

Government General Degree College, Kalna-I

Department of English

Course Structure under CCFUP (NEP 2020)

for

Semester-I

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

Sl. No.	Course Name	Paper
1	Major Course	ENGL1011: Introduction to Poetry and Prose
2	Minor Course	EDU1021: Principles of Education (if you choose Education as your Minor) or PHIL1021: Indian Philosophy (if you choose Philosophy as your Minor) or HIST1021: Ancient Indian History (From Pre-History To 550 C.E.) (if you choose History as your Minor)
3	Multi/Inter-disciplinary Course	Environmental Science (ENVSC 1031): Natural Resources & Sustainable Development (if you opt for 3 year course) Or Computer Science (COMP 1031): Basic IT Tools (Theory) (if you opt for 4 year course)
4	Ability Enhancement Course (AEC)	Bengali: BANG1041: সাহিত্যের বোধ ও বিচার
5	Skill Enhancement Course (SEC)	English: ENGL1051: English Grammar and Vocabulary
6	Value Added Course(VAC)	1061: Environmental Science / Education

English Major

Course Code: ENGL1011

Paper 1 –Introduction to Poetry and Prose

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

Course Objective: The objective of this course is to introduce students to major literary forms and encourage an appreciation of the various thematic and stylistic aspects of these forms. Students will also be introduced to various genres and sub-genres of poetry, drama and fiction. The course also introduces students to a range of simple but significant poems, essays and short stories. Moreover, the course also offers a component on rhetoric and prosody in order to enable students to better understand the elements of style in English composition, particularly in poetry. The primary objective of the course is to acquaint students with major literary forms and some seminal but short literary texts, and to encourage them to develop strategies of critical reading.

Learning Outcome: It is desired that the course will inculcate in students a love for literature and an appreciation of the nuanced texture and stylistic elements of literary texts.

Unit	Topic	No of Lecture
Unit 1	Literary Forms: Poetry, Drama, Fiction	10
Unit 2	Poems: <ul style="list-style-type: none">• Sidney: Sonnet No. 1 (from Astrophel and Stella)• Shakespeare Sonnet No. 29• John Donne: “Go and Catch a Falling Star”• John Milton: “On His Blindness”• William Wordsworth: “The Solitary Reaper”• John Keats: “Bright Star”• Lord Byron: “She Walks in Beauty”• Elizabeth Barrett Browning: “How Do I Love Thee”• W.B. Yeats: “The Wild Swans at Coole”• Wilfred Owen: “Anthem for Doomed Youth”	20
Unit 3	Essays and Short Stories <ul style="list-style-type: none">• Bacon: “Of Studies”• Addison: “Mischiefs of Party Spirit”• Charles Lamb: “Old China”• Somerset Maugham: “The Lotus Eater”• Arthur Conan Doyle: “The Speckled Band”• O’ Henry: “The Last Leaf”	20
Unit 4	Rhetoric and Prosody	10

RECOMMENDED READING

- J. A. Cuddon, *Dictionary of Literary Terms and Literary Theory* (Penguin, 2015).
- M. H. Abrams and Geoffrey Galt Harpham, *A Glossary of Literary Terms* (Cengage India, 2015).
- William Henry Hudson, *An Introduction to the Study of Literature* (Maple Press, 2012; Rupa, 2015).
- R. J. Rees, *English Literature: An Introduction for Foreign Readers* (Anubhav Publishers, 1972).
- Babette Deutsch, *Poetry Handbook: A Dictionary of Terms*, 4th ed. (Harper Resource, 2009).
- Mary Oliver, *Poetry Handbook: A Prose Guide to Understanding and Writing Poetry* (Ecco, 1994).
- Allardyce Nicoll, *The Theory of Drama* (Benjamin Blom, 1966; Daoba House, 1998).
- E. M. Forster, *Aspects of the Novel* (Penguin, 2007).
- Francis Turner Palgrave, *Golden Treasury* (Oxford University Press, 1997).
- Margaret Ferguson, Tim Kendall and Mary Jo Salter (eds.), *The Norton Anthology of Poetry*, 6th ed. (W. W. Norton, 2018).
- David Norbrook and H. R. Woudhuysen (eds.), *The Penguin Book of Renaissance Verse* (Penguin, 1993).
- James Schiffer, *Shakespeare's Sonnets: Critical Essays* (Routledge, 1999).
- Helen Gardner, *The Metaphysical Poets* (Penguin, 1985).
- Jonathan Wordsworth (ed.), *Penguin Book of Romantic Poetry* (Penguin, 2005).
- David Wright (ed.), *English Romantic Verse* (Penguin, 1973).
- George Walter (ed.), *The Penguin Book of First World War Poetry* (Penguin, 2007).
- Tim Kendall (ed.), *Poetry of the First World War: An Anthology* (Oxford University Press, 2014).
- Sukanta Chaudhuri, *Bacon's Essays: A Selection* (Generic, 2015).
- Emrys Williams, *A Book of English Essays* (Penguin, 2000).
- Michael Thorpe, *Modern Prose: Stories, Essays and Sketches* (Oxford University Press, 1997).
- Sir Arthur Conan Doyle, *The Adventures of Sherlock Holmes* (Dover Publications, 2009).
- Bose and Sterling, *Elements of English Rhetoric and Prosody* (Chuckervetty and Chatterjee, 2021).

