

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

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

| Sl. No. | Course Name                      | Paper   |
|---------|----------------------------------|---|
| 1       | Major / Ds Course                | <b>History Major</b><br>Paper Name: <b>History of Ancient World Civilization</b>  |
| 2       | Skill Enhancement Course (SEC)   | <b>History SEC</b><br>Paper Name: <b>Archives and Museums</b>   |
| 3       | Minor Course                     | <b>Education</b><br>Paper Name: <b>Educational Psychology-I</b><br>(if you Study Education as Minor 1 <sup>st</sup> in Sem )<br>Or<br><b>Philosophy</b><br>Paper Name: <b>Philosophy: Indian and Western-II</b><br>(if you Study Philosophy as Minor 1 <sup>st</sup> in Sem ) |
| 4       | Multidisciplinary Course         | <b>Environmental Science</b><br>Paper Name: Biodiversity Conservation & Ecotourism  |
| 5       | Ability Enhancement Course (Aec) | <b>L2-1 - ENGLISH</b><br>Paper Name: Functional English   |
| 6       | Value Added Course(VAC)          | <b>Value Added Course (VAC)</b><br>Paper Name: <b>Health &amp; Wellness, Yoga</b><br><b>Education, Sports and Fitness</b>   |

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

| Sl. No. | Course Name                      | Paper   |
|---------|----------------------------------|---|
| 1       | Major / Ds Course                | <b>History Major</b><br>Paper Name: <b>History of Ancient World Civilization</b>  |
| 2       | Skill Enhancement Course (SEC)   | <b>History SEC</b><br>Paper Name: <b>Archives and Museums</b>   |
| 3       | Minor Course                     | <b>Education</b><br>Paper Name: <b>Educational Psychology-I</b><br>(if you chose Education as your 2 <sup>nd</sup> Minor)<br>Or<br><b>Philosophy</b><br>Paper Name: <b>Philosophy: Indian and Western-II</b><br>(if you chose Philosophy as your 2 <sup>nd</sup> Minor)<br>Or<br><b>Bengali</b><br>Paper Name: বাংলা সাহিত্যের ইতিহাস : প্রাচীন ও মধ্যযুগ<br>(if you chose Bengali as your 2 <sup>nd</sup> Minor)<br>Or<br><b>Sanskrit</b><br>Paper Name: Sanskrit Drama<br>(if you chose Sanskrit as your 2 <sup>nd</sup> Minor) |
| 4       | Multidisciplinary Course         | <b>Computer Science</b><br>Paper Name: <b>Introduction to Internet</b>  |
| 5       | Ability Enhancement Course (Aec) | <b>L2-1 - ENGLISH</b><br>Paper Name: Functional English   |
| 6       | Value Added Course(VAC)          | <b>Value Added Course (VAC)</b><br>Paper Name: <b>Health &amp; Wellness, Yoga</b><br><b>Education, Sports and Fitness</b>   |

**History Major**  
**Course Code: HIST 2011**  
**Course Credit: 04**

**Course Name: History of Ancient World Civilization**

**Total Marks: 75          L H: 60 hrs**

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

**Learning Outcome:** Through this course students will acquire knowledge about the evolution of human society and transformation of ancient civilizations like Mesopotamia, Egypt, China, Greece, Roman and early Medieval Europe. They are acquiring knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

| <i>Unit</i>   | <i>Topic</i>   | <i>LH</i> |
|---------------|--|-----------|
| <i>Unit 1</i> | History of Early World Civilization:<br>Egypt<br>Egyptian Civilization: Political development, Economy, Art, Architecture, Religion and Society  | 12        |
| <i>Unit 2</i> | History of Early World Civilization:<br>Mesopotamia<br>Mesopotamia Civilization:<br>Sumerian, Babylonian, Assyrian and Akkadian: Polity, Society, Economy, Religion, Architecture, Administration and Education  | 12        |
| <i>Unit 3</i> | History of Early World civilization:<br>China<br>Chinese civilization : Polity, Economy, Society, Science and Technology and Culture   | 12        |
| <i>Unit 4</i> | History of Early World civilization:<br>Persian<br>Persian Civilization : Political, Social and Economic condition   | 12        |
| <i>Unit 5</i> | Classical Greece:<br>Age of Homer: Evolution of Classical Greece Athens, Sparta<br>Greece : Persian War and the Peloponnesian War<br>The Periclean Age in Greece, Growth of State and Society, Economy, Art, Culture, Literature, Drama, Sports and Philosophy | 12        |

