



# UNIVERSITY OF CALCUTTA

## Notification No. CSR/13/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.07.2023 approved the Syllabi of the under mentioned subjects for semester wise Four-year (Honours & Honours with Research) / Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF, 2022 . under this University, as laid down in the accompanying pamphlet.


**Name of Subject:**

1. Anthropology
2. BBA
- ✓ 3. Bengali
4. BFAD
5. Bio Chemistry
6. Botany
7. Chemistry
8. Commerce
9. Economics
10. Education
11. English
12. Geology
13. Hindi
14. History, Islamic History & Culture
15. Home Science
16. Human Rights
17. Journalism & Mass Communication
18. Mathematics
19. Microbiology (Honours)
20. Molecular Biology
21. Philosophy
22. Physiology
23. Political Science
24. Psychology
25. Social Science
26. Sociology
27. Urdu
28. Women's Studies
29. Zoology

The above shall be effective from the academic session 2023-2024.

SENATE HOUSE

KOLKATA-700 073

  
12/7/2023  
Prof. (Dr.) Debasis Das

Registrar

কলিকাতা বিশ্ববিদ্যালয়

২০২৩

স্নাতক বাংলা পাঠক্রম

চার বছরের অনার্স/অনার্স উইথ রিসার্চ

এবং

তিন বছরের এম.ডি.সি. কোর্সের জন্য

মেজর

মাইনর

আই.ডি.সি

এস.ই.সি

রিসার্চ ওয়ার্ক

এ.ই.সি.

ও

সি.ভি.এ.সি.

ইউ.জি.সি নির্দেশিত সি.সি.এফ. অনুসারে

(উত্তর লেখার ক্ষেত্রে পরীক্ষার্থীদের পশ্চিমবঙ্গ বাংলা আকাদেমি-র বানানবিধি অনুসরণ করতে হবে)

## For 4 year Honours / Honours with Research Students

### Discipline Specific Core Major Course-4 (3Th + 1Tu) Credits Each

|                      |   |
|----------------------|---|
| BNG-H-CC-1-1-Th-Tu   | বাংলা সাহিত্যের ইতিহাস (১৮০০ খ্রিঃ পর্যন্ত)                         |
| BNG-H-CC-2-2-Th-Tu   | বর্ণনামূলক ভাষাবিজ্ঞান ও বাংলা ভাষা-১                               |
| BNG-H-CC-3-3-Th-Tu   | বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)                                 |
| BNG-H-CC-4-3-Th-Tu   | বাংলা সাহিত্য : প্রবেশক পাঠ   |
| BNG-H-CC-5-4-Th-Tu   | প্রাগাধুনিক বাংলা সাহিত্য-১   |
| BNG-H-CC-6-4-Th-Tu   | বাংলা গোয়েন্দা সাহিত্য, কল্পবিজ্ঞান আশ্রয়ী রচনা এবং অলৌকিক কাহিনি |
| BNG-H-CC-7-4-Th-Tu   | কথাসাহিত্য-১  |
| BNG-H-CC-8-4-Th-Tu   | ছন্দ, অলঙ্কার ও প্রবন্ধ   |
| BNG-H-CC-9-5-Th-Tu   | নাটক ও নাট্যমঞ্চ  |
| BNG-H-CC-10-5-Th-Tu  | প্রবন্ধ ও বিবিধ রচনা  |
| BNG-H-CC-11-5-Th-Tu  | ঐতিহাসিক ভাষাবিজ্ঞান  |
| BNG-H-CC-12-5-Th-Tu  | সংস্কৃত, ইংরেজি ও প্রতিবেশী (হিন্দী) সাহিত্যের ইতিহাস               |
| BNG-H-CC-13-6-Th-Tu  | আধুনিক বাংলা কাব্য-কবিতা  |
| BNG-H-CC-14-6-Th-Tu  | লোকসংস্কৃতি ও লোকসাহিত্য  |
| BNG-H-CC-15-6-Th-Tu  | সাহিত্যের রূপ ও রীতি  |
| BNG-H-CC-16-7-Th-Tu  | বাংলার সমাজ-সংস্কৃতি ও সাহিত্যের ইতিহাস (প্রাগাধুনিক পর্যায়)       |
| BNG-H-CC-17-7-Th-Tu  | প্রাগাধুনিক বাংলা সাহিত্য-২   |
| BNG-H-CC-18-7-Th-Tu  | চরিত সাহিত্য, আত্মচরিত ও ভ্রমণ সাহিত্য                              |
| BNG-H-CC-19-7-Th-Tu  | বাংলাদেশের সাহিত্য  |
| BNG-H-CC-20-7-Th-Tu* | আধুনিক কাব্য-কবিতা ও নাটক   |
| BNG-H-CC-21-8-Th-Tu  | বর্ণনামূলক ভাষা বিজ্ঞান ও বাংলা ভাষা-২                              |
| BNG-H-CC-22-8-Th-Tu  | বাংলার সমাজ সংস্কৃতি ও সাহিত্যের ইতিহাস (আধুনিক পর্যায়)            |
| BNG-H-CC-23-8-Th-Tu  | রবীন্দ্রসাহিত্য   |
| BNG-H-CC-24-8-Th-Tu* | কথাসাহিত্য-২  |
| BNG-H-CC-25-8-Th-Tu* | দেশভাগ ও বাংলা সাহিত্য  |

[\*যে সমস্ত পড়ুয়া গবেষণাপত্র রচনা করবে না বা করার সুযোগ পাবে না তাদের সপ্তম/অষ্টম সেমেস্টারে গবেষণা পত্রের বিকল্পে এই কোর্সগুলি পড়তে হবে।]

### Discipline Specific Minor Course-4 (3Th + Tu) Credits Each

| For Honours / Major Students |   |
|------------------------------|---|
| BNG-H-MIN-1-1/3-Th-Tu        | বাংলা সাহিত্যের ইতিহাস (১৮০০ খ্রিঃ পর্যন্ত) |
| BNG-H-MIN-2-2/4-Th-Tu        | বর্ণনামূলক ভাষাবিজ্ঞান ও বাংলা ভাষা-১       |
| BNG-H-MIN-3-5/6-Th-Tu        | বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)         |
| BNG-H-MIN-4-5/6-Th-Tu        | বাংলা সাহিত্য : প্রবেশক পাঠ                 |

**Inter Disciplinary Course (IDC)–3 (2Th + 1Tu) Credits.**

|                         |                   |
|-------------------------|-------------------|
| BNG-H-IDC-1-1/2/3-Th-Tu | কথাসাহিত্য ও নাটক |
|-------------------------|-------------------|

**Discipline Specific Skill Enhancement Course (SEC)–4 (3Th + 1Tu) Credits Each**

|                      |                    |
|----------------------|--------------------|
| BNG-H--SEC-1-1-Th-Tu | মুদ্রণ ও প্রকাশনা  |
| BNG-H--SEC-2-2-Th-Tu | ব্যবহারিক বাংলা—১* |
| BNG-H--SEC-3-3-Th-Tu | ব্যবহারিক বাংলা—২  |

\***Digital Empowerment** সংক্রান্ত কোর্সটির বিকল্পে এই কোর্সটি করা যাবে।

**Dissertation/Research Work (4+8)=12 Credits.**

যে সমস্ত পড়ুয়া গবেষণা করার জন্য যোগ্য বিবেচিত হবে না বা/এবং যে সমস্ত পড়ুয়া গবেষণাকর্মের যোগ্যতামান অর্জন করা সত্ত্বেও গবেষণা করবে না তাদের সপ্তম সেমেস্টারে **BNG-MAJ-7-20-Th-Tu** এবং অষ্টম সেমেস্টারে **BNG-MAJ-8-24-Th-Tu** ও **BNG-MAJ-8-25-Th-Tu** কোর্স তিনটি পড়তে হবে।

|                                  |                               |
|----------------------------------|-------------------------------|
| BNG-H--Research Work-1-7-3Th-1Tu | সাহিত্য গবেষণার পদ্ধতিবিজ্ঞান |
| BNG-H--Research Work-2-8-Th-Tu   | গবেষণাপত্র নির্মাণ            |

## For 3 year MDC Students

**Discipline Specific Minor Course–4 Credits Each**

|                             |   |
|-----------------------------|---|
| BNG-MD-CC/MIN-1-1/3-Th-Tu   | বাংলা সাহিত্যের ইতিহাস (প্রাগাধুনিক পর্যায়)      |
| BNG-MD-CC/MIN-2-2/4-Th-Tu   | বর্ণনামূলক ভাষাবিজ্ঞান ও বাংলাভাষা–১              |
| BNG-MD-CC/MIN-3-3/5-Th-Tu   | বাংলা সাহিত্যের ইতিহাস (আধুনিক পর্যায়)           |
| BNG-MD-CC/MIN-4-4/5-Th-Tu   | বাংলা সাহিত্য : প্রবেশক পাঠ                       |
| BNG-MD-CC/MIN-5-4/5/6-Th-Tu | প্রাগাধুনিক বাংলা সাহিত্য–১                       |
| BNG-MD-CC/MIN-6-5/6-Th-Tu   | বাংলা গোয়েন্দা সাহিত্য, কল্পবিজ্ঞান আশ্রয়ী রচনা |
| BNG-MD-CC/MIN-7-5/6-Th-Tu   | বাংলা কথাসাহিত্য–১                                |
| BNG-MD-CC/MIN-8-6Th-Tu      | ছন্দ, অলঙ্কার ও প্রবন্ধ                           |

**Inter Disciplinary Course (IDC)–3 (2Th + 1Tu) Credits.**

|                          |                   |
|--------------------------|-------------------|
| BNG-MD-IDC-1-1/2/3-Th-Tu | কথাসাহিত্য ও নাটক |
|--------------------------|-------------------|

**Discipline Specific Skill Enhancement Course (SEC)–4 (3Th + 1Tu) Credits Each**

|                          |                   |
|--------------------------|-------------------|
| BNG-MD-SEC-1-1/2/3-Th-Tu | মুদ্রণ ও প্রকাশনা |
|--------------------------|-------------------|

## For All UG (3/4 Years) Students

**Ability Enhancement Compulsory Course (AEC-MIL Bengali)–2 (2Th) Credits**

|                |                   |
|----------------|-------------------|
| BNG-AEC-1-2-Th | প্রবন্ধ ও পরিভাষা |
| BNG-AEC-2-4-Th | ছোটগল্প ও কবিতা   |

**Common Value Added Course (CVAC)–2 (2 Th) Credits.**

|                 |                   |
|-----------------|-------------------|
| BNG-CVAC-1-2-Th | রামায়ণ ও মহাভারত |
|-----------------|-------------------|

## Discipline Specific Core / Major Course

- ❑ স্নাতক বাংলা পাঠক্রমে Discipline Specific Core / Major Course স্তরে (৮৮+১২\*) ক্রেডিট-এর মোট (২২+৩\*) ২৫টি কোর্স আট (৮)টি সেমেস্টারে পড়তে হবে।
- ❑ ৪ (৩ + ১) ক্রেডিট-এর প্রতিটি কোর্সের পূর্ণমান ১০০। এর মধ্যে ২৫ নম্বরের কোর্সভিত্তিক টিউটোরিয়াল-এর জন্য বরাদ্দ। বাকি ৭৫ নম্বরের জন্য বিশ্ববিদ্যালয়ের সংশ্লিষ্ট কর্তৃপক্ষের তত্ত্বাবধানে লিখিত পরীক্ষা নেওয়া হবে।
- ❑ ৭৫ নম্বরের লিখিত পরীক্ষায় ১৫ নম্বরের তিনটি ব্যাখ্যামূলক, ৫ নম্বরের তিনটি বোধমূলক এবং ১ নম্বরের ১৫টি সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্নের উত্তর দিতে হবে। নিচের তালিকায় প্রশ্নপত্রের ধারণা পাওয়া যাবে।

| প্রশ্ন নং | প্রশ্নের ধরন ও বিকল্প সংক্রান্ত নিয়ম  | প্রশ্নের মান |
|-----------|--|--------------|
| ১         | মডিউল-১ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ২         | মডিউল-২ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ৩         | মডিউল-৩ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ৪         | মডিউল-১ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৫         | মডিউল-২ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৬         | মডিউল-৩ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৭         | প্রত্যেকটি মডিউল থেকে কমপক্ষে <b>তিনটি</b> করে প্রশ্ন নিয়ে মোট <b>পনেরটি</b> সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্ন দেওয়া হবে। এক্ষেত্রে কোনো বিকল্প থাকবে না। | ১ × ১৫       |

### BNG-H-CC-1-1-TH-TU

#### বাংলা সাহিত্যের ইতিহাস (১৮০০ খ্রিঃ পর্যন্ত)

**উদ্দেশ্য :** বাংলা ভাষা ও সাহিত্যের উদ্ভবের সময়কাল থেকে ১৮০০ খ্রিস্টাব্দ পর্যন্ত বাংলা সাহিত্যের বিভিন্ন ধারার সঙ্গে শিক্ষার্থীদের পরিচিতি ঘটানো এই পাঠের উদ্দেশ্য।

#### মডিউল-১

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| বাংলা ভাষা ও সাহিত্যের আদি পর্বের গতিপ্রকৃতি ও নিদর্শন সমূহ |
| চর্যাপদ   |
| শ্রীকৃষ্ণকীর্তন   |

#### মডিউল -২

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| অনুবাদ সাহিত্য-ভাগবত, রামায়ণ ও মহাভারত                  |
| বৈষ্ণব পদাবলী— বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস, গোবিন্দদাস |
| চৈতন্য-চরিত সাহিত্য— চৈতন্যভাগবত, শ্রীচৈতন্যচরিতামৃত     |

#### মডিউল-৩

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| মনসামঙ্গল, ধর্মমঙ্গল, চণ্ডীমঙ্গল ও অন্নদামঙ্গল       |
| প্রণয়োপাখ্যান— শাহ মহম্মদ সগীর, দৌলত কাজী ও আলাওল   |
| শাস্ত্র পদাবলী— রামপ্রসাদ সেন ও কমলাকান্ত ভট্টাচার্য |

#### সহায়ক গ্রন্থ (নির্বাচিত)

- ❑ বাঙালা সাহিত্যের ইতিহাস (১-২)— সুকুমার সেন
- ❑ বাংলা সাহিত্যের রূপ-রেখা (১-২)— গোপাল হালদার
- ❑ বাংলা সাহিত্যের ইতিবৃত্ত (১-৫)— অসিতকুমার বন্দ্যোপাধ্যায়
- ❑ বাংলা সাহিত্যের ইতিকথা (১-২)— ভূদেব চৌধুরী
- ❑ বাঙালি জাতি ও বাংলা সাহিত্য (১-২)— আহমেদ শরীফ
- ❑ মধ্যযুগের বাংলা সাহিত্যের তথ্য ও কালক্রম — সুখময় মুখোপাধ্যায়
- ❑ বাংলা মঙ্গলকাব্যের ইতিহাস— আশুতোষ ভট্টাচার্য
- ❑ বাংলা সাহিত্যের ইতিহাস (আদি ও মধ্যযুগ)— দেবেশকুমার আচার্য

# BNG-H-CC-2-2-TH-TU

## বর্ণনামূলক ভাষাবিজ্ঞান ও বাংলা ভাষা-১

**উদ্দেশ্য :** বাংলা সাহিত্যের ছাত্র হিসেবে বাংলা ভাষাতত্ত্ব তথা ধ্বনিতত্ত্ব, রূপতত্ত্ব, শব্দভাণ্ডার এবং উপভাষা সম্পর্কে ধারণা থাকা অত্যন্ত গুরুত্বপূর্ণ। সেই লক্ষ্যপূরণে এই কোর্সটি তৈরি করা হয়েছে।

### মডিউল-১

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| ধ্বনি, বর্ণ, অক্ষর— সংজ্ঞার্থ ও পারস্পরিক সম্পর্ক                            |
| উচ্চারণস্থান ও উচ্চারণপ্রকৃতি অনুযায়ী বাংলা স্বর ও ব্যঞ্জনধ্বনিগুলির পরিচয় |
| বাংলা ভাষার শব্দভাণ্ডার  |

### মডিউল-২

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| বাংলা ভাষার ধ্বনি পরিবর্তনের রীতি ও প্রকৃতি (বিশেষ পাঠ— স্বরাগম, ব্যঞ্জনগম, স্বরলোপ, অপিনিহিতি, অভিশ্রুতি, স্বরসঙ্গতি, সমীভবন, বিষমীভবন, মহাপ্রাণীভবন ও অল্পপ্রাণীভবন, নাসিক্যীভবন ও স্বতোনাসিক্যীভবন, বিপর্যাস ও জোড়কলম শব্দ) |
| বাংলা শব্দার্থ পরিবর্তনের ধারা, বাংলা ভাষার উপভাষা  |

### মডিউল-৩

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| বাংলা ভাষার রূপতাত্ত্বিক আলোচনা— বচন, লিঙ্গ, পুরুষ, সন্ধি, সমাস, বিভক্তি, কারক, প্রত্যয়, ক্রিয়ার কাল ও অব্যয় |
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### সহায়ক গ্রন্থ (নির্বাচিত)

- সাধারণ ভাষাবিজ্ঞান ও বাঙলা ভাষা— রামেশ্বর শ’
- ভাষার ইতিবৃত্ত— সুকুমার সেন
- ভাষাবিদ্যা পরিচয়— পরেশচন্দ্র ভট্টাচার্য
- বাংলা ভাষা পরিক্রমা (১-২)— পরেশচন্দ্র মজুমদার
- উপভাষা চর্চার ভূমিকা— মণিরুজ্জামান
- ভাষাতত্ত্ব অনুশীলন— মণিরুজ্জামান
- বাংলা ভাষার ব্যাকরণ ও তার ক্রমবিকাশ— নির্মল দাশ
- বাংলা ভাষার ব্যাকরণ— জ্যোতিভূষণ চাকী
- ধ্বনিবিজ্ঞান ও বাংলা ধ্বনিতত্ত্ব— মুহম্মদ আব্দুল হাই

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### বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)

উদ্দেশ্য : ১৮০০ খ্রিস্টাব্দ পরবর্তী সময়কালে বাংলা সাহিত্যের বিভিন্ন ধারার বিবর্তনের গতিরেখার সঙ্গে শিক্ষার্থীদের পরিচিতি ঘটানো এই কোর্সের উদ্দেশ্য।

#### মডিউল-১ : গদ্য ও প্রবন্ধ

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| শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ, বাংলা সাময়িক পত্রের উন্মেষ (সংবাদ প্রভাকর-এর পূর্ববর্তী সময়) |
| রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, অক্ষয়কুমার দত্ত  |
| প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ   |
| বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর  |
| প্রমথ চৌধুরী, বুদ্ধদেব বসু   |

#### মডিউল-২ : কাব্য-কবিতা ও নাটক

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| ক. | ঈশ্বরচন্দ্র গুপ্ত, রঞ্জলাল বন্দ্যোপাধ্যায়                         |
|    | মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী                                  |
|    | রবীন্দ্রনাথ ঠাকুর, কাজী নজরুল ইসলাম                                |
|    | যতীন্দ্রনাথ সেনগুপ্ত, জীবনানন্দ দাশ, বিষ্ণু দে, সুভাষ মুখোপাধ্যায় |
| খ. | মধুসূদন দত্ত, দীনবন্ধু মিত্র                                       |
|    | গিরিশচন্দ্র ঘোষ, রবীন্দ্রনাথ ঠাকুর                                 |
|    | দ্বিজেন্দ্রলাল রায়, বিজন ভট্টাচার্য                               |

#### মডিউল-৩ : উপন্যাস ও ছোটগল্প

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| বাংলা উপন্যাসের উদ্ভব ও বিকাশ  |
| বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়       |
| বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায় |

#### সহায়ক গ্রন্থ (নির্বাচিত)

- বাংলা সাহিত্যের ইতিহাস (৩-৫ খণ্ড)— সুকুমার সেন
- বাংলা গদ্য সাহিত্যের ইতিহাস— সজনীকান্ত দাস
- বাংলা সাহিত্যে গদ্য— সুকুমার সেন
- বাংলা সাহিত্যের ইতিবৃত্ত (৬-৯)— অসিতকুমার বন্দ্যোপাধ্যায়
- বাংলা সাহিত্যের ইতিকথা (৩-৪)— ভূদেব চৌধুরী
- আধুনিক বাংলা কাব্য— তারাশঙ্কর মুখোপাধ্যায়
- উনিশ শতকের গীতিকাব্য— অরুণকুমার মুখোপাধ্যায়
- বাংলা সাময়িক পত্র— ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায়
- বাংলা নাটকের ইতিহাস— অজিতকুমার ঘোষ
- গদ্যরীতি পদ্যরীতি— পবিত্র সরকার
- রবীন্দ্রানুসারী কবিসমাজ— অরুণকুমার মুখোপাধ্যায়
- আমার কালের কয়েকজন কবি— জগদীশ ভট্টাচার্য
- রবীন্দ্রনাট্য পরিক্রমা— উপেন্দ্রনাথ ভট্টাচার্য
- রবীন্দ্রনাট্য প্রবাহ— প্রমথনাথ বিশী

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## বাংলা সাহিত্য : প্রবেশক পাঠ

**উদ্দেশ্য :** বাংলা ভাষা ও সাহিত্যের ইতিহাস সম্পর্কে প্রাথমিক জ্ঞানার্জনের পর এখানে শিক্ষার্থীরা সাহিত্যের রসাস্বাদনের সুযোগ পাবে। সাহিত্যের পাঠকে যতটা সম্ভব আনন্দদায়ক করে তোলাই এক্ষেত্রে লক্ষ্য।

### মডিউল-১ : কবিতা

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| লুই পা— চর্যাপদ-১<br>বড়ু চণ্ডীদাস— কে না বাঁশী বাএ বড়ায়ি কালিনী নই কুলে<br>বিদ্যাপতি— এ সখি হামারি দুখের নাহি ওর<br>চণ্ডীদাস— সেই কেবা শুনাইল<br>রামপ্রসাদ সেন— কেবল আসার আশা ভবে আসা<br>লালন ফকির— সব লোকে কয় লালন কি জাত<br>মধুসূদন দত্ত— হে বঙ্গ ভাঙারে তব<br>রবীন্দ্রনাথ ঠাকুর— বলাকা<br>সুকুমার রায়— আবোল তাবোল<br>কাজী নজরুল ইসলাম— কাণ্ডারী হুঁশিয়ার<br>জীবনানন্দ দাশ— সুচেতনা<br>শামসুর রাহমান— আমার ভালবাসা<br>শঙ্খ ঘোষ— বাবরের প্রার্থনা<br>শক্তি চট্টোপাধ্যায়— যেতে পারি, কিন্তু কেন যাব?<br>জয় গোস্বামী— মালতীবালা বালিকা বিদ্যালয় |
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### মডিউল ২ : ছোটগল্প

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| রবীন্দ্রনাথ ঠাকুর—শান্তি<br>শরৎচন্দ্র চট্টোপাধ্যায়— অভাগীর স্বর্গ<br>পরশুরাম— লক্ষকর্ণ<br>মানিক বন্দ্যোপাধ্যায়— হারানের নাতজামাই<br>সতীনাথ ভাদুড়ী— চরণদাস এম. এল. এ<br>সমরেশ বসু— আদাব |
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### মডিউল-৩ : নাটক

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| মধুসূদন দত্ত — একেই কি বলে সভ্যতা |
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### সহায়ক গ্রন্থ (নির্বাচিত)

- চর্যাগীতি পরিক্রমা— নির্মল দাশ
- শ্রীকৃষ্ণকীর্তন— অমিত্রসূদন ভট্টাচার্য (সম্পাদিত)
- মধ্যযুগের কবি ও কাব্য— শঙ্করীপ্রসাদ বসু
- রবিরশ্মি— চারুচন্দ্র ভট্টাচার্য
- সাহিত্যে ছোটগল্প— নারায়ণ গঙ্গোপাধ্যায়
- বাংলা সাহিত্যের ছোটগল্প ও গল্পকার— ভূদেব চৌধুরী
- কালের পুস্তলিকা— অরুণকুমার মুখোপাধ্যায়
- বাংলা ছোটগল্প : প্রসঙ্গ ও প্রকরণ— বীরেন্দ্র দত্ত
- বাংলা সাহিত্যে নবযুগ— শশীভূষণ দাশগুপ্ত
- আধুনিক বাংলা সাহিত্য— মোহিতলাল মজুমদার
- কবি শ্রী মধুসূদন— মোহিতলাল মজুমদার
- মধুসূদন : কবি ও নাট্যকার—সুবোধচন্দ্র সেনগুপ্ত
- জনপদাবলি— সুধীর চক্রবর্তী (সম্পাদক)
- আধুনিক বাংলা কাব্য পরিচয়—দীপ্তি ত্রিপাঠী
- আমার কালের কয়েকজন কবি—জগদীশ ভট্টাচার্য
- বাংলা কবিতার চালচিত্র—সুমিতা চক্রবর্তী
- আধুনিক কবিতার ইতিহাস—অলোকরঞ্জন দাশগুপ্ত ও দেবীপ্রসাদ বন্দ্যোপাধ্যায় (সম্পা.)



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### প্রাগাধুনিক বাংলা সাহিত্য-১

**উদ্দেশ্য :** প্রাগাধুনিক সাহিত্যের এই কোর্সটির মাধ্যমে শিক্ষার্থীরা সাহিত্যের রসাস্বাদনের পাশাপাশি যাতে বাঙালির সমাজ ও ধর্ম-সংস্কৃতির বিবর্তনের গতিরেখাটিকেও অনুধাবন করতে পারে সেদিকে লক্ষ্য রাখা হয়েছে।

#### মডিউল-১ বৈষ্ণব পদাবলী (কলিকাতা বিশ্ববিদ্যালয় সংস্করণ)

নীরদনয়নে নীর ঘন সিঞ্চনে  
আজু হাম কি পেখলুঁ নবদীপ চন্দ  
দাঁড়াইয়া নন্দের আগে গোপাল কান্দে অনুরাগে  
ঘরের বাহিরে দণ্ডে শতবার  
বুপ লাগি আঁখি বুঝে গুণে মন ভোর  
এমন পিরীতি কভু নাহি দেখি শূনি  
সখি কি পুছসি অনুভব মোয়  
মন্দির বাহির কঠিন কপাট  
কণ্টক গাড়ি কমলসম পদতল  
কি মোহিনী জান বধুঁ কি মোহিনী জান  
বধুঁ তুমি যে আমার প্রাণ  
অঙ্কুর তপন তাপে যদি জারব  
বহুদিন পরে বধুঁয়া এলে  
তাতল সৈকত বারি-বিন্দুসম

#### মডিউল-২

চণ্ডীমঙ্গল (১-ম খণ্ড)— মুকুন্দ চক্রবর্তী (কলিকাতা বিশ্ববিদ্যালয় সংস্করণ)

#### মডিউল-৩ : শাক্ত পদাবলী (কলিকাতা বিশ্ববিদ্যালয় সংস্করণ)

গিরিবর, আর আমি পারিনে হে, প্রবোধ দিতে উমারে (বাল্যলীলা)  
গিরি, এবার আমার উমা এলে (আগমনী)  
কবে যাবে বল গিরিরাজ (ঐ)  
বারে বারে কহ রাগি, গৌরী আনিবারে (ঐ)  
ওহে হর গঙ্গাধর, কর অঙ্গীকার (ঐ)  
গিরিরাগি, এই নাও তোমার উমারে (ঐ)  
ওরে নবমী নিশি, না হইও রে (বিজয়া)  
ওহে প্রাণনাথ গিরিবর হে (ঐ)  
মাগো তারা ও শঙ্করি (ভক্তের আকুতি)  
মা আমায় ঘুরাবে কত (ঐ)  
আমি কি দুখে ডরাই? (ঐ)  
আমায় দেও মা তবিলদারী (ঐ)

#### সহায়ক গ্রন্থ (নির্বাচিত)

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|--|--|
| <input type="checkbox"/> মধ্যযুগের কবি ও কাব্য— শঙ্করীপ্রসাদ বসু                   | <input type="checkbox"/> বাংলা মঙ্গলকাব্যের ইতিহাস— আশুতোষ ভট্টাচার্য                  |
| <input type="checkbox"/> চণ্ডীদাস ও বিদ্যাপতি— শঙ্করীপ্রসাদ বসু                    | <input type="checkbox"/> চণ্ডীমঙ্গল— সুকুমার সেন সম্পাদিত                              |
| <input type="checkbox"/> শ্রীরাধার ক্রমবিকাশ : দর্শনে ও সাহিত্যে— শশিভূষণ দাশগুপ্ত | <input type="checkbox"/> চণ্ডীমঙ্গল— ক্ষুদিরাম দাস সম্পাদিত                            |
| <input type="checkbox"/> বৈষ্ণব রস প্রকাশ— ক্ষুদিরাম দাস                           | <input type="checkbox"/> ভারতের শক্তি সাধনা ও শক্তি সাহিত্য— শ্রীশশিভূষণ দাশগুপ্ত      |
| <input type="checkbox"/> বঙ্গে বৈষ্ণবধর্ম— রমাকান্ত চক্রবর্তী                      | <input type="checkbox"/> বাংলার কাব্য— হুমায়ূন কবির                                   |
| <input type="checkbox"/> শাক্ত পদাবলী ও শক্তি সাধনা— জাহ্নবীকুমার চক্রবর্তী        | <input type="checkbox"/> কবিকঙ্কণ মুকুন্দের চণ্ডীমঙ্গল বীক্ষা ও সমীক্ষা— বিশ্বনাথ রায় |
| <input type="checkbox"/> গৌড়ীয় বৈষ্ণব দর্শন— রাখাগোবিন্দ নাথ                     | <input type="checkbox"/> চণ্ডীমঙ্গল— সনৎকুমার নস্কর (সম্পা.)                           |
| <input type="checkbox"/> শাক্তগীতি পদাবলী— অরুণকুমার বসু (সম্পা.)                  |  |

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### বাংলা গোয়েন্দা সাহিত্য, কল্পবিজ্ঞান আশ্রয়ী রচনা এবং অলৌকিক কাহিনি

**উদ্দেশ্য :** সাহিত্যের পাঠ এবং আত্মদানে কিশোরদের অভ্যাস তৈরি হয়ে ওঠে গোয়েন্দা গল্প, কল্পবিজ্ঞানের কাহিনি অথবা ভূতের গল্পের মধ্য দিয়ে। তাদের চেনা ক্ষেত্রকেই পড়ুয়ারা এখানে বিদ্যায়তনিক পাঠ শৃঙ্খলায় অধ্যয়ন করতে শিখবে।

#### মডিউল-১

শরদিন্দু বন্দ্যোপাধ্যায়— শজারুর কাঁটা

#### মডিউল-২

সত্যজিৎ রায়— শঙ্কু সমগ্র (আনন্দ পাব.)

