Vol I, Harmondsworth, 1974  
 Upinder Singh, A History of Early Medieval India, From Stone Age to Early Medieval India

**Bengali (Minor for B.A. 4 year UG Honours with Sanskrit Major Students)**

**Course Code: BENG2021**

**Course: বাংলা সাহিত্যের ইতিহাসঃ প্রাচীন ও মধ্যযুগ**

**Full Marks: 75**

**Objective of the Course:**

এই কোর্সের উদ্দেশ্য হল বাংলা ভাষা ও সাহিত্যের প্রাগাধুনিক কালের ধারাবাহিক ইতিহাস সম্পর্কে শিক্ষার্থীদের অবহিত করা। এই কোর্সের মাধ্যমে শিক্ষার্থী বাংলা সাহিত্যের প্রাচীন ও মধ্য যুগের বাংলা সাহিত্য সম্পর্কে সামগ্রিক ধারণা লাভের পাশাপাশি প্রাচীন ও মধ্য যুগের বাংলা সাহিত্যের প্রধান প্রধান ধারা, প্রধান প্রধান কাব্য ও প্রতিনিধি স্থানীয় কবি / সাহিত্যিকদের পরিচয় লাভ করবে।

বাংলা সাহিত্যের ইতিহাসঃ প্রাচীন ও মধ্যযুগ

**একক ১ (Lecture Hour: 15)**

বাংলা সাহিত্যের ইতিহাসের যুগবিভাগ সংক্রান্ত ধারণা, প্রাচীন ও আদি-মধ্যযুগের বাংলা সাহিত্য (চর্যাগীতি, শ্রীকৃষ্ণকীর্তন), অনুসারী সাহিত্য (রামায়ণ, মহাভারত)

**একক ২ (Lecture Hour: 15)**

চৈতন্য জীবনী ও বাংলা সাহিত্যে চৈতন্য প্রভাব (বৃন্দাবন দাস, কৃষ্ণদাস কবিরাজ); বৈষ্ণব পদাবলী ও তার প্রধান প্রধান কবি (বিদ্যাপতি, চণ্ডীদাস, গোবিন্দদাস, জ্ঞানদাস)

**একক ৩ (Lecture Hour: 15)**

মনসামঙ্গল, চণ্ডীমঙ্গল ও ধর্মমঙ্গলের কাহিনিপরিচয় ও প্রধান প্রধান কবি (বিজয়গুপ্ত, কেতকাদাস, ক্ষেমানন্দ, মুকুন্দ চক্রবর্তী, ঘনরাম চক্রবর্তী, ) শিবায়ন (রামেশ্বর ভট্টাচার্য), ভারতচন্দ্রের কাব্যপরিচয় ও অনন্যদামঙ্গল কাব্য

**একক ৪ (Lecture Hour: 15)**

প্রণয়োপাখ্যান (আলাওল, দৌলত কাজী) নাথধর্ম ও সাহিত্যের সংক্ষিপ্ত পরিচয়, ময়মনসিংহ গীতিকা, শক্তিসাধনা ও শান্তিসাহিত্য (রামপ্রসাদ, কমলাকান্ত)

**Outcome of the course:**

এই কোর্সটি পড়ার ফলে শিক্ষার্থী বাংলা সাহিত্যের প্রাচীন ও মধ্যযুগের লক্ষণ, বৈশিষ্ট্য, কবি ও কাব্য সম্পর্কে সামগ্রিক ধারণা লাভ করল।

সাহায্যকারী গ্রন্থঃ

- ১। বাংলা সাহিত্যের ইতিহাস – সুকুমার সেন
- ২। বাংলা সাহিত্যের ইতিবৃত্ত- অসিতকুমার বন্দ্যোপাধ্যায়
- ৩। বাংলা সাহিত্যের রূপরেখা – গোপাল হালদার
- ৪। বাংলা সাহিত্যের ইতিকথা- ভূদেব চৌধুরী

**Multidisciplinary Course**  
**Environmental Science** [ For 3 year course]  
**Course Code: ENVSC 2031**

**Course:** Biodiversity Conservation & Ecotourism  
**[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]**

**LEARNING OBJECTIVES**

- Concept of biodiversity
- Factors affecting biodiversity
- Understanding the major conservation policies
- Getting knowledge on ecotourism with home-stay tourism approach

**LEARNING OUTCOME**

- Understand the concepts of biodiversity and conservation
- Understand the factors impacting biodiversity loss in India and the World
- Major conservation strategies taken in India
- Ideas on ecotourism with special emphasis on home-stay tourism

Unit 1: Biodiversity & its distribution (Lectures – 15)

- **Definition & Concept of biodiversity**
- **Levels and types of biodiversity**
- **Biodiversity in India and the World**
- **Biodiversity hotspots and Megadiversity countries**

Unit 2: Threats to biodiversity: (Lectures – 10)

- **Types & causes of biodiversity loss**
- **Land use and Land cover changes**
- **Commercial exploitation of species, invasive species, fire, disaster and climate change**