**Suggested Readings**

- Childe, V.G. – What Happened in History  
Durrant, Will- Our Oriental Heritage: the Story of Civilization  
Shaoyi Bai- An Outline History of China  
Trigger – Ancient Egypt : A Social History  
Swain J.E – A History of World Civilization  
Frankfort Henri- The Birth of Civilization in the Near East.  
Trever A. Albert – History of Ancient Civilization  
Wells, H.G – The Outline of History.  
Mukherjee, Suman: Prachin Visva: Samajik Gathan, Sanskritik Vinyas o Arthanitik Chalchitra (Bangla), Bookpost Publication, Kolkata, 2021

**History - SEC**  
**Course Code: HIST 2051**  
**Course Credit: 03**  
**Course Name: Archives and Museums**  
**Total Marks: 50                      L H: 45 hrs**  
**Distribution of Marks: 40 (Theory) + 10 (Internal)**

**Learning outcome:** Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. It helps them to understand the importance and significance of such institutions to build the history of India.

**UNIT I (Lecture Hours: 10)**

*I.* Definition of Archives and allied terms like Manuscripts, Documents, Records, Library.

*II.* Physical forms of Archival Materials like Clay tablets, Stone inscriptions, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

**UNIT II (Lecture Hours: 10)**

*I.* Types of Archives.

*II.* History of Archives.

*III.* History of Setting up of Archives in India with some specific example like National Archives, New Delhi and any regional example of the local archive.

**UNIT III (Lecture Hours: 12)**

*I.* Definition of Museum.

*II.* Aims, Functions, History of Museum.

*III.* History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.

**UNIT IV (Lecture Hours: 13)**

*I.* Types of Museum and Emergence of New Museums and allied institutions.

*II.* Material Collection, Conservation, Preservation and their policies, ethics and procedure.

*III.* Museum and Society: Exhibitions, Public Relation.

**Suggested Readings:**

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

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

Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004. Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973.

Choudhary, R.D.: Museums of India and their maladies, Calcutta: Agam Kala, 1988. Nair, S.M.: Bio-Deterioration of Museum Materials, 2011.

Agrawal, O.P.: Essentials of Conservation and Museology, Delhi, 2007.

Guha-Thakurta, Tapti: The Making of a New Modern Indian Art : Aesthetics and Nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.

Mitter, Partha: Indian Art, Oxford History of Art Series, Oxford University Press, 2001. Ray Niharranjana: An Approach to Indian Art, Calcutta, 1970.

Basu, Purnendu; Records and Archives, What are they, National Archive of India, 1960, Vol II, No. 29.

## **Education Minor**

Course Code: EDUC 2021

Course Credit: 04

Course Name: **Educational Psychology-I**

Total Marks: 75

L H: 60 hrs

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

1. Introduce students to the field of psychology and its relevance to education.
2. Understand the nature and scope of educational psychology.
3. Explore the relationship between education and psychology.
4. Familiarize students with the methods used in educational psychology research.
5. Examine the concepts of growth and development and their significance in educational psychology.
6. Understand the determinants of development, including heredity and environment.
7. Identify the principles that underlie human development.
8. Study the stages of physical development and recognize the characteristics of each stage.
9. Explore the different areas of development, including emotional, intellectual, and social aspects.
10. Understand individual differences, including the concept, types, and their implications in an educational context.
11. Introduce the concept of learning and its importance in education.
12. Identify the factors associated with learning and their impact on educational outcomes.
13. Examine various theories of learning, including trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.
14. Understand the concept of transfer of learning and its relevance in educational settings.
15. Explore different theories and models related to transfer of learning.
16. Discuss the practical applications of transfer of learning in educational contexts.