পাঠ্য সমূহ : ব্যোমযাত্রীর ডায়ারি, প্রফেসর শঙ্কু ও ম্যাকাও, প্রফেসর শঙ্কু ও গোলক-রহস্য, প্রফেসর শঙ্কু ও রোবু, মহাকাশের দূত, শঙ্কু ও আদিম মানুষ, শঙ্কু ও ফ্ল্যাঙ্কেনস্টাইন

#### মডিউল-৩

লীলা মজুমদার— সব ভুতুড়ে ('পেনেটিতে' থেকে 'স্পাই'— প্রথম পনেরোটি গল্প)

#### সহায়ক গ্রন্থ (নির্বাচিত)

- সত্যজিৎ রায়— পশ্চিমবঙ্গ বাংলা আকাদেমি
- এক দুর্লভ মানিক— অমিত্রসূদন ভট্টাচার্য
- ক্রাইম কাহিনীর কালক্রান্তি— সুকুমার সেন
- শরদিন্দু বন্দ্যোপাধ্যায়— শ্রাবণী পাল
- শরদিন্দু সংখ্যা— কোরক পত্রিকা (১৯৯৬)
- সত্যজিৎ রায় সংখ্যা— দেশ পত্রিকা (১৯৯২)
- প্রবন্ধ সংগ্রহ— সত্যজিৎ রায়
- সত্যজিৎ রায় : সুবর্ণ সাক্ষাৎ সংগ্রহ— সন্দীপ রায় (সম্পা.)
- পাকদণ্ডী— লীলা মজুমদার
- উপছায়া— সুকুমার সেন ও সুভদ্রকুমার সেন (সম্পা.)
- গল্পের ভূত— সুকুমার সেন
- রমণীয় শরদিন্দু— ক্ষেত্র গুপ্ত

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## বাংলা কথাসাহিত্য—১

**উদ্দেশ্য :** তৃতীয় সেমেস্টারে বাংলা সাহিত্যের আধুনিক পর্যায়ের ইতিহাস বিষয়ে প্রাথমিক জ্ঞানার্জনের পর শিক্ষার্থীরা এই কোর্সটি পড়বে। আধুনিক সময়ের জটিলতা, ব্যক্তি ও সমষ্টির দন্দু, বাঙালির পারিবারিক জীবনে নারীর অবস্থান, পরিবেশ সম্পর্কিত ভাবনা এবং মানুষের লড়াই-সংগ্রামের নানা প্রবণতাকে পড়ুয়াদের চেনানোর চেষ্টা করা হবে এই কোর্সের মাধ্যমে।

### মডিউল-১ : উপন্যাস

কপালকুণ্ডলা— বঙ্কিমচন্দ্র চট্টোপাধ্যায়

### মডিউল -২ : উপন্যাস

পদ্মানদীর মাঝি— মানিক বন্দ্যোপাধ্যায়

### মডিউল-৩ : ছোটগল্প

দেনাপাওনা, মেঘ ও রৌদ্র, মণিহারী, নিশীথে, একরাত্রি, সুভা, অতিথি, ল্যাবরেটরী

### সহায়ক গ্রন্থ (নির্বাচিত)

- বঙ্গ সাহিত্যে উপন্যাসের ধারা— শ্রীকুমার বন্দ্যোপাধ্যায়
- বঙ্কিম সরণী— প্রমথনাথ বিশী
- বাংলা উপন্যাসের কালান্তর— সরোজ বন্দ্যোপাধ্যায়
- বঙ্কিমচন্দ্র— সুবোধচন্দ্র সেনগুপ্ত
- রবীন্দ্রনাথ— সুবোধচন্দ্র সেনগুপ্ত
- সাহিত্যে ছোটগল্প— নারায়ণ গঙ্গোপাধ্যায়
- রবীন্দ্র ছোটগল্পের শিল্পরূপ— তপোব্রত ঘোষ
- রবীন্দ্রনাথের ছোটগল্প ও উপন্যাস— উপেন্দ্রনাথ ভট্টাচার্য
- বাংলা ছোটগল্প : প্রসঙ্গ ও প্রকরণ— বীরেন্দ্র দত্ত
- কথা ও সাহিত্যে রবীন্দ্রনাথ— বিশ্বপতি চৌধুরী
- রবীন্দ্র সাহিত্যের নরনারী (১ম খণ্ড)— গোপীমোহন সিংহ রায়
- ঔপন্যাসিক মানিক বন্দ্যোপাধ্যায়— সরোজমোহন মিত্র
- রবীন্দ্র সাহিত্যের ভূমিকা— নীহাররঞ্জন রায়
- রবীন্দ্রনাথ/রাজনৈতিক ব্যক্তিত্ব— অরবিন্দ পোদ্দার
- রবীন্দ্র-মানস— অরবিন্দ পোদ্দার

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## ছন্দ, অলঙ্কার ও প্রবন্ধ

**উদ্দেশ্য :** সাহিত্যের শিক্ষার্থীদের ছন্দ ও অলঙ্কার বিষয়ে তত্ত্বজ্ঞান থাকা প্রয়োজন। এই কোর্স শিক্ষার্থীদের কাব্য-কবিতা পাঠকে গভীরতর করবে। সংরূপ হিসাবে প্রবন্ধের সঙ্গেও পড়ুয়াদের এখানে প্রথম পরিচয় ঘটছে।

### মডিউল-১ : ছন্দ

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| দল/অক্ষর, কলা/মাত্রা, যতি, যতিলোপ, পর্ব, পঙ্ক্তি/চরণ, ছত্র, পদ                       |
| মিশ্রবৃত্ত/তানপ্রধান/অক্ষরবৃত্ত— উদাহরণসহ বৈশিষ্ট্য                                  |
| সরল কলাবৃত্ত/কলাবৃত্ত/ধ্বনি প্রধান/মাত্রাবৃত্ত— উদাহরণসহ বৈশিষ্ট্য                   |
| দলবৃত্ত/শ্বাসাঘাত প্রধান/বলবৃত্ত/স্বরবৃত্ত/ছড়ার ছন্দ/লৌকিক ছন্দ— উদাহরণসহ বৈশিষ্ট্য |
| ছন্দোলিপি প্রণয়ন (পর্ব, পদ, পঙ্ক্তি, লয়, মাত্রা ও রীতির উল্লেখ বাঞ্ছনীয়)          |

### মডিউল-২ : অলঙ্কার

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| উদাহরণসহ সংজ্ঞা— অনুপ্রাস, শ্লেষ, যমক, বক্রোক্তি   |
| উদাহরণসহ সংজ্ঞা— উপমা, রূপক, সমাসোক্তি, উৎপ্রেক্ষা, অপহুতি, ব্যতিরেক, বিরোধ, অর্থান্তরন্যাস, ব্যাজস্তুতি |
| অলঙ্কার নির্ণয়  |

### মডিউল-৩ : প্রবন্ধ

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| বঙ্কিমচন্দ্র চট্টোপাধ্যায়— পতঙ্গ       |
| রবীন্দ্রনাথ ঠাকুর— পূর্ব-পশ্চিম, মেঘদূত |
| বুদ্ধদেব বসু— বইপড়া                    |

### সহায়ক গ্রন্থ (নির্বাচিত)

- বাংলা ছন্দের মূলসূত্র— অমূল্যধন মুখোপাধ্যায়
- নূতন ছন্দ পরিক্রমা— প্রবোধচন্দ্র সেন
- বাংলা ছন্দ পরিচয়— নীলরতন সেন
- অলঙ্কার চন্দ্রিকা— শ্যামাপদ চক্রবর্তী
- বাঙলা ছন্দ— জীবেন্দ্র সিংহ রায়
- বাঙলা অলঙ্কার— জীবেন্দ্র সিংহ রায়
- ছন্দতত্ত্ব ছন্দরূপ— পবিত্র সরকার
- চিন্তনায়ক বঙ্কিমচন্দ্র— ভবতোষ দত্ত
- রবীন্দ্র-সৃষ্টি সমীক্ষা— শ্রীকুমার বন্দ্যোপাধ্যায়
- বাংলা প্রবন্ধ সাহিত্যের ধারা (২ খণ্ড)— অধীর দে

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## নাটক ও নাট্যমঞ্চ

**উদ্দেশ্য :** নাট্যমঞ্চ ও নাটকের বিকাশ পরস্পরের সাপেক্ষ ও পরিপূরক। সামাজিক বাস্তবতার দর্পণ হিসেবে নাট্যসাহিত্য পাঠের পাশাপাশি পড়ুয়ারা নাট্যমঞ্চের বিকাশকেও বিবেচনার মধ্যে রাখবে— এই উদ্দেশ্যে কোর্সটি করা হয়েছে।

### মডিউল-১

নীলদর্পণ— দীনবন্ধু মিত্র

### মডিউল-২

টিনের তলোয়ার— উৎপল দত্ত

### মডিউল-৩ : রঙ্গমঞ্চের ইতিহাস

লেবেডফ ও বেঙ্গলি থিয়েটার, নবীন বসুর শ্যামবাজার থিয়েটার, বেলগাছিয়া নাট্যশালা, জোড়াসাঁকো নাট্যশালা, বাগবাজার অ্যামেচার থিয়েটার (শ্যামবাজার নাট্যসমাজ)

ন্যাশানাল থিয়েটার (প্রথম ও দ্বিতীয় পর্ব)

নাট্যনিয়ন্ত্রণ বিল

গণনাট্য ও নবনাট্য আন্দোলনের কাল

### সহায়ক গ্রন্থ (নির্বাচিত)

- নাটকের কথা— অজিতকুমার ঘোষ
- বাংলা নাট্যমঞ্চের ইতিহাস— ব্রজেননাথ বন্দ্যোপাধ্যায়
- বাংলা থিয়েটারের ইতিহাস— দর্শন চৌধুরী
- গণনাট্য আন্দোলন— দর্শন চৌধুরী
- বাংলা নাট্যমঞ্চের রূপরেখা— দুর্গাশঙ্কর মুখোপাধ্যায়
- নাট্যমঞ্চ নাট্যরূপ— পবিত্র সরকার
- রঙ্গমঞ্চে বাংলা নাটকের প্রয়োগ— অজিতকুমার ঘোষ
- নাট্যতত্ত্ব ও নাট্যমঞ্চ— অজিতকুমার ঘোষ
- নীলদর্পণ— আশুতোষ ভট্টাচার্য (সম্পা.)
- নীলদর্পণ— নির্মলেন্দু ভৌমিক (সম্পা.)
- উনিশ শতকের বাংলা দর্পণ নাটক— প্রভাতকুমার গোস্বামী
- গিরিশ মানস— উৎপল দত্ত
- টিনের তলোয়ার— অপূর্ব দে (সম্পা.)
- টিনের তলোয়ার— জগন্নাথ ঘোষ (সম্পা.)
- বাংলা নাট্যরীতির বিকাশ— বিষ্ণু বসু

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## প্রবন্ধ ও বিবিধ রচনা

**উদ্দেশ্য :** বাংলা প্রবন্ধে দার্শনিকতা বা চিন্তার প্রসার ঘটেছে উনিশ শতকের মধ্যভাগ থেকেই। সমাজ, রাষ্ট্র, শিক্ষা, বিজ্ঞান, ভাষা, সাহিত্য, ধর্ম, দর্শন— নানা বিষয়েই বাঙালি চিন্তকগণ প্রবন্ধের মাধ্যমে তাঁদের ভাবনাকে ব্যক্ত করেছেন। রবীন্দ্রনাথের ছিন্নপত্রেও বিশ্ববোধের এক অনন্য রূপ ব্যক্ত হয়েছে। এই কোর্সটির মাধ্যমে শিক্ষার্থীরা সমাজ ও সাহিত্য সম্পর্কিত বিচিত্র বিষয়ে সমৃদ্ধ হতে পারবে।

### মডিউল-১

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| ক | কমলাকান্তের দপ্তর— বঙ্কিমচন্দ্র চট্টোপাধ্যায়<br>পাঠ্য : একা-কে গায় ওই, আমার মন, বিড়াল   |
| খ | একালের প্রবন্ধ সঙ্কলন (কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত)<br>পাঠ্য প্রবন্ধ :<br>সংস্কৃতির সামাজিক দূরত্ব— বিনয় ঘোষ,<br>শিক্ষা ও বিজ্ঞান— সতেন্দ্রনাথ বসু<br>যে দেশে বহু ধর্ম বহু ভাষা— অন্নদাশঙ্কর রায় |

### মডিউল-২

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| ক | সাহিত্য— সাহিত্যের বিচারক, সৌন্দর্যবোধ  |
| খ | একালের সমালোচনা সঙ্কলন (কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত)<br>পাঠ্য প্রবন্ধ :<br>আধুনিক সাহিত্য— গোপাল হালদার<br>রবীন্দ্রনাথ ও উত্তরসাহক— বৃন্দেব বসু<br>পাশ্চাত্য ও প্রাচ্য সমালোচনার ধারা— সুবোধচন্দ্র সেনগুপ্ত |

### মডিউল-৩

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| ছিন্নপত্র— রবীন্দ্রনাথ ঠাকুর<br>পত্রসংখ্যা— ১০, ১৮, ৩০, ৬৪, ৬৭, ৭৭, ৮১, ১০২, ১০৬, ১০৮ |
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### সহায়ক গ্রন্থ (নির্বাচিত)

- চিন্তনায়ক বঙ্কিমচন্দ্র— ভবতোষ দত্ত
- বঙ্কিমচন্দ্রের সাহিত্য জিজ্ঞাসা— বিষ্ণুপদ ভট্টাচার্য
- রবীন্দ্রসাহিত্য পাঠ— হরপ্রসাদ মিত্র
- রবীন্দ্রচর্যা— দেবীপদ ভট্টাচার্য
- রবীন্দ্রনন্দনতত্ত্ব— বিমলকুমার মুখোপাধ্যায়
- সাহিত্য বিবেক— বিমলকুমার মুখোপাধ্যায়
- বঙ্কিমচন্দ্র— মোহিতলাল মজুমদার
- বঙ্কিম-মানস— অরবিন্দ পোদ্দার
- বাংলা প্রবন্ধ সাহিত্যের ধারা (১, ২ খণ্ড)— অধীর দে
- সমালোচনা-সাহিত্য পরিচয়— কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত

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## ঐতিহাসিক ভাষাবিজ্ঞান

**উদ্দেশ্য :** প্রাচীন ভারতীয় আৰ্যভাষা থেকে আধুনিক ভারতীয় আৰ্যভাষা হিসেবে বাংলা ভাষার উদ্ভব ও বিকাশের প্রতিটি পর্যায়ের সাহিত্যিক নিদর্শনের সহায়তায় সেই সেই পর্যায়ের ভাষাগত বৈশিষ্ট্য সম্পর্কে শিক্ষার্থীদের ধারণা দেওয়া।

### মডিউল-১

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| ভাষা, ভাষা পরিবার, ইন্দো-ইউরোপীয় ভাষা ও প্রাচীন ভারতীয় আৰ্যভাষার সম্পর্ক               |
| প্রাচীন ভারতীয় আৰ্যভাষা থেকে আধুনিক ভারতীয় আৰ্যভাষা হিসেবে বাংলা ভাষার উদ্ভবের গতিরেখা |

### মডিউল-২

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| প্রাচীন বাংলা ভাষার ভাষাতাত্ত্বিক লক্ষণ—প্রেক্ষিত চর্যাপদ           |
| আদি-মধ্য বাংলা ভাষার ভাষাতাত্ত্বিক লক্ষণ— প্রেক্ষিত শ্রীকৃষ্ণকীর্তন |

### মডিউল -৩

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| অন্ত-মধ্য বাংলা ভাষার ভাষাতাত্ত্বিক লক্ষণ— প্রেক্ষিত অনন্দামঙ্গল                |
| আধুনিক বাংলা ভাষার ভাষাতাত্ত্বিক লক্ষণ— প্রেক্ষিত পরিব্রাজক (স্বামী বিবেকানন্দ) |

### সহায়ক গ্রন্থ (নির্বাচিত)

- ভাষা-প্রকাশ বাঙ্গালা ব্যাকরণ— সুনীতিকুমার চট্টোপাধ্যায়
- বাঙ্গালা ভাষার ইতিবৃত্ত— মুহম্মদ শহীদুল্লাহ
- সংস্কৃত ও প্রাকৃত ভাষার ক্রমবিকাশ (১-২ খণ্ড)— পরেশচন্দ্র মজুমদার
- বাংলা ভাষা পরিক্রমা— পরেশচন্দ্র মজুমদার
- ভাষা-জিজ্ঞাসা— শিশিরকুমার দাশ
- ভাষার ইতিবৃত্ত— সুকুমার সেন
- সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা— রামেশ্বর শ'
- আধুনিক ভাষাতত্ত্ব— আবদুল কালাম মনজুর মোরশেদ
- বাঙ্গালা ভাষার ইতিবৃত্ত— মুহম্মদ শহীদুল্লাহ
- বাংলা ভাষা— পার্বতীচরণ ভট্টাচার্য
- ভাষা দেশ কাল— পবিত্র সরকার
- ভাষাবিদ্যা পরিচয়— পরেশচন্দ্র ভট্টাচার্য

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### সংস্কৃত, ইংরেজি ও প্রতিবেশী (হিন্দী) সাহিত্যের ইতিহাস

**উদ্দেশ্য :** বাংলা সাহিত্যের সামগ্রিক পরিচয় পাওয়ার পর শিক্ষার্থী সংস্কৃত, ইংরেজি এবং প্রতিবেশী (হিন্দী) সাহিত্যের ইতিহাস সম্পর্কে প্রাথমিক পরিচয় লাভ করবে এবং সেই আলোকে বাংলা সাহিত্য সম্পর্কেও তার মূল্যায়ন আরো স্বচ্ছ হয়ে উঠবে।

#### মডিউল-১ সংস্কৃত সাহিত্যের সংক্ষিপ্ত ইতিহাস

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| কালিদাস (কবি ও নাট্যকার) |
| ভবভূতি                   |
| বাণভট্ট                  |
| শূদ্রক                   |
| জয়দেব                   |

#### মডিউল-২ : ইংরেজি সাহিত্যের সংক্ষিপ্ত ইতিহাস

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| নাটক— উইলিয়াম শেক্সপিয়ার, জর্জ বার্নার্ড শ', স্যামুয়েল বেকেট     |
| কাব্য— উইলিয়াম ওয়ার্ডসওয়ার্থ, পি.বি. শেলি, জন কীটস, টি.এস এলিয়ট |
| কথাসাহিত্য—ওয়াল্টার স্কট, চার্লস ডিকেন্স, ভার্জিনিয়া উলফ          |

#### মডিউল-৩ : প্রতিবেশী সাহিত্যের সংক্ষিপ্ত ইতিহাস : হিন্দী (পঠন-পাঠন হবে বাংলায়)

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| ভারতেন্দু হরিশচন্দ্র, মুন্সী প্রেমচাঁদ                       |
| মহাদেবী বর্মা, সূর্যকান্ত ত্রিপাঠী নিরাল্লা, ফণীশ্বরনাথ রেণু |

#### সহায়কগ্রন্থ (নির্বাচিত)

- সংস্কৃত সাহিত্যের রূপরেখা— বিমানচন্দ্র ভট্টাচার্য
- সংস্কৃত সাহিত্য পরিক্রমা— কবুণাসিন্ধু দাস
- সংস্কৃত সাহিত্যের দশরত্ন— সুখেন্দুসুন্দর গঙ্গোপাধ্যায়
- সংস্কৃত সাহিত্যের ইতিহাস— ধীরেন্দ্রনাথ বন্দ্যোপাধ্যায়
- ইংরাজী সাহিত্যের ইতিহাস— শ্রীকুমার বন্দ্যোপাধ্যায়
- ইংরাজী সাহিত্যের সংক্ষিপ্ত ইতিহাস— সত্যপ্রসাদ সেনগুপ্ত
- ইংরাজী সাহিত্যের রূপরেখা— গোপাল হালদার
- ইংরেজী সাহিত্য পরিচয় — অরবিন্দ পোদ্দার
- ইংরেজী সাহিত্যের ইতিহাস— কুন্তল চট্টোপাধ্যায়
- হিন্দী সাহিত্যের ইতিহাস— বিজয়েন্দ্র স্নাতক (অনুবাদ—জ্যোতির্ময় দাশ)
- হিন্দী সাহিত্যের ইতিহাস— রামবহাল তেওয়ারী
- আধুনিক হিন্দী সাহিত্য : গতি ও প্রকৃতি— বিপ্লব চক্রবর্তী



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## আধুনিক বাংলা কাব্য-কবিতা

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

### মডিউল-১

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| বীরাঙ্গনা কাব্য— মধুসূদন দত্ত<br>পাঠ্য : দুঃস্বপ্নের প্রতি শকুন্তলা, সোমের প্রতি তারা,<br>দশরথের প্রতি কেকয়ী, লক্ষ্মণের প্রতি শূর্পনখা এবং নীলধ্বজের প্রতি জনা |
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### মডিউল-২

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| ক. | পুনশ্চ— রবীন্দ্রনাথ ঠাকুর<br>পাঠ্য : ছেলেটা, সাধারণ মেয়ে, বাঁশি, প্রথম পূজা |
| খ. | সঞ্চিতা— কাজী নজরুল ইসলাম<br>পাঠ্য— বিদ্রোহী, দারিদ্র্য, পথের দিশা, বধু-বরণ  |

### মডিউল-৩

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| একালের কবিতা সঞ্জন (কলিকাতা বিশ্ববিদ্যালয় সংস্করণ)<br>পাঠ্য : ক) রাত্রি— জীবনানন্দ দাশ<br>সোহংবাদ— সুধীন্দ্রনাথ দত্ত<br>সংগতি— অমিয় চক্রবর্তী<br>রবীন্দ্রনাথের প্রতি— বুদ্ধদেব বসু<br>প্রচ্ছন্ন স্বদেশ— বিষ্ণু দে |
| খ) বধু— সুভাষ মুখোপাধ্যায়<br>বোধন— সুকান্ত ভট্টাচার্য<br>একটি বাজনা গাছ— দেবারতি মিত্র<br>কেউ কথা রাখেনি— সুনীল গঙ্গোপাধ্যায়<br>আমার নাম ভারতবর্ষ— অমিতাভ দাশগুপ্ত  |

### সহায়ক গ্রন্থ (নির্বাচিত)

- কবি শ্রীমধুসূদন— মোহিতলাল মজুমদার
- মধুসূদন কবি আত্মা ও কাব্যশিল্প— ক্ষেত্র গুপ্ত
- মধুসূদন : কবি ও নাট্যকার— সুবোধচন্দ্র সেনগুপ্ত
- রবীন্দ্র সরণী— প্রমথনাথ বিশী
- রবীন্দ্রকাব্য পরিক্রমা— উপেন্দ্রনাথ ভট্টাচার্য
- আধুনিক বাংলা কাব্য পরিচয়— দীপ্তি ত্রিপাঠী
- আধুনিক কবিতার দিগবলয়— অশ্রুকুমার শিকদার
- আমার কালের কয়েকজন কবি— জগদীশ ভট্টাচার্য
- আধুনিক বাংলা কবিতায় ইউরোপীয় প্রভাব— মঞ্জুভাষ মিত্র
- বাংলা কবিতার চালচিত্র— সুমিতা চক্রবর্তী
- নজরুলের কবিতা : অসংঘমের শিল্প— ক্ষেত্র গুপ্ত
- জনগণের কবি কাজী নজরুল ইসলাম— কল্পতরু সেনগুপ্ত
- নিঃশব্দের তর্জনী— শঙ্খ ঘোষ
- আধুনিক কবিতার ইতিহাস— অলোকরঞ্জন দাশগুপ্ত ও দেবীপ্রসাদ বন্দ্যোপাধ্যায় (সম্পা.)
- কবিতার মিল ও অমিল— শিশিরকুমার দাশ
- এই কাব্য এই হাতছানি— শক্তি চট্টোপাধ্যায়
- বাংলা কবিতার কালান্তর — সরোজ বন্দ্যোপাধ্যায়
- চলমান জীবন— পবিত্র গঙ্গোপাধ্যায়
- কাজী নজরুল ইসলাম : স্মৃতিকথা— মুজফ্ফর আহমদ

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## লোকসংস্কৃতি ও লোকসাহিত্য

**উদ্দেশ্য :** বাঙালি এবং তার সংস্কৃতিকে জানতে গেলে আমাদের লোকসংস্কৃতি ও লোকসাহিত্যের পাঠ নেওয়া খুবই জরুরি। বাংলার সমৃদ্ধ লোক-ঐতিহ্য থেকে নির্বাচিত কয়েকটি প্রসঙ্গই এখানে পড়ুয়াদের চর্চার জন্য রাখা হচ্ছে।

### মডিউল-১

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| লোকসংস্কৃতি ও লোকসাহিত্যের সাধারণ পরিচয়                         |
| টাইপ ও মোটিফ ইনডেক্স (বৈশিষ্ট্য ও প্রয়োগ শিক্ষার প্রাথমিক পাঠ)  |
| বাংলার ব্রত ও পার্বন (বিশেষ পাঠ : পুণ্যপুকুর, মাঘমন্ডল, সৈঁজুতি) |

### মডিউল-২

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| লোকছড়া ও ধাঁধা                            |
| লোকনৃত্য (বিশেষ পাঠ : ছৌ, রায়বেশে, গভীরা) |
| বাংলা প্রবাদ                               |

### মডিউল-২

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| লোকগান (বিশেষ পাঠ : বাউল, ভাটিয়ালী, ভাওয়াইয়া)        |
| লোককথা  |
| মৈমনসিংহ গীতিকা (দীনেশচন্দ্র সেন সম্পাদিত)— মতুয়া পালা |

### সহায়ক গ্রন্থ (নির্বাচিত) :

- বাংলার ব্রত— অবনীন্দ্রনাথ ঠাকুর
- বাংলার লোক সাহিত্য— আশুতোষ ভট্টাচার্য
- লোকসংস্কৃতির সীমানা ও স্বরূপ— পল্লব সেনগুপ্ত
- ফোকলোর পরিচিতি ও পঠন-পাঠন— ময়হারুল ইসলাম
- বাংলা প্রবাদ— সুশীলকুমার দে
- বাংলার ধাঁধার ভূমিকা— নির্মলেন্দু ভৌমিক
- বাংলা ছড়ার ভূমিকা— নির্মলেন্দু ভৌমিক
- বাংলা লোককথার টাইপ ও মোটিফ ইনডেক্স— দিব্যজ্যোতি মজুমদার
- লোকসংস্কৃতি পাঠের ভূমিকা— তুষার চট্টোপাধ্যায়
- বঙ্গীয় লোকসংস্কৃতিকোষ— বরুণ চক্রবর্তী
- বাংলা লোকসংগীত : ভাটিয়ালি গান— ওয়াকিল আহমেদ
- বাউল ফকির কথা— সুধীর চক্রবর্তী
- মৈমনসিংহ গীতিকা— দীনেশচন্দ্র সেন (সম্পা.)
- গীতিকা : স্বরূপ ও বৈশিষ্ট্য— বরুণ চক্রবর্তী
- ময়মনসিংহ গীতিকা— সুখময় মুখোপাধ্যায়
- মৈমনসিংহ গীতিকা— অরুণকুমার দাস (সম্পা.)