Education Minor

Course Code: EDUC1021

Course : Principles of Education

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

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
Unit I	<ul style="list-style-type: none">● Education: Meaning, Nature and Scope.● Functions of Education● Factors of Education.● Aims of Education: Individualistic and Socialistic.	15
Unit II	<ul style="list-style-type: none">● Meaning of Curriculum.● Types of curriculum.● Principles of curriculum construction.● Co – curricular activities.	12
Unit III	<ul style="list-style-type: none">● Child Centric Education: Meaning and Characteristics.● Aims of modern child centric education.● Child Centric Education: its significance.● Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.	18
Unit IV	<ul style="list-style-type: none">● Freedom and Discipline: Concepts.● Needs of discipline.● Concept of Free discipline.● Concept of Self-discipline.● Application of Discipline in Educational Institution.	15

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: Allyn & Bacon.

Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.

Philosophy Minor

Course Code: PHIL1021

Course : Indian Philosophy

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

Unit	Topic	No of Lecture
Unit I	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 dehātmavāda	16
Unit II	Jainism: anekāntavāda, syādvāda and nayavāda Buddhism: Four noble truths, pratītyasamutpāda, kṣaṇabhaṅgavāda, nairātmyavāda	12
Unit III	Nyāya–Vaiśeṣika : pramāṇas (pratyakṣa, anumāna, upamāna and śabda), saptapadārtha Sāṃkhya: satkāryavāda, pariṇāmavāda Yoga : cittavṛttinirodha, aṣṭāṅgayoga	20
Unit IV	Mīmāṃsā: pramāṇas AdvaitaVedānta: Brahman, jīva, jagat	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

Karuna Bhattacharya : Nyāya-Vaiśeṣika Darśan

Panchanan Shastri : Cārvāka Darśan

Panchanan Shastri : Bauddha Darśan

Rajat Bhattacharya : Sāṃkhyakārikā O Sāṃkhyatattvakaumudī

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 : Yogar Kathā : Patañjalir Dṛṣṭi

Purnachandra Vedanta Chunchu : Pātañjal Darśan

History Minor

Course Code: HIST1021

Course: Ancient Indian History up to 550 CE

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

Unit	Topic	No of Lecture
Unit I	Sources and approaches of Ancient Indian History.	12
Unit II	Harappan Civilization: origin, extent, features and decline	12
Unit III	Vedic Civilization: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism	12
Unit IV	Rise of an Empire centered on Magadha: Sixteen Mahajanpadas. Emergence of Mauryan Empire-Chandragupta, Ashoka, administration and fall of the Maurayas.	12
Unit V	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, V.A – Early History of India

Mookherjee, R.K- The Fundamental Unity of India

Mookherjee, Radha Kumud- Indian Education System

Majumdar, R.C – Ancient India.

Multidisciplinary Course

Environmental Studies

(if you opt for 3 year course)

ENVSC 1031: Natural Resources & Sustainable Development
[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

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

Learning outcome

- Understand the concept of natural resources; identify types of natural resources, their distribution and use with special reference to India
- Discuss the factors affecting the availability of natural resources, their conservation and management
- Explain sustainable development, its goal, targets, challenges and Indian strategies for SDGs

Unit 1: Natural resources	(Lectures - 5)
Overview of natural resources: Definition of resources; Classification of natural resources – biotic and abiotic, renewable and non-renewable	
Unit 2: Biotic and water resources	(Lectures - 10)
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	
Unit 3: Soil and mineral resources	(Lectures - 10)
Soil types and distribution in India; Major degradation of soil; Major minerals in India; Over exploitation and environmental problems	
Unit 4: Energy resources	(Lectures - 10)
Types of energy sources; Renewable resources (Solar, Hydro, Ocean and biomass); Non-renewable sources (Coal, Petroleum and Nuclear resources)	
Unit 5: Sustainable Development	(Lectures - 10)
Concept, SDGs – Goals, Targets & Indicators; Challenges & strategies of SDGs in India	

Interdisciplinary Course

Basic IT Tools (Theory)

(if you opt for 4 year course)

[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

Unit	Topic	No of Lecture
I	<ul style="list-style-type: none">• Introduction• Introduction to computers• Evolution• Generation of Computers• Computers Hierarchy• Applications of Computers.	2
II	<ul style="list-style-type: none">• Windows Basics• Introduction to word Editing a document• Move and Copy text• Formatting text & Paragraph• Enhancing document• Columns, Tables and Other features.	3
III	<ul style="list-style-type: none">• Introduction to worksheet and shell• Getting started with Excel• Editing cell & using Commands and functions• Moving & Copying, Inserting & Deleting Rows & Columns• Printing work sheet	10
IV	<ul style="list-style-type: none">• Creating charts• Naming ranges and using statistical, math and financial functions, database in a worksheet• Additional formatting commands and drawing toolbar• other commands & functions• Multiple worksheet and macros.	10
V	<ul style="list-style-type: none">• Introduction to Database Development:• 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 & by wizard	10
VI	<ul style="list-style-type: none">• Overview of Power point• presenting shows for corporate and commercial using Power point• Introduction to Desktop publishing• Computer viruses• Introduction to Internet• Web features.	10

Suggested Reference:

Swinford,E.,Dodge,M.,Couch,A.,Melton,B.A.(2013).MicrosoftOfficeProfessional 2013. United States: O'ReillyMedia.

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).Excel2013PivotTableDataCrunching. UnitedKingdom: PearsonEducation.

Alexander,M.,Kusleika,R.(2018).Access2019Bible.United Kingdom:Wiley.

Ability Enhancement Course (AEC)

Bengali

Course Code : BANG1041

Course: সাহিত্যের বোধ ও বিচার

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

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: 15)

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: 15)

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, মণিহারী

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

SEC Paper-I

English (Major)

ENGL1051: English Grammar and Vocabulary

[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

Course Objective: The objective of this course is to establish for students the importance of grammar, and acquaint them with a few major approaches to grammar. The course also revisits aspects of English grammar that many students might have learnt at some earlier stage, with the intention of encouraging fresh perspectives on usage. Enhancement of vocabulary also features among the course objectives.