### **Course Contents:**

#### **Unit –I:**

- Introduction to Psychology, Meaning, and Definition, ● Nature and Scope of Educational Psychology, ● Relation between Education and Psychology, ● Methods of Educational psychology

#### **Unit –II:**

- Growth and Development: Meaning and Concepts, ● Determinants of Development- Heredity and Environment, ● Principles of Development, ● Stages of Physical Development,
- Characteristics of different stages, ● Areas of development: Emotional, Intellectual and Social,
- Individual differences: concept, types, and educational implications.

#### **Unit –III:**

- Concept of learning, ● Factors associated with learning, ● Theories of learning: Trial and Error, Classical Conditioning; Operant Conditioning, Insightful learning, ● Gagne's theory of learning,

#### **Unit –IV:**

- Transfer of Learning: Concept, Theories and Educational Application.

**Course Outcomes:**

1. Define and explain the field of psychology and its connection to education.
2. Describe the nature and scope of educational psychology and its role in enhancing teaching and learning processes.
3. Analyze the relationship between education and psychology and recognize their mutual influences.
4. Apply appropriate research methods in conducting educational psychology studies.
5. Explain the concepts of growth and development and their significance in educational psychology.
6. Identify and compare the roles of heredity and environment in human development.
7. Apply the principles of development to understand the patterns and processes of growth.
8. Describe the stages of physical development and recognize the characteristics associated with each stage.
9. Analyze the emotional, intellectual, and social aspects of human development and their implications in education.
10. Recognize and accommodate individual differences in educational settings.
11. Define learning and its significance in educational contexts.
12. Identify and evaluate the factors that influence learning outcomes.
13. Compare and contrast different theories of learning, such as trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.
14. Apply the principles of Gagne's theory of learning in designing instructional strategies.
15. Explain the concept of transfer of learning and its relevance to educational practices.
16. Compare and contrast different theories and models related to transfer of learning.
17. Apply the principles of transfer of learning in designing effective instructional materials and strategies.

**Recommended Books:**

- 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 PublishingHouse, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Woolfolk, A.E. (2011) Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- Bruner, J.(1977). The Process of Education, USA: Harvard University Press.

**Philosophy Minor**  
Course Code: **PHIL 2021**  
Course Credit: **04**  
Course Name: **Indian and Western-II**  
Total Marks: **75**      L H: 60 hrs

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

**Module-I**

**Nyāya–Vaiśeṣika:** pramāṇas (pratyakṣa, anumāna, upamānaandśabda), saptapadārtha

**Sāṃkhya:** Concepts of puruṣa and prakṛti, satkāryavāda, pariṇāmavāda

**Yoga:** cittavṛttinirodha, aṣṭāṅgayoga

**Module-II**

**Mīmāṃsā:** pramāṇas **Advaita Vedānta:**

Brahman, jīva, jagat **Module-III**

**Critical theory of Kant**

**Theories of Causation:** Regularity theory and Entailment theory

**Module-IV**

**Theories of Evolution**

**Recommended Texts:**

- M.Hiriyanna: Outlines of Indian Philosophy
- SāyanaMādhavācārya: Sarvadarśanasamgraha
- S.C.Chatterjee & D.M. Dutta: AnIntroductionto Indian Philosophy
- Haridas Bandyopadhyay: Bhāratīya Darśaner Marmakathā
- F.Copleston: AHistory of Philosophy

**References:**

- C.D. Sharma: A Critical Survey of Indian Philosophy
- J.N. Mohanty: Classical Indian Philosophy
- Margaret Chatterjee: Philosophical Enquiries
- Satyajyoti Chakraborty (ed. & Bengali.tr.): Sarvadarśanasamgraha
- Niradbaran Chakraborty: Bhāratīya Darśan
- Deepak Kumar Bagchi: BhāratīyaDarśan
- Debabrata Sen: Bhāratīya Darśan
- Pradyot Kumar Mandal : *Bhāratīya Darśan*
- Karuna Bhattacharya :*Nyaya-Vaiśeṣik Darśan*
- Kanakprabha Bandyopadhyay :*Sāṃkhyapātañjaladarśan*
- Tarakishor Sharma Choudhury :*Pātañjaladarśan*
- Gobindagopal Mukhopadhyay :*YogerKathā : Patañjalir Drṣṭite*
- Purnachandra Vedanta Chunchu :*Pātañjal Darśan*
- Rajat Bhattacharya :*Sāṃkhyakārikā O Sāṃkhyatattva kaumudī*
- Srikanta Samanta: *Bharatiya Darsansastrer Ruprekha*
- B. Russell :*A History of Western Philosophy*
- Y. Masih :*A Critical History of Western Philosophy*
- Anders Wedberg : *A History of Philosophy, Vol.-I & II*