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## সাহিত্যের রূপ ও রীতি

**উদ্দেশ্য :** সাহিত্যের রূপবৈচিত্র্য ও গঠনরীতি সম্পর্কে এই কোর্সে ধারণা প্রদান করা হবে। সাহিত্যের বিভিন্ন সংরূপের রূপ ও আঙ্গিক সম্পর্কে জ্ঞানার্জনের পাশাপাশি শিক্ষার্থীরা সাহিত্যের বিবর্তন সম্পর্কেও ধারণা লাভ করতে পারবে।

### মডিউল-১ কাব্য-কবিতা ও নাটক

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| ক | কবিতার বিভিন্ন রূপকল্প— মহাকাব্য, গীতিকবিতা, কবিগান, সনেট, হাইকু, রুবাই ও লিমেরিক   |
| খ | নাটকের বিভিন্ন রূপকল্প— ট্রাজেডি, কমেডি, প্রহসন, কাব্যনাটক, নৃত্যনাট্য, সামাজিক নাটক, পৌরাণিক নাটক, অ্যাবসার্ড নাটক ও একাঙ্ক নাটক |

### মডিউল-২ : উপন্যাস ও ছোটগল্প

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| উপন্যাসের রূপকল্প ও শ্রেণিকরণ— নকশাধর্মী উপন্যাস, রোমাঞ্চধর্মী উপন্যাস, সামাজিক উপন্যাস, ঐতিহাসিক উপন্যাস, রাজনৈতিক উপন্যাস, আঞ্চলিক উপন্যাস, মনস্তাত্ত্বিক উপন্যাস, চেতনাপ্রবাহরীতির উপন্যাস |
| ছোটগল্পের প্রকৃতি   |
| ছোটগল্প ও রূপকথা  |
| অনুগল্প   |
| উপন্যাস ও ছোটগল্পের তুলনা   |

### মডিউল-৩ প্রবন্ধ, সমালোচনা ও অন্যান্য সংরূপ

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| প্রবন্ধের প্রকার— বস্তুনিষ্ঠ, ব্যক্তিনিষ্ঠ, লঘু প্রবন্ধ ও গবেষণা-প্রবন্ধ   |
| সমালোচনা সাহিত্য   |
| ভ্রমণ সাহিত্য, ডায়েরি, পত্রসাহিত্য, রম্যরচনা, জীবনী ও আত্মজীবনী/স্মৃতিকথা |

### সহায়ক গ্রন্থ (নির্বাচিত)

- সাহিত্য সন্দর্শন— শ্রীশচন্দ্র দাস
- সাহিত্য ও সমালোচনার রূপরীতি— উজ্জ্বলকুমার মজুমদার
- সাহিত্য : রূপ-বিচিত্রা— অপূর্বকুমার রায়
- সাহিত্যের রূপরীতি ও অন্যান্য প্রসঙ্গ— কুস্তল চট্টোপাধ্যায়
- বাংলা সাহিত্যের রূপরীতি— শুম্ভসত্ত্ব বসু
- সাহিত্যকোষ : কথাসাহিত্য— অলোক রায়
- সাহিত্য বিচার : তত্ত্ব ও প্রয়োগ— বিমলকুমার মুখোপাধ্যায়
- A Glossary of Literary Terms— M.H. Abrams

# BNG-H-CC-16-7-TH-TU

## বাংলার সমাজ-সংস্কৃতি ও সাহিত্যের ইতিহাস (প্রাগাধুনিক পর্যায়)

**উদ্দেশ্য :** বাংলা ভাষা উদ্ভবের সময়কাল থেকে অষ্টাদশ শতক পর্যন্ত বাঙালি জাতির আর্থ-সামাজিক, রাজনৈতিক এবং সাংস্কৃতিক বিকাশের গতিরেখার সঙ্গে সাহিত্যের সংযোগ দেখানোই এই কোর্সের উদ্দেশ্য।

### মডিউল-১

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| বাংলা ও বাঙালি জাতির ভৌগোলিক ও নৃতাত্ত্বিক পরিচয় |
| বাংলার সমাজ কাঠামো ও অর্থনৈতিক ভিত্তি             |
| বাংলার রাজনৈতিক ইতিহাস                            |
| তুর্কি আক্রমণ ও তার ফলাফল                         |

### মডিউল-২

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| চেতন্য ও বাংলার ভক্তি আন্দোলন        |
| মঙ্গলকাব্যে সমকালীন বাংলার সমাজচিত্র |
| সুফি সাহিত্য                         |

### মডিউল-৩

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| অষ্টাদশ শতকের বাংলার আর্থ-রাজনৈতিক, সামাজিক ও সাংস্কৃতিক প্রেক্ষাপট |
| নাথ ও বাউল সাহিত্য  |

### সহায়ক গ্রন্থ (নির্বাচিত)

- বাঙ্গালীর ইতিহাস— নীহাররঞ্জন রায়
- History of Medieval Bengal — রমেশচন্দ্র মজুমদার
- বাংলা দেশের ইতিহাস— রমেশচন্দ্র মজুমদার
- বাঙ্গালার ইতিহাস (অখণ্ড)— রাখালদাস বন্দ্যোপাধ্যায়
- বাঙ্গালীর সংস্কৃতি— সুনীতিকুমার চট্টোপাধ্যায়
- রামতনু লাহিড়ী ও তৎকালীন বঙ্গসমাজ— শিবনাথ শাস্ত্রী
- বাংলার ইতিহাস— সুভাষ মুখোপাধ্যায়
- সংস্কৃতির বিশ্বরূপ— গোপাল হালদার
- বাঙলা ও বাঙালীর বিবর্তন— অতুল সুর
- সংস্কৃতির রূপান্তর— গোপাল হালদার
- চেতন্য-প্রসঙ্গ— বঙ্গীয় সাহিত্য পরিষদ প্রকাশিত
- বাংলার কাব্য— হুমায়ুন কবির
- বাংলার সামাজিক ইতিহাসের ভূমিকা— সতীন্দ্রমোহন চট্টোপাধ্যায়
- গোঁড়ের ইতিহাস— রজনীকান্ত চক্রবর্তী
- প্রাচীন ভারতীয় সাহিত্য ও বাঙালির উত্তরাধিকার— জাহ্নবীকুমার চক্রবর্তী
- বাংলা মঙ্গলকাব্যের ইতিহাস— আশুতোষ ভট্টাচার্য
- হাজার বছরের পুরানো বাংলা ও বাঙালী— শশিভূষণ দাশগুপ্ত
- হাজার বছরের বাঙালি সংস্কৃতি— গোলাম মুরশিদ
- আঠারো শতকের বাংলা ও বাঙালি— অতুল সুর
- ভারতীয় ভক্তি সাহিত্য— বিশ্বপদ ভট্টাচার্য
- বঙ্গে বৈষ্ণব ধর্ম— রমাকান্ত চক্রবর্তী
- মধ্যযুগে বাংলা ও বাঙালী— অনিলচন্দ্র বন্দ্যোপাধ্যায়
- বাংলা সাহিত্যে কৃষ্ণকথার ক্রমবিকাশ— সত্যবতী গিরি
- শ্রীরাধার ক্রমবিকাশ : দর্শনে ও সাহিত্যে— শশিভূষণ দাশগুপ্ত
- বঙ্গে সুফি প্রভাব— মুহম্মদ এনামুল হক
- বাংলার বাউল— ক্ষিতিমোহন সেন
- নাথ ধর্ম ও সাহিত্য— প্রফুল্লচরণ চক্রবর্তী
- নাথ সম্প্রদায়ের ইতিহাস, দর্শন ও সাধন প্রণালী— কল্যাণী মল্লিক
- বাংলার বাউল : কাব্য ও দর্শন— সোমেন্দ্রনাথ বন্দ্যোপাধ্যায়

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## প্রাগাধুনিক বাংলা সাহিত্য-২

**উদ্দেশ্য :** প্রাগাধুনিক বাংলা সাহিত্যের দ্বিতীয় পাঠে চর্যাপদ, শ্রীকৃষ্ণকীর্তন এবং অন্নদামঙ্গল-এর পাঠ রাখা হয়েছে। প্রাচীন ও মধ্যযুগের এই সাহিত্য-সংস্করণগুলির সঙ্গে বিস্তারিত পরিচয় ঘটানোই এই কোর্সের উদ্দেশ্য।

### মডিউল-১

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| চর্যাপদ/চর্যাগীতি— হাজার বছরের পুরাণ বাঙালা ভাষায় বৌদ্ধগান ও দোহা—হরপ্রসাদ শাস্ত্রী সম্পাদিত |
| নির্বাচিত পদসমূহ— ৫, ৬, ৮, ১০, ১২, ১৭, ২৮, ৩০, ৩৩, ৪০, ৪৯, ৫০                                 |

### মডিউল-২

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| শ্রীকৃষ্ণকীর্তন— বড়ু চণ্ডীদাস (বসন্তরঞ্জন রায় বিদ্বদ্বল্লভ সম্পাদিত)    |
| নির্বাচিত পদসমূহ— ৭, ১৪, ১২৪, ১৬৮, ২২৩, ২৪৯, ২৫৬, ২৭৯, ৩২৩, ৩৪৯, ৩৫৪, ৪১৩ |

### মডিউল-৩

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| রায়গুণাকর ভারতচন্দ্রের অন্নদামঙ্গল (দেববন্দনা থেকে অন্নদার ভবানন্দ ভবনে যাত্রা পর্যন্ত) |
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### সহায়ক গ্রন্থ (নির্বাচিত)

- চর্যাগীতি পদাবলী— সুকুমার সেন (সম্পা.)
- চর্যাগীতি— তারাপদ মুখোপাধ্যায় (সম্পা.)
- চর্যাগীতি পরিক্রমা— নির্মল দাশ (সম্পা.)
- চর্যাগীতিকোষ— সৌমেন্দ্রনাথ সরকার (সম্পা.)
- বৌদ্ধধর্ম ও চর্যাগীতি— শশিভূষণ দাশগুপ্ত
- বৌদ্ধধর্ম ও সাহিত্য— প্রবোধচন্দ্র বাগচী
- বৌদ্ধ দর্শন— রাহুল সাংকৃত্যায়ন
- শ্রীকৃষ্ণকীর্তন— অমিত্রসূদন ভট্টাচার্য (সম্পা.)
- শ্রীকৃষ্ণকীর্তন— তারাপদ মুখোপাধ্যায় (সম্পা.)
- শ্রীকৃষ্ণকীর্তন— নরেশচন্দ্র জানা (সম্পা.)
- শ্রীকৃষ্ণকীর্তন— ধুবকুমার মুখোপাধ্যায় (সম্পা.)
- কবি ভারতচন্দ্র— শঙ্করীপ্রসাদ বসু
- ভারতচন্দ্র ও রামপ্রসাদ— শিবপ্রসাদ ভট্টাচার্য
- রায়গুণাকর ভারতচন্দ্র— মদনমোহন গোস্বামী
- অন্নদামঙ্গল— ভবানীগোপাল সান্যাল (সম্পা.)
- অন্নদামঙ্গল— মদনমোহন গোস্বামী (সম্পা.)
- অন্নদামঙ্গল— তরুণ মুখোপাধ্যায় (সম্পা.)
- আঠারো শতকের বাংলা : রাজনৈতিক চালচিত্র— নিখিল সুর

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## চরিত সাহিত্য, আত্মচরিত ও ভ্রমণ সাহিত্য

**উদ্দেশ্য :** চরিত সাহিত্য ও আত্মচরিত পাঠের মধ্য দিয়ে পড়ুয়ারা ব্যক্তি চেতন্যদেব কিংবা ব্যক্তি রবীন্দ্রনাথকে যেমন চিনবে তেমনি তাঁদের সময়কালের ধারণাটিকেও আয়ত্ত করতে পারবে। সুখপাঠ্য দেশে-বিদেশে পাঠের মধ্য দিয়েও ব্যক্তি মুজতবা এবং তাঁর বিচিত্র জীবন অভিজ্ঞতার সঙ্গে পরিচিত হবে পড়ুয়ারা।

### মডিউল ১

চেতন্যভাগবত (আদ্যলীলা)— বৃন্দাবন দাস

### মডিউল-২

জীবনস্মৃতি— রবীন্দ্রনাথ ঠাকুর

### মডিউল-৩

দেশে-বিদেশে (প্রথম ২১টি অধ্যায়)— সৈয়দ মজুতবা আলী

### সহায়ক গ্রন্থ (নির্বাচিত)

- চেতন্য-প্রসঙ্গ— বঙ্গীয় সাহিত্য পরিষৎ প্রকাশিত
- জীবনী, আত্মজীবনী ও রবীন্দ্রনাথ— শিশিরকুমার দাশ
- জীবনের স্মরণিপি : পশ্চিমের মুখর জানালা— বিজয়কুমার দত্ত
- চেতন্য ভাগবত— অমিত্রসূদন ভট্টাচার্য (সম্পা.)
- চেতন্য ভাগবত— অবন্তীকুমার সান্যাল (সম্পা.)
- চেতন্যাবদান— সুকুমার সেন (বাংগালা সাহিত্যের ইতিহাস প্রথম খণ্ড)
- গৌরাঙ্গ পরিজন— অচিন্ত্যকুমার সেনগুপ্ত
- চেতন্যদেব— নৃসিংহপ্রসাদ ভাদুড়ী
- শ্রীচেতন্যচরিতের উপাদান— বিমানবিহারী মজুমদার
- বাংলা সাহিত্যে আত্মজীবনী— সোমেন বসু
- রবীন্দ্রমনীষা— অরুণকুমার মুখোপাধ্যায়
- ঠাকুরবাড়ির অন্দরমহল— চিত্রা দেব
- রবীন্দ্রজীবনী (৪ খণ্ড)— প্রভাতকুমার মুখোপাধ্যায়
- রবীন্দ্রজীবনী (৯ খণ্ড)— প্রশান্তকুমার পাল
- বাঙালি পর্যটকের বিশ্বপরিক্রমা— অরুণকুমার মুখোপাধ্যায়
- ভ্রমণে দেশ-বিদেশ— বিজয় বন্দ্যোপাধ্যায়
- দেশে-বিদেশে— ধুবকুমার মুখোপাধ্যায় (সম্পা.)

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## বাংলাদেশের সাহিত্য

**উদ্দেশ্য :** দেশভাগের পর পূর্ববঙ্গ তথা বাংলাদেশে বাংলা সাহিত্যের এক সমৃদ্ধ ধারা গড়ে উঠেছে। বাংলা সাহিত্যের পাঠ বাংলাদেশের সাহিত্য ব্যতিরেকে সম্পূর্ণতা লাভ করতে পারে না, এই বিবেচনাতেই কোর্সটির পরিকল্পনা করা হয়েছে।

### মডিউল-১ : কথাসাহিত্য

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| ক. | সূর্য দীঘল বাড়ী— আবু ইসহাক  |
| খ. | প্যাপিরাস প্রকাশিত বাংলাদেশের গল্প গ্রন্থ থেকে নিচের গল্পগুলি পাঠ্য :<br>আত্মজা ও একটি করবী গাছ —হাসান আজিজুল হক<br>খোয়াই নদীর বাঁক বদল— সেলিনা হোসেন<br>সুন্দর মানুষ— বিপ্রদাস বড়ুয়া<br>যুগলবন্দী— আখতারুজ্জামান ইলিয়াস |

### মডিউল-২ : কবিতা ও নাটক

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| ক. | সপ্তর্ষি প্রকাশিত বাংলাদেশের শ্রেষ্ঠ কবিতা — রণজিৎ দাশ ও সাজ্জাদ শরীফ সম্পাদিত। পাঠ্য কবিতা :<br>স্বাধীনতা তুমি— শামসুর রাহমান<br>সোনালী কাবিন ১৩— আল মাহমুদ<br>তোমাকে অভিবাদন, প্রিয়তমা— শহীদ কাদরী<br>নগর ধবংসের আগে— রফিক আজাদ<br>জুই ফুলের চেয়ে শাদা ভাতই অধিক সুন্দর— মহাদেব সাহা<br>মানুষ— নির্মলেন্দু গুণ<br>তোমার দূরত্ব নিত্য আমার ক্রোধের দিনে— দাউদ হায়দার<br>বাতাসে লাশের গন্ধ— রুদ্র মুহম্মদ শহিদুল্লাহ |
| খ. | কবর— মুনীর চৌধুরী   |

### মডিউল -৩ : প্রবন্ধ

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| অরুণ সেন ও আবুল হাসনাত সম্পাদিত <b>বাঙালি ও বাংলাদেশ</b> (নয়াউদ্যোগ) গ্রন্থ থেকে নিম্নলিখিত প্রবন্ধগুলি পাঠ্য :<br>অভিভাষণ— মুহম্মদ শহীদুল্লাহ □ বাঙালির আত্মপরিচয়ের সূত্রপাত— আবু জাফর শামসুদ্দীন □ ভাষা সংস্কার ও বাঙালি চেতনার বিকৃতি— আহমদ শরীফ □ মুসলমানদের স্বদেশ প্রত্যাভর্তন— বদরুদ্দীন উমর □ দ্বি-জাতিতত্ত্বের সত্যমিথ্যা— সিরাজুল ইসলাম চৌধুরী □ স্বরূপের সম্বন্ধে— আনিসুজ্জামান □ মার্চের স্বপ্ন— মুনতাসীর মামুন |
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### সহায়ক গ্রন্থ (নির্বাচিত)

- বাংলাদেশের সাহিত্য ও সংস্কৃতি— বিশ্বজিৎ ঘোষ
- বাংলা দেশের প্রবন্ধ সাহিত্য— আবুল কাসেম ফজলুল হক
- বাংলাদেশের উপন্যাস : বিষয় ও শিল্পরূপ— রফিকুল্লাহ খান
- বাংলাদেশের থিয়েটার— নূপেন্দ্র সাহা (সম্পাদিত)
- বাংলাদেশের কবিতা :সমবায়ী স্বরতন্ত্র— রফিকুল্লাহ খান
- বাংলাদেশের ছোটগল্পের শিল্পরূপ— চঞ্চলকুমার বোস
- সংস্কৃতির ভাঙা সেতু— আখতারুজ্জামান ইলিয়াস
- ভাষা আন্দোলনের দলিলপত্র— রতনলাল চক্রবর্তী (সম্পাদিত)
- রাজনৈতিক চেতনা : বাংলাদেশের কবিতা— আমিনুর রহমান সুলতান
- বাংলাদেশের আধুনিক কাব্য পরিচয়— দীপ্তি ত্রিপাঠী
- পূর্ববাংলার রাজনীতি-সংস্কৃতি ও কবিতা— সাঈদ-উর রহমান
- বাংলাদেশের কবিতায় ব্যক্তি ও সমাজ— দিলারা হাফিজ
- বাঙালি মুসলমানের সামাজিক ইতিহাস : কতিপয় প্রসঙ্গ— হাবিব রহমান

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### আধুনিক কাব্য-কবিতা ও নাটক

**উদ্দেশ্য :** উনিশ ও বিশ শতকের বাংলা কাব্যের প্রধান দুটি ধারার সঙ্গে এই কোর্সের বিস্তারিত পরিচয় ঘটানোর পাশাপাশি আধুনিক বাংলা নাট্যসাহিত্যের মেধাবী একটি নির্মাণের সঙ্গেও পড়ুয়ারা পরিচিত হবে।

#### মডিউল-১

মেঘনাদবধ কাব্য— মধুসূদন দত্ত

#### মডিউল-২

জীবনানন্দ দাশের শ্রেষ্ঠ কবিতা

নির্বাচিত কবিতা— মৃত্যুর আগে, বোধ, ক্যাম্পে, পাখিরা, বনলতা সেন, সিন্ধুসারস, বিড়াল, আট বছর আগের একদিন, ১৯৪৬-৪৭, অদ্ভুত আঁধার এক।

#### মডিউল-৩

চাঁদ বণিকের পালা— শম্ভু মিত্র

#### সহায়ক গ্রন্থ (নির্বাচিত)

- মাইকেল মধুসূদন দত্তের জীবনচরিত— যোগীন্দ্রনাথ বসু
- কবি শ্রীমধুসূদন— মোহিতলাল মজুমদার
- মধুসূদনের কবিতাস্বা ও কাব্যশিল্প— ক্ষেত্র গুপ্ত
- মেঘনাদবধ কাব্যচর্চা— উজ্জ্বলকুমার মজুমদার (সম্পা.)
- মেঘনাদবধ কাব্য— নির্মলেন্দু ভৌমিক (সম্পা.)
- জীবনানন্দ দাশ : বিকাশ ও প্রতিষ্ঠার ইতিবৃত্ত— দেবীপ্রসাদ বন্দ্যোপাধ্যায় (সম্পা.)
- একটি নক্ষত্র আসে— অম্বুজ বসু
- কবি জীবনানন্দ দাশ— সঞ্জয় ভট্টাচার্য
- এই সময় ও জীবনানন্দ— শঙ্খ ঘোষ
- কবিতার গাঢ় এনামেলে : জীবনানন্দের কাব্য-ভাবনা— প্রদ্যুম্ন মিত্র
- শূন্যতম কবি— আব্দুল মান্নান সৈয়দ
- আলোখ্য : জীবনানন্দ— ভূমেদ্র গুহ
- কবিতার কথা— জীবনানন্দ দাশ
- কবি জীবনানন্দ : অনুভবে, অনুধ্যানে— তরুণ মুখোপাধ্যায়
- সম্মার্গ সপর্যায়— শম্ভু মিত্র
- কাকে বলে নাট্যকলা— শম্ভু মিত্র
- শম্ভু মিত্র : নির্মাণ ও সৃজন— কুমার রায়
- শম্ভু মিত্র ধ্যানে ও অস্তর্ধ্যানে— শাঁওলী মিত্র
- শম্ভু মিত্রের নাট্যচর্চা— জগন্নাথ ঘোষ

[\*যে সমস্ত পড়ুয়া গবেষণাপত্র রচনা করবে না সেসব সেমেস্টারে তাদের সাহিত্য গবেষণার পন্থতিবিভাগ কোর্সের বিকল্পে এই কোর্সটি পড়তে হবে।]



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## বর্ণনামূলক ভাষাবিজ্ঞান ও বাংলা ভাষা-২

**উদ্দেশ্য :** বাংলা ভাষার ধ্বনিতত্ত্ব, রূপতত্ত্ব এবং বাক্যতত্ত্ব সম্পর্কে বিস্তারিত পাঠদানের পাশাপাশি ভাষাচর্চার আধুনিক প্রবণতাগুলি সম্পর্কে পড়ুয়াদের ধারণা দেওয়াই এই কোর্সের উদ্দেশ্য।

### মডিউল-১

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| ক. ধ্বনিতত্ত্ব— বাগযন্ত্র, স্বরধ্বনি ও ব্যঞ্জনধ্বনির বর্ণীকরণ, দ্বিস্বর, সংযুক্ত ব্যঞ্জন, সিলেবলের ধারণা, স্বনিম ও বিস্বনের পার্থক্য, স্বনিম নির্ধারণের পদ্ধতি, বাংলা স্বনিমের বিন্যাস। |
| খ. আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা (IPA), বাংলা থেকে আন্তর্জাতিক ধ্বনিমূলক বর্ণমালায় লিপ্যন্তরণ।  |

### মডিউল-২

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| ক. রূপতত্ত্ব— রূপিম ও রূপভেদের পার্থক্য, রূপিম শনাক্তকরণের পদ্ধতি, বাংলা রূপতত্ত্বের মূলসূত্র |
| খ. বাক্যতত্ত্ব— বাক্য বিশ্লেষণের পদ্ধতি, বাংলা বাক্যের প্রকৃতি, সংগঠন ও পদক্রম।               |

### মডিউল-৩

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| ক. ভাষাবিজ্ঞানের আধুনিক ক্ষেত্র, ভাষার বৈচিত্র্য ও সমাজভাষা বিজ্ঞান, শৈলীবিজ্ঞান |
| খ. চমস্কির তত্ত্ব ও সঙ্জননী তত্ত্ব   |

### সহায়ক গ্রন্থ (নির্বাচিত)

- ভাষা-প্রকাশ বাঙালা ব্যাকরণ— সুনীতিকুমার চট্টোপাধ্যায়
- বাঙালা ভাষার ইতিবৃত্ত— মুহম্মদ শহীদুল্লাহ
- সংস্কৃত ও প্রাকৃত ভাষার ক্রমবিকাশ (১-২ খণ্ড)— পরেশচন্দ্র মজুমদার
- বাংলা ভাষা পরিক্রমা— পরেশচন্দ্র মজুমদার
- ভাষা-জিজ্ঞাসা— শিশিরকুমার দাশ
- ভাষার ইতিবৃত্ত— সুকুমার সেন
- সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা— রামেশ্বর শ’
- আধুনিক ভাষাতত্ত্ব— আবদুল কালাম মনজুর মোরশেদ
- বাঙালা ভাষার ইতিবৃত্ত— মুহম্মদ শহীদুল্লাহ
- বাংলা ভাষা— পার্বতীচরণ ভট্টাচার্য
- ভাষা দেশ কাল— পবিত্র সরকার
- ভাষাবিদ্যা পরিচয়— পরেশচন্দ্র ভট্টাচার্য
- বাংলা সংবর্তনী ব্যাকরণ— উদয়কুমার চক্রবর্তী
- বাংলা পদগুচ্ছের সংগঠন— উদয়কুমার চক্রবর্তী
- ধ্বনিবিজ্ঞান আই.পি.এ রোমানিকরণ— পবিত্র সরকার
- চমস্কি, ব্যাকরণ ও বাংলা বানান— পবিত্র সরকার
- ভাষা ও সমাজ— মুণাল নাথ
- শৈলী বিজ্ঞানের গোড়ার কথা— পবিত্র সরকার
- ধ্বনিবিজ্ঞান ও বাংলা ধ্বনিতত্ত্ব— মুহম্মদ আব্দুল হাই
- আধুনিক বাংলা ভাষাতত্ত্ব— সুচরিতা বন্দ্যোপাধ্যায়

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## বাংলার সমাজ-সংস্কৃতি ও সাহিত্যের ইতিহাস (আধুনিক পর্যায়)

**উদ্দেশ্য :** ঊনবিংশ শতকে ঔপনিবেশিক আধুনিকতার অভিঘাত বাংলার সমাজ-সংস্কৃতি ও সাহিত্যে কীভাবে পড়েছিল এই কোর্সে তার বিস্তারিত পরিচয় দেওয়া হবে। বিশ শতকে ঔপনিবেশিকতা বিরোধী বিভিন্ন আন্দোলন আমাদের সাহিত্যকে কীভাবে প্রভাবিত করেছিল তার সঙ্গেও পড়ুয়াদের পরিচয় ঘটবে। এই গোটা কালপর্বে বাংলা সাময়িক পত্রগুলির ভূমিকা সম্পর্কে এই কোর্সে পাঠদান করা হবে।

### মডিউল-১

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| ঔপনিবেশিক আধুনিকতার অভিঘাত— শিক্ষায়, ধর্ম সংস্কারে, সমাজ সংস্কারে ও মুক্তচিন্তায় |
| ফকির আন্দোলন, কৃষক আন্দোলন ও নীলবিদ্রোহ  |
| ধর্ম, সমাজ ও শিক্ষা সংস্কারের উদ্দেশ্যে গঠিত সভা সমিতি (১৯ শতক)                    |

### মডিউল-২

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| বঙ্গভঙ্গ ও বয়কট-স্বদেশী আন্দোলন             |
| প্রাস্তবর্গ/দলিত জনগোষ্ঠীর জাগরণ             |
| বাঙালি মুসলমানের স্বতন্ত্র জাতিসত্তার সন্ধান |
| দেশভাগ, উদ্বাস্তু সমস্যা ও ভাষা আন্দোলন      |
| খাদ্য আন্দোলন ও নকশাল আন্দোলন                |

### মডিউল-৩

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| বাংলার সমাজ-সংস্কৃতি ও সাহিত্যের বিকাশে বাংলা সাময়িক পত্রের ভূমিকা (বিশেষ গুরুত্বসহ পাঠ— সংবাদ প্রভাকর, তত্ত্ববোধিনী পত্রিকা, বিবিধার্থ সংগ্রহ, মাসিক পত্রিকা, সোমপ্রকাশ, বঙ্গদর্শন, ভারতী, সবুজপত্র, কল্লোল, প্রবাসী, শনিবারের চিঠি, পরিচয়, কবিতা, চতুরঙ্গ, কৃষ্ণিবাস) |
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### সহায়ক গ্রন্থ (নির্বাচিত)

- ঔপনিবেশিক বাংলার সমাজ চিত্র— চিত্তরত পালিত
- দেশ বিভাগ : পশ্চাৎ ও নেপথ্য কাহিনী— ভবানীপ্রসাদ চট্টোপাধ্যায়
- যুক্ত বাংলার শেষ অধ্যায়— কালীপদ বিশ্বাস
- পলাশি থেকে পার্টিশান— শেখর বন্দ্যোপাধ্যায়
- নীল বিদ্রোহ— পুলক চন্দ্র
- বাঙালির দর্শন— আমিনুল ইসলাম
- স্বাধীন ভারতের সাম্যবাদী আন্দোলন : রাজনীতি ও গতিপ্রকৃতি— শোভনলাল দত্তগুপ্ত
- সাহিত্য সমাজ ইতিহাস— পশ্চিমবঙ্গ ইতিহাস সংসদ প্রকাশিত
- বাংলার রেনেশাঁস— সুশোভন সরকার
- বাংলার নবজাগৃতি— বিনয় ঘোষ
- কলকাতা : ইতিহাসের দিনলিপি— নীরদবরণ হাজারা
- সংস্কৃতির ভাঙা সেতু— আখতারুজ্জামান ইলিয়াস
- শতাব্দীর প্রতিধ্বনি— অতুল সুর
- উত্তাল চল্লিশ : অসমাপ্ত বিপ্লব— অমলেন্দু সেনগুপ্ত
- জোয়ারভাটায় ষাট-সত্তর— অমলেন্দু সেনগুপ্ত
- হাজার বছরের বাঙালির সংস্কৃতি— গোলাম মুরশিদ
- আধুনিক বাঙালী সংস্কৃতি ও বাংলা সাহিত্য— দ্বিজেন্দ্রলাল নাথ
- আত্মঘাতী বাঙালী— নীরদচন্দ্র চৌধুরী
- রামতনু লাহিড়ী ও তৎকালীন বঙ্গসমাজ— শিবনাথ শাস্ত্রী
- বাংলায় নবচেতনার ইতিহাস— স্বপন বসু
- সাহিত্য সমাজ ইতিহাস— পশ্চিমবঙ্গ ইতিহাস সংসদ
- বঙ্গভঙ্গ— প্রমথনাথ বিশী
- বঙ্গভঙ্গ— মুনতাসীর মামুন
- তেভাগা আন্দোলন— ধনঞ্জয় রায় (সম্পা.)
- দেশভাগ দেশত্যাগ— সন্দীপ বন্দ্যোপাধ্যায়
- নকশালবাদী আন্দোলন ও বাংলা সাহিত্য— নির্মল ঘোষ
- ইতিহাসের দিকে ফিরে ছেচল্লিশের দাঙা— সন্দীপ বন্দ্যোপাধ্যায়
- নকশালবাড়ি আন্দোলনের প্রামাণ্য তথ্য সংকলন— অমর ভট্টাচার্য
- বাংলা সাময়িক পত্র— ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায়
- বাংলা সাময়িকপত্রের ইতিবৃত্ত (১, ২)— সন্দীপ দত্ত
- দেশভাগ থেকে নকশালবাড়ি— কিম্বর রায়
- বাংলা সংবাদপত্র ও বাঙালির নবজাগরণ— পার্থ চট্টোপাধ্যায়