Learning Outcome: It is believed that the course will help students develop fresh perspectives on grammar and the skills necessary for correct English usage.

Unit	Topic	No of Lecture
Unit-I	Introducing Grammar: <ul style="list-style-type: none">• What is grammar (the philosophy of grammar)• The importance of grammar• Different approaches to grammar (traditional approach, communicative approach, transformational generative grammar)• Grammar in speech and writing	15
Unit-II	Use and Application of Grammar <ul style="list-style-type: none">• Use of correct preposition• Subject-verb agreement• Use of upper and lower case• Use of auxiliaries• Question Tags• Use of Punctuation• Use of countable and uncountable Nouns	15
Unit-III	Sentences: <ul style="list-style-type: none">• Correction of errors• Rewriting of sentences	5
Unit-IV	Idioms and Vocabulary: <ul style="list-style-type: none">• Vocabulary (basic synonyms and antonyms)• Vocabulary for specific purposes-trades and professions,• Register-Use of Idioms	10

RECOMMENDED READING:

- Martin Hewings, Advanced English Grammar (Cambridge University Press, 1999).
- D. S. Paul, Advanced English Grammar (Goodwill, 2022).
- Rodney Huddleston, A Student's Introduction to English Grammar. (Cambridge University Press, 2021).
- J. Thomson, Practical English Grammar (Oxford University Press, 1997).
- George Yule, Oxford Practice Grammar (Oxford University Press, 2019).
- Daphne M. Gulland, The Penguin Dictionary of English Idioms (Penguin, 2001).
- Martin Hewings, Grammar and Vocabulary — for Advanced (Cambridge University Press, 2015).
- Donald Watson, Advanced Vocabulary in Context (Cambridge University Press, 2010).
- Michael McCarthy, English Vocabulary in Use (Cambridge University Press, 2017).

Value Added Course (VAC)
Environmental Science / Education 1061
[4 Cr, Full Marks: 100 (60 +20+20= 100), LH:
60 hrs]

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

Learning outcomes

- Understanding on environment and its importance
- Knowledge on different natural resources, causes of depletion and its sustainable uses
- Understanding the significance of biodiversity and its conservation
- Ideas on provisions of Indian Constitution for environmental protection
- Understanding the interrelationship among human population growth, environment and human health
- Knowledge of on-field experience on environmental issues through project work

Unit 1: Basics of Environmental Studies: (05)

Definition, Nature, Scope and Importance; Components of environment: Environmental education

Unit 2: Natural Resources: Renewable and Nonrenewable Resources (10)

Nature and natural resources their conservation and associated problems:

- Forest resources: Uses, types and importance, Joint Forest Management & symbiotic relationship between tribal population and forests, Deforestation and its effects
- Water resources: Distribution of water on Earth; Use, over exploitation of surface and ground water; Dams: Benefits and problems; Flood and Drought
- Mineral resources: Mineral resources in India; Use and exploitation, Social impacts of mining
- Food resources: World food problems and food insecurities.
- Energy resources: Renewable and Nonrenewable energy sources; Use of alternate energy sources - Case studies
- Land resources: Land as a resource; Land degradation, landslides, soil erosion, desertification
- Use of resources for sustainable development (Concepts & Goals)

Unit 3: Ecology and Ecosystems (08)

- Concept of ecology, Population ecology, Community ecology
- Concept of an ecosystem, different types of ecosystem
- Food chains, food webs and ecological succession
- Energy flow in the ecosystem and energy flow models

Unit 4: Biodiversity and its conservation (08)

Biodiversity: Levels of biological diversity

- Values of biodiversity
- Hot-Spots of biodiversity, IUCN Red Data Book, Mega-biodiversity countries
- Threat to biodiversity
- Threatened and endemic species of India

Conservation of biodiversity (*In-situ* and *Ex-situ*)

Ecosystem services: Ecological, Economic, Social, Ethical, Aesthetical and Informational values

Unit 5: Environmental Pollution and Management (08)

- (a) Nature, Causes, Effects and Control measures of – Air pollution, Water pollution, Soil pollution, Noise pollution
- (b) Solid waste management: Causes, effects and disposal methods; Management of biomedical and municipal solid wastes
- (c) Disaster management: Floods, Earthquake, Droughts, Cyclone and Landslides

Unit 6: Environmental Policies and Practices (10)

Constitutional Provisions for protecting environment- Article 48(A), 51A(g)

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

The wildlife Protection Act, 1972

Climate change, Global warming, ENSO, Acid rain, Ozone layer depletion; Montreal and Kyoto Protocols

Unit 7: Human Communities and Environment (06)

Human population growth; Impacts on environment

Environment and human health: Concept of health and disease; Common communicable and Non- communicable diseases; Health awareness programmes in India

Environment movements in India: Chipko Movements, Silent Valley Movement, *Narmada Bachao Aandolan*

Unit 8: Field Work Report/Project Report/Term paper Marks: 20 [Based on any one of the following topics and to be evaluated by internal teachers only]

Environmental assets - River/Forest/Grassland/Hill/Mountain *etc.*

Environmental pollution - Urban/Rural/Industrial/Agricultural

Study of common Plants/Insect /Birds/Wild life *etc.*

Study of simple ecosystems: Pond/River/Hill slope *etc.*

Lesson Plan
English Major
Course Code: ENGL1011

Paper 1 –Introduction to Poetry and Prose
[4 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]