Unit 3: Conservation policies (Lectures – 10)

- **Importance & major policies – in situ and ex situ conservation**
- **Major protected areas; National & International instruments for biodiversity conservation;**
- **Role of traditional knowledge for conservation;**
- **Community-based conservation, concept of Zoo management**

Unit 4: Tourism & Leisure (Lectures – 10)

- **Types of Tourism**
- **Ecotourism – Concept, Growth and Developments**
- **Impacts and management of ecotourism**
- **Home stay tourism**

**SUGGESTED READINGS**

1. Gore, A. 2009. Our Choice: A Plan to Solve the Climate Crisis, Rodale Books
2. Girardet, H. 2007. Surviving the Century: Facing Climate Chaos and Other Global Challenges, Earth Scan
3. Plimer, I. 2005. Heaven and Earth: Global Warming – The Missing Science, Connor Court Publishing.

4. Thunberg, G. 2022. The Climate Book, Penguin Random House.
5. World Meteorological Organization (2012). Greenhouse Gas Bulletins.
6. Lawson, N. 2008. An Appeal to Reason: A Cool Look at Global Warming, Overlook Duckworth (UK).
7. Cambridge University (2013). Climate Change: Action, Trends and Implications for Business. IISD, UNITAR & UNEP (2009).
8. IEA Training Material: Vulnerability and Climate Change Impact Assessment for Adaptation.
9. IPCC (2013). Climate Change 2013. The Physical Science Basis - Summary for Policymakers.
10. OECD (2009): Guidance on Integrating Climate Change Adaptation into Development Co-operation. 11. UNEP (2009). Climate Change Science Compendium

**Multidisciplinary Course/ Interdisciplinary Course [For 4year course]****COMP 2032: Introduction to Internet****[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]**

<b>Unit</b>	<b>Topic</b>	<b>No of Lecture</b>
<b>I</b>	<ul style="list-style-type: none"> <li>• Introduction : Evolution of Internet, concept of Intranet and Internet, Applications of Internet</li> <li>• Types of Connectivity such as dial – up, leased, VSAT. etc.,</li> <li>• Internet Server and Clients module in various Operating Systems</li> </ul>	5
<b>II</b>	<ul style="list-style-type: none"> <li>• Usenet and Internet Relay Chart</li> <li>• Introduction to World Wide Web: Evolution of WWW, Basic Features,</li> <li>• WWW Browsers, WWW servers, HTTP &amp; URL's</li> </ul>	5
<b>III</b>	<ul style="list-style-type: none"> <li>• WWW Browsers: Basic features, Bookmarks, history. Progress indicators, Personalization of Browsers,</li> <li>• Printing displayed pages and forms, Saving Web pages, Netscape Communicators, Internet Explorer,</li> <li>• Search and Downloads.</li> </ul>	5
<b>IV</b>	<ul style="list-style-type: none"> <li>• Search Engines: Technology overview</li> <li>• Popular Search Engines.</li> <li>• How to register a website in search engine.</li> </ul>	5
<b>V</b>	<ul style="list-style-type: none"> <li>• Internet Security: Overview of Internet Security threats, Firewalls, Introduction to AAA</li> </ul>	5
<b>VI</b>	<ul style="list-style-type: none"> <li>• <b>HTML</b>  <b>Unit-I: Introduction</b>  <b>Unit-II: The Basics</b>  The Head, the Body  Colors, Attributes  Lists, ordered and unordered  <b>Unit-III: Links</b>  Introduction  Relative Links, Absolute Links  Link Attributes  Using the ID Attribute to Link Within a Document  <b>Unit-IV: Images</b>  Putting an Image on a Page  Using Images as Links  Putting an Image in the Background  <b>Unit V: – Tables</b>  Creating a Table  Table Headers  Captions  Spanning Multiple Columns  Styling Table</li> </ul>	20

**SUGGESTED REFERENCE:**



1. Internetworking with TCP/IP – by D.E.Comer, PHI
2. Introduction to HTML and CSS -- O'Reilly

## Ability Enhancement Course (AEC)

### English

**Course Code : ENGL2041**

**Course : Functional English**

**[2 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 30 hrs]**

**COURSE OBJECTIVE:** The importance of functional English at the present moment cannot be over-emphasized. Recognizing this importance, the course seeks to acquaint students with the various uses of English in today's world, with particular focus on developing one's conversational and writing skills together with the ability to comprehend English speech and writing.