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## রবীন্দ্রসাহিত্য

**উদ্দেশ্য :** রবীন্দ্রসাহিত্যের সঙ্গে পড়ুয়াদের এর আগেই বিচ্ছিন্ন ভাবে পরিচয় ঘটেছে। এই কোর্সে পড়ুয়ারা রবীন্দ্রসাহিত্যের বিস্তারিত পাঠ গ্রহণ করবে।

### মডিউল-১

চতুরঙ্গ

### মডিউল-২

মুক্তধারা

### মডিউল-৩

সাহিত্যের পথে

### সহায়ক গ্রন্থ (নির্বাচিত)

- রবীন্দ্রজীবনী (১-৪)— প্রভাতকুমার মুখোপাধ্যায়
- রবীন্দ্রজীবনী (১-৯)— প্রশান্তকুমার পাল
- বঙ্গসাহিত্যে উপন্যাসের ধারা— শ্রীকুমার বন্দ্যোপাধ্যায়
- রবীন্দ্রনাথের ছোটগল্প ও উপন্যাস— উপেন্দ্রনাথ ভট্টাচার্য
- রবীন্দ্রসাহিত্যের ভূমিকা— নীহাররঞ্জন রায়
- রবীন্দ্রমানস— অরবিন্দ পোদ্দার
- রবীন্দ্রনাট্য পরিক্রমা— উপেন্দ্রনাথ ভট্টাচার্য
- রবীন্দ্রসাহিত্যের নরনারী (নাটক)— গোপীমোহন সিংহরায়
- রবীন্দ্রচর্যা— দেবীপদ ভট্টাচার্য
- রবীন্দ্রনন্দনতত্ত্ব— বিমলকুমার মুখোপাধ্যায়
- রবীন্দ্রনাথের সাহিত্যদর্শ— ভবানীগোপাল সান্যাল
- সাহিত্যতত্ত্বে রবীন্দ্রনাথ— সত্যেন্দ্রনাথ রায়
- রবীন্দ্রনাথ : কথাসাহিত্য— বৃন্দেব বসু
- রবীন্দ্র সমীক্ষা— অরুণকুমার মুখোপাধ্যায়
- আধুনিকতা ও রবীন্দ্রনাথ— আবু সয়ীদ আইয়ুব

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## কথাসাহিত্য-২

উদ্দেশ্য : এই কোর্সে বিশ শতকে বাংলা কথাসাহিত্যের সঙ্গে পড়ুয়াদের বিস্তারিত পরিচয় ঘটবে।

### মডিউল-১

জাগরী— সতীনাথ ভাদুড়ী

### মডিউল-২

অরণ্যের অধিকার— মহাশ্বেতা দেবী

### মডিউল-৩

একালের ছোটগল্প সংকলন (কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত)

পাঠ্য : পায়ামুখম—জগদীশ গুপ্ত, মহানগর—প্রেমেন্দ্র মিত্র, পুঁই মাচা— বিভূতিভূষণ বন্দ্যোপাধ্যায়, না— তারশঙ্কর বন্দ্যোপাধ্যায়, ফসিল—সুবোধ ঘোষ, এখন প্রেম—তপোবিজয় ঘোষ, মতিলাল পাদরী— কমলকুমার মজুমদার, ছিন্নমস্তা— আশাপূর্ণা দেবী, প্লাবনকাল—সুচিত্রা ভট্টাচার্য

### সহায়ক গ্রন্থ (নির্বাচিত)

- বঙ্গ সাহিত্যে উপন্যাসের ধারা— শ্রীকুমার বন্দ্যোপাধ্যায়
- বাংলা উপন্যাসে কালান্তর— সরোজ বন্দ্যোপাধ্যায়
- বাংলা ছোটগল্প : প্রসঙ্গ ও প্রকরণ— বীরেন্দ্র দত্ত
- সতীনাথ জীবন ও সাহিত্য— সন্তোষকুমার মজুমদার
- সতীনাথ ভাদুড়ী— সরোজ বন্দ্যোপাধ্যায়
- কালের প্রতিমা— অবুণ কুমার মুখোপাধ্যায়
- সাহিত্যে ছোটগল্প— নারায়ণ গণ্ডোগোপাধ্যায়
- জনজাগরণের উপন্যাস অরণ্যের অধিকার— সোহরাব হোসেন
- সতীনাথ ভাদুড়ী : সাহিত্য ও সাধনা— গোপাল হালদার
- সতীনাথ জিজ্ঞাসা— তরুণ মুখোপাধ্যায় (সম্পা.)
- অরণ্যের অধিকার— অবুপকুমার দাস (সম্পা.)

[\*যে সমস্ত পড়ুয়া গবেষণাপত্র রচনা করবে না অষ্টম সেমেস্টারে তাদের গবেষণা পত্রের বিকল্পে এই কোর্সটি পড়তে হবে।]

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## দেশভাগ ও বাংলা সাহিত্য

**উদ্দেশ্য :** বাঙালি জাতির ইতিহাসে দেশভাগের একটি গভীরমূল এবং সুদূরপ্রসারী অভিঘাত রয়েছে। দেশভাগকে ঘিরে বাঙালির সামূহিক এবং ব্যক্তিক বিপন্নতা, বিপর্যয় এবং অসহায়ত্বের সাক্ষ্যবাহী নির্বাচিত কিছু সাহিত্য এখানে পাঠ্য করা হয়েছে।

### মডিউল-১ : নাটক

বাস্তুভিটা— দিগিন্দ্রচন্দ্র বন্দ্যোপাধ্যায়

### মডিউল-২ : ছোটগল্প

এপার গঙ্গা ওপার গঙ্গা— জ্যোতির্ময়ী দেবী  
গণনায়ক— সতীনাথ ভাদুড়ী  
ছেলেমানুষী— মানিক বন্দ্যোপাধ্যায়  
পালঙ্ক— নরেন্দ্রনাথ মিত্র  
ড্রেসিং টেবিল— সলিল চৌধুরী  
কবুণকন্যা— রমাপদ চৌধুরী  
রাজা আসে রাজা যায়— প্রফুল্ল রায়  
জটায়ু— দীপেন্দ্রনাথ বন্দ্যোপাধ্যায়

### মডিউল-৩ : কবিতা

পূব-পশ্চিম— অচিন্ত্যকুমার সেনগুপ্ত  
খুকু ও খোকা— অন্নদাশঙ্কর রায়  
১৫ই আগস্ট ১৯৪৭—দীনেশ দাস  
জল দাও— বিষ্ণু দে  
পারাপার— সুভাষ মুখোপাধ্যায়  
বাংলা, হায় বাংলা— মঙ্গলাচরণ চট্টোপাধ্যায়  
তোমাকে বলেছিলাম— নীরেন্দ্রনাথ চক্রবর্তী  
দেশহীন — শঙ্খ ঘোষ  
ধাত্রী—সুনীল গঙ্গোপাধ্যায়  
সমরেন্দ্র সেনগুপ্ত —ভাষাদেশ

### সহায়ক গ্রন্থ (নির্বাচিত)

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| <input type="checkbox"/> বাংলা ছোটগল্পে দেশবিভাগ— সানজিদা আখতার                | <input type="checkbox"/> দেশভাগ দেশত্যাগ— সন্দীপ বন্দ্যোপাধ্যায়                        |
| <input type="checkbox"/> ভূমিকা (রক্তমণির হারে গ্রন্থ)— দেবেশ রায়             | <input type="checkbox"/> যুক্ত বাংলার শেষ অধ্যায়— কালীপদ বিশ্বাস                       |
| <input type="checkbox"/> ভূমিকা (ভেদ-বিভেদ গ্রন্থ)— মানবেন্দ্র বন্দ্যোপাধ্যায় | <input type="checkbox"/> দেশ বিভাগ : পশ্চাৎ ও নেপথ্য কাহিনী— ভবানী প্রসাদ চট্টোপাধ্যায় |
| <input type="checkbox"/> যুক্তবঙ্গের স্মৃতি— অন্নদাশঙ্কর রায়                  | <input type="checkbox"/> বাংলা মধ্যবিশ্বের আত্মবিকাশ— কামরুদ্দিন আহমেদ                  |
| <input type="checkbox"/> আমার জন্মভূমি /স্মৃতিময় বাংলাদেশ— ধনঞ্জয় দাশ        | <input type="checkbox"/> বাস্তুভিটা— সনৎকুমার নস্কর (সম্পা.)                            |
| <input type="checkbox"/> ভাঙা বাংলা ও বাংলা সাহিত্য— অশ্রুকুমার শিকদার         |   |

[\*যে সমস্ত পড়ুয়া গবেষণাপত্র রচনা করবে না অষ্টম সেমেস্টারে তাদের গবেষণাপত্রের বিকল্পে এই কোর্সটি পড়তে হবে।]

# Discipline Specific Minor Course

## (For Major /Honours Students)

- স্নাতক বাংলা পাঠক্রমে Discipline Specific Minor Course স্তরে ১৬ ক্রেডিট-এর মোট ৪টি কোর্স পড়তে হবে।
- ৪ (৩ + ১) ক্রেডিট-এর প্রতিটি কোর্সের পূর্ণমান ১০০। এর মধ্যে ২৫ নম্বরের কোর্সভিত্তিক টিউটোরিয়াল-এর জন্য বরাদ্দ। বাকি ৭৫ নম্বরের জন্য বিশ্ববিদ্যালয়ের সংশ্লিষ্ট কর্তৃপক্ষের তত্ত্বাবধানে লিখিত পরীক্ষা নেওয়া হবে।
- ৭৫ নম্বরের লিখিত পরীক্ষায় ১৫ নম্বরের তিনটি ব্যাখ্যামূলক, ৫ নম্বরের ৩টি বোধমূলক এবং ১ নম্বরের ১৫টি সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্নের উত্তর দিতে হবে। নিচের তালিকায় প্রশ্নপত্রের ধারণা পাওয়া যাবে।

| প্রশ্ন নং | প্রশ্নের ধরন ও বিকল্প সংক্রান্ত নিয়ম  | প্রশ্নের মান |
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| ১         | মডিউল-১ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ২         | মডিউল-২ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ৩         | মডিউল-৩ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ৪         | মডিউল-১ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৫         | মডিউল-২ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৬         | মডিউল-৩ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৭         | প্রত্যেকটি মডিউল থেকে কমপক্ষে তিনটি করে প্রশ্ন নিয়ে মোট পনেরটি সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্ন দেওয়া হবে। এক্ষেত্রে কোনো বিকল্প থাকবে না। | ১ × ১৫       |

## BNG-H-MIN-1-1/3-TH-TU

### বাংলা সাহিত্যের ইতিহাস (১৮০০ খ্রিঃ পর্যন্ত)

**উদ্দেশ্য :** বাংলা ভাষা ও সাহিত্যের উদ্ভবের সময়কাল থেকে ১৮০০ খ্রিস্টাব্দ পর্যন্ত বাংলা সাহিত্যের বিভিন্ন ধারার সঙ্গে শিক্ষার্থীদের পরিচিতি ঘটানো এই পাঠের উদ্দেশ্য।

#### মডিউল-১

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| বাংলা ভাষা ও সাহিত্যের আদি পর্বের গতিপ্রকৃতি ও নিদর্শন সমূহ |
| চর্যাপদ   |
| শ্রীকৃষ্ণকীর্তন   |

#### মডিউল -২

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| অনুবাদ সাহিত্য-ভাগবত, রামায়ণ ও মহাভারত                  |
| বৈষ্ণব পদাবলী— বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস, গোবিন্দদাস |
| চৈতন্য-চরিত সাহিত্য— চৈতন্যভাগবত, শ্রীচৈতন্যচরিতামৃত     |

#### মডিউল-৩

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| মনসামঙ্গল, ধর্মমঙ্গল, চণ্ডীমঙ্গল ও অন্নদামঙ্গল     |
| প্রণয়োপাখ্যান— শাহ মহম্মদ সগীর, দৌলত কাজী ও আলাওল |
| শাক্ত পদাবলী— রামপ্রসাদ সেন ও কমলাকান্ত ভট্টাচার্য |

#### সহায়ক গ্রন্থ (নির্বাচিত)

- বাঙালী সাহিত্যের ইতিহাস (১-২)— সুকুমার সেন
- বাংলা সাহিত্যের রূপরেখা (১-২)— গোপাল হালদার
- বাংলা সাহিত্যের ইতিবৃত্ত (১-৫)— অসিতকুমার বন্দ্যোপাধ্যায়
- বাংলা সাহিত্যের ইতিকথা (১-২)— ভূদেব চৌধুরী
- বাঙালী জাতি ও বাংলা সাহিত্য (১-২)— আহমেদ শরীফ
- মধ্যযুগের বাংলা সাহিত্যের তথ্য ও কালক্রম — সুখময় মুখোপাধ্যায়
- বাংলা মঙ্গলকাব্যের ইতিহাস— আশুতোষ ভট্টাচার্য
- বাংলা সাহিত্যের ইতিহাস (আদি ও মধ্যযুগ)— দেবেশকুমার আচার্য

# BNG-H-MIN-2-2/4-TH-TU

## বর্ণনামূলক ভাষাবিজ্ঞান ও বাংলা ভাষা-১

**উদ্দেশ্য :** বাংলা সাহিত্যের ছাত্র হিসেবে বাংলা ভাষাতত্ত্ব তথা ধ্বনিতত্ত্ব, রূপতত্ত্ব, শব্দভাণ্ডার এবং উপভাষা সম্পর্কে ধারণা থাকা অত্যন্ত গুরুত্বপূর্ণ। সেই লক্ষ্যপূরণে এই কোর্সটি তৈরি করা হয়েছে।

### মডিউল-১

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| ধ্বনি, বর্ণ, অক্ষর— সংজ্ঞার্থ ও পারস্পরিক সম্পর্ক                            |
| উচ্চারণস্থান ও উচ্চারণপ্রকৃতি অনুযায়ী বাংলা স্বর ও ব্যঞ্জনধ্বনিগুলির পরিচয় |
| বাংলা ভাষার শব্দভাণ্ডার  |

### মডিউল-২

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| বাংলা ভাষার ধ্বনি পরিবর্তনের রীতি ও প্রকৃতি (বিশেষ পাঠ— স্বরাগম, ব্যঞ্জনাগম, স্বরলোপ, অপিনিহিতি, অভিশ্রুতি, স্বরসঙ্গতি, সমীভবন, বিষমীভবন, মহাপ্রাণীভবন ও অল্পপ্রাণীভবন, নাসিকীভবন ও স্বতোনাসিকীভবন, বিপর্যাস ও জোড়কলম শব্দ) |
| বাংলা শব্দার্থ পরিবর্তনের ধারা, বাংলা ভাষার উপভাষা   |

### মডিউল-৩

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| বাংলা ভাষার রূপতাত্ত্বিক আলোচনা— বচন, লিঙ্গ, পুরুষ, সন্ধি, সমাস, বিভক্তি, কারক, প্রত্যয়, ক্রিয়ার কাল ও অব্যয় |
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### সহায়ক গ্রন্থ (নির্বাচিত)

- সাধারণ ভাষাবিজ্ঞান ও বাঙলা ভাষা— রামেশ্বর শ'
- ভাষার ইতিবৃত্ত— সুকুমার সেন
- ভাষাবিদ্যা পরিচয়— পরেশচন্দ্র ভট্টাচার্য
- বাংলা ভাষা পরিক্রমা (১-২)— পরেশচন্দ্র মজুমদার
- উপভাষা চর্চার ভূমিকা— মণিরুজ্জামান
- ভাষাতত্ত্ব অনুশীলন— মণিরুজ্জামান
- বাংলা ভাষার ব্যাকরণ ও তার ক্রমবিকাশ— নির্মল দাশ
- বাংলা ভাষার ব্যাকরণ— জ্যোতিভূষণ চাকী
- ধ্বনিবিজ্ঞান ও বাংলা ধ্বনিতত্ত্ব— মুহম্মদ আব্দুল হাই

# BNG-H-MIN-3-5/6-TH-TU

## বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)

উদ্দেশ্য : ১৮০০ খ্রিস্টাব্দ পরবর্তী সময়কালে বাংলা সাহিত্যের বিভিন্ন ধারার বিবর্তনের গতিরেখার সঙ্গে শিক্ষার্থীদের পরিচিতি ঘটানো এই কোর্সের উদ্দেশ্য।

### মডিউল-১ : গদ্য ও প্রবন্ধ

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| শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ, বাংলা সাময়িক পত্রের উন্মেষ (সংবাদ প্রভাকর-এর পূর্ববর্তী সময়) |
| রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, অক্ষয়কুমার দত্ত  |
| প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ   |
| বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর  |
| প্রমথ চৌধুরী, বুদ্ধদেব বসু   |

### মডিউল-২ : কাব্য-কবিতা ও নাটক

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| ক. | ঈশ্বরচন্দ্র গুপ্ত, রঞ্জলাল বন্দ্যোপাধ্যায়                         |
|    | মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী                                  |
|    | রবীন্দ্রনাথ ঠাকুর, কাজী নজরুল ইসলাম                                |
|    | যতীন্দ্রনাথ সেনগুপ্ত, জীবনানন্দ দাশ, বিষ্ণু দে, সুভাষ মুখোপাধ্যায় |
| খ. | মধুসূদন দত্ত, দীনবন্ধু মিত্র                                       |
|    | গিরিশচন্দ্র ঘোষ, রবীন্দ্রনাথ ঠাকুর                                 |
|    | দ্বিজেন্দ্রলাল রায়, বিজন ভট্টাচার্য                               |

### মডিউল-৩ : উপন্যাস ও ছোটগল্প

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| বাংলা উপন্যাসের উদ্ভব ও বিকাশ  |
| বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়       |
| বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায় |

### সহায়ক গ্রন্থ (নির্বাচিত)

- বাংলা সাহিত্যের ইতিহাস (৩-৫ খণ্ড)— সুকুমার সেন
- বাংলা গদ্য সাহিত্যের ইতিহাস— সজনীকান্ত দাস
- বাংলা সাহিত্যে গদ্য— সুকুমার সেন
- বাংলা সাহিত্যের ইতিবৃত্ত (৬-৯)— অসিতকুমার বন্দ্যোপাধ্যায়
- বাংলা সাহিত্যের ইতিকথা (৩-৪)— ভূদেব চৌধুরী
- আধুনিক বাংলা কাব্য— তারাশঙ্কর মুখোপাধ্যায়
- উনিশ শতকের গীতিকাব্য— অরুণকুমার মুখোপাধ্যায়
- বাংলা সাময়িক পত্র— ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায়
- বাংলা নাটকের ইতিহাস— অজিতকুমার ঘোষ
- গদ্যরীতি পদ্যরীতি— পবিত্র সরকার
- রবীন্দ্রানুসারী কবিসমাজ— অরুণকুমার মুখোপাধ্যায়
- আমার কালের কয়েকজন কবি— জগদীশ ভট্টাচার্য
- রবীন্দ্রনাট্য পরিক্রমা— উপেন্দ্রনাথ ভট্টাচার্য
- রবীন্দ্রনাট্য প্রবাহ— প্রমথনাথ বিশী



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### বাংলা সাহিত্য : প্রবেশক পাঠ

**উদ্দেশ্য :** বাংলা ভাষা ও সাহিত্যের ইতিহাস সম্পর্কে প্রাথমিক জ্ঞানার্জনের পর এখানে শিক্ষার্থীরা সাহিত্যের রসাস্বাদনের সুযোগ পাবে। সাহিত্যের পাঠকে যতটা সম্ভব আনন্দদায়ক করে তোলাই এক্ষেত্রে লক্ষ্য।

#### মডিউল-১ : কবিতা

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| লুই পা— চর্যাপদ-১<br>বড়ু চণ্ডীদাস— কে না বাঁশী বাএ বড়ায়ি কালিনী নই কুলে<br>বিদ্যাপতি— এ সখি হামারি দুখের নাহি ওর<br>চণ্ডীদাস— সেই কেবা শুনাইল<br>রামপ্রসাদ সেন— কেবল আসার আশা ভবে আসা<br>লালন ফকির— সব লোকে কয় লালন কি জাত<br>মধুসূদন দত্ত— হে বঙ্গ ভাঙারে তব<br>রবীন্দ্রনাথ ঠাকুর— বলাকা<br>সুকুমার রায়— আবোল তাবোল<br>কাজী নজরুল ইসলাম— কাণ্ডারী হুঁশিয়ার<br>জীবনানন্দ দাশ— সুচেতনা<br>শামসুর রাহমান— আমার ভালবাসা<br>শঙ্খ ঘোষ— বাবরের প্রার্থনা<br>শক্তি চট্টোপাধ্যায়— যেতে পারি, কিন্তু কেন যাব?<br>জয় গোস্বামী— মালতীবালা বালিকা বিদ্যালয় |
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#### মডিউল ২ : ছোটগল্প

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| রবীন্দ্রনাথ ঠাকুর—শান্তি<br>শরৎচন্দ্র চট্টোপাধ্যায়— অভাগীর স্বর্গ<br>পরশুরাম— লক্ষকর্ণ<br>মানিক বন্দ্যোপাধ্যায়— হারানের নাতজামাই<br>সতীনাথ ভাদুড়ী— চরণদাস এম. এল. এ<br>সমরেশ বসু— আদাব |
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#### মডিউল-৩ : নাটক

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| মধুসূদন দত্ত — একেই কি বলে সভ্যতা |
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#### সহায়ক গ্রন্থ (নির্বাচিত)

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| <input type="checkbox"/> চর্যাগীতি পরিক্রমা— নির্মল দাশ                    | <input type="checkbox"/> আধুনিক বাংলা সাহিত্য— মোহিতলাল মজুমদার   |
| <input type="checkbox"/> শ্রীকৃষ্ণকীর্তন— অমিত্রসূদন ভট্টাচার্য (সম্পাদিত) | <input type="checkbox"/> কবি শ্রী মধুসূদন— মোহিতলাল মজুমদার   |
| <input type="checkbox"/> মধ্যযুগের কবি ও কাব্য— শঙ্করীপ্রসাদ বসু           | <input type="checkbox"/> মধুসূদন : কবি ও নাট্যকার— সুবোধচন্দ্র সেনগুপ্ত                                 |
| <input type="checkbox"/> রবিরশ্মি— চাবুচন্দ্র ভট্টাচার্য                   | <input type="checkbox"/> জনপদাবলি— সুধীর চক্রবর্তী (সম্পা.)   |
| <input type="checkbox"/> সাহিত্যে ছোটগল্প— নারায়ণ গণ্ডোগোপাধ্যায়         | <input type="checkbox"/> আধুনিক বাংলা কাব্য পরিচয়— দীপ্তি ত্রিপাঠী                                     |
| <input type="checkbox"/> বাংলা সাহিত্যের ছোটগল্প ও গল্পকার— ভূদেব চৌধুরী   | <input type="checkbox"/> আমার কালের কয়েকজন কবি— জগদীশ ভট্টাচার্য                                       |
| <input type="checkbox"/> কালের পুত্তলিকা— অরুণকুমার মুখোপাধ্যায়           | <input type="checkbox"/> বাংলা কবিতার চালচিত্র— সুমিতা চক্রবর্তী  |
| <input type="checkbox"/> বাংলা ছোটগল্প : প্রসঙ্গ ও প্রকরণ— বীরেন্দ্র দত্ত  | <input type="checkbox"/> আধুনিক কবিতার ইতিহাস— অলোকরঞ্জন দাশগুপ্ত ও দেবীপ্রসাদ বন্দ্যোপাধ্যায় (সম্পা.) |
| <input type="checkbox"/> বাংলা সাহিত্যে নবযুগ— শশিভূষণ দাশগুপ্ত            |   |

## Inter Disciplinary Course (IDC)– 3 Credits.

- যে সমস্ত পড়ুয়া বাংলা মেজর বিষয় হিসাবে গ্রহণ করছে তাদের জন্য এই কোর্স নয়। এই কোর্সটি প্রথম দ্বিতীয় অথবা তৃতীয় সেমেস্টারে পড়া যাবে।
- ৩ ক্রেডিট-এর প্রতিটি কোর্সের পূর্ণমান ৭৫। এর মধ্যে ২৫ নম্বর কোর্সভিত্তিক টিউটোরিয়ালের জন্য বরাদ্দ। বাকি ৫০ নম্বরের জন্য বিশ্ববিদ্যালয়ের সংশ্লিষ্ট কর্তৃপক্ষের তত্ত্বাবধানে লিখিত পরীক্ষা নেওয়া হবে।
- ৫০ নম্বরের লিখিত পরীক্ষায় ১০ নম্বরের তিনটি ব্যাখ্যামূলক, ৫ নম্বরের ৩টি বোধমূলক এবং ১ নম্বরের ৫টি সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্নের উত্তর দিতে হবে। নিচের তালিকায় প্রশ্নপত্রের ধারণা পাওয়া যাবে।

| প্রশ্ন নং | প্রশ্নের ধরন ও বিকল্প সংক্রান্ত নিয়ম   | প্রশ্নের মান |
|-----------|---|--------------|
| ১         | মডিউল-১ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ১০           |
| ২         | মডিউল-২ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ১০           |
| ৩         | মডিউল-৩ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ১০           |
| ৪         | মডিউল-১ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ৫            |
| ৫         | মডিউল-২ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ৫            |
| ৬         | মডিউল-৩ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ৫            |
| ৭         | প্রত্যেকটি মডিউল থেকে কমপক্ষে <b>একটি</b> করে প্রশ্ন নিয়ে মোট <b>পাঁচটি</b> সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্ন দেওয়া হবে। এক্ষেত্রে কোনো বিকল্প থাকবে না। | ১ × ৫        |

### BNG-H-IDC-1-1/2/3-TH-TU

#### কথাসাহিত্য ও নাটক

**উদ্দেশ্য :** অন্যান্য বিভাগের পড়ুয়াদের জন্য এই কোর্সটির পরিকল্পনা করা হয়েছে। এই কোর্সে যে সাহিত্যকর্মগুলি পাঠ্য হিসাবে রাখা হয়েছে সেগুলির পাঠ ইতিহাস, রাজনীতি বিজ্ঞান, সমাজবিদ্যা, অর্থনীতি এবং দর্শন বিভাগের পড়ুয়াদের বিদ্যাচর্চার পরিপূরক হয়ে উঠবে বলে মনে হয়।

#### মডিউল-১ : উপন্যাস

পল্লীসমাজ— শরৎচন্দ্র চট্টোপাধ্যায়

#### মডিউল-২ : ছোটগল্প

একালের গল্প সংগ্রহ (কলিকাতা বিশ্ববিদ্যালয় সংস্করণ)

পাঠ্য গল্প : চোর— জ্যোতিরিন্দ্র নন্দী, রেকর্ড— নারায়ণ গঙ্গোপাধ্যায়, অস্তঃসলিলা— সাবিত্রী রায়,

আদাব— সমরেশ বসু, টোবাটেক সিং— সাদাত হোসেন মন্টো

এবং

স্ত্রীর পত্র— রবীন্দ্রনাথ ঠাকুর

#### মডিউল-৩ : নাটক

নবান্ন— বিজন ভট্টাচার্য

#### সহায়ক গ্রন্থ (নির্বাচিত)

- বাংলা ছোটগল্প : প্রসঙ্গ ও প্রকরণ— বীরেন্দ্র দত্ত
- বাংলা নাটকের ইতিহাস— অজিতকুমার ঘোষ
- গণনাট্য নবনাট্য সংনাট্য ও শব্দ মিত্র— শাঁওলী মিত্র
- শরৎচন্দ্র— সুবোধচন্দ্র সেনগুপ্ত
- শরৎচন্দ্র : পুনর্বিচার— অবুণকুমার মুখোপাধ্যায়
- বাংলা থিয়েটারের ইতিহাস— দর্শন চৌধুরী
- গণনাট্য আন্দোলন— দর্শন চৌধুরী
- বাংলা নাট্যমঞ্চের রূপরেখা— দুর্গাশঙ্কর মুখোপাধ্যায়
- নাট্যমঞ্চ নাট্যরূপ— পবিত্র সরকার