Unit-1		
CONTENTS		
<ul style="list-style-type: none"> Literary Forms: <ul style="list-style-type: none"> Poetry Drama Fiction 		
<p style="text-align: center;">Module Objective:</p> <p>The objective of this module is to provide students with a comprehensive understanding of various literary forms, including poetry, drama, and fiction. Through this unit, students will explore the unique characteristics, elements, and techniques associated with each form. They will analyze exemplary works from each genre, gaining insights into their historical and cultural significance. By the end of this unit, students will be able to identify, differentiate, and appreciate the artistic expression of poetry, drama, and fiction, thereby enhancing their overall appreciation and critical analysis of literature.</p>		
Lecture Serial	Topics of Discussion	Description
Lecture-1	Introduction to Literary Forms	<ul style="list-style-type: none"> Definition of literature and its various forms
		<ul style="list-style-type: none"> Importance of studying poetry, drama, and fiction
Lecture-2	Poetry: Characteristics	<ul style="list-style-type: none"> Elements of poetry: rhyme, meter, imagery, and symbolism
		<ul style="list-style-type: none"> Different forms of poetry: sonnets, ballads, odes, and free verse
		<ul style="list-style-type: none"> Analyzing famous poetic examples to illustrate the characteristics
Lecture-3	Poetry Analysis	<ul style="list-style-type: none"> Close reading of a selected poem
		<ul style="list-style-type: none"> Identifying themes, literary devices, and the poet's intention
		<ul style="list-style-type: none"> Understanding the use of figurative language and its impact
Lecture-4	Poetry Analysis II	<ul style="list-style-type: none"> Analyzing a second poem from a different poet
		<ul style="list-style-type: none"> Comparing and contrasting the themes and styles
		<ul style="list-style-type: none"> Understanding the cultural and historical context of the poems
Lecture-5	Drama: Introduction	<ul style="list-style-type: none"> Definition of drama and its origins
		<ul style="list-style-type: none"> The role of drama in society and its evolution over time

		<ul style="list-style-type: none"> Overview of the elements of a dramatic structure
Lecture-6	Drama: Types and Techniques	<ul style="list-style-type: none"> Different types of drama: tragedy, comedy, and historical drama
		<ul style="list-style-type: none"> Theatrical techniques: dialogue, stage directions, and soliloquies
		<ul style="list-style-type: none"> Analysis of a scene from a classic play
Lecture-7	Drama Analysis I	<ul style="list-style-type: none"> Close reading of a scene from a different play
		<ul style="list-style-type: none"> Identifying the main conflict and the development of characters
		<ul style="list-style-type: none"> Discussing the themes and moral lessons in the play
Lecture-8	Drama Analysis II	<ul style="list-style-type: none"> Analyzing a contemporary drama or a modern adaptation
		<ul style="list-style-type: none"> Comparing the modern play with a classical one
		<ul style="list-style-type: none"> Discussing the relevance of drama in the present context
Lecture-9	Fiction: Elements and Genres	<ul style="list-style-type: none"> Understanding the elements of fiction: plot, characters, and setting
		<ul style="list-style-type: none"> Different genres of fiction: novel, short story, and novella
		<ul style="list-style-type: none"> Analyzing examples from classic and contemporary fiction
Lecture-10	Fiction Analysis	<ul style="list-style-type: none"> Close reading of a selected short story or a novel
		<ul style="list-style-type: none"> Examining the author's style, themes, and narrative techniques
		<ul style="list-style-type: none"> Concluding remarks on the significance of literary forms

Unit-2

CONTENTS

Poems:

Sidney: Sonnet No. 1 (from Astrophel and Stella)

Shakespeare Sonnet No. 29

John Donne: "Go and Catch a Falling Star"

John Milton: "On His Blindness"

William Wordsworth: "The Solitary Reaper"

John Keats: "Bright Star"

Lord Byron: "She Walks in Beauty"

Elizabeth Barrett Browning: "How Do I Love Thee"

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

Wilfred Owen: "Anthem for Doomed Youth"

Module Objective:

The objective of this unit is to introduce students to a diverse selection of poems from renowned poets, spanning different historical periods and styles. Through the analysis and exploration of these poems, students will develop a deeper appreciation for the art of poetry and gain insights into various literary techniques and themes employed by the poets. By the end of this unit, students will be able to critically examine and interpret the poetic works, recognizing the cultural, emotional, and philosophical dimensions reflected in each poem. Furthermore, this module aims to foster students' creativity and encourage them to engage in thoughtful discussions about the profound impact of poetry on human expression and understanding.

Lecture Serial	Topics of Discussion	Description
1-2	Sir Philip Sidney - Sonnet No. 1	Introduction to Sidney and his work
		Analysis and discussion on the themes, language, and poetic devices used in "Sonnet No. 1"
3-4	Shakespeare - Sonnet No. 29	Overview of Shakespearean sonnets
		Analysis of "Sonnet No. 29"
		Exploration of emotions and expressions in the sonnet
5-6	John Donne - "Go and Catch a Falling Star"	Introduction to metaphysical poetry and Donne's style
		Analysis of the poem
		Discussion on the use of metaphysical conceits
7-9	John Milton - "On His Blindness"	Introduction to Milton
		Analysis of "On His Blindness"
		Exploration of religious themes and personal reflection
10	William Wordsworth - "The Solitary Reaper"	Introduction to Wordsworth and the Romantic era
		Analysis of "The Solitary Reaper"
		Discussion on the role of nature and imagination
11-12	John Keats - "Bright Star"	Introduction to Keats's poetic style
		Analysis of "Bright Star"