## Bengali Minor

Course Code: **BENG 2021**

Course Credit: **04**

Course Name: বাংলা সাহিত্যের ইতিহাস : প্রাচীন ও মধ্যযুগ

Total Marks: **75**

L H: 60 hrs

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

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 মধ্যযুগের বাংলা সাহিত্যের প্রধান প্রধান ধারা, প্রধান প্রধান কাব্য ও প্রতিনিধি স্থানীয় কবি/সাহিত্যিকদের পরিচয় লাভ করবে।

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)

চৈতন্যজীবনী ও বাংলা সাহিত্যে চৈতন্যপ্রভাব (বৃন্দাবনদাস, কৃষ্ণদাস কবিরাজ); বৈষ্ণব পদাবলি 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 অন্নদামঙ্গল কাব্য

একক ৪ (Lecture Hour: 15)

প্রণয়োপাখ্যান (আলাওল, দৌলত কাজী), নাথধর্ম ও সাহিত্যের সংক্ষিপ্ত পরিচয়, ময়মনসিংহ গীতিকা, 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: **SANS 2021**  
Course Credit: **04**  
Course Name: **Sanskrit Drama**

Total Marks: **75**      L H: 60 hrs

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

**COURSE OBJECTIVES:**

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

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

**LEARNING OUTCOMES:**

- Students will acquire basic knowledge of Sanskrit Literature.
- The dramatists like Bhāsa, Aśvaghōṣa, 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.

**SUGGESTED READINGS:**

- **Ṣaṃskṛtasāhityetiḥāsaby** Ramchandra Mishra, Chowkhamba Vidyabhawan.
- **ṢaṃskṛtasāhityerItiḥāsaby** Dhirendranath Bandyopadhyay, Paschimanga Rajya Pustak Parsat.
- **ṢaṃskṛtasāhityerItivṛtta** 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.
- **Ṣaṃskṛta Vāṇmayasya Itiḥāsaby** Dhirendranath Bandyopadhyay, Sanskrit Pustak Bhandar.
- **ṢaṃskṛtasāhityakāItiḥāsa** (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.
- **Śakuntalātattvaby** Chandranath Basu, Sanskrit Pustak Bhandar.

## Multidisciplinary Course (for 4 Year UG Programme)

### Computer Science

Course Code: COMP 2031

Course Credit: 03

Course Name: **Introduction to Internet**

Total Marks: 50

L H: 45 hrs

**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 Hrs)

**Usenet and Internet Relay Chart Introduction to World Wide Web:** Evolution of WWW, Basics Features, WWW Browsers, WWW servers, HTTP & URL's. (5 Hrs)

**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 Hrs)

**Search Engines:** Technology overview, Popular Search Engines.  
How to register a website in search engine. (5 Hrs)

**HTML:** (20 Hrs)

#### **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 With in 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

#### **SUGGESTED READINGS:**

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

# Multidisciplinary Course (for 3 Year UG Programme)

## Environmental Science

Courses Code: ENVSC 2031

Courses Credit: 03

Paper Name: **Natural Resources & Sustainable Development**

Total Marks: 50

### Course objectives

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

#### 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 Mega diversity 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

### Learning outcome (After completion of this unit students would be able to:)

- 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

# Ability Enhancement Course (AEC)

## English

Course Code : ENGL 2041

Course Credit : 2

Courses Name : **Functional English**

Total Marks : **50**

L H: 30 hrs

**Distribution of Marks: 40 (Theory) + 10 (Internal)**

### 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.

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 fulfill to a large extent an intensely felt need in today's professional world.