## Skill Enhancement Course (SEC)– 4 Credits each

- স্নাতক পাঠক্রমের শিক্ষার্থীদের ‘Skill Enhancement Course (SEC)’ স্তরে ১২ (৪ × ৩) ক্রেডিট-এর মোট ৩টি কোর্স প্রথম ৩টি সেমেস্টারে পড়তে হবে।
- ৪ ক্রেডিট-এর প্রতিটি কোর্সের পূর্ণমান ১০০। এর মধ্যে ২৫ নম্বর কোর্সভিত্তিক টিউটোরিয়ালের জন্য বরাদ্দ। বাকি ৭৫ নম্বরের জন্য বিশ্ববিদ্যালয়ের সংশ্লিষ্ট কর্তৃপক্ষের তত্ত্বাবধানে লিখিত পরীক্ষা নেওয়া হবে।
- ৭৫ নম্বরের লিখিত পরীক্ষায় ১৫ নম্বরের তিনটি ব্যাখ্যামূলক, ৫ নম্বরের ৩টি বোধমূলক এবং ১ নম্বরের ১৫টি সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্নের উত্তর দিতে হবে। নিচের তালিকায় প্রশ্নপত্রের ধারণা পাওয়া যাবে।

| প্রশ্ন নং | প্রশ্নের ধরন ও বিকল্প সংক্রান্ত নিয়ম  | প্রশ্নের মান |
|-----------|--|--------------|
| ১         | মডিউল-১ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ২         | মডিউল-২ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ৩         | মডিউল-৩ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ৪         | মডিউল-১ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৫         | মডিউল-২ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৬         | মডিউল-৩ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৭         | প্রত্যেকটি মডিউল থেকে কমপক্ষে তিনটি করে প্রশ্ন নিয়ে মোট পনেরটি সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্ন দেওয়া হবে। এক্ষেত্রে কোনো বিকল্প থাকবে না। | ১ × ১৫       |

### BNG-H-SEC-1-1-TH-TU

#### মুদ্রণ ও প্রকাশনা

উদ্দেশ্য : বাংলা মুদ্রণ ও প্রকাশনা সংক্রান্ত সাধারণ জ্ঞানার্জন করবে পড়ুয়ারা।

#### মডিউল-১

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| পাণ্ডুলিপি প্রস্তুতি                                       |
| বাংলা যুক্তাক্ষরের ধারণা                                   |
| সংগ্রহ-সম্পাদনা ও সংকলন সম্পর্কে ধারণা                     |
| কভার, টাইটেল পেজ, গ্রন্থ/পত্রিকার পঞ্জিকরণ সংক্রান্ত ধারণা |

#### মডিউল-২

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| বাংলা বানানের বিবর্তন সম্পর্কে সাধারণ ধারণা |
| পশ্চিমবঙ্গ বাংলা আকাদেমির বানানবিধি         |

#### মডিউল-৩

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| প্রুফ সংশোধন (দৃষ্টিহীন পড়ুয়াদের জন্য অশুদ্ধ সংশোধন থাকবে)         |
| ছাপার প্রযুক্তি, স্টিচিং, বাইন্ডিং, মার্কেটিং সম্পর্কিত সাধারণ ধারণা |

#### সহায়ক গ্রন্থ (নির্বাচিত)

- যখন ছাপাখানা এলো— শ্রীপান্থ
- দুই শতকের বাংলা মুদ্রণ ও প্রকাশন— চিত্তরঞ্জন বন্দ্যোপাধ্যায় (সম্পাদিত)
- বাংলা পাণ্ডুলিপি পাঠ ও পরিক্রমা— ত্রিপুরা বসু
- মুদ্রণের সংস্কৃতি ও বাংলা বই— স্বপন চক্রবর্তী (সম্পাদিত)
- উনিশ শতকের বাংলা ছাপাখানা— আশিস খাস্তগীর
- গবেষণাপত্র : অনুসন্ধান ও রচনা— জগমোহন মুখোপাধ্যায়
- লেখক ও সম্পাদকের অভিধান— সুভাষ ভট্টাচার্য (সম্পাদিত)
- বাংলা বানান বিধি— পরেশচন্দ্র মজুমদার
- বাংলা বানান সংস্কার, সমস্যা ও সম্ভাবনা— পবিত্র সরকার

## BNG-H-SEC-2-2-Th-Tu\*

### ব্যবহারিক বাংলা— ১

**উদ্দেশ্য :** এই কোর্সে সঠিকভাবে চিঠিপত্র লেখার মতো অতি প্রয়োজনীয় ব্যবহারিক জ্ঞানার্জনের পাশাপাশি অনুবাদ, গ্রন্থ সমালোচনা এবং কনটেন্ট রাইটিং-এর মতো পেশাভিত্তিক বিষয়গুলি সম্পর্কেও ধারণা পাবে পড়ুয়ারা।

#### মডিউল-১

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|---------------------------------|
| চিঠিপত্র রচনা— বিভিন্ন প্রকারসহ |
| দিনপঞ্জি রচনা                   |

#### মডিউল-২

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| গ্রন্থ সমালোচনার রীতি ও পদ্ধতি                              |
| বিষয়বস্তু রচনা (Content/Article Writing)— বিভিন্ন প্রকারসহ |

#### মডিউল-৩

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|----------------------------|
| অনুবাদ— কী এবং কেন         |
| অনুবাদের বিভিন্ন প্রকার    |
| ইংরেজি থেকে বাংলায় অনুবাদ |

#### সহায়ক গ্রন্থ (নির্বাচিত) :

- বাংলা বলো— পবিত্র সরকার
- কি লিখি কেন লিখি— নীরেন্দ্রনাথ চক্রবর্তী
- লেখক ও সম্পাদকের অভিধান— সুভাষ ভট্টাচার্য (সম্পা.)

[\*Digital Empowerment সংক্রান্ত কোর্সটির বিকল্পে এই কোর্সটি করা যাবে।]

## BNG-H-SEC-3-3-Th-Tu

### ব্যবহারিক বাংলা— ২

**উদ্দেশ্য :** পরবর্তী জীবনে পেশা হিসেবে যে-সব পড়ুয়া নাটক অথবা সিনেমা-সিরিয়ালকে কিংবা গণমাধ্যমকে গ্রহণ করতে চাইবে, তারা ঐ সব বিষয়ের প্রাথমিক ধ্যানধারণা পাবে এই কোর্স থেকে।

#### মডিউল-১

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| গল্পসূত্র থেকে কাহিনি নির্মাণ                  |
| গল্প/উপন্যাস থেকে নাট্যরূপ/ চিত্রনাট্য নির্মাণ |
| কাল্পনিক সাক্ষাৎকার রচনা                       |

#### মডিউল-২

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| সংবাদপত্র অথবা ব্যক্তিগতভাবে প্রচারের লক্ষ্যে প্রতিবেদন রচনা |
| ছাপা মাধ্যম এবং বৈদ্যুতিন মাধ্যমের জন্য বিজ্ঞাপন রচনা        |

#### মডিউল-৩

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| সাহিত্য ও চলচ্চিত্র— পারস্পরিক সম্পর্ক                     |
| বাংলা সাহিত্যের চলচ্চিত্রায়ণ                              |
| বিশেষ পাঠ : ক্ষুধিত পাষণ, পথের পাঁচালী, বাড়ি থেকে পালিয়ে |

#### সহায়ক গ্রন্থ (নির্বাচিত) :

- চলচ্চিত্রের অভিধান— ধীমান দাশগুপ্ত
- বিষয় চলচ্চিত্র— সত্যজিৎ রায়
- বাংলা চলচ্চিত্রের ইতিহাস— নির্মাল্য আচার্য ও দিব্যেন্দু পালিত (সম্পাদিত)
- রবীন্দ্রনাথের সিনেমা সিনেমার রবীন্দ্রনাথ— চণ্ডী মুখোপাধ্যায়
- মৃগাল সেনের ফিল্মযাত্রা— শিলাদিত্য সেন
- গণজ্ঞাপন : তত্ত্ব ও প্রয়োগে— পার্থ চট্টোপাধ্যায়
- সেকাল একালের সংবাদ পরিবেশনের ধারা ও বিচিত্র সংবাদ— বৈদ্যনাথ বন্দ্যোপাধ্যায়
- বাংলা সিনেমার ইতিকথা : দুই বাংলার চলচ্চিত্র (১৯০৩-২০১৪)— চণ্ডী মুখোপাধ্যায়
- চলচ্চিত্র : চিন্তাবীজ রবের ব্রেসঁ (ভাষান্তর : সন্দীপন ভট্টাচার্য)
- চলচ্চিত্র মানুষ এবং আরো কিছু— ঋত্বিককুমার ঘটক
- সিনেমার ইতিবৃত্তান্ত— পার্থ রাহা
- বাংলা বলো— পবিত্র সরকার
- কি লিখি কেন লিখি— নীরেন্দ্রনাথ চক্রবর্তী

# BNG-H-Research Work-1-7-TH-TU

## সাহিত্য গবেষণার পদ্ধতিবিজ্ঞান

উদ্দেশ্য : অষ্টম সেমেস্টারে গবেষণাপত্র তৈরির আগে পড়ুয়াদের গবেষণার পদ্ধতিবিজ্ঞান সম্পর্কে পাঠদানের লক্ষ্যেই এই কোর্স করা হয়েছে।

### মডিউল-১

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| গবেষণা : সংজ্ঞা, স্বরূপ ও বৈশিষ্ট্য  |
| গবেষণার শ্রেণিভেদ                    |
| গবেষণার আদর্শ বিন্যাসক্রম            |
| গবেষণার রীতি ও নির্মাণ পদ্ধতি        |
| ক্ষেত্রভিত্তিক গবেষণার রীতি ও পদ্ধতি |

### মডিউল-২

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| গ্রন্থাগার ও অভিলেখ্যাগার ব্যবহার প্রণালী |
| তথ্যসংগ্রহ প্রণালী ও কার্ড ইংডেক্সিং      |
| প্রাথমিক ও গৌণ উৎস সম্পর্কিত ধারণা        |
| গবেষণাপত্রে তথ্যবিন্যাস প্রণালী           |
| তথ্য বিশ্লেষণ কৌশল                        |
| তথ্যপ্রযুক্তি ও তার ব্যবহার               |

### মডিউল-৩

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| কপিরাইট আইন  |
| উদ্ধৃতির প্রয়োগ   |
| পাদটীকা, প্রাস্তটীকা, উৎস-নির্দেশ, গ্রন্থপঞ্জি, নির্ঘণ্ট ও পরিশিষ্ট প্রণয়ন বিধি |
| প্রুফ সংশোধনের নিয়মাবলী   |

### সহায়ক গ্রন্থ (নির্বাচিত)

- গবেষণাপত্র অনুসন্ধান ও রচনা— জগমোহন মুখোপাধ্যায়
- গবেষণার পদ্ধতি বিজ্ঞান— মকবুল ইসলাম
- সাহিত্য-গবেষণা/বিষয় ও কৌশল— সফিকুল্লাহী সামাদী ও অন্যান্য

# BNG-H-Research Work-2-8-TH-TU

## গবেষণাপত্র নির্মাণ

গবেষণাপত্র তৈরির জন্য যোগ্যতামান অর্জন করেছে যে পড়ুয়ারা তাদের অষ্টম সেমেস্টারে মোট ৮ ক্রেডিটের একটি গবেষণাপত্র তৈরি করতে হবে। গবেষণাপত্র সংক্রান্ত নিয়মবিধি এবং মূল্যায়ন পদ্ধতি যথাসময়ে জানানো হবে।

# (For 3 year MDC Student)

## Discipline Specific Core / Minor Course

- ❑ তিন বছরের স্নাতক পাঠক্রমে Discipline Specific Core / Minor Course স্তরে ৩২/২৪ ক্রেডিট-এর মোট ৮/৬টি কোর্স ছয়টি সেমেস্টারে পড়তে হবে। ৩২ ক্রেডিটের বাংলা পড়লে প্রতিটি কোর্স এবং ২৪ ক্রেডিটের বাংলা পড়লে প্রথম ছয়টি কোর্স তৃতীয় থেকে ষষ্ঠ সেমেস্টারে পড়তে হবে।
- ❑ ৪ (৩ + ১) ক্রেডিট-এর প্রতিটি কোর্সের পূর্ণমান ১০০। এর মধ্যে ২৫ নম্বরের কোর্সভিত্তিক টিউটোরিয়াল-এর জন্য বরাদ্দ। বাকি ৭৫ নম্বরের জন্য বিশ্ববিদ্যালয়ের সংশ্লিষ্ট কর্তৃপক্ষের তত্ত্বাবধানে লিখিত পরীক্ষা নেওয়া হবে।
- ❑ ৭৫ নম্বরের লিখিত পরীক্ষায় ১৫ নম্বরের তিনটি ব্যাখ্যামূলক, ৫ নম্বরের তিনটি বোধমূলক এবং ১ নম্বরের ১৫টি সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্নের উত্তর দিতে হবে। নিচের তালিকায় প্রশ্নপত্রের ধারণা পাওয়া যাবে।

| প্রশ্ন নং | প্রশ্নের ধরন ও বিকল্প সংক্রান্ত নিয়ম  | প্রশ্নের মান |
|-----------|--|--------------|
| ১         | মডিউল-১ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ২         | মডিউল-২ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ৩         | মডিউল-৩ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ৪         | মডিউল-১ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৫         | মডিউল-২ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৬         | মডিউল-৩ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৭         | প্রত্যেকটি মডিউল থেকে কমপক্ষে তিনটি করে প্রশ্ন নিয়ে মোট পনেরটি সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্ন দেওয়া হবে। এক্ষেত্রে কোনো বিকল্প থাকবে না। | ১ × ১৫       |

### BNG-MD-CC/MIN-1-1/3-TH-TU

#### বাংলা সাহিত্যের ইতিহাস (১৮০০ খ্রিঃ পর্যন্ত)

**উদ্দেশ্য :** বাংলা ভাষা ও সাহিত্যের উদ্ভবের সময়কাল থেকে ১৮০০ খ্রিস্টাব্দ পর্যন্ত বাংলা সাহিত্যের বিভিন্ন ধারার সঙ্গে শিক্ষার্থীদের পরিচিতি ঘটানো এই পাঠের উদ্দেশ্য।

#### মডিউল-১

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| বাংলা ভাষা ও সাহিত্যের আদি পর্বের গতিপ্রকৃতি ও নিদর্শন সমূহ |
| চর্যাপদ   |
| শ্রীকৃষ্ণকীর্তন   |

#### মডিউল -২

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| অনুবাদ সাহিত্য-ভাগবত, রামায়ণ ও মহাভারত                  |
| বৈষ্ণব পদাবলী— বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস, গোবিন্দদাস |
| চৈতন্য-চরিত সাহিত্য— চৈতন্যভাগবত, শ্রীচৈতন্যচরিতামৃত     |

### মডিউল-৩

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| মনসামঙ্গল, ধর্মমঙ্গল, চন্দ্রীমঙ্গল ও অন্নদামঙ্গল   | ১২ | ৪ |
| প্রণয়োপাখ্যান— শাহ মহম্মদ সগীর, দৌলত কাজী ও আলাওল |    |   |
| শাক্ত পদাবলী— রামপ্রসাদ সেন ও কমলাকান্ত ভট্টাচার্য |    |   |

### সহায়ক গ্রন্থ (নির্বাচিত)

- বাঙালা সাহিত্যের ইতিহাস (১-২)— সুকুমার সেন
- বাংলা সাহিত্যের রূপ-রেখা (১-২)— গোপাল হালদার
- বাংলা সাহিত্যের ইতিবৃত্ত (১-৫)— অসিতকুমার বন্দ্যোপাধ্যায়
- বাংলা সাহিত্যের ইতিকথা (১-২)— ভূদেব চৌধুরী
- বাঙালি জাতি ও বাংলা সাহিত্য (১-২)— আহমেদ শরীফ
- মধ্যযুগের বাংলা সাহিত্যের তথ্য ও কালক্রম — সুখময় মুখোপাধ্যায়
- বাংলা মঙ্গলকাব্যের ইতিহাস— আশুতোষ ভট্টাচার্য
- বাংলা সাহিত্যের ইতিহাস (আদি ও মধ্যযুগ)— দেবেশকুমার আচার্য



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## বর্ণনামূলক ভাষাবিজ্ঞান ও বাংলা ভাষা-১

**উদ্দেশ্য :** বাংলা সাহিত্যের ছাত্র হিসেবে বাংলা ভাষাতত্ত্ব তথা ধ্বনিতত্ত্ব, রূপতত্ত্ব, শব্দভাণ্ডার এবং উপভাষা সম্পর্কে ধারণা থাকা অত্যন্ত গুরুত্বপূর্ণ। সেই লক্ষ্যপূরণে এই কোর্সটি তৈরি করা হয়েছে।

### মডিউল-১

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| ধ্বনি, বর্ণ, অক্ষর— সংজ্ঞার্থ ও পারস্পরিক সম্পর্ক                            |
| উচ্চারণস্থান ও উচ্চারণপ্রকৃতি অনুযায়ী বাংলা স্বর ও ব্যঞ্জনধ্বনিগুলির পরিচয় |
| বাংলা ভাষার শব্দভাণ্ডার  |

### মডিউল-২

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| বাংলা ভাষার ধ্বনি পরিবর্তনের রীতি ও প্রকৃতি (বিশেষ পাঠ— স্বরাগম, ব্যঞ্জনগম, স্বরলোপ, অপিনিহিতি, অভিশ্রুতি, স্বরসংগতি, সমীভবন, বিষমীভবন, মহাপ্রাণীভবন ও অল্পপ্রাণীভবন, নাসিক্যীভবন ও স্বতোনাসিক্যীভবন, বিপর্যাস ও জোড়কলম শব্দ) |
| বাংলা শব্দার্থ পরিবর্তনের ধারা, বাংলা ভাষার উপভাষা   |

### মডিউল-৩

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| বাংলা ভাষার রূপতাত্ত্বিক আলোচনা— বচন, লিঙ্গ, পুরুষ, সন্ধি, সমাস, বিভক্তি, কারক, প্রত্যয়, ক্রিয়ার কাল ও অব্যয় |
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### সহায়ক গ্রন্থ (নির্বাচিত)

- সাধারণ ভাষাবিজ্ঞান ও বাঙলা ভাষা— রামেশ্বর শ’
- ভাষার ইতিবৃত্ত— সুকুমার সেন
- ভাষাবিদ্যা পরিচয়— পরেশচন্দ্র ভট্টাচার্য
- বাংলা ভাষা পরিক্রমা (১-২)— পরেশচন্দ্র মজুমদার
- উপভাষা চর্চার ভূমিকা— মণিরঞ্জমান
- ভাষাতত্ত্ব অনুশীলন— মণিরঞ্জমান
- বাংলা ভাষার ব্যাকরণ ও তার ক্রমবিকাশ— নির্মল দাশ
- বাংলা ভাষার ব্যাকরণ— জ্যোতিভূষণ চাকী
- ধ্বনিবিজ্ঞান ও বাংলা ধ্বনিতত্ত্ব— মুহম্মদ আব্দুল হাই

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### বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)

**উদ্দেশ্য :** ১৮০০ খ্রিস্টাব্দ পরবর্তী সময়কালে বাংলা সাহিত্যের বিভিন্ন ধারার বিবর্তনের গতিরেখার সঙ্গে শিক্ষার্থীদের পরিচিতি ঘটানো এই কোর্সের উদ্দেশ্য।

#### মডিউল-১ : গদ্য ও প্রবন্ধ

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| শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ, বাংলা সাময়িক পত্রের উন্মেষ (সংবাদ প্রভাকর-এর পূর্ববর্তী সময়) |
| রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, অক্ষয়কুমার দত্ত  |
| প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ   |
| বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর  |
| প্রমথ চৌধুরী, বুদ্ধদেব বসু   |

#### মডিউল-২ : কাব্য-কবিতা ও নাটক

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| ক. | ঈশ্বরচন্দ্র গুপ্ত, রঞ্জলাল বন্দ্যোপাধ্যায়                         |
|    | মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী                                  |
|    | রবীন্দ্রনাথ ঠাকুর, কাজী নজরুল ইসলাম                                |
|    | যতীন্দ্রনাথ সেনগুপ্ত, জীবনানন্দ দাশ, বিষ্ণু দে, সুভাষ মুখোপাধ্যায় |
| খ. | মধুসূদন দত্ত, দীনবন্ধু মিত্র                                       |
|    | গিরিশচন্দ্র ঘোষ, রবীন্দ্রনাথ ঠাকুর                                 |
|    | দ্বিজেন্দ্রলাল রায়, বিজন ভট্টাচার্য                               |

#### মডিউল-৩ : উপন্যাস ও ছোটগল্প

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| বাংলা উপন্যাসের উদ্ভব ও বিকাশ  |
| বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়       |
| বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায় |

#### সহায়ক গ্রন্থ (নির্বাচিত)

- বাংলা সাহিত্যের ইতিহাস (৩-৫ খণ্ড)— সুকুমার সেন
- বাংলা গদ্য সাহিত্যের ইতিহাস— সজনীকান্ত দাস
- বাংলা সাহিত্যে গদ্য— সুকুমার সেন
- বাংলা সাহিত্যের ইতিবৃত্ত (৬-৯)— অসিতকুমার বন্দ্যোপাধ্যায়
- বাংলা সাহিত্যের ইতিকথা (৩-৪)— ভূদেব চৌধুরী
- আধুনিক বাংলা কাব্য— তারাশঙ্কর মুখোপাধ্যায়
- উনিশ শতকের গীতিকাব্য— অরুণকুমার মুখোপাধ্যায়
- বাংলা সাময়িক পত্র— ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায়
- বাংলা নাটকের ইতিহাস— অজিতকুমার ঘোষ
- গদ্যরীতি পদ্যরীতি— পবিত্র সরকার
- রবীন্দ্রানুসারী কবিসমাজ— অরুণকুমার মুখোপাধ্যায়
- আমার কালের কয়েকজন কবি— জগদীশ ভট্টাচার্য
- রবীন্দ্রনাট্য পরিক্রমা— উপেন্দ্রনাথ ভট্টাচার্য
- রবীন্দ্রনাট্য প্রবাহ— প্রমথনাথ বিশী

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### বাংলা সাহিত্য : প্রবেশক পাঠ

**উদ্দেশ্য :** বাংলা ভাষা ও সাহিত্যের ইতিহাস সম্পর্কে প্রাথমিক জ্ঞানার্জনের পর এখানে শিক্ষার্থীরা সাহিত্যের রসাস্বাদনের সুযোগ পাবে। সাহিত্যের পাঠকে যতটা সম্ভব আনন্দদায়ক করে তোলাই এক্ষেত্রে লক্ষ্য।

#### মডিউল-১ : কবিতা

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| লুই পা— চর্যাপদ-১<br>বড়ু চণ্ডীদাস— কে না বাঁশী বাএ বড়ায়ি কালিনী নই কুলে<br>বিদ্যাপতি— এ সখি হামারি দুখের নাহি ওর<br>চণ্ডীদাস— সেই কেবা শুনাইল<br>রামপ্রসাদ সেন— কেবল আসার আশা ভবে আসা<br>লালন ফকির— সব লোকে কয় লালন কি জাত<br>মধুসূদন দত্ত— হে বঙ্গ ভাঙারে তব<br>রবীন্দ্রনাথ ঠাকুর— বলাকা<br>সুকুমার রায়— আবোল তাবোল<br>কাজী নজরুল ইসলাম— কাণ্ডারী হুঁশিয়ার<br>জীবনানন্দ দাশ— সুচেতনা<br>শামসুর রাহমান— আমার ভালবাসা<br>শঙ্খ ঘোষ— বাবরের প্রার্থনা<br>শক্তি চট্টোপাধ্যায়— যেতে পারি, কিন্তু কেন যাব?<br>জয় গোস্বামী— মালতীবালা বালিকা বিদ্যালয় |
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#### মডিউল ২ : ছোটগল্প

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| রবীন্দ্রনাথ ঠাকুর—শান্তি<br>শরৎচন্দ্র চট্টোপাধ্যায়— অভাগীর স্বর্গ<br>পরশুরাম— লক্ষকর্ণ<br>মানিক বন্দ্যোপাধ্যায়— হারানের নাতজামাই<br>সতীনাথ ভাদুড়ী— চরণদাস এম. এল. এ<br>সমরেশ বসু— আদাব |
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#### মডিউল-৩ : নাটক

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| মধুসূদন দত্ত — একেই কি বলে সভ্যতা |
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#### সহায়ক গ্রন্থ (নির্বাচিত)

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| <input type="checkbox"/> চর্যাগীতি পরিক্রমা— নির্মল দাশ                    | <input type="checkbox"/> আধুনিক বাংলা সাহিত্য— মোহিতলাল মজুমদার  |
| <input type="checkbox"/> শ্রীকৃষ্ণকীর্তন— অমিত্রসূদন ভট্টাচার্য (সম্পাদিত) | <input type="checkbox"/> কবি শ্রী মধুসূদন— মোহিতলাল মজুমদার  |
| <input type="checkbox"/> মধ্যযুগের কবি ও কাব্য— শঙ্করীপ্রসাদ বসু           | <input type="checkbox"/> মধুসূদন : কবি ও নাট্যকার—সুবোধচন্দ্র সেনগুপ্ত                                 |
| <input type="checkbox"/> রবিরশ্মি— চারুচন্দ্র ভট্টাচার্য                   | <input type="checkbox"/> জনপদাবলি— সুধীর চক্রবর্তী (সম্পাদক)   |
| <input type="checkbox"/> সাহিত্যে ছোটগল্প— নারায়ণ গঙ্গোপাধ্যায়           | <input type="checkbox"/> আধুনিক বাংলা কাব্য পরিচয়—দীপ্তি ত্রিপাঠী                                     |
| <input type="checkbox"/> বাংলা সাহিত্যের ছোটগল্প ও গল্পকার— ভূদেব চৌধুরী   | <input type="checkbox"/> আমার কালের কয়েকজন কবি—জগদীশ ভট্টাচার্য                                       |
| <input type="checkbox"/> কালের পুস্তলিকা— অরুণকুমার মুখোপাধ্যায়           | <input type="checkbox"/> বাংলা কবিতার চালচিত্র—সুমিতা চক্রবর্তী  |
| <input type="checkbox"/> বাংলা ছোটগল্প : প্রসঙ্গ ও প্রকরণ— বীরেন্দ্র দত্ত  | <input type="checkbox"/> আধুনিক কবিতার ইতিহাস—অলোকরঞ্জন দাশগুপ্ত ও দেবীপ্রসাদ বন্দ্যোপাধ্যায় (সম্পা.) |
| <input type="checkbox"/> বাংলা সাহিত্যে নবযুগ— শশিভূষণ দাশগুপ্ত            |  |

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### প্রাগাধুনিক বাংলা সাহিত্য-১

**উদ্দেশ্য :** প্রাগাধুনিক সাহিত্যের এই কোর্সটির মাধ্যমে শিক্ষার্থীরা সাহিত্যের রসাস্বাদনের পাশাপাশি যাতে বাঙালির সমাজ ও ধর্ম-সংস্কৃতির বিবর্তনের গতিরেখাটিকেও অনুধাবন করতে পারে সেদিকে লক্ষ্য রাখা হয়েছে।

#### মডিউল-১ বৈষ্ণব পদাবলী (কলিকাতা বিশ্ববিদ্যালয় সংস্করণ)

নীরদনয়নে নীর ঘন সিঞ্চনে  
আজু হাম কি পেখলুঁ নবদীপ চন্দ  
দাঁড়াইয়া নন্দের আগে গোপাল কান্দে অনুরাগে  
ঘরের বাহিরে দণ্ডে শতবার  
বুপ লাগি আঁখি বুঝে গুণে মন ভোর  
এমন পিরীতি কভু নাহি দেখি শূনি  
সখি কি পুছসি অনুভব মোয়  
মন্দির বাহির কঠিন কপাট  
কণ্টক গাড়ি কমলসম পদতল  
কি মোহিনী জান বধুঁ কি মোহিনী জান  
বধুঁ তুমি যে আমার প্রাণ  
অঙ্কুর তপন তাপে যদি জারব  
বহুদিন পরে বধুঁয়া এলে  
তাতল সৈকত বারি-বিন্দুসম

#### মডিউল-২

চণ্ডীমঙ্গল (১-ম খণ্ড)— মুকুন্দ চক্রবর্তী (কলিকাতা বিশ্ববিদ্যালয় সংস্করণ)

#### মডিউল-৩ : শাক্ত পদাবলী (কলিকাতা বিশ্ববিদ্যালয় সংস্করণ)

গিরিবর, আর আমি পারিনে হে, প্রবোধ দিতে উমারে (বাল্যলীলা)  
গিরি, এবার আমার উমা এলে (আগমনী)  
কবে যাবে বল গিরিরাজ (ঐ)  
বারে বারে কহ রাগি, গৌরী আনিবারে (ঐ)  
ওহে হর গঙ্গাধর, কর অঙ্গীকার (ঐ)  
গিরিরাগি, এই নাও তোমার উমারে (ঐ)  
ওরে নবমী নিশি, না হইও রে (বিজয়া)  
ওহে প্রাণনাথ গিরিবর হে (ঐ)  
মাগো তারা ও শঙ্করি (ভক্তের আকুতি)  
মা আমায় ঘুরাবে কত (ঐ)  
আমি কি দুখেতে ডরাই? (ঐ)  
আমায় দেও মা তবিলদারী (ঐ)

#### সহায়ক গ্রন্থ (নির্বাচিত)

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| <input type="checkbox"/> মধ্যযুগের কবি ও কাব্য— শঙ্করীপ্রসাদ বসু                   | <input type="checkbox"/> বাংলা মঙ্গলকাব্যের ইতিহাস— আশুতোষ ভট্টাচার্য                  |
| <input type="checkbox"/> চণ্ডীদাস ও বিদ্যাপতি— শঙ্করীপ্রসাদ বসু                    | <input type="checkbox"/> চণ্ডীমঙ্গল— সুকুমার সেন সম্পাদিত                              |
| <input type="checkbox"/> শ্রীরাধার ক্রমবিকাশ : দর্শনে ও সাহিত্যে— শশিভূষণ দাশগুপ্ত | <input type="checkbox"/> চণ্ডীমঙ্গল— ক্ষুদীরাম দাস সম্পাদিত                            |
| <input type="checkbox"/> বৈষ্ণব রস প্রকাশ— ক্ষুদীরাম দাস                           | <input type="checkbox"/> ভারতের শক্তি সাধনা ও শক্তি সাহিত্য— শ্রীশশিভূষণ দাশগুপ্ত      |
| <input type="checkbox"/> বঙ্গে বৈষ্ণবধর্ম— রমাকান্ত চক্রবর্তী                      | <input type="checkbox"/> বাংলার কাব্য— হুমায়ুন কবির                                   |
| <input type="checkbox"/> শাক্ত পদাবলী ও শক্তি সাধনা— জাহ্নবীকুমার চক্রবর্তী        | <input type="checkbox"/> কবিকঙ্কণ মুকুন্দের চণ্ডীমঙ্গল বীক্ষা ও সমীক্ষা— বিশ্বনাথ রায় |
| <input type="checkbox"/> গৌড়ীয় বৈষ্ণব দর্শন— রাখাগোবিন্দ নাথ                     | <input type="checkbox"/> চণ্ডীমঙ্গল— সনৎকুমার নস্কর (সম্পা.)                           |
| <input type="checkbox"/> শাক্তগীতি পদাবলী— অরুণকুমার বসু (সম্পা.)                  |  |

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### বাংলা গোয়েন্দা সাহিত্য, কল্পবিজ্ঞান আশ্রয়ী রচনা এবং অলৌকিক কাহিনি

**উদ্দেশ্য :** সাহিত্যের পাঠ এবং আত্মদানে কিশোরদের অভ্যাস তৈরি হয়ে ওঠে গোয়েন্দা গল্প, কল্পবিজ্ঞানের কাহিনি অথবা ভূতের গল্পের মধ্য দিয়ে। তাদের চেনা ক্ষেত্রকেই পড়ুয়ারা এখানে বিদ্যায়তনিক পাঠ শৃঙ্খলায় অধ্যয়ন করতে শিখবে।

#### মডিউল-১

শরদিন্দু বন্দ্যোপাধ্যায়— শজারুর কাঁটা

#### মডিউল-২

সত্যজিৎ রায়— শঙ্কু সমগ্র (আনন্দ পাব.)