		Discussion on themes of love and mortality
13-14	Lord Byron - "She Walks in Beauty"	Introduction to Lord Byron
		Analysis of "She Walks in Beauty"
		Exploration of beauty and inner virtues
15-16	Elizabeth Barrett Browning - "How Do I Love Thee"	Introduction to Browning and her contributions
		Analysis of "How Do I Love Thee"
		Discussion on love and the power of language
17-18	W.B. Yeats - "The Wild Swans at Coole"	Introduction to W.B. Yeats and Irish poetry,
		Analysis of "The Wild Swans at Coole"
		Exploration of nature, aging, and change
19-20	Wilfred Owen - "Anthem for Doomed Youth"	Introduction to Wilfred Owen and war poetry
		Analysis of "Anthem for Doomed Youth"
		Discussion on the horrors of war and its impact on humanity

Unit-3

CONTENTS

Essays and Short Stories:

Francis Bacon: "Of Studies"

Addison: "Mischiefs of Party Spirit"

Charles Lamb: "Old China"

Somerset Maugham: "The Lotus Eater"

Arthur Conan Doyle: "The Speckled Band"

O' Henry: "The Last Leaf"

Module Objective:

The objective of this unit is to introduce students to the rich world of essays and short stories, showcasing a diverse selection of works by renowned authors. Through the exploration and analysis of these literary forms, students will gain a comprehensive understanding of the distinctive features and techniques employed by each writer. By the end of this module, students will be able to critically evaluate and appreciate the thematic depth, writing styles, and narrative structures present in the essays and short stories studied. Moreover, this unit aims to cultivate students' ability to interpret and discuss complex literary works, fostering a deeper connection to the human experience and the power of storytelling.

Lecture Serial	Topics of Discussion	Description
1-3	Francis Bacon: "Of Studies"	- Introduction to Francis Bacon and his essay "Of Studies"
		- Analysis of the essay's main ideas and themes
		- Discussion on the relevance of Bacon's ideas in the modern context
4-7	Addison: "Mischiefs of Party Spirit"	- Introduction to Joseph Addison and his essay "Mischiefs of Party Spirit"
		- Exploration of political themes and satire in the essay
		- Analysis of the author's writing style and persuasive techniques
8-10	Charles Lamb: "Old China"	- Introduction to Charles Lamb and his essay "Old China"
		- Analysis of the essay's nostalgic elements and reflections on the past
		- Discussion on the use of personal anecdotes and humor in the essay
11-13	Somerset Maugham: "The Lotus Eater"	- Introduction to Somerset Maugham and his short story "The Lotus Eater"
		- Analysis of the story's themes of escapism and disillusionment
		- Discussion on the impact of cultural and societal influences on the characters and plot
14-17	Arthur Conan Doyle: "The Speckled Band"	- Introduction to Arthur Conan Doyle and his short story "The Speckled Band"
		- Analysis of the detective elements and suspense in the story
		- Exploration of the character of Sherlock Holmes and his methods of deduction
18-20	O' Henry: "The Last Leaf"	- Introduction to O' Henry and his short story "The Last Leaf"
		- Analysis of the story's themes of hope, sacrifice, and friendship
		- Discussion on the twist ending and O' Henry's narrative techniques

Unit-4

CONTENTS

Rhetoric and Prosody

Module Objective:

The objective of this unit on "Rhetoric and Prosody" is to equip students with a comprehensive understanding of the fundamental principles and techniques of rhetoric and prosody. Through in-depth exploration and analysis, students will gain proficiency in identifying and utilizing various rhetorical devices, sound patterns, and metrical structures. By the end of this unit, students will be able to appreciate the power of language in both written and spoken forms, effectively use rhetorical strategies in their own communication, and recognize the significance of prosody in enhancing the artistic expression of literature and speeches.

Lecture Serial	Topics of Discussion	Description
1-2	Introduction to Rhetoric and Prosody	- Definition and importance of rhetoric and prosody
		- Overview of their roles in language, literature, and public speaking
		- Explanation of key concepts, such as figures of speech and metrical patterns
3-5	Figures of Speech	- Detailed exploration of various figures of speech, including simile, metaphor, personification, etc.
		- Analysis of how authors use figures of speech to enhance their writing
6-8	Sound Devices in Poetry	- Examination of sound devices like rhyme, alliteration, assonance, and consonance in poetic compositions
		- Discussion on how sound devices create rhythm and musicality in poetry
9-10	Metrical Patterns in Poetry	- Study and scansion of different metrical patterns, such as iambic pentameter, trochaic tetrameter, and more
		- Analysis of how meter influences the overall tone and flow of a poem

Government General Degree College, Kalna-I

Department of English

Course Structure under CCFUP (NEP 2020)

for

Semester-II

B.A. 4 Year UG Honours with English Major

Sl. No.	Course Name	Paper
1	Major Course	ENGL2011: Plays, Novels, and Literary Terms
2	Skill Enhancement Course (SEC)	ENGL2051: Creative Writing
3	Minor Course	BENG2021: বাংলা সাহিত্যের ইতিহাসঃ প্রাচীন ও মধ্যযুগ (if you choose Bengali as your 2 nd Minor) or SANS2021: Sanskrit Drama (if you choose Sanskrit as your 2 nd Minor) or EDU2021: Educational Psychology (if you choose Education as your 2 nd Minor) or PHIL2021: Philosophy: Indian and Western---II (if you choose Philosophy as your 2 nd Minor) or HIST2021: History of India (550 CE to 1206 CE) (if you choose History as your 2 nd Minor)
4	Multi/Inter-disciplinary Course	COMP2032: Introduction to Internet
5	Ability Enhancement Course (AEC)	ENGL2041: Functional English
6	Value Added Course(VAC)	CVA2061: Health & Wellness, Yoga Education, Sports and Fitness