### SUGGESTED 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).
- T. Sriraman (ed.), *Macmillan College Prose* (Laxmi Publications, 2015)

## **Value Added Course (VAC)**

Course Code: CVA 2061

Course Credit: 04

Course Name: **Health & Wellness, Yoga Education, Sports and Fitness**

Total Marks: **100**

L H: 75 (Theory 45 hrs) + (Practical 30 hrs)

**Distribution of Marks: 60 (Theory) + ( 20 Practical) + 20 (Internal)**

### **Unit- 1: Concepts of Wellness and Illness**

**(15 Lecture Hours)**

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

### **Unit- 2: Yogic Concept on Holistic Health**

**(15 Lecture Hours)**

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 Yoga of Patanjali.

### **Unit- 3: Yoga as Preventive Health Care**

**(15 Lecture Hours)**

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;

### **Unit-4 (Practical) : Asana**

**(30 Lecture Hours)**

Pranayama: Anulome-Vilome, Suryabhidana, Chancrabhedana, Ujjai, Sitali  
Meditation: A-U-M Meditation, Yog Nidra

### **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.

# LESSON PLAN FOR HISTORY 3/4 YEAR MAJOR

Course Code: **HIST 2011**

Course Credit: **04**

Course Name: **History of Ancient World Civilization**

Total Marks: **75**

| <b>Unit-1</b>  |   |                |
|--|---|----------------|
| <b>CONTENTS</b><br><b>History of Early World Civilization: Egypt</b>   |   |                |
| <ul style="list-style-type: none"><li>• Egyptian Civilization: Political development, Economy, Art, Architecture, Religion and Society</li></ul> |   |                |
| <b>Module Objectives:</b>  |   |                |
| Objective of this module is  |   |                |
| 1. Understanding the fundamental structure of ancient Egyptian civilization  |   |                |
| 2. To provide knowledge on various aspects of the Egyptian Political development, Economy, Art, Architecture, Religion and Society               |   |                |
| <b>Lecture Serial</b>  | <b>Topics of Discussion</b>                                   | <b>Remarks</b> |
| Lecture-1  | Introduction of Egyptian civilizations                        |                |
| Lecture-2  | Political development of Egypt                                |                |
| Lecture-3  | Political development of Egypt                                |                |
| Lecture-4  | Egyptian Economic condition                                   |                |
| Lecture-5  | Egyptian Economy condition                                    |                |
| Lecture-6  | Egyptian Art  |                |
| Lecture-7  | Egyptian Art  |                |
| Lecture-8  | Egyptian Architecture   |                |
| Lecture-9  | Egyptian Architecture   |                |
| Lecture-10   | Egyptian Religion   |                |
| Lecture-11   | <i>Social classification of ancient Egyptian civilization</i> |                |
| Lecture-12   | Summarizing and discussion about the Unit                     |                |

## Unit-2

### CONTENTS

#### History of Early World Civilization: Mesopotamia

- Mesopotamia Civilization: Sumerian, Babylonian, Assyrian and Akkadian: Polity, Society, Economy, Religion, Architecture, Administration and Education

#### Module Objectives:

Objective of this module is

1. Understanding the fundamental structure of Mesopotamian Civilization
2. To discuss the Sumerian, Babylonian, Assyrian and Akkadian Civilization
3. To provide knowledge on various aspects of Polity, Society, Economy, Religion, Architecture, Administration and Education of Mesopotamian Civilization

| Lecture Serial | Topics of Discussion                                  | Remarks |
|----------------|---|---------|
| Lecture-1      | Introduction of Mesopotamia Civilization              |         |
| Lecture-2      | Short introduction of Sumerian Civilization           |         |
| Lecture-3      | Short introduction of Babylonian Civilization         |         |
| Lecture-4      | Short introduction of Assyrian Civilization           |         |
| Lecture-5      | Short introduction of Akkadian Civilization           |         |
| Lecture-6      | Political structure of Mesopotamia Civilization       |         |
| Lecture-7      | Social classification of Mesopotamia Civilization     |         |
| Lecture-8      | Economic Development of Mesopotamia Civilization      |         |
| Lecture-9      | Religion of Mesopotamia Civilization                  |         |
| Lecture-10     | Architectural development of Mesopotamia Civilization |         |
| Lecture-11     | Education of Mesopotamia Civilization                 |         |
| Lecture-12     | Discussion on different cultures                      |         |