পাঠ্য সমূহ : ব্যোমযাত্রীর ডায়ারি, প্রফেসর শঙ্কু ও ম্যাকাও, প্রফেসর শঙ্কু ও গোলক-রহস্য, প্রফেসর শঙ্কু ও রোবু, মহাকাশের দূত, শঙ্কু ও আদিম মানুষ, শঙ্কু ও ফ্ল্যাঙ্কেনস্টাইন

#### মডিউল-৩

লীলা মজুমদার— সব ভুতুড়ে ('পেনেটিতে' থেকে 'স্পাই'— প্রথম পনেরোটি গল্প)

#### সহায়ক গ্রন্থ (নির্বাচিত)

- সত্যজিৎ রায়— পশ্চিমবঙ্গ বাংলা আকাদেমি
- এক দুর্লভ মানিক— অমিত্রসূদন ভট্টাচার্য
- ক্রাইম কাহিনীর কালক্রান্তি— সুকুমার সেন
- শরদিন্দু বন্দ্যোপাধ্যায়— শ্রাবণী পাল
- শরদিন্দু সংখ্যা— কোরক পত্রিকা (১৯৯৬)
- সত্যজিৎ রায় সংখ্যা— দেশ পত্রিকা (১৯৯২)
- প্রবন্ধ সংগ্রহ— সত্যজিৎ রায়
- সত্যজিৎ রায় : সুবর্ণ সাক্ষাৎ সংগ্রহ— সন্দীপ রায় (সম্পা.)
- পাকদণ্ডী— লীলা মজুমদার
- উপছায়া— সুকুমার সেন ও সুভদ্রকুমার সেন (সম্পা.)
- গল্পের ভূত— সুকুমার সেন
- রমণীয় শরদিন্দু— ক্ষেত্র গুপ্ত

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## বাংলা কথাসাহিত্য—১

**উদ্দেশ্য :** তৃতীয় সেমেস্টারে বাংলা সাহিত্যের আধুনিক পর্যায়ের ইতিহাস বিষয়ে প্রাথমিক জ্ঞানার্জনের পর শিক্ষার্থীরা এই কোর্সটি পড়বে। আধুনিক সময়ের জটিলতা, ব্যক্তি ও সমষ্টির দন্দু, বাঙালির পারিবারিক জীবনে নারীর অবস্থান, পরিবেশ সম্পর্কিত ভাবনা এবং মানুষের লড়াই-সংগ্রামের নানা প্রবণতাকে পড়ুয়াদের চেনানোর চেষ্টা করা হবে এই কোর্সের মাধ্যমে।

### মডিউল-১ : উপন্যাস

কপালকুণ্ডলা— বঙ্কিমচন্দ্র চট্টোপাধ্যায়

### মডিউল -২ : উপন্যাস

পদ্মানদীর মাঝি— মানিক বন্দ্যোপাধ্যায়

### মডিউল-৩ : ছোটগল্প

দেনাপাওনা, মেঘ ও রৌদ্র, মণিহারী, নিশীথে, একরাত্রি, সুভা, অতিথি, ল্যাবরেটরী

### সহায়ক গ্রন্থ (নির্বাচিত)

- বঙ্গ সাহিত্যে উপন্যাসের ধারা— শ্রীকুমার বন্দ্যোপাধ্যায়
- বঙ্কিম সরণী— প্রমথনাথ বিশী
- বাংলা উপন্যাসের কালান্তর— সরোজ বন্দ্যোপাধ্যায়
- বঙ্কিমচন্দ্র— সুবোধচন্দ্র সেনগুপ্ত
- রবীন্দ্রনাথ— সুবোধচন্দ্র সেনগুপ্ত
- সাহিত্যে ছোটগল্প— নারায়ণ গণ্গোপাধ্যায়
- রবীন্দ্র ছোটগল্পের শিল্পরূপ— তপোব্রত ঘোষ
- রবীন্দ্রনাথের ছোটগল্প ও উপন্যাস— উপেন্দ্রনাথ ভট্টাচার্য
- বাংলা ছোটগল্প : প্রসঙ্গ ও প্রকরণ— বীরেন্দ্র দত্ত
- কথা ও সাহিত্যে রবীন্দ্রনাথ— বিশ্বপতি চৌধুরী
- রবীন্দ্র সাহিত্যের নরনারী (১ম খণ্ড)— গোপীমোহন সিংহ রায়
- ঔপন্যাসিক মানিক বন্দ্যোপাধ্যায়— সরোজমোহন মিত্র
- রবীন্দ্র সাহিত্যের ভূমিকা— নীহাররঞ্জন রায়
- রবীন্দ্রনাথ/রাজনৈতিক ব্যক্তিত্ব— অরবিন্দ পোদ্দার
- রবীন্দ্র-মানস— অরবিন্দ পোদ্দার

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## ছন্দ, অলঙ্কার ও প্রবন্ধ

**উদ্দেশ্য :** সাহিত্যের শিক্ষার্থীদের ছন্দ ও অলঙ্কার বিষয়ে তত্ত্বজ্ঞান থাকা প্রয়োজন। এই কোর্স শিক্ষার্থীদের কাব্য-কবিতা পাঠকে গভীরতর করবে। সংরূপ হিসাবে প্রবন্ধের সঙ্গেও পড়ুয়াদের এখানে প্রথম পরিচয় ঘটছে।

### মডিউল-১ : ছন্দ

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| দল/অক্ষর, কলা/মাত্রা, যতি, যতিলোপ, পর্ব, পঙ্ক্তি/চরণ, ছত্র, পদ                       |
| মিশ্রবৃত্ত/তানপ্রধান/অক্ষরবৃত্ত— উদাহরণসহ বৈশিষ্ট্য                                  |
| সরল কলাবৃত্ত/কলাবৃত্ত/ধ্বনি প্রধান/মাত্রাবৃত্ত— উদাহরণসহ বৈশিষ্ট্য                   |
| দলবৃত্ত/শ্বাসাঘাত প্রধান/বলবৃত্ত/স্বরবৃত্ত/ছড়ার ছন্দ/লৌকিক ছন্দ— উদাহরণসহ বৈশিষ্ট্য |
| ছন্দোলিপি প্রণয়ন (পর্ব, পদ, পঙ্ক্তি, লয়, মাত্রা ও রীতির উল্লেখ বাঞ্ছনীয়)          |

### মডিউল-২ : অলঙ্কার

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| উদাহরণসহ সংজ্ঞা— অনুপ্রাস, শ্লেষ, যমক, বক্রোক্তি   |
| উদাহরণসহ সংজ্ঞা— উপমা, রূপক, সমাসোক্তি, উৎপ্রেক্ষা, অপহুতি, ব্যতিরেক, বিরোধ, অর্থান্তরন্যাস, ব্যাজস্তুতি |
| অলঙ্কার নির্ণয়  |

### মডিউল-৩ : প্রবন্ধ

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| বঙ্কিমচন্দ্র চট্টোপাধ্যায়— পতঙ্গ       |
| রবীন্দ্রনাথ ঠাকুর— পূর্ব-পশ্চিম, মেঘদূত |
| বুদ্ধদেব বসু— বইপড়া                    |

### সহায়ক গ্রন্থ (নির্বাচিত)

- বাংলা ছন্দের মূলসূত্র— অমূল্যধন মুখোপাধ্যায়
- নূতন ছন্দ পরিক্রমা— প্রবোধচন্দ্র সেন
- বাংলা ছন্দ পরিচয়— নীলরতন সেন
- অলঙ্কার চন্দ্রিকা— শ্যামাপদ চক্রবর্তী
- বাঙলা ছন্দ— জীবেন্দ্র সিংহ রায়
- বাঙলা অলঙ্কার— জীবেন্দ্র সিংহ রায়
- ছন্দতত্ত্ব ছন্দরূপ— পবিত্র সরকার
- চিন্তনায়ক বঙ্কিমচন্দ্র— ভবতোষ দত্ত
- রবীন্দ্র-সৃষ্টি সমীক্ষা— শ্রীকুমার বন্দ্যোপাধ্যায়
- বাংলা প্রবন্ধ সাহিত্যের ধারা (২ খণ্ড)— অধীর দে

## Inter Disciplinary Course (IDC)– 3 Credits.

- যে সমস্ত পড়ুয়া CC/MIN হিসাবে বাংলা গ্রহণ করছে তাদের জন্য এই কোর্স নয়। এই কোর্সটি প্রথম/দ্বিতীয়/তৃতীয় সেমেস্টারে পড়া যাবে।
- ৩ ক্রেডিট-এর প্রতিটি কোর্সের পূর্ণমান ৭৫। এর মধ্যে ২৫ নম্বরের কোর্সভিত্তিক টিউটোরিয়ালের জন্য বরাদ্দ। বাকি ৫০ নম্বরের জন্য বিশ্ববিদ্যালয়ের সংশ্লিষ্ট কর্তৃপক্ষের তত্ত্বাবধানে লিখিত পরীক্ষা নেওয়া হবে।
- ৫০ নম্বরের লিখিত পরীক্ষায় ১০ নম্বরের তিনটি ব্যাখ্যামূলক, ৫ নম্বরের ৩টি বোধমূলক এবং ১ নম্বরের ৫টি সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্নের উত্তর দিতে হবে। নিচের তালিকায় প্রশ্নপত্রের ধারণা পাওয়া যাবে।

| প্রশ্ন নং | প্রশ্নের ধরন ও বিকল্প সংক্রান্ত নিয়ম   | প্রশ্নের মান |
|-----------|---|--------------|
| ১         | মডিউল-১ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ১০           |
| ২         | মডিউল-২ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ১০           |
| ৩         | মডিউল-৩ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ১০           |
| ৪         | মডিউল-১ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ৫            |
| ৫         | মডিউল-২ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ৫            |
| ৬         | মডিউল-৩ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ৫            |
| ৭         | প্রত্যেকটি মডিউল থেকে কমপক্ষে <b>একটি</b> করে প্রশ্ন নিয়ে মোট <b>পাঁচটি</b> সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্ন দেওয়া হবে। এক্ষেত্রে কোনো বিকল্প থাকবে না। | ১ × ৫        |

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#### কথাসাহিত্য ও নাটক

**উদ্দেশ্য :** অন্যান্য বিভাগের পড়ুয়াদের জন্য এই কোর্সটির পরিকল্পনা করা হয়েছে। এই কোর্সে যে সাহিত্যকর্মগুলি পাঠ্য হিসাবে রাখা হয়েছে সেগুলির পাঠ ইতিহাস, রাজনীতি বিজ্ঞান, সমাজবিদ্যা, অর্থনীতি এবং দর্শন বিভাগের পড়ুয়াদের বিদ্যাচর্চার পরিপূরক হয়ে উঠবে বলে মনে হয়।

#### মডিউল-১ : উপন্যাস

পল্লীসমাজ— শরৎচন্দ্র চট্টোপাধ্যায়

#### মডিউল-২ : ছোটগল্প

একালের গল্প সংগ্রহ (কলিকাতা বিশ্ববিদ্যালয় সংস্করণ)

পাঠ্য গল্প : চোর— জ্যোতিরিন্দ্র নন্দী, রেকর্ড— নারায়ণ গঙ্গোপাধ্যায়, অস্তঃসলিলা— সাবিত্রী রায়,

আদাব— সমরেশ বসু, টোবাটেক সিং— সাদাত হোসেন মন্টো

এবং

স্ত্রীর পত্র— রবীন্দ্রনাথ ঠাকুর

#### মডিউল-৩ : নাটক

নবান্ন— বিজন ভট্টাচার্য

#### সহায়ক গ্রন্থ (নির্বাচিত)

- বাংলা ছোটগল্প : প্রসঙ্গ ও প্রকরণ— বীরেন্দ্র দত্ত
- বাংলা নাটকের ইতিহাস— অজিতকুমার ঘোষ
- গণনাট্য নবনাট্য সংনাট্য ও শব্দ মিত্র— শাঁওলী মিত্র
- শরৎচন্দ্র— সুবোধচন্দ্র সেনগুপ্ত
- শরৎচন্দ্র : পুনর্বিচার— অবুণকুমার মুখোপাধ্যায়
- বাংলা থিয়েটারের ইতিহাস— দর্শন চৌধুরী
- গণনাট্য আন্দোলন— দর্শন চৌধুরী
- বাংলা নাট্যমঞ্চের রূপরেখা— দুর্গাশঙ্কর মুখোপাধ্যায়
- নাট্যমঞ্চ নাট্যরূপ— পবিত্র সরকার



## Skill Enhancement Course (SEC)– 4 Credits each

- ❑ স্নাতক পাঠক্রমের শিক্ষার্থীদের ‘Skill Enhancement Course (SEC)’ স্তরে ৪ ক্রেডিট-এর ১টি কোর্স প্রথম/দ্বিতীয়/তৃতীয় সেমেস্টারে পড়তে হবে।
- ❑ ৪ ক্রেডিট-এর প্রতিটি কোর্সের পূর্ণমান ১০০। এর মধ্যে ২৫ নম্বর কোসভিত্তিক টিউটোরিয়ালের জন্য বরাদ্দ। বাকি ৭৫ নম্বরের জন্য বিশ্ববিদ্যালয়ের সংশ্লিষ্ট কর্তৃপক্ষের তত্ত্বাবধানে লিখিত পরীক্ষা নেওয়া হবে।
- ❑ ৭৫ নম্বরের লিখিত পরীক্ষায় ১৫ নম্বরের তিনটি ব্যাখ্যামূলক, ৫ নম্বরের তিনটি বোধমূলক এবং ১ নম্বরের ১৫টি সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্নের উত্তর দিতে হবে। নিচের তালিকায় প্রশ্নপত্রের ধারণা পাওয়া যাবে।

| প্রশ্ন নং | প্রশ্নের ধরন ও বিকল্প সংক্রান্ত নিয়ম  | প্রশ্নের মান |
|-----------|--|--------------|
| ১         | মডিউল-১ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ২         | মডিউল-২ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ৩         | মডিউল-৩ থেকে একটি ব্যাখ্যামূলক প্রশ্ন। একটি বিকল্প থাকবে।  | ১৫           |
| ৪         | মডিউল-১ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৫         | মডিউল-২ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৬         | মডিউল-৩ থেকে একটি বোধমূলক প্রশ্ন। একটি বিকল্প থাকবে।   | ৫            |
| ৭         | প্রত্যেকটি মডিউল থেকে কমপক্ষে <b>তিনটি</b> করে প্রশ্ন নিয়ে মোট <b>পনেরটি</b> সংক্ষিপ্ত উত্তরভিত্তিক/তথ্যমূলক প্রশ্ন দেওয়া হবে। এক্ষেত্রে কোনো বিকল্প থাকবে না। | ১ × ১৫       |

### BNG-MD-SEC-1-1/2/3-TH-TU

#### মুদ্রণ ও প্রকাশনা

**উদ্দেশ্য :** বাংলা মুদ্রণ ও প্রকাশনা সংক্রান্ত সাধারণ জ্ঞানার্জন করবে পড়ুয়ারা।

#### মডিউল-১

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| পাণ্ডুলিপি প্রস্তুতি                                       |
| বাংলা যুক্তাক্ষরের ধারণা                                   |
| সংগ্রহ-সম্পাদনা ও সংকলন সম্পর্কে ধারণা                     |
| কভার, টাইটেল পেজ, গ্রন্থ/পত্রিকার পঞ্জিকরণ সংক্রান্ত ধারণা |

#### মডিউল-২

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| বাংলা বানানের বিবর্তন সম্পর্কে সাধারণ ধারণা |
| পশ্চিমবঙ্গ বাংলা আকাদেমির বানানবিধি         |

#### মডিউল-৩

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| প্রুফ সংশোধন (দৃষ্টিহীন পড়ুয়াদের জন্য অশুদ্ধ সংশোধন থাকবে)         |
| ছাপার প্রযুক্তি, স্টিচিং, বাইন্ডিং, মার্কেটিং সম্পর্কিত সাধারণ ধারণা |

#### সহায়ক গ্রন্থ (নির্বাচিত)

- ❑ যখন ছাপাখানা এলো— শ্রীপান্থ
- ❑ দুই শতকের বাংলা মুদ্রণ ও প্রকাশন— চিত্তরঞ্জন বন্দ্যোপাধ্যায় (সম্পাদিত)
- ❑ বাংলা পাণ্ডুলিপি পাঠ ও পরিক্রমা— ত্রিপুরা বসু
- ❑ মুদ্রণের সংস্কৃতি ও বাংলা বই— স্বপন চক্রবর্তী (সম্পাদিত)
- ❑ উনিশ শতকের বাংলা ছাপাখানা— আশিস খাস্তগীর
- ❑ গবেষণাপত্র : অনুসন্ধান ও রচনা— জগমোহন মুখোপাধ্যায়
- ❑ লেখক ও সম্পাদকের অভিধান— সুভাষ ভট্টাচার্য (সম্পাদিত)
- ❑ বাংলা বানান বিধি— পরেশচন্দ্র মজুমদার
- ❑ বাংলা বানান সংস্কার, সমস্যা ও সম্ভাবনা— পবিত্র সরকার

## AEC [MIL (Bengali)]-2 Credits Each

- মাতক কলা, বাণিজ্য, বিজ্ঞান বিভাগের যে-সমস্ত পড়ুয়া AEC স্তরে MIL হিসেবে বাংলা বিকল্পটি গ্রহণ করবে তাদের জন্য তৃতীয় ও চতুর্থ সেমেস্টারে ২ ক্রেডিটের এই কোর্স দুটি পাঠ্য।
- এই কোর্সটি ৫০ নম্বরের। প্রত্যেকটি মডিউল থেকে কমপক্ষে ১০টি করে ২ নম্বরের মোট ২৫টি MCQ ধর্মী প্রশ্নে পরীক্ষা নেওয়া হবে।

### BNG-AEC-1-3-TH

#### প্রবন্ধ ও পরিভাষা

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

পাঠ্য প্রবন্ধ : স্বদেশী সমাজ— রবীন্দ্রনাথ ঠাকুর  
বাঙালা ভাষা— স্বামী বিবেকানন্দ  
স্ত্রী জাতির অবনতি— বেগম রোকেয়া  
অপবিজ্ঞান— রাজশেখর বসু

মডিউল-২ : পরিভাষা

কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত ভাষাপাঠ সঙ্কলন-এ নির্ধারিত ২৫০টি পরিভাষা

### BNG-AEC-2-4-TH

#### ছোটগল্প ও কবিতা

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

পাঠ্যগল্প : রবীন্দ্রনাথ ঠাকুর লিখিত পোস্টমাস্টার, ছুটি, জীবিত ও মৃত এবং বলাই

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

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

## Common Value Added Course (CVAC)–2 Credits.

- স্নাতক কলা, বাণিজ্য, বিজ্ঞান বিভাগের যে-সমস্ত পড়ুয়া CVAC স্তরের কোর্স হিসেবে এই বিকল্পটি গ্রহণ করবে তাদের জন্য দ্বিতীয় সেমেস্টারে ২ ক্রেডিটের এই কোর্সটি পাঠ্য।
- এই কোর্সটি ৫০ নম্বরের। প্রত্যেকটি মডিউল থেকে কমপক্ষে ১০টি করে ২ নম্বরের মোট ২৫টি MCQ ধর্মী প্রশ্নে পরীক্ষা নেওয়া হবে।

### BNG-CVAC-1-2-TH

#### রামায়ণ ও মহাভারত

**উদ্দেশ্য :** বাংলা অনুবাদে রামায়ণ এবং মহাভারতের নির্বাচিত অংশদুটি পাঠের মাধ্যমে প্রাচীন ভারতের পারিবারিক জীবন, সমাজ কাঠামো, সমাজ চেতনা এবং মূল্যবোধগুলির সঙ্গে পড়ুয়াদের পরিচিতি ঘটবে। সেইসঙ্গে প্রাচীন মহাকাব্য দুটির বাংলা কাব্যানুবাদ এবং গদ্যানুবাদের মাধ্যমে শিক্ষার্থীরা গল্পরসের আনন্দনও করতে পারবে।

#### মডিউল-১

রামায়ণ/শ্রীরাম পাঁচালী (অযোধ্যাকাণ্ড)—কৃত্তিবাস ওবা

#### মডিউল-২

মহাভারত (সভাপর্ব)— রাজশেখর বসু

## Common Value Added Course (CVAC)–2 Credits.

- স্নাতক কলা, বাণিজ্য, বিজ্ঞান বিভাগের যে-সমস্ত পড়ুয়া CVAC স্তরের কোর্স হিসেবে এই বিকল্পটি গ্রহণ করবে তাদের জন্য দ্বিতীয় সেমেস্টারে ২ ক্রেডিটের এই কোর্সটি পাঠ্য।
- এই কোর্সটি ৫০ নম্বরের। প্রত্যেকটি মডিউল থেকে কমপক্ষে ১০টি করে ২ নম্বরের মোট ২৫টি MCQ ধর্মী প্রশ্নে পরীক্ষা নেওয়া হবে।

### BNG-CVAC-1-2-TH

#### রামায়ণ ও মহাভারত

**উদ্দেশ্য :** বাংলা অনুবাদে রামায়ণ এবং মহাভারতের নির্বাচিত অংশদুটি পাঠের মাধ্যমে প্রাচীন ভারতের পারিবারিক জীবন, সমাজ কাঠামো, সমাজ চেতনা এবং মূল্যবোধগুলির সঙ্গে পড়ুয়াদের পরিচিতি ঘটবে। সেইসঙ্গে প্রাচীন মহাকাব্য দুটির বাংলা কাব্যানুবাদ এবং গদ্যানুবাদের মাধ্যমে শিক্ষার্থীরা গল্পরসের আনন্দনও করতে পারবে।

#### মডিউল-১

রামায়ণ/শ্রীরাম পাঁচালী (অযোধ্যাকাণ্ড)—কৃত্তিবাস ওবা

#### মডিউল-২

মহাভারত (সভাপর্ব)— রাজশেখর বসু

## AEC [MIL (Bengali)]-2 Credits Each

- মাতক কলা, বাণিজ্য, বিজ্ঞান বিভাগের যে-সমস্ত পড়ুয়া AEC স্তরে MIL হিসেবে বাংলা বিকল্পটি গ্রহণ করবে তাদের জন্য তৃতীয় ও চতুর্থ সেমেস্টারে ২ ক্রেডিটের এই কোর্স দুটি পাঠ্য।
- এই কোর্সটি ৫০ নম্বরের। প্রত্যেকটি মডিউল থেকে কমপক্ষে ১০টি করে ২ নম্বরের মোট ২৫টি MCQ ধর্মী প্রশ্নে পরীক্ষা নেওয়া হবে।

### BNG-AEC-1-3-TH

#### প্রবন্ধ ও পরিভাষা

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

পাঠ্য প্রবন্ধ : স্বদেশী সমাজ— রবীন্দ্রনাথ ঠাকুর  
বাঙালা ভাষা— স্বামী বিবেকানন্দ  
স্ত্রী জাতির অবনতি— বেগম রোকেয়া  
অপবিজ্ঞান— রাজশেখর বসু

মডিউল-২ : পরিভাষা

কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত ভাষাপাঠ সঙ্কলন-এ নির্ধারিত ২৫০টি পরিভাষা

### BNG-AEC-2-4-TH

#### ছোটগল্প ও কবিতা

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

পাঠ্যগল্প : রবীন্দ্রনাথ ঠাকুর লিখিত পোস্টমাস্টার, ছুটি, জীবিত ও মৃত এবং বলাই

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

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



# UNIVERSITY OF CALCUTTA

## Notification No. CSR/13/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.07.2023 approved the Syllabi of the under mentioned subjects for semester wise Four-year (Honours & Honours with Research) / Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF, 2022 . under this University, as laid down in the accompanying pamphlet.


### **Name of Subject:**

1. Anthropology
2. BBA
3. Bengali
4. BFAD
5. Bio Chemistry
6. Botany
7. Chemistry
- ✓ 8. Commerce
9. Economics
10. Education
11. English
12. Geology
13. Hindi
14. History, Islamic History & Culture
15. Home Science
16. Human Rights
17. Journalism & Mass Communication
18. Mathematics
19. Microbiology (Honours)
20. Molecular Biology
21. Philosophy
22. Physiology
23. Political Science
24. Psychology
25. Social Science
26. Sociology
27. Urdu
28. Women's Studies
29. Zoology

The above shall be effective from the academic session 2023-2024.