Topic
<ul style="list-style-type: none"> <li>• What is functional English? (LH: 1)</li> <li>• Aims and objectives of functional English (LH: 1)</li> <li>• Functional English and formal English/ literary English (LH: 1)</li> <li>• Types and modes of Communication (LH: 1) Language of communication (LH: 1)</li> <li>• Conversational skills (LH: 1)</li> <li>• Verbal and Non-verbal communication(LH: 1)</li> <li>• Personal, social and business communication (LH: 1)</li> <li>• Understanding English language films, songs, documentaries, news bulletins, sports commentaries (LH: 4)</li> <li>• Comprehension skills (LH: 2)</li> <li>• Paraphrasing difficult passages (LH: 2)</li> <li>• Analysis and Interpretation (LH: 1)</li> <li>• Writing for classified advertisements (LH: 2)</li> <li>• Using idioms and phrases (LH: 2)</li> <li>• One-word substitution (LH: 1)</li> <li>• Figures of speech: simile, metaphor, irony, personification, hyperbole (LH: 3)</li> <li>• Reading online content (LH: 1) George Bernard Shaw: "Spoken English and Broken English" (LH: 4)</li> </ul>

**COURSE OUTCOME:** Besides developing the student's ability to comprehend the English that one hears and reads, the course will also enhance the student's skills at using English in speech and in various forms of writing. Thus, the course shall fulfil to a large extent an intensely felt need in today's professional world.

### **RECOMMENDED READINGS:**

- Graham Lock, Functional English Grammar: An Introduction for Second Language Learners (Cambridge University Press, 1996).
- Bikram K Das, Functional Grammar and Spoken and Written Communication in English: Student-friendly Edition(Orient Blackswan, 2006).
- Ramzi Marrouchi, Functional English for Potential Achievers (Scholars' Press, 2020).
- Caroline Coffin, Ann Hewings and Kieran O'Halloran (eds.), Applying English Grammar: Functional and Corpus Approaches (Routledge, 2014).
- Cortland L. Bovee and John V. Thill, Business Communication Essentials (Pearson Prentice Hall, 2010).
- Vathana Fenn, R. Brindha and P. Suganya, English Workbook: Business English and Functional English (Cengage Learning India, 2016).
- MatthukuttyM. Monippally, Business Communication: From Principles to Practice (McGraw Hill, 2013).
- Girish Jain and Manzoor Moideen,Decoding Communication: A Complete Handbook for Effective Communication (Notion Press, 2021).
- Ben Francis and Dilys Parkinson, Oxford Idioms: Dictionary for Learnersof English (Oxford, 2006).
- T. Sriraman (ed.), Macmillan College Prose (Laxmi Publications, 2015)

**Value Added Course (VAC)****Course Code: CVA2061****Course: Health & Wellness, Yoga Education, Sports and Fitness****[4 Cr, Full Marks: 100 (60 +20+20= 100), LH: 60 hrs]**

Unit	Topic	No of Lecture
<b>Unit I</b>	<ul style="list-style-type: none"> <li>• Concepts of Wellness and Illness</li> <li>• Concept of health (Modern and Ancient View);</li> <li>• Concept of Wellness and Illness (Modern and Ancient View);</li> <li>• Concept of Body (Pancha Kosha according to Taittiriya Upanisada);</li> <li>• Potential causes of illness according to Yoga Vasishtha-Concept of Adhi and Vyadhi and their consequences on the body</li> </ul>	15
<b>Unit II</b>	<ul style="list-style-type: none"> <li>• Yogic Concept on Holistic Health</li> <li>• Total Human Development through Yogic practices for Pancha Kosha (Annamaya Khosha, Pranamaya Kosha, Manomaya Kosha, Vijnanamaya Kosha and Ananda Maya Kosha) and its integration with Ashtanga</li> <li>• Yoga of Patanjali.</li> </ul>	15
<b>Unit III</b>	<ul style="list-style-type: none"> <li>• Yoga as Preventive Health Care</li> <li>• Concept of stress according to modern science and yoga;</li> <li>• Stress as the cause for illness;</li> <li>• Role of Yoga in</li> <li>• Stress Management: Holistic approach of catering to moderation in eating (yogic Diet), Sleeping (rhythm of the nature), Working ( the sense of duty as per BG), Entertainment (moderation), Change in life style</li> </ul>	15
<b>Unit IV</b>	<ul style="list-style-type: none"> <li>• Asana</li> <li>• Pranayama: Anulome-Vilome, Suryabhidana, Chancrabhedana, Ujjai, Sitali</li> <li>• Meditation: A-U-M Meditation, Yog Nidra</li> </ul>	30

**REFERENCE BOOKS:**

1. Ajith 'Yoga Praves' Rastrotana Paruhad Bangalore.
2. Bachelor of Sports Management Syllabus (Revised) 2008.
3. B. C. Rai Health Education and Hygiene, Published by Prakashana Kendra, Lucknow.
4. B.K.S. Iyenger 'Yoga The Path of Holistic Health', Dorling Kindersley, Delhi 2001.
5. Dixit Suresh (2006) Swasthya Shiksha Sports Publication, Delhi.
6. Puri, K. Chandra, S.S (2005) Health and Physical Education, New Delhi, Surjeet Publication.
7. A Text Book on Physical Education & Health Education Fitness, Wellness and Nutrition, Dr. A. K. Uppal, Dr. P. P. Ranganathan.
8. Warner W. K. Oeger & Sharon A. Hoeger, Fitness & Wellness, Morton Publishing Co., 1990
9. Robert Malt. 90 day Fitness Plan, D. K. Publishing, Inc. 95, Madison Avenue, New York 2001.