### Unit-3

#### CONTENTS

##### History of Early World civilization: China

- Chinese civilization : Polity, Economy, Society, Science and Technology and Culture

#### Module Objectives:

Objective of this module is

1. Understanding the fundamental structure of Chinese civilization
2. To provide knowledge on various aspects of Polity, Economy, Society of Chinese civilization
3. To get knowledge on Science and Technology and Culture of Chinese civilization

| Lecture Serial | Topics of Discussion                              | Remarks |
|----------------|---|---------|
| Lecture-1      | Introduction of Chinese civilization              |         |
| Lecture-2      | Political structure of Chinese civilization       |         |
| Lecture-3      | Political structure of Chinese civilization       |         |
| Lecture-4      | Economic condition of Chinese civilization        |         |
| Lecture-5      | Economic condition of Chinese civilization        |         |
| Lecture-6      | Social classification of Chinese civilization     |         |
| Lecture-7      | Social classification of Chinese civilization     |         |
| Lecture-8      | Science of Chinese civilization                   |         |
| Lecture-9      | Technological Development of Chinese civilization |         |
| Lecture-10     | Culture of Chinese civilization                   |         |
| Lecture-11     | Culture of Chinese civilization                   |         |
| Lecture-12     | Summarizing and discussion about the Unit         |         |



## Unit-4

### CONTENTS

#### History of Early World civilization: Persian

- Persian Civilization : Political, Social and Economic condition

#### Module Objectives:

Objective of this module is

1. Understanding the fundamental structure of Persian Civilization
2. To discuss about the origin and development of Persian Civilization
3. To provide knowledge on various aspects of Political, Social and Economic condition of Persian Civilization

| Lecture Serial | Topics of Discussion                          | Remarks |
|----------------|---|---------|
| Lecture-1      | Introduction of Persian Civilization          |         |
| Lecture-2      | Why this civilization is important for us     |         |
| Lecture-3      | Political structure of Persian Civilization   |         |
| Lecture-4      | Political structure of Persian Civilization   |         |
| Lecture-5      | War for expansion of Persian empire           |         |
| Lecture-6      | Social classification of Persian Civilization |         |
| Lecture-7      | Social classification of Persian Civilization |         |
| Lecture-8      | Social customs of Persian Civilization        |         |
| Lecture-9      | Economic condition of Persian Civilization    |         |
| Lecture-10     | Inland trade of Persian Civilization          |         |
| Lecture-11     | Agriculture of Persian Civilization           |         |
| Lecture-12     | Summarizing and discussion about the Unit     |         |

## Unit-5

### CONTENTS

#### Classical Greece:

- Age of Homer: Evolution of Classical Greece, Athens, Sparta
- Greece : Persian War and the Peloponnesian War
- The Periclean Age in Greece, Growth of State and Society, Economy, Art, Culture, Literature, Drama, Sports and Philosophy

#### Module Objectives:

Objective of this module is

1. Knowledge on establishment of **Classical Greece**
2. To discuss about the Persian War and the Peloponnesian War
3. To provide knowledge on various aspects of Society, Economy, Art, Culture, Literature, Drama, Sports and Philosophy of Classical Greece

| Lecture Serial | Topics of Discussion                      | Remarks |
|----------------|---|---------|
| Lecture-1      | Introduction of Classical Greece          |         |
| Lecture-2      | History of Athens                         |         |
| Lecture-3      | History of Sparta                         |         |
| Lecture-4      | Cusses of Persian War                     |         |
| Lecture-5      | Cusses of Peloponnesian War               |         |
| Lecture-6      | The Periclean Age in Greece               |         |
| Lecture-7      | Growth of State and Society               |         |
| Lecture-8      | Economic condition of Greece              |         |
| Lecture-9      | Art, Culture & Literature of Greece       |         |
| Lecture-10     | Drama & Sports                            |         |
| Lecture-11     | Philosophy                                |         |
| Lecture-12     | Summarizing and discussion about the Unit |         |

### Department of History

#### Continuous Internal Evaluation (CIE) Structure

| Type of Evaluation | Short Question | Quiz | Assignment | Viva voce |
|--------------------|----------------|------|------------|-----------|
| Marks Allotted     | 10             | 10   | 10         | 10        |