SENATE HOUSE

KOLKATA-700 073

 12/7/2023  
Prof. (Dr.) Debasis Das

Registrar

**UNIVERSITY OF CALCUTTA**  
**Syllabi for Semester 1 & 2 of B.Com. 4-year Programme**  
**And B.Com.(MDC) 3-year Programme**  
**Under NEP-2020**  
**Effective from the Academic Session 2023-24**

**Semester 1 Major Paper 1**  
**Financial Accounting I**

**Credit of the Paper 4**

**Semester-end Examinations: 75 marks**

**Tutorial Examinations: 25 marks**

**Total 100 marks**

| Unit | Topic   | Details   |
|------|---|---|
| 1    | Introduction                                  | <ul style="list-style-type: none"> <li>• Nature of accounting; Users of accounting information; Qualitative characteristics of accounting information.</li> <li>• Double entry book keeping system – Basic accounting equation, meaning of assets, liabilities, equity, revenue and expenses. Accounting Cycle - Recording of transaction: Journal, Ledger and preparation of Trial Balance.</li> <li>• Bases of accounting; cash basis and accrual basis.</li> <li>• Basic concepts and conventions: entity, money measurement, going concern, cost, realisation, accruals, periodicity, consistency, prudence (conservatism), materiality, matching and full disclosures.</li> </ul>  |
| 2    | Concepts for determination of business income | <ul style="list-style-type: none"> <li>• Concept of revenue recognition and recognition of expenses.</li> <li>• Inventories: meaning. Significance of inventory valuation. Lower of cost or market rule; Inventory ascertainment and reconciliation.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• The nature of depreciation. The accounting concept of depreciation. Factors in the measurement of depreciation. Methods of computing depreciation: straight line method, diminishing balance and Units of production method; Disposal of depreciable assets; change in estimate and method of charging depreciation. Accounting for depreciation: Asset-depreciation, Asset-provision.</li> <li>• Reserves and provisions: Meaning; Objective; Types &amp; Accounting</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Capital and revenue expenditures and receipts: general introduction only.</li> <li>• Adjustment (including goods with customers pending approval) and rectification entry</li> </ul> |

|   |  |  |
|---|--|--|
| 3 | Final accounts of Trading Concern  | Preparation of financial statements: of sole proprietorship business entities from a trial balance – Manufacturing, Trading, Profit & Loss Account and Balance Sheet   |
| 4 | Financial statements of Not for Profit organisations and from Incomplete records | Preparation of Receipts & Payments A/c, Income & Expenditure A/c and Balance Sheet<br>Transaction approach   |
| 5 | Sectional and Self-balancing ledger  | <ul style="list-style-type: none"> <li>• Concept of sectional balancing, preparation of control accounts. Self-balancing Ledger: advantages; Recording process; preparation of Adjustment accounts.</li> </ul> |
|   |  |  |

***Relevant Accounting Standards issued by the Institute of Chartered Accountants of India are to be followed.***

**Suggested Reading:**

- Basic Accounting, Rajni Sofat & Preeti Hiro, PHI
- Sukla, Grewal, Gupta: Advanced Accountancy Vol. I, S Chand
- R. L.Gupta & Radheswamy, Advanced Accountancy Vol. I, S. Chand
- Maheshwari & Maheshwari, Advanced Accountancy Vol. I, Vikash Publishing House Pvt. Ltd.
- Sehgal & Sehgal, Advanced Accountancy Vol. I, Taxman Publication
- Hanif & Mukherjee, Financial Accounting, TMH
- Frank Wood, Business Accounting Vol 1, Pearson
- Tulsian, Financial Accounting, Pearson
- Mukherjee and Mukherjee, Financial Accounting I, Oxford
- Accounting Standards issued by ICAI
- Amitava Basu & Sibasish Datta, Financial Accounting I, Tee Dee Pub. Ltd.
- Debarshi Bhattacharya (Ratul), Financial Accounting I, Law Point

**Semester 1 Minor Paper 1**  
**Principles and Practice of Management**

**Credit of the Paper 4**

**Semester-end Examinations: 75 marks**

**Tutorial Examinations: 25 marks**

**Total 100 marks**

**Unit-1: Introduction:**

Management-definition, importance, functions, levels of management, managerial tasks and skills, Management theories - Classical (Taylor & Fayol), Neo-classical (Elton Mayo & Mary Parker Follet) and Modern School of



management (Peter Drucker & Michael Porter) Managerial roles (Mintzberg), Social Responsibility of Management and its significance

**Unit-2: Planning:**

Meaning, nature, purpose, types, premises, elements of planning and limitations of planning; Strategic planning-concept, process and importance, Decision Making - concept, importance; Environment analysis and SWOT analysis [concept and elements]

**Unit-3: Organizing:**

Concept, need, principles, steps in organising, different organization structure [line, staff, functional, project and new organisational structure – basic concepts] Departmentation-need, basis, Delegation of Authority-elements, principles; Centralization and Decentralization of Authority; Span of Management; concept and factors determining span of management

**Unit-4: Directing and Leadership:**

Directing: concepts, elements and importance; Leadership: Concept, importance, types, Major theories of Leadership (Likert's system four theory, Blake and Mouton's Managerial Grid theory, Fred Fiedler's situational leadership, Tannenbaum & Schmidt's Behavioural Model, Trait theory of leadership)

**Unit- 5: Motivation, Co-ordination and Control:**

Motivation: Concept, steps, importance, Motivation theories: Maslow's Need-Hierarchy theory, Herzberg's Two-factor theory and McGregor's theory of X and Y;.

Coordination: concepts, importance, principles; Control: concepts, importance and Managerial tools of control.

**Suggested Readings**

- Kaul, V.K., Business Management, Vikash
- Koontz & Weirich, Essentials of Management, TMH
- Principles of Management, Meenakshi Gupta, PHI
- Stoner & Freeman, Management, PHI
- Drucker, P.F., Managing Challenges for the 21<sup>st</sup> Century, Butterworth, Oxford
- Mitra, J.K., Principles of Management, Oxford
- Debnath S.K, & Dutta S.P., Principles and Practice of Management, Tee Dee Pub. (P) Ltd.
- Kaul Vijay Kumar, Business Management, Vikas Publishing House

# Semester 1 Inter-Disciplinary / Multi-Disciplinary

## (IDC / MDC) Paper 1

### Microeconomics

Credit of the Paper 3

|                            |                 |
|----------------------------|-----------------|
| Semester-end Examinations: | 50 marks        |
| Tutorial Examinations:     | 25 marks        |
| <b>Total</b>               | <b>75 marks</b> |

**Unit-I Introduction** -Definition of Microeconomics, Macroeconomics--positive and normative economics--Basic concepts--scarcity and choice--Production Possibility Curve--Central Problem of the Economy--concept of slope

#### **Unit-II: Theory of Demand and Supply**

**(A) Demand and Supply**--Concepts of Demand-derived demand--Demand function--Determinants of demand -- Law of Demand & its expectations--Movement along the Demand curve and shift of the Demand curve-- Concepts of Supply and Supply function--Law of Supply --Movement along the supply curve and shift of the supply curve--Market equilibrium and Determination of price--Effect of change in the Demand and Supply on Equilibrium price

**(B) Elasticity of Demand and Supply**-- Price elasticity of demand --Determinants and Measurement of price elasticity--Relationship between slope and price elasticity of demand--Income elasticity of demand--Cross price Elasticity of Demand --Elasticity of Supply

**Unit III: Theory of Consumer Behaviour**--Concept of Utility and Marginal utility--The Law of Diminishing marginal Utility--Cardinal Utility theory--Concept and significance of Consumer Surplus--Consumer's Equilibrium in case of single and two commodities--Concept of Ordinal utility theory--Indifference curve and its properties-- Marginal Rate of Substitution--Budget Line and Budget equation--Consumer's Equilibrium

**Unit IV: Theory of Production and Cost**- Concept of Production Function--Fixed and Variable inputs--Short run and Long run--Relation among Total, Average and Marginal Product--Law of Variable Proportion--Return to Scale--Isoquants, Isocosts and Producer's equilibrium (Graphical Explanation)--Concepts of Economic Cost and Opportunity Cost--Short Run and Long run Cost Functions--Relation among Average Cost, Average Variable Cost and Marginal Cost--Long run Average Cost Curve from Short Run Average Cost curves

**Unit V :Revenue and Market**-- Definition and different forms of Market--Revenue under Different Market Structure--Relation among Total Revenue, Average revenue and Marginal Revenue--Perfect Competition and Monopoly--Features, Equilibrium of the firm ( Short Run and Long Run)--Short run supply curve of a firm under perfect competition--Price discrimination under monopoly--concepts and conditions

#### **Suggested readings**

- Microeconomics, Mukherjee sampat, Mukherjee Mallinath & Ghosh Amitava, PHI
- Pindyck R and Rubinfeld D.L, Micro Economics, Pearson
- Gould & Ferguson, Micro Economic Theory
- Mankiw.N.G., Principles of Microeconomics, Cengage
- Dasgupta P and Khan P, Microeconomics and Statistics, Elegant Publication

- Bhattacharyya S, Microeconomics and Indian Economics, Oxford University Press
- Majumdar D and Banerjee A, Microeconomics and Statistics, ABS Publishing House
- Dwivedi, D.N., Managerial Economics, Vikash Publications
- Sarkhel J, Salim S and Dutta S, Microeconomics and Statistics, Book Syndicate
- De Bipul, Microeconomics, Tee Dee Publications (P) Ltd. (Bengali & English Version)
- Jana Diparna, Microeconomics 1, Law Point

## **Semester 1 SKILL ENHANCEMENT COURSE (SEC) Paper 1**

# **Entrepreneurship Development**

**Credit of the Paper 4**

|                                   |                  |
|-----------------------------------|------------------|
| <b>Semester-end Examinations:</b> | <b>75 marks</b>  |
| <b>Tutorial Examinations:</b>     | <b>25 marks</b>  |
| <b>Total</b>                      | <b>100 marks</b> |

### **Unit-1:**

Entrepreneur: meaning, features, functions and different types (Innovative, imitating, fabian, drone, social, intrapreneur, technopreneur, ecopreneur) ;Entrepreneurship Meaning, elements, determinants and importance; need for creativity and innovation in Entrepreneurship; Role of family business in India; The contemporary role models in Indian business [including Women Entrepreneur]: their values, business philosophy and behavioural orientations; Conflict in family business and its resolution.

### **Unit-2:**

Public and private system of stimulation, support and sustainability of entrepreneurship, requirement, availability and access to finance, marketing assistance, technology, and industrial accommodation, Role of industries/entrepreneur's associations and self-help groups, The concept, role and functions of business incubators, angel investors, venture capital and private equity fund.

### **Unit-3:**

Sources of business ideas [concept and features] and tests of feasibility [concept and objective], innovation life cycle, creative process, Significance of writing the business plan/project proposal; Concept, importance and contents of business plan/project proposal; Designing business processes, location, layout, operation, planning & control; preparation of feasibility study report and project report [Unit to be studied along-with Case Studies as far as practicable]

### **Unit-4:**

Mobilizing Resources for entrepreneurship, Need for finance in entrepreneurship; Micro, Small and Medium Enterprises: meaning, advantages and disadvantages; Startup: mobilizing resources for start-up: Accommodation and utilities; Preliminary contracts with the vendors, suppliers, bankers, principal customers, basic startup problems, methods to solve startup problems.

### **Suggested Readings:**

- Kuratko and Rao, *Entrepreneurship: A South Asian Perspective*, Cengage Learning.
- Sharma, S., *Entrepreneurship Development*, PHI

- Robert Hisrich, Michael Peters, Dean Shepherd, *Entrepreneurship*, McGraw-Hill Education
- Desai, Vasant. *Dynamics of Entrepreneurial Development and Management*. Mumbai, Himalaya Publishing House.
- Dollinger, Mare J. *Entrepreneurship: Strategies and Resources*. Illinois, Irwin.
- Holt, David H. *Entrepreneurship: New Venture Creation*. Prentice-Hall of India, New Delhi.
- Plsek, Paul E. *Creativity, Innovation and Quality*. (Eastern Economic Edition), New Delhi: Prentice-Hall of India. ISBN-81-203-1690-8.
- Singh, Nagendra P. *Emerging Trends in Entrepreneurship Development*. New Delhi: ASEED.
- SS Khanka, *Entrepreneurial Development*, S. Chand & Co, Delhi.
- K Ramachandran, *Entrepreneurship Development*, McGraw-Hill Education
- SIDBI Reports on Small Scale Industries Sector.
- Mukherjee & Roy, *Entrepreneurship Development*, Oxford
- Chandra B & Biswas B, *Entrepreneurship Development*, Tee Dee Pub (P) Ltd (Bengali & English Version)

**Syllabi for AEC and VAC will be provided by the respective UGBOS**

**Semester 2**  
**Major Paper 2**  
**Cost Accounting I**  
**Credit of the Paper 4**

**Semester-end Examinations: 75 marks**  
**Tutorial Examinations: 25 marks**  
**Total 100 marks**

| Unit | Topic          | Content   |
|------|----------------|---|
| 1.   | Introduction   | <ul style="list-style-type: none"> <li>• Definition of Costing, Objectives of Cost Accounting; Installing a Cost Accounting System, Essentials of a good Cost Accounting System.</li> <li>• <b>Cost concepts, terms and classification of costs:</b> Cost, Cost object, Cost units and Cost Centres, Types of costs, classification of costs- Direct-Indirect, Elementwise, Functionwise, Behaviourwise, Sunk Cost, opportunity Cost, Incremental and Differential cost. <b>Costing Methods and Techniques</b> (introduction only).</li> </ul>  |
| 2    | Material Costs | <ul style="list-style-type: none"> <li>• <i>Purchase of materials:</i> Organisation, purchase procedure, documentation, determination of material purchase costs.</li> <li>• <i>Storage of materials:</i> Need for storage, location and types, functions of a storekeeper, requisition, receipt, issue and transfer of materials, storage record, accounting for materials cost.</li> <li>• <i>Materials control:</i> Organisation; Tools: Just-in-Time Purchase; various stock levels, Economic Ordering Quantity and ABC Analysis; Periodic Inventory, Perpetual Inventory, Physical verification; Discrepancies in stock and their treatment.</li> <li>• Methods of Pricing Material Issues: FIFO, LIFO, and Weighted Average.</li> <li>• Treatment of Normal and Abnormal Loss of Materials</li> </ul> |

|   |  |   |
|---|--|---|
| 3 | <b>Employee Cost and Incentive Systems</b> | <ul style="list-style-type: none"> <li>• Introduction, Recording labour cost: Attendance and payroll procedures (Time-keeping, Time-Booking, Payroll procedure, Payment of wages-Piece rate, differential piece rate, time rate); Idle time (causes and treatment in Cost Accounting), Overtime (its effect and treatment in Cost Accounting), Labour turnover (Causes, impact and methods of calculating labour turnover).</li> <li>• Main Principles for sound system of wage incentive schemes, labour utilisation; System of Wage Payment and Incentives (Halsey, Halsey-weir, Rowan and Efficiency based ); Group Bonus scheme (simple)</li> <li>• System of Incentive Schemes for Indirect Workers; Component of wages cost for costing purpose.</li> </ul> |
| 4 | <b>Accounting for Overhead</b>             | <p><b>Overhead</b></p> <ul style="list-style-type: none"> <li>• <i>Introduction</i>: Definition, Classification of Overhead- Functional and Behavioural.</li> <li>• <i>Manufacturing Overheads</i>: Allocation and apportionment of Overhead; Absorption of Overhead: Blanket and Departmental rate; various methods of absorption and their applications; Under absorption/over absorption of overheads and their treatment.</li> <li>• <i>Administration and Selling &amp; Distribution Overheads and their charging.</i></li> </ul>  |
| 5 | <b>Cost Statement</b>                      | <ul style="list-style-type: none"> <li>• Preparation of Cost Sheet, Single product and Multi-product, estimation and price quotation</li> </ul>   |
|   |  |   |

### Suggested Readings

- Horngren, Foster, Datar, et al., Cost Accounting,- A Managerial Emphasis, Pearson
- B.Banerjee, Cost Accounting: Theory and Practice, PHI
- Drury, Colin., Management and Cost Accounting, Cengage
- Jawahar Lal & Seema Srivastava, Cost Accounting, TMH
- M.Y.Khan & P.K.Jain, Management Accounting, TMH
- Atkinson, Management Accounting, Pearson
- Bhattacharyya, Ashish K., Cost Accounting for Business Managers, Elsevier
- Ravi M Kishore, Cost and management Accounting, Taxmann
- Mitra, J.K., Cost & Management Accounting, Oxford
- Hanif, M., Cost & Management Accounting, McGraw Hill
- Bhattacharya Debarshi, Cost & Management Accounting I, Law Point

**Semester 2 Minor Paper 2**  
**Marketing Management and Human Resource Management**  
**Credit of the Paper 4**

**Semester-end Examinations: 75 marks**

**Tutorial Examinations: 25 marks**

**Total 100 marks**

**Module 1: Marketing Management**  
**Semester-end Examinations - 40 marks**

**Unit 1: Introduction**

|   |
|---|
| Meaning of market, Objectives and Importance of Marketing; Societal Marketing concept |
| Selling vs. Marketing; Marketing mix [concepts, components]                           |
| Marketing environment: concept, importance, and components.                           |

**Unit 2: Market Segmentation**

|  |
|--|
| Market segmentation: concept, importance and bases; Product differentiation vs. market segmentation. |
|--|

**Unit 3: Product**

|  |
|--|
| Concept and importance, Product classifications; Concept of product mix; |
| Branding-Concept, packaging and labeling;                                |
| Product life-cycle [concept], New Product Development Process.           |

**Unit 4: Pricing and Distribution**

|   |
|---|
| Pricing [Meaning, objectives, Significance and methods] Factors affecting price of a product. Pricing policies and strategies |
| Distribution Channels - meaning and importance; Types of distribution channels  |

**Unit 5: Promotion and Recent developments in marketing**

|  |
|--|
| Promotion: Nature and importance of promotion;   |
| Types of promotion: advertising, personal selling, publicity & sales promotion,  |
| Recent developments in marketing: Social Marketing, online marketing, direct marketing, services marketing, green marketing, Rural marketing; Consumerism. |

## Module 2: Human Resource Management

### Semester-end Examinations – 35 marks

#### Unit 1: Nature and Scope

|   |
|---|
| Concept and meaning of HR, Understanding the Nature and Scope of HRM, |
| Functions and importance of HRM                                       |

#### Unit 2: Human Resource Planning

|  |
|--|
| Definition, Need of Human Resource Planning, |
| Factors affecting Human Resource Planning.   |

#### Unit 3: Recruitment and Selection

|  |
|--|
| Definition of Recruitment, Source, need and importance of Recruitment,                         |
| Recruitment Policy–process–sources of Recruitment Definition of Selection, Steps in selection. |

#### Unit 4: Training and Development

|   |
|---|
| Training and Development Meaning and purpose of training,             |
| Benefits of training to organization and employees –Training methods. |

#### Unit 5: Job Evaluation and Performance Appraisal

|  |
|--|
| Job evaluation- objectives, scope,   |
| Job analysis, Job description, Job Specification-basic concept and significance, |
| Performance Appraisal-Concept  |

#### Suggested Readings:

- Kotler, P., Marketing Management, Pearson
- Ramaswamy and Namakumari, Marketing Management, McMillan
- Marketing Management, Govindarajan, M., PHI
- Principles of Marketing, Kapoor, N., PHI
- Bhagwati, Pillai, Marketing Management, S.Chand
- Verma, Duggal, Haldar & Sarkar, Principles of Marketing, Oxford
- Samanta, S R, Human Resource Management, PHI
- Mahajan, Reeta, Human Resource Management, Vikash
- Haldar & Sarkar, Human Resource Management, Oxford
- Sinha, Sekhar & Bala, Human Resource Management, Cengage
- Jyothi & Venkatesh, Human Resource Management, Oxford
- Praharaj & Praharaj, Principle of Marketing and Human Resource Management, Tee Dee Pub (P) Ltd. (Bengali & English Version)
- Ghosh Sudipta & Joshi Lalit Kumar, Marketing Management and Human Resource Management, Law Point

## Semester 2 Inter-Disciplinary / Multi-Disciplinary COURSE

(IDC / MDC) Paper 2

# Macroeconomics

Credit of the Paper 3

Semester-end Examinations: 50 marks

Tutorial Examinations: 25 marks

Total 75 marks

**Unit –I Basic Concepts:** Macroeconomics, Concepts, Scope, macroeconomic variables, objectives, Differences with microeconomics.

**Unit-II : National Income:** National income accounting, Concepts and measurement of GDP, GNP, NNP, NDP, PI, DPI, Circular flow of income (2 sectors & 3 sectors economy), Real and Nominal GDP and GDP Deflator.

**Unit-III: Determination of equilibrium income in Simple Keynesian Model:** Theory of Income determination- Simple Keynesian model; Consumption, Saving, Investment functions; National Income determination; Investment multiplier, Government expenditure multiplier (Graphical Analysis), Tax multiplier and Balanced budget multiplier (concepts).

**Unit-IV: Money and inflation** Concept of demand for money and supply of money, Measures of supply of money, High powered money, money multiplier, Concept of Inflation, Demand pull and Cost push Inflation. Inflationary gap. Monetary and fiscal measures to control inflation.

**Unit-V: Public Finance:** Government budget-meaning and components, Classifications of receipts –revenue and capital receipts; Classification of expenditure-revenue and capital expenditure. Measures of Government deficit-Revenue deficit, Fiscal deficit, Primary deficit.

### Suggested Readings

- Branson W.H. Macro Economic Theory and Policy,
- Dornbusch, Fischer & Startz, Macroeconomics, TMH
- Samuelson & Nordhaus, Macroeconomics, McGraw Hill
- Ghosh C & Ghosh A., Macroeconomics, PHI
- Parchure, S., Macroeconomics, PHI
- Bhattacharyya S and Das I, Macroeconomics and Advanced Business Mathematics, , Oxford University Press
- Majumdar D and Chatterjee N, Macroeconomics and Advanced Business Mathematics, ABS Publishing House
- Dasgupta P and Chakraborty G, Samashtigoto Orthoneeti o uchhotoro Banijyik Gonit, Dey Book Concern
- De Bipul, Macroeconomics, Tee Dee Publications (P) Ltd. (Bengali & English Version)



## Semester 2 SKILL ENHANCEMENT COURSE (SEC) Paper 2

# Information Technology and its Application in Business

Credit of the Paper 4

|   |                  |
|---|------------------|
| <b>Semester-end Examinations (Theory):</b>  | <b>50 marks</b>  |
| <b>Semester-end Practical Examinations:</b> | <b>50 marks</b>  |
| <b>Total</b>                                | <b>100 marks</b> |

### Module I

#### Theory (50 Marks)

##### Unit 1: Fundamentals of Computer

Components of a Computer System, Applications of Computers, Advantages and Disadvantages of Computers, Software and its Types: System Software, Application Software, Operating System, Mobile Operating System, Free and Open Software.

##### Unit 2: Internet Services & Security measure:

Key technology concepts, Packet switching, TCP/IP, IP addresses, Types of Internet Services, World Wide Web (WWW), Uniform Resource Locator (URL), Domain Names, Web Browsers. Internet of Things: Concept, Smart Device, RFID and its use cases, Wireless Sensor Networks and its applications, Information Rights, Privacy and Freedom in an Information Society, Principles of Cyber Security, Computer Malwares, Well-known attacks (Fishing, Spoofing etc) and its prevention measures like CAPTCHA Code, Password etc. Use of Blockchain technique for security measures.

##### Unit 3: Current Computing Paradigm

Cloud Computing: Service Oriented approach, Virtualization, Business Model, Use cases, Green computing, Edge computing, Quantum computing, Challenge of Big Data

##### Unit 4: Business Data Handling

Transaction processing, Analytical processing-Concepts, Techniques, Difference, Concept of Data Mining including Text Mining and Web Mining, Evolution of AI, Importance of Artificial Intelligence in Business Data handling through use cases, Basic Concepts of an Expert system in context of Business Data Management, Basic concepts of Machine learning including supervised and unsupervised learning, Application of Machine learning in Banking and Finance, Basic concepts on ERP based Business Software Solutions. Intelligent Agents (Concepts & Application).

##### Unit 5: IT Act. 2000 and Cyber Crimes

IT Act 2000 (as amended thereon)- Definitions of different terms, Digital signature, Electronic Governance, Attribution, Acknowledgement and Dispatch of Electronic Records, Regulation of Certifying Authorities, Digital Signatures Certificates, Duties of Subscribers, Penalties and Adjudication, Appellate Tribunal, Offences and Cyber-crimes.

**Module II**  
**Practical (50 Marks)**

| Unit No. | Unit Name       | Topics   |
|----------|-----------------|--|
| 1        | Word processing | Introduction: Creating and saving your document, displaying different views, working with styles and character formatting, working with paragraph formatting techniques using indents, tabs, alignment, spacing, bullets and numbering and creating borders; Page setup and sections: Setting page margins, orientation, headers and footers, end notes and foot notes, creating section breaks and page borders; Working with tables: Creating tables, modifying table layout and design, sorting, inserting graphics in a table, table math, converting text to table and vice versa; Create newspaper columns, indexes and table of contents, Spell check your document using inbuilt and custom dictionaries, checking grammar and style , using thesaurus and finding and replacing text; Create bookmarks, captions and cross referencing, adding hyperlinks, adding sources and compiling and bibliography; Mail merge: Creating and editing your main document and data source, sorting and filtering merged documents and using merge instructions like ask, fill-in and if-then-else; Linking and embedding to keep things together. <b>(Creating Business Documents using the above facilities;</b> Hands-on experience in using spreadsheet software |
| 2        | Spreadsheet     | Working with cell and cell addresses, entering and editing data, finding and replacing data, selecting a range, moving, cutting, copying with paste, inserting and deleting cells, freezing cells, cell formatting options, adding, deleting and copying worksheet with in a workbook, renaming a worksheet, Cell reference – relative, absolute - Elements of spreadsheet charts – categories, create a chart, choosing chart type, edit chart axis, titles, labels, data series and legend, adding a text box, rotate text in a chart. Hands-on experience in using spreadsheet software .   |
| 3        | Presentation    | Introduction, creating presentations – using auto content wizard, using templates, using blank presentation, formatting background, adding sounds, slide show, slide sorter, setting animation, slide transaction, setting intervals, saving and printing, presentations, adding and playing audio clips in presentations, creating hyperlinks in presentations, converting the presentations into a video clip, Morph Transition. <b>(Creating Business Presentations using above facilities).</b> Creating professional presentations using software.  |

**Suggested Readings**

- Introduction to Computer Application (As per NEP) by Ashok Arora. [S.Chand and Co. Ltd.]
- Fundamentals of Computers by Reema Thareja; Oxford Publisher
- Computer Fundamentals by Pradeep K Sinha; BPB Publication
- Experiencing MIS by Kroenke and Boyle. [Pearson]
- Essentials of MIS by Laudon & Laudon. [Pearson, 14th Edition]
- New Perspectives Microsoft® Office 365® & Office 2019 Introductory by Patrick Carey, Dan Oja, June Jamrich Parsons, Katherine T. Pinard, Ann Shaffer, Mark Shellman [Cengage]
- Information Technology and its Application in Business, S Dawn and P Banerjee, Tee Dee Pub. Ltd.
- Introduction to Computer Application, Ashok Arora, Vikas Publishing House,
- Computer Applications -1, Anirban Das & Shantanu Chakraborty, Law Point
- Computer Applications in Business, Deepak Jain, Law Point

**Syllabi for AEC and VAC will be provided by the respective UGBOS**



# UNIVERSITY OF CALCUTTA

## Notification No.CSR/20/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of her powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 25.07.2023 approved the syllabus of the under mentioned subjects semester wise Four-year (Honours & Honours with Research) /Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF,2022, under this University, as laid down in the accompanying pamphlet.

1. Food & Nutrition
2. Defence Studies
3. Human Development
4. Sanskrit (Revised syllabus after incorporating some amendments, in the syllabus published in CSR/18/23,dt.24.7.23)
5. Persian
- ✓ 6. Computer Science
7. B.Mus.(Honours) and Music (Minor)
8. Marks distribution for semesters 1 & 2 and Amendments in the syllabus of English (4-year Honours/3-year MDC)
9. Amendments in SEC paper of Physiology (Honours & Honours with Research) Courses (as mentioned in CSR/13/23,11.07.2023)
10. Environmental Science (Revised syllabus after incorporating some amendments, in the syllabus published in CSR/18/23, DT.24.7.2023)

The above shall take effect from the academic session 2023-2024.

SENATE HOUSE

Kolkata-700073

The 28<sup>th</sup> July ,2023

Prof.(Dr.) Debasis Das

Registrar

| SEM | CORE SUBJECTS (DSCC)                             |   | SEC   |
|-----|--|---|---|
|     | PAPER NAME                                       | PRACTICAL DETAILS   |   |
| 1   | Computer Fundamentals & Digital Logic (4)        | Logic Design using ICs (basic circuits, focus on combinational part)                          | Data Visualization using Spreadsheets (4)         |
| 2   | Problem Solving Using C (4)                      | Problem solving using C Lab (using gcc compiler)  | Web Development (4) (HTML, PHP)                   |
| 3   | Data Structures (4)                              | Upto BSTs (using C)   | Mobile App Development (4) (using Android Studio) |
|     | Computer Architecture & Organization (4)         | Logic Design using ICs (building logic blocks, & sequential ckts)                             |   |
| 4   | Computational Mathematics (4)                    | Numerical Methods (using C)   | N.A.  |
|     | Microprocessor (4)                               | 8085 MPU Programming  |   |
|     | Operating System (4)                             | Shell Programming (including system calls)  |   |
|     | Object Oriented Programming (4)                  | Java Lab  |   |
| 5   | Design & Analysis of Algorithms (4)              | Graph algorithms (using C++)  | N.A.  |
|     | Data Communication and Networking (4)            | Tutorial  |   |
|     | Theory of Computation (4)                        | Tutorial  |   |
|     | Database Management System (DBMS) (4)            | MySQL & JS  |   |
| 6   | Software Engineering (4)                         | Tutorial (System Analysis & Design Lab)   | N.A.  |
|     | Programming in Python (4)                        | Python Lab  |   |
|     | Linear Algebra & Statistical Methods (4)         | Related to theory (using Python)  |   |
| 7   | Compiler Design (4)                              | Tutorial  | N.A.  |
|     | Machine Learning (4)                             | Related to theory (using Python)  |   |
|     | Computer Graphics (4)                            | Using Python  |   |
|     | IoT & Embedded Systems (4)                       | IoT & Embedded Systems (Python and IoT, Embedded Hardware)                                    |   |
|     | Big Data Analytics / Research Project (4)        | Big Data Analytics (Hadoop, MongoDB, Java Spark)  |   |
| 8   | Digital Image Processing (4)                     | Python with OpenCV  | N.A.  |
|     | Cryptography (4)                                 |   |   |
|     | Data Warehousing (4)                             |   |   |
|     | Mobile & Wireless Computing/Research Project (4) | Mobile & Wireless Computing (Network Simulation)  |   |
|     | Cloud Computing (4) / Project                    | Cloud Computing (Using Cloud Simulator Learning Virtualisation and Developing Cloud Services) |   |



**University  
of  
Calcutta**

**B.Sc (Honours and  
Honours with Research)  
4 - years degree program in  
Computer Science under  
credit framework.**

**(2023)**

**Semester – I & II**

| <b>Semester - I</b> |                   |   |               |                      |
|---------------------|-------------------|---|---------------|----------------------|
| <b>Paper</b>        | <b>Paper type</b> | <b>Paper name</b>                           | <b>Credit</b> | <b>Contact hours</b> |
| DSC/CC-1            | Theory            | Computer fundamentals and Digital Logic     | 3             | 45                   |
|                     | Practical         | Computer fundamentals and Digital Logic lab | 1             | 30                   |
| SEC – 1             | Theory            | Data visualization using spreadsheet        | 3             | 45                   |
|                     | Practical         | Data visualization using spreadsheet Lab    | 1             | 30                   |

| <b>Semester - II</b> |                   |                             |               |                      |
|----------------------|-------------------|-----------------------------|---------------|----------------------|
| <b>Paper</b>         | <b>Paper type</b> | <b>Paper name</b>           | <b>Credit</b> | <b>Contact hours</b> |
| DSC/CC-2             | Theory            | Problem Solving using C     | 3             | 45                   |
|                      | Practical         | Problem Solving using C Lab | 1             | 30                   |
| SEC – 2              | Theory            | Web Development             | 3             | 45                   |
|                      | Practical         | Web Development Lab         | 1             | 30                   |

| Semester - I |            |   |        |               |
|--------------|------------|---|--------|---------------|
| Paper        | Paper type | Paper name                                  | Credit | Contact hours |
| DSC/CC-1     | Theory     | Computer fundamentals and Digital Logic     | 3      | 45            |
|              | Practical  | Computer fundamentals and Digital Logic lab | 1      | 30            |
| SEC – 1      | Theory     | Data visualization using spreadsheet        | 3      | 45            |
|              | Practical  | Data visualization using spreadsheet Lab    | 1      | 30            |

**CMSA- Theory: Computer Fundamentals and Digital Logic  
Core Course, Theory, Semester – 1, Credits - 03, Contact hours - 45.**

**Course description:**

The course introduces the fundamental principles and concepts of digital logic, which form the foundation of digital systems and computer architecture. Students will learn about Boolean algebra, logic gates, combinational and sequential circuits, and the design and analysis of digital systems.