B.A. 3 Year UG with English Major

Sl. No.	Course Name	Paper
1	Major Course	ENGL2011: Plays, Novels, and Literary Terms
2	Skill Enhancement Course (SEC)	ENGL2051: Creative Writing
3	Minor Course	EDU2021: Educational Psychology (if you have chosen Education as your Minor in Sem I) or PHIL2021: Philosophy: Indian and Western---II (if you have chosen Philosophy as your Minor in Sem I) or HIST2021: History of India (550 CE to 1206 CE) (if you have chosen History as your Minor in Sem I)
4	Multi/Inter-disciplinary Course	ENVSC2031: Biodiversity Conservation & Ecotourism
5	Ability Enhancement Course (AEC)	ENGL2041: Functional English
6	Value Added Course(VAC)	CVA2061: Health & Wellness, Yoga Education, Sports and Fitness

English (Major)

Course Code: ENGL2011

Course: Plays, Novels, and Literary Terms

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

COURSE OBJECTIVE: The primary objective of this Major course is to encourage a close critical study of key thematic elements and stylistic features in select plays and novels, without studying these texts in their literary, political and socio-cultural contexts. The course is also designed to acquaint students with some of the terms related to poetry, drama and fiction which they may encounter in the later semesters during their study of literary texts.

LEARNING OUTCOME: The course will equip students with the intellectual apparatus required to face the challenges of reading and interpreting literary texts. The acquaintance with some of the most frequently encountered literary terms will help them in the course of such reading and interpretation.

Unit	Topic	No of Lecture
Unit 1	Plays: <ul style="list-style-type: none">George Bernard Shaw: Major BarbaraJ. M. Synge: Riders to the Sea	20
Unit 2	Novels: <ul style="list-style-type: none">R. K. Narayan: The GuideThomas Hardy: The Mayor of Casterbridge	30
Unit 3	Literary Terms: <ul style="list-style-type: none">Literary terms related to poetry: heroic couplet, image, symbol, caesura, blank verse, carpe diemLiterary terms related to drama: soliloquy and aside, hamartia and hubris, conflict, comic relief, protagonist and antagonist, Freytag's PyramidLiterary terms related to fiction: story and plot, round character and flat character, point of view, stream-of-consciousness, foil, author and narrator	10

RECOMMENDED READING

- Henderson Archibald, George Bernard Shaw: His Life and Works (Hurst and Blackett, 1911).
- S.C. Sengupta, The Art of Bernard Shaw (N.M. Publisher, 1971).
- G. B. Shaw, Major Barbara. Ed. A.C. Ward (Longmans, 1958).
- C.B. Purdom, A Guide to the Plays of Bernard Shaw (Routledge, 2023).
- Harold, Bloom, (ed.), George Bernard Shaw's Major Barbara (Chelsea House Publishers, 1988).
- J. M. Synge, Riders to the Sea and The Playboy of the Western World. Ed. R. K. Kaul (Oxford University Press, 2003).
- Nicholas Grene, Synge: A Critical Study of the Plays (Macmillan, 1975).
- T.R. Henn (ed.), The Plays and Poems of J.M. Synge (Methuen, 1968).
- Robert, Hogan and James Kilroy (eds.), The Abbey Theatre: The Years of Synge, 1905-1909 (The Dolmen Press, 1978).
- Percival Presland Howe, J.M. Synge: A Critical Study (Palala Press, 2016).
- Robin Skelton, The Writings of J.M. Synge (Bobbs Merrill, 1971).
- John Millington Synge, The Aran Islands. Edited with an introduction by Tim Robinson (Penguin, 1992).
- Alan Price, Synge and Anglo-Irish Drama (Methuen, 1961).
- Lionel P. Johnson, The Art of Thomas Hardy (Legare Street Press, 2022).
- Arthur Sydney McDollrall, Thomas Hardy: A Critical Study (Faber and Faber, 1931).
- Perry Meisel, Thomas Hardy: The Return of the Repressed — A Study of the Major Fiction (Yale University Press, 1972).
- Richard L. Purdy, Thomas Hardy: A Bibliographical Study (Oxford University Press, 1954).
- R. K. Narayan, The Guide (Indian Thought Publications, 2010).
- Krishna Sen, Critical Essays on R.K. Narayan's The Guide (Orient Longman, 2004).
- Nandini Bhattacharya, R. K. Narayan's The Guide: New Critical Perspectives (Worldview Publications, 2004.).
- Bhagwat S Goyal (ed.), R.K. Narayan: A Critical Spectrum (Shalabh Book House, 1983).
- Alan L. McLeod, R.K. Narayan: Critical Perspectives (Sterling Publishers, 1994).
- William Walsh, R.K. Narayan: A Critical Appreciation (University of Chicago Press, 1982).
- M.H. Abrams & Geoffrey Galt Harpham, A Handbook of Literary Terms (Cengage Learning, 2015).
- J.A. Cuddon, A Dictionary of Literary Terms and Literary Theory (Penguin, 2015).
- Martin Gray, A Dictionary of Literary Terms (Pearson Education, 1992).

English (Major)
Skill Enhancement Course (SEC)

Course Code: ENGL2051
Course: Creative Writing
[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

COURSE OBJECTIVE: This course seeks to make students conversant with various forms, principles and processes of creative writing, and, by doing so, encourage them to critically appreciate and practise such writing.

LEARNING OUTCOME: Students studying this course will emerge from it with an awareness of what constitutes creative writing in its various forms. In addition to that, students may feel encouraged to try their hand at creative writing themselves

Unit	Topic	No of Lecture
Unit-I	Introducing Creative Writing <ul style="list-style-type: none">What is creative writing?Types of writing: expository, descriptive, persuasive, narrative	5
Unit-II	Writing as Craft <ul style="list-style-type: none">The craft of writing: characteristics of good writingL. A. Hill: Principles of Good Writing (selections)	11
Unit-III	Poetry <ul style="list-style-type: none">Figurative language, imagery, sensory details, rhyme, repetition<ul style="list-style-type: none">William Wordsworth: "Daffodils"	12
Unit-IV	Short story <ul style="list-style-type: none">Theme, point of view, character, setting, plot<ul style="list-style-type: none">O'Henry: "The Gift of the Magi"	12
Unit-V	Identification, with reasons, of the type and stylistic features of an unseen literary passage	5

RECOMMENDED READING:

- Anjana Neira Dev et al, Creative Writing: A Beginner's Manual (Pearson, 2009).
- Margaret A. Boden, The Creative Mind: Myths and Mechanisms (Routledge, 2004).
- David Morley, The Cambridge Introduction to Creative Writing (Cambridge University Press 2007).
- Linda Anderson (ed.), Creative Writing: A Workbook with Readings (Routledge, 2006).
- Paul Mills, The Routledge Creative Writing Coursebook (Routledge, 2006).
- Ailsa Cox, Writing Short Stories (Routledge, 2005).
- M. Zama, Prose for Our Times (Orient Longman, 2004).
- Mary Kinzie, A Poet's Guide to Writing Poetry (Chicago University Press, 1999).
- David Lodge, The Practice of Writing (Penguin, 1997).
- Willaim Packard, The Art of Poetry Writing (St. Martin's Press, 1992).
- O Henry, The Gift of the Magi and Other Short Stories (Dover Thrift, 2000).
- William Wordsworth, 'Daffodils' and Other Poems (Michael O'Mara, 2016).

Bengali (Minor)

Course Code: BENG2021

Course: বাংলা সাহিত্যের ইতিহাসঃ প্রাচীন ও মধ্যযুগ

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

Objective of the Course: এই কোর্সের উদ্দেশ্য হল বাংলা ভাষা ও সাহিত্যের প্রাণাধুনিক 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 মধ্যযুগের বাংলা সাহিত্যের প্রধান প্রধান ধারা, প্রধান প্রধান কাব্য ও প্রতিনিধি স্থানীয় কবি/সাহিত্যিকদের পরিচয় লাভ করবে।

বাংলা সাহিত্যের ইতিহাস: প্রাচীন ও মধ্যযুগ

একক ১ (Lecture Hour: 15)

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

একক ২ (Lecture Hour: 15)

চৈতন্যজীবনী ও বাংলা সাহিত্যে চৈতন্যপ্রভাব (কৃন্দাবনদাস, কৃষ্ণদাস কবিরাজ); বৈষ্ণব পদাবলি ও তার প্রধান প্রধান কবি (বিদ্যাপতি, চণ্ডীদাস, গোবিন্দদাস, জ্ঞানদাস)

একক ৩ (Lecture Hour: 15)

মহাসামঞ্জল, চণ্ডীমঙ্গল ও ধর্মমঙ্গলের কাহিনীপরিচয় ও প্রধান প্রধান কবি (বিজয়গুপ্ত, কেতকাদাস ফেমাসন্দ, মুকুন্দ চক্রবর্তী, ঘনরাম চক্রবর্তী), শিবায়ন (রামেশ্বর ভট্টাচার্য), ভারতচন্দ্রের কাব্যপরিচয় ও অন্নদামঙ্গল কাব্য

একক ৪ (Lecture Hour: 15)

প্রণয়োপাখ্যান (আলাওল, দৌলত কাজী), শাখধর্ম ও সাহিত্যের সংক্ষিপ্ত পরিচয়, মরমশিংহ পীতিকা, শক্তিসাধনা ও শাক্তসাহিত্য (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।

Sanskrit (Minor)

Course Code: SANS2021

Course: Sanskrit Drama

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

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.

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none">History of Sanskrit Literature(Drama) - Bhāsa, Aśvaghoṣa, Kālidāsa,Śūdraka, Viśākhadatta, Harṣadeva,Bhavabhūti, Bhaṭṭanārāyaṇa, Rājasekhara,Murāri, Jayadeva, Śrikrṣṇa Miśra	20
Unit II	<ul style="list-style-type: none">Abhijñānaśakuntalam	40

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. They will have the knowledge of poetic excellence reflected in Sanskrit Literature.

RECOMMENDED TEXTS:

- Samṣkṛtasāhityetiḥāsa by Ramchandra Mishra, Chowkhamba Vidyabhawan.
- Samṣkṛta Sāhityer Itihāsa by Dhirendranath Bandyopadhyay, Paschimbanga Rajya Pustak Parsat.
- Samṣkṛta Sāhityer Itivṛtta by Gopendu Mukhopadhyay, United Book Agency.
- A History of Sanskrit literature by S.K. Dey & S. N. Dasgupta, The University of Calcutta.
- A History of Indian literature by M. Winternitz, The University of Calcutta.
- A Concise History of Sanskrit literature by Gourinath Sastri.
- History of classical Sanskrit literature by M. Krishnamachariar, MLBD.
- Samṣkṛta Vānmayasya Itihāsa by Dhirendranath Bandyopadhyay, Sanskrit Pustak Bhandar.
- Samṣkṛta 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.
- Abhijñānaśakuntalam of Kālidāsa edited by R. M. Bose, Modern Book agency Pvt. Limited.
- The Abhijñānaśakuntalam of Kālidāsa edited by M. R. Kale, MLBD.
- Śakuntalātattva by Chandranath Basu, Sanskrit Pustak Bhandar.