**Course Objectives:**

By the end of the course, students should be able to:

1. Understanding of Computer fundamentals, generations, classification of computers and brief understanding of languages used.
2. Understand the principles and terminology of digital logic.
3. Analyze and simplify Boolean expressions using Boolean algebra.
4. Design and implement combinational logic circuits using logic gates.
5. Design and analyze sequential logic circuits, including flip-flops and registers.
6. Apply digital logic concepts to solve practical problems.
7. Utilizing discrete logic gates and integrated circuits on breadboards for the design of digital circuits to enhance hands-on experience and practical understanding.

| Computer Fundamentals  |         |
|--|---------|
| Central Processing Unit (CPU), Primary memory and Secondary Storage devices, I/O devices, generation and classification of Computers: Super, Mainframe, Mini and Personal Computer, System and Application Software, basic concepts on machine, assembly and high level language.  | 2 hours |
| Number Systems   |         |
| Weighted and Non - Weighted Codes, Positional, Binary, Octal, Hexadecimal, Binary Coded Decimal (BCD), Gray Codes, Alphanumeric codes, ASCII, EBCDIC, Conversion of bases, signed arithmetic, 1's, 2's complement representation, Parity bits.<br><b>Single bit error detection and correcting codes:</b> Hamming Code.<br><b>Fixed and floating point Arithmetic.</b> | 3 hours |
| Boolean Algebra  |         |
| <b>Fundamentals of Boolean Expression:</b> Definition of Switching Algebra, Basic properties of Switching Algebra, Huntington's Postulates, Basic logic gates (AND, OR, NOT), De-Morgan's Theorem, Universal Logic gates (NAND & NOR), XOR and others, Minterm, Maxterm, Minimization of Boolean Functions using Karnaugh-Map up to four (4)                           | 4 hours |



|  |         |
|--|---------|
| variables, two level and multilevel implementation using logic gates, simplification of logic expressions.   |         |
| <b>Combinational Circuits</b>  |         |
| <b>Adder &amp; Subtractor:</b><br>Half adders (2-bit), half Subtractor (2-bit), Full Adder (3-bit), Full Subtractor (3-bit) realization using logic gates, Carry Look Ahead adders, BCD adder, 1's and 2's complement adders/subtractor unit using 4-bit parallel adders.  | 5 hours |
| <b>Data Selector/Multiplexer:</b><br>Realization of multiplexers (4 to 1 and 8 to 1) using logical gates, expansion (Cascading), realization of AND, OR and NOT using multiplexers, realization of different Boolean expressions (SOP) using multiplexers.   | 5 hours |
| <b>Data Distributor:</b><br>De-multiplexer, Cascading, realization of various functions.   | 2 hours |
| <b>Encoders:</b><br>Realization of simple and priority encoders using basic and universal logic gates.   | 2 hours |
| <b>Chip Selector/Minterm Generator:</b><br>Realization of decoders using logic gates, function realization, BCD Decoders, Seven Segment display and decoders, cascading.   | 3 hours |
| <b>Parity bit, Code Converters and magnitude comparators:</b><br>Parity bit generator/checker, Gray to binary code, binary to Gray code and Gray to Excess-3 code converter, 2 & 3 bit magnitude comparators.  | 2 hours |
| <b>Sequential Circuits</b>   |         |
| <b>Latch &amp; Flip-Flops:</b><br>Basic Set/Reset (SR) Latch using NAND and NOR gates, Gated S-R latches, Gated D Latch, Gated J-K Latch, race around condition, Master-Slave J-K flip flop, negative and positive clock edge detector circuits, edge triggered SR, D, JK, and T flip flop, flip-flop Conversions. | 5 hours |
| <b>Registers:</b><br>Serial Input Serial Output (SISO), Serial Input Parallel Output (SIPO), Parallel input Serial Output (PISO), Parallel Input Parallel Output (PIPO), Universal Shift Registers.  | 3 hours |
| <b>Counters:</b><br><b>Asynchronous Counter</b><br>UP/DOWN Counters, Mod - N Counters, BCD Counter (Counter Construction using J-K and T Flip Flops).  | 4 hours |
| <b>Synchronous Counter:</b><br>UP/DOWN Counters, Mod-N Counters, Ring & Johnson Counters.  | 3 hours |
| <b>Integrated Circuits (Qualitative Study):</b> DTL, TTL: Concepts of Fan in & out, TTL NOT, TTL NAND & NOR, NMOS, PMOS, CMOS, <b>IC fabrication (Concepts only):</b> SSI, MSI, LSI, VLSI, ULSI.   | 2 hours |

**Core Course/DSE, CMSA- Practical: Computer Fundamentals and Digital Logic Lab,  
Semester – 1, Credits - 01, Contact hours - 30.**

**Combinational Circuits**

1. Study and prove De-Morgan's Theorem.
2. Realization of Universal functions using NAND and NOR gates.
3. Implementation different functions (SOP, POS) using digital logic gates.
4. Implementation of half (2-bit) and full adder (3-bit) using basic (AND, OR and NOT) and Universal logic gates (NAND & NOR).
5. Design 4 to 1 multiplexer using basic or Universal logic gates and implement half and full adder/subtractor.
6. Design and implement half and full adder/subtractor and other functions using multiplexers 74151/74153 and other necessary logic gates.
7. Cascading of Multiplexers.
8. Design 2 to 4 decoder using basic or universal logic gates, study 74138 or 74139 and implement half and full Adder/Subtractor and other functions.
9. Design a display unit using Common anode or cathode seven segment display and decoders (7446/7447/7448)
10. Design and implement 4-input 3-output (one output as valid input indicator) priority encoder using basic (AND, OR & NOT) logic gates.
11. Design a parity generator and checker using basic logic gates.

**Sequential Circuits**

1. Realization of SR, D, JK Clocked/Gated, Level Triggered flip-flop using logic gates.
2. Master Slave flip-flop using discrete digital logic gates.
3. Conversion of flip-flops: D to JK, JK to D, JK to T, SR to JK, SR to D Flip-flop.
4. Design asynchronous counters MOD-n (upto 4 bits) UP/ DOWN.
5. Construction Synchronous UP/Down Counter (maximum 4 bits).

**Note:** The assignments listed below are illustrative examples and not an exhaustive list. They serve as a starting point to cover various aspects of the course.

**Recommended Books**

1. Digital Fundamentals, 11th Edition by Pearson Eleventh Edition, Thomas L. Floyd.
  2. Digital Logic and Computer Design, M Morris Mano, Pearson.
  3. Digital Electronics, Principles, Devices and Applications, Anil K. Maini, John Wiley & sons.
  4. Digital Principles and Applications, Leach, Malvino, Saha, Tata McGraw Hill Education.
  5. Digital Systems, Principal and Applications, Widmer, Moss and Tocci, Pearson.
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**CMSA- Theory: Data visualization using spreadsheet  
SEC-1, Theory, Semester – 1, Credits - 03, Contact hours - 45.**

**Course Description**

This Skill Enhancement Course (SEC) provides a comprehensive introduction to essential concepts and practical skills required for proficient utilization of spreadsheets. Students will gain proficiency in data management, visualization, analysis, and presentation using a widely-used open source spreadsheet software application such as Open Office, Libre Office, or Google Spreadsheets. Through this course, students will acquire the ability to proficiently create, format, manipulate, and analyze data within spreadsheets to meet a diverse range of needs.

**Course Objectives**

1. The purpose and potential applications of spreadsheets.
2. Create, format, and modify spreadsheets.
3. Use of formulas, functions, and calculations to perform data visualization.
4. Understanding and utilization of advanced spreadsheet features such as data validation, conditional formatting, and pivot tables.
5. Design visually appealing charts and graphs to represent data.
6. Collaborate and share spreadsheets with others.
7. Apply spreadsheet skills to real-world scenarios and problem-solving.
8. Role of spreadsheets in data analysis.
9. Import, clean, and transform data for analysis.
10. Applicability of statistical and mathematical functions for data visualization.
11. Advanced features and tools for data visualization.
12. Perform exploratory data analysis and identify patterns and trends.
13. Create informative reports and summaries based on data analysis.
14. Apply data analysis techniques to real-world problems.

| Description  | Teaching hours |
|--|----------------|
| <p><b>Introduction to Spreadsheets</b><br/>Spreadsheets and their applications, overview of spreadsheet software (e.g., Open office, Google Sheets, Excel), creating workbooks, modifying workbook, modifying workbook, zooming in on a worksheet, arranging multiple workbook windows, adding buttons to the quick access toolbar, customizing the ribbon, maximizing usable space in the program window navigating the spreadsheet interface, entering and editing data in cells saving, opening, and closing spreadsheet files.</p> | 2 hours        |
| <p><b>Working with Data and Tables</b><br/>Entering and revising data, moving data within a workbook, finding and replacing data, correcting and expanding upon worksheet data, defining tables.</p>   | 2 hours        |
| <p><b>Performing Calculations on Data</b><br/>Naming groups of data, creating formulas to calculate values (e.g., SUM, AVERAGE, COUNT), summarizing data that meets specific conditions (e.g., AVERAGEIF, COUNTA, COUNTBLANK, COUNTIFS, SUMIF, IFERROR etc), finding and correcting errors in calculations.</p>  | 2 hours        |

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|---|---------|
| <p><b>Changing Workbook Appearance</b><br/> Formatting Cells, defining styles, workbook themes and table styles, making numbers easier to read, changing the appearance of data based on its value, adding images to worksheets.</p>  | 2 hours |
| <p><b>Data Analysis and Manipulation</b><br/> Limiting data appearance on screen, working with text functions for data cleaning, Splitting and combining data, Data normalization and standardization, working with ranges and named ranges, conditional formatting, data validation and error checking, using logical functions (e.g., IF, AND, OR), sorting and filtering data.</p> | 4 hours |
| <p><b>Advanced Spreadsheet Features</b><br/> Creating and managing tables, creating and modifying pivot tables, using lookup functions (e.g., VLOOKUP, HLOOKUP), working with charts and graphs, importing and exporting data.</p>  | 4 hours |
| <p><b>Statistical Functions and Analysis</b><br/> Descriptive statistics (mean, median, mode, variance, etc.), Calculating measures of central tendency and dispersion, Correlation and regression analysis, Hypothesis testing and confidence intervals, Analysis of variance (ANOVA).</p>   | 5 hours |
| <p><b>Pivot Tables and Data Aggregation</b><br/> Creating pivot tables for data summarization, grouping and aggregating data by categories, Applying filters and slicers to pivot tables, calculating calculated fields and items.</p>  | 4 hours |
| <p><b>Advanced Data Visualization</b><br/> Creating charts and graphs for data representation, Customizing chart elements (titles, axes, legends), Using sparklines and data bars for visual analysis, Creating interactive dashboards, Incorporating trendlines and forecasting in charts.</p>   | 5 hours |
| <p><b>Exploratory Data Analysis</b><br/> Identifying patterns and outliers in data, Creating histograms and box plots, Using conditional formatting for data visualization, Data segmentation and drill-down analysis, Applying data validation rules for data integrity.</p>   | 4 hours |
| <p><b>Advanced Analysis Techniques</b><br/> Using goal seek and solver for optimization problems, Performing "what-if" analysis with data tables, Simulating data using random number functions, Monte Carlo simulation for risk analysis, creating scenario analysis models.</p>   | 4 hours |
| <p><b>Reporting and Presentation of Results</b><br/> Designing informative reports and summaries, creating interactive dashboards for data presentation, data visualization best practices, documenting data analysis processes presenting findings to stakeholders.</p>  | 3 hours |
| <p><b>Collaboration and Sharing</b><br/> Protecting worksheets and workbooks, sharing spreadsheets with others, tracking changes and commenting, collaborating in real-time, using version history and revision control.</p>  | 4 hours |

**CMSA- Practical - Data visualization using spreadsheet**  
**SEC, Laboratory, Semester – 1, Credits - 01, Contact hours - 30.**

1. Create a personal budget spreadsheet that tracks income, expenses, and savings over a specified period. Use formulas and functions to calculate totals, percentages, and remaining balances.
2. A dataset containing sales data for a company to be provided. A spreadsheet to be created that calculates monthly sales totals, identifies top-selling products, and visualizes sales trends using line charts or bar graphs. Use conditional formatting to highlight exceptional sales performances.
3. Design a grade book spreadsheet that calculates students' final grades based on assignments, exams, and participation. Incorporate weighted grading systems, formulas for calculating averages, and conditional formatting to indicate performance levels. Generate reports to track individual student progress.
4. Create a spreadsheet that tracks inventory for a hypothetical business. Include columns for item names, quantities, prices, and total values. Use formulas to automatically update inventory totals, generate alerts for low stock, and create visualizations to represent inventory levels over time.
5. Loan parameters, such as principal amount, interest rate, and loan term to be provided. Create a spreadsheet that calculates monthly loan payments, remaining balances, and interest paid over time using appropriate formulas. Create a chart to visualize the loan's repayment schedule.
6. Dataset to be provided which will allow various data analysis tasks using spreadsheets. Calculation of summary statistics, sorting and filtering data, creating pivot tables for deeper insights, and generation of charts or graphs to visualize patterns or trends within the data.
7. A dataset to be selected (e.g., stock prices, weather data, population growth, etc) and create line charts or area charts to visualize trends over time. Students should choose appropriate chart types, label axes, and add titles and legends to make the visualization clear and informative.
8. A dataset containing information about different products or variables (e.g., sales data, customer satisfaction ratings) to be provided and following to be done; create bar charts or column charts to compare the performance or rankings of the items. Use color, data labels, and chart elements to enhance the visual comparison.
9. A dataset containing time-series data for multiple variables (e.g., monthly sales data for different products) to be provided and the following task to be performed; to create a combo chart with lines and columns to compare the trends of the variables and identify any relationships or patterns.
10. To create a unique visualization using advanced spreadsheet features and tools. For example, an experiment with sparklines, radar charts, or treemaps to represent specific types of data or explore innovative ways to visualize information.

**Note:** The assignments listed below are illustrative examples and not an exhaustive list. They serve as a starting point to cover various aspects of the course.

**Recommended Text books**

1. Data Analysis and Decision Making with Microsoft Excel" by S. Christian Albright.
2. Microsoft Excel 2019 Data Analysis and Business Modeling, Sixth Edition, Wayne L. Winston, Pearson education.
3. Excel 2019 Bible, Michael Alexander, 11<sup>th</sup> edition, Wiley.
4. Microsoft Office 2019 for Dummies, Wallace Wang, Wiley.

**Recommended Application Software**

1. Google Spreadsheets
  2. Libre/Open Office
  3. Excel sptreadsheets
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| <b>Semester - II</b> |                   |                             |               |                      |
|----------------------|-------------------|-----------------------------|---------------|----------------------|
| <b>Paper</b>         | <b>Paper type</b> | <b>Paper name</b>           | <b>Credit</b> | <b>Contact hours</b> |
| DSC/CC-2             | Theory            | Problem Solving using C     | 3             | 45                   |
|                      | Practical         | Problem Solving using C Lab | 1             | 30                   |
| SEC – 2              | Theory            | Web Development             | 3             | 45                   |
|                      | Practical         | Web Development Lab         | 1             | 30                   |

### **CMSA- Theory: Problem Solving using C**

**DSC/CC-2, Theory, Semester – 2, Credits - 03, Contact hours - 45.**

### **Objective of the Course**

The objectives of this course are to make the student understand programming language, programming, concepts of Loops, reading a set of Data, stepwise refinement, Functions, Control structure, Arrays. After completion of this course the student is expected to analyze the real life problem and write a program in 'C' language to solve the problem. The main emphasis of the course will be on problem solving aspect i.e. developing proper algorithms.

After completion of the course the student will be able to;

1. Develop efficient algorithms for solving a problem.
2. Use the various constructs of a programming language viz. conditional, iteration and recursion.
3. Implement the algorithms in "C" language.
4. Use simple data structures like arrays, stacks and linked list in solving problems.
5. Handling File in "C".

### **Outline of Course**

| <b>S. No.</b>                        | <b>Topic</b>                                 | <b>Minimum number of hours</b> |
|--------------------------------------|--|--------------------------------|
| 1                                    | Introduction to Programming                  | 03                             |
| 2                                    | Algorithm/ Flowchart for Problem Solving     | 06                             |
| 3                                    | Introduction to 'C' Language                 | 02                             |
| 4                                    | Conditional Statements and Loops             | 05                             |
| 5                                    | Arrays                                       | 05                             |
| 6                                    | Functions                                    | 04                             |
| 7                                    | Storage Classes                              | 02                             |
| 8                                    | Structures and Unions                        | 05                             |
| 9                                    | Pointers                                     | 05                             |
| 10                                   | Self-Referential Structures and Linked Lists | 04                             |
| 11                                   | File Processing                              | 02                             |
| 12                                   | Organizing C Projects                        | 02                             |
| Lectures = 45                        |  |                                |
| Practical/tutorials = 30, Total = 75 |  |                                |

## Detailed Syllabus

| Description  | Teaching hours |
|--|----------------|
| <p><b>Introduction to Programming</b><br/>The Basic Model of Computation, Algorithms, Flow-charts, Programming Languages, Compiler, Interpreter, Assembler, Linker and Loader, Testing and Debugging, Documentation.</p>   | 03 hours       |
| <p><b>Algorithms/ Flowchart for Problem Solving</b><br/>Exchanging values of two variables, summation of a set of numbers, decimal base to binary base conversion, reversing digits of an integer, GCD (Greatest Common Division) of two numbers, test whether a number is prime, organize numbers in ascending order using bubble sort, find integer square root of a number, factorial computation, Fibonacci sequence, evaluate 'sin x' as sum of a series, reverse order of elements of an array, find largest number in an array, print elements of upper triangular matrix, multiplication of two matrices, evaluate a Polynomial.</p> | 06 hours       |
| <p><b>Introduction to 'C' Language</b><br/>Character set, variables, identifiers and their nomenclature, built-in data types, variable declaration, arithmetic operators and expressions, constants and literals, simple assignment statement, basic input/output statement, simple 'C' programs.</p>  | 02 hours       |
| <p><b>Conditional Statements and Loops</b><br/>Decision making within a program, conditions, relational operators, logical connectives, if statement, if-else statement, <b>Loops:</b> while loop, do while, for loop, nested structure, infinite loops, switch-case, break, continue statement, structured programming.</p>   | 05 hours       |
| <p><b>Arrays</b><br/>One dimensional arrays: Array manipulation; Searching, Insertion, deletion of an element from an array; finding the largest/smallest element in an array; two dimensional arrays, addition/multiplication of two matrices, Transpose of a square matrix; null terminated strings as array of characters, standard library string functions.</p>   | 05 hours       |
| <p><b>Functions</b><br/>Top-down approach of problem solving, modular programming and functions, standard library of C functions, Prototype of a function: Formal parameter list, return type, function call, block structure, passing arguments to a function: call by reference, call by value, Recursive functions, arrays as function arguments.</p>   | 04 hours       |
| <p><b>Storage Classes</b><br/>Scope and extent, Storage Classes in a single source file: auto, extern and static, register, Storage Classes in a multiple source files: extern and static</p>  | 02 hours       |
| <p><b>Structures and Unions</b><br/>Structure variables, initialization, structure assignment, nested structure, structures and functions, structures and arrays: arrays of structures, structures containing arrays, unions</p>   | 05 hours       |
| <p><b>Pointers</b><br/>Address operators, pointer type declaration, pointer assignment, pointer initialization, pointer arithmetic, functions and pointers, Array of Pointers, pointer to an array, pointers and structures, dynamic memory allocation.</p>  | 05 hours       |



|  |          |
|--|----------|
| <b>Self-Referential Structures and Linked Lists</b><br>Creation of a singly connected linked list, Traversing a linked list, Insertion into a linked list, Deletion from a linked list | 04 hours |
| <b>File Processing</b><br>Concept of Files, File opening in various modes and closing of a file, Reading from a file, Writing onto a file, Appending to a file.                        | 02 hours |
| Organizing C projects, working with multiple source directories, makefiles.  | 02 hours |

### Recommended books main reading

1. Byron S Gottfried “Programming with C” Second edition, Tata McGraw Hill, 2007 (Paperback)
2. R.G. Dromey, “How to solve it by Computer”, Pearson Education, 2008.
3. Kanetkar Y, “Let us C”, BPB Publications, 2007.
4. Hanly J R & Koffman E.B, “Problem Solving and Program design in C”, Pearson Education, 2009.
5. Kashi Nath Dey and Samir Bandyopadhyay “C Programming Essentials” Pearson India Education, 2010.

### Supplementary reading.

1. E. Balagurusamy, “Programming with ANSI-C”, Fourth Edition, 2008, Tata McGraw Hill.
2. Venugopal K. R and Prasad S. R, “Mastering ‘C’”, Third Edition, 2008, Tata McGraw Hill.
3. B.W. Kernighan & D. M. Ritchie, “The C Programming Language”, Second Edition, 2001, Pearson education.
4. ISRD Group, “Programming and Problem-Solving Using C”, Tata McGraw Hill, 2008.
5. Pradip Dey, Manas Ghosh, “Programming in C”, Oxford University Press, 2007.

### CMSA- Practical: Problem Solving using C

**DSC/CC-2, Practical, Semester – 2, Credits - 01, Contact hours - 30.**

### Algorithms / Flowchart (Sample and simple assignments)

1. Design a flowchart/ Algorithm for a basic calculator that accepts two numbers and an operator (+, -, \*, /) as input from the user and performs the corresponding operations, and displaying/print the result.
2. Create a flowchart/Algorithm that converts a temperature from Celsius to Fahrenheit or vice versa based on user input.
3. Design a flowchart/Algorithm that calculates the factorial of a given positive integer provided by the user.
4. Create a flowchart/Algorithm that finds and displays the largest number among three input numbers given by the user.
5. Design a flowchart/Algorithm to implement the linear search algorithm to find a specific element in an array of integers. The array and the element to search for should be taken as user input.
6. Create a flowchart/Algorithm that calculates the area and perimeter/circumference of different shapes (e.g., circle, rectangle, triangle) based on user input for dimensions.
7. Design a flowchart/Algorithm that checks whether a given input string is a palindrome or not.

### **Introduction to 'C' Language (Assignments/examples related to simple C program.)**

8. Write a program in C to read two numbers and produce the sum and product of those numbers and show the result separately.
9. Write a program in C to read two numbers and print the greater number, if both the numbers are same then print "EQUAL".
10. Write a program in C multiple numbers say n and print the greatest and the third greatest.
11. Write a program in C to read n numbers and print the even/odd numbers up to n.
12. Write a program in C to read a number and print the sum of n natural numbers.
13. Write a program in C to read a number n and print factor of n.
14. Write a program in C to read a number n and print first 10 multiples of n.
15. Write a program in C to read a number n and print if n is "PRIME" or "COMPOSITE".
16. Write a program in C to calculate the average of a set of N numbers.
17. Write a program in C convert the temperature given in Celsius to Fahrenheit or vice-versa.
18. Write a program in C to determine and print the sum of the following harmonic series for a given value of n:  $1+1/2+1/3+\dots\dots\dots 1/n$ .
19. Write a program in C that reads a floating-point number and then displays the right most digits of integral part of the number.
20. Write a program in C to accept the length and breadth in meters and calculate the area and perimeter and also determine if it is a rectangle or a square based on the inputs given.
21. Write a program in C to accept an input and determine if the input entered is a number or alphabet or a special character.
22. Write a program in C to accept a word and then print the reverse case that is lower to upper or upper to lower case.
23. Write an interactive program in C which will demonstrate the process of division/multiplication, the user should be asked to enter two-digit numbers.

### **Conditional Statements and Loops (simple examples)**

24. Write a program in C to read a number n and print n terms of the Fibonacci series.
25. Write a program in C to read a number n and print a single digit answer showing sum of the digits of n. (example – input 8626, expected output – 4, explanation  $8+6+2+6 = 22$ ,  $2+2 = 4$ ).
26. Write a program in C to read a number n and print all the prime numbers up to n.
27. Write a program in C to read a number n and print the following pattern (input = 5, expected output  
1  
12  
123  
1234  
12345).
28. Write a program in C to check if the given number is the Armstrong number or not (e.g  $153 = 1^3+5^3+3^3$ ).
29. Write a program in C to check the type of the given triangle whether it is equilateral, isosceles or scalene.

### **Arrays (examples of few simple programs)**

30. Write a program in C to read a string and store it into a character array. Check whether the string is a palindrome or not and display accordingly.

31. Write a program in C to read a list of numbers stored in an integer array and while saving them arrange in ascending order.
32. Write a program in C to read two matrices and perform addition.
33. Write a program in C to read two matrix and check their compatibility for multiplication, if compatible then find product and print it.
34. Write a program in C to read a string and print the triangular pattern using the string.

### Functions

35. Write a program in C to print all the Armstrong number from 1 to 500.
36. Write a function *convert ()* that returns a weight in Kg after being given a weight in pounds.
37. Write a function to find all perfect numbers from 1 to 100 (perfect numbers are positive integers where the sum of perfect divisor is the number itself, e.g.,  $6 = 1+2+3$ ).
38. Write a function *power ()* to find base raise to power [**base**<sup>power</sup>].
39. Write a program in C to find solution of a quadratic equation  $[x = \frac{-b \pm \sqrt{b^2 - 4a}}{2a}]$  where values a, b and c to be accepted from the user as input.
40. Accept inputs from the user and echo it on to the screen in normal as well as in reverse using void recursive function.
41. Accept any number from the user and calculate the factorial of the number using recursion
42. Accept numbers n and print the odd/even numbers up to n using recursive function.
43. Write a program in C in compute the cubes of all numbers from 10 to 20.
44. Write a program in C to find the GCD of a number.
45. Write a program in C to generate all combinations of 1, 2, 3, 4 using recursion, e.g., 1234, 2341..... etc.

### Storage Classes

46. Write a program in C to accept a number and find the factorial of the number demonstrating use of automatic variables.
47. Write a program in C to accept two numbers and find the sum of the number demonstrating use of external variables.
48. Write a program in C to accept two numbers and find the sum of the number demonstrating use of global variables.
49. Write a program in C to illustrate the use of static variables.
50. Write a program in C to accept numbers till a negative number is entered and calculate the sum of a list of numbers read using static variable.
51. Write a program in C to sum integers and use static variable to store the cumulative sum.

### Pointers

52. Write a program in C to swap two numbers of n length.
53. Write a program in C for swapping numbers using functions.
54. Write a program in C to illustrate the Call by Value and Call by reference a rule in C programming.
55. Write a program in C to use a double dimensional array and print each cells value and address.
56. Write a program in C to show the use of Array, declared at compilation time (static manner) to read 10 numbers and display them.
57. Write a program in C to show the use of Array, declared dynamically to read 10 numbers and display them.
58. Write a program in C to read a string in a dynamic array and determine whether it is palindrome or not.

## Structures and Unions

59. Write a program in C to read the data of a student, store it in a structure and display it.
60. Write a program in C to read the data of many students, store it in a structure and display the student's data and average percentage of the class.
61. Write a program in C to accept two dates from the user, validate both of them and check if they are different dates.
62. Write a program in C to accept students' data from the user. Check if the student stream is science, commerce or arts. If the stream is arts, then print the class of students. If the stream is science, then print the grade and if the stream is commerce, then print the percentage.

## Files

63. Write a program in C showing the technique of opening and closing a file say **result.dat** and writing a list of numbers and its square into the file.
64. Write some texts into a file, reopen the file in read mode and reproduce the text on the monitor (