Education (Minor)

Course Code: EDUC2021

Course: Educational Psychology

[4 Cr, 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.
10. Gain insights into the concept of intelligence, including its definition, theories, and assessment methods.

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none">• Educational Psychology: Meaning, Nature and Scope• Relation between Education and Psychology• Methods of Educational Psychology	12
Unit II	Growth and Development: Meaning and Concepts. <ul style="list-style-type: none">• Stages of Development of a Child: Infancy, Childhood and Adolescence.• Aspects of Child Development : Physical, Intellectual, Emotional, Social	12
Unit III	Personality: Concept and definition. <ul style="list-style-type: none">• Development of Personality.• Types and Traits Approaches to Personality.• Individual Differences: Concepts and Types.• Causes of Individual Differences.	12
Unit IV	Intelligence: Concept and Definition. <ul style="list-style-type: none">• Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.• Intelligence Test: Verbal, Non-verbal test and their uses.	12
Unit V	Learning: Meaning & Nature. <ul style="list-style-type: none">• Factors associated with learning.• Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning.• Learning relation to; Attention, Interest, Maturation and Motivation.	12

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
Unit I	<ul style="list-style-type: none">Nyāya–Vaiśeṣika : pramāṇas (pratyakṣa, anumāna, upamāna and śabda), saptapadārthaSāṃkhya: Concepts of puruṣa and prakṛti, satkāryavāda, pariṇāmavādaYoga :cittavṛttinirodha, aṣṭāṅgayoga	15
Unit II	<ul style="list-style-type: none">Mīmāṃsā: pramāṇasAdvaitaVedānta: Brahman, jīva, jagat	15
Unit III	<ul style="list-style-type: none">Critical theory of KantTheories of Causation : Regularity theory and Entailment theory	15
Unit IV	<ul style="list-style-type: none">Theories of Evolution	15

RECOMMENDED TEXTS :

M. Hiriyanna: Outlines of Indian Philosophy

SāyanaMādhavācārya :Sarvadarśanasamgraha

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

Haridas Bandyopadhyay :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">Decline of the Gupta Power and the emergence of new powers in the 2nd half of the 6th Century C.EPushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha.Maukharis of KanaujSasanka, the King of Gauda – Political achievements and administration.	12
Unit II	Decentralisation and emergence Regional Powers <ul style="list-style-type: none">North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements.North-Eastern India : Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements	12
Unit III	Emergence of Regional Powers in Central and Northern India <ul style="list-style-type: none">Origin of the Rajputs : Various theories – Pratiharas – Gahadavalas – Chahamana – Chandella – Kalachuri – Paramara – their political and cultural achievements	12
Unit IV	Regional Powers of the Deccan and South India <ul style="list-style-type: none">Chalukyas of Vatapi – Origin – History – Art and Architecture Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture Pallavas of Kanchi – History – Art and Architecture - Cholas of Tanjore – History – Administration – Art and Architecture	12
Unit V	Decline of Rajputs and north India until 1206 CE <ul style="list-style-type: none">Tripartite StruggleFall of Rajput Power and the coming of the Arabs and TurksCulture of Pre-Medieval IndiaSociety and Religion till 12th centuryArchitecture, Sculpture and paintings till 1206 CE	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
রণবীর চক্রবর্তী, প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধান
Chattopadhyay, Rupasree: Gourio Sanskriti Bikha

Interdisciplinary Course**(If you opt for 4yr course)****COMP 2032: Introduction to Internet**
[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

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

SUGGESTED REFERENCE:

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

Multidisciplinary Course
(If you opt for 3yr course)
Environmental Science
Course Code: ENVSC2031
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

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">• What is functional English? (LH: 1)• Aims and objectives of functional English (LH: 1)• Functional English and formal English/ literary English (LH: 1)• Types and modes of Communication (LH: 1) Language of communication (LH: 1)• Conversational skills (LH: 1)• Verbal and Non-verbal communication(LH: 1)• Personal, social and business communication (LH: 1)• Understanding English language films, songs, documentaries, news bulletins, sports commentaries (LH: 4)• Comprehension skills (LH: 2)• Paraphrasing difficult passages (LH: 2)• Analysis and Interpretation (LH: 1)• Writing for classified advertisements (LH: 2)• Using idioms and phrases (LH: 2)• One-word substitution (LH: 1)• Figures of speech: simile, metaphor, irony, personification, hyperbole (LH: 3)• Reading online content (LH: 1) George Bernard Shaw: "Spoken English and Broken English" (LH: 4)

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. Brindhya 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
Unit I	<ul style="list-style-type: none">• Concepts of Wellness and Illness• Concept of health (Modern and Ancient View);• Concept of Wellness and Illness (Modern and Ancient View);• Concept of Body (Pancha Kosha according to Taittiriya Upanisada);• Potential causes of illness according to Yoga Vasishtha- Concept of Adhi and Vyadhi and their consequences on the body	15
Unit II	<ul style="list-style-type: none">• Yogic Concept on Holistic Health• Total Human Development through Yogic practices for Pancha Kosha (Annamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vijnanamaya Kosha and Ananda Maya Kosha) and its integration with Ashtanga• Yoga of Patanjali.	15
Unit III	<ul style="list-style-type: none">• Yoga as Preventive Health Care• Concept of stress according to modern science and yoga;• Stress as the cause for illness;• Role of Yoga in• 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	15
Unit IV	<ul style="list-style-type: none">• Asana• Pranayama: Anulome-Vilome, Suryabhidana, Chancrabhedana, Ujjai, Sitali• Meditation: A-U-M Meditation, Yog Nidra	30

REFERENCE BOOKS:

1. Ajith 'Yoga Pravesh' 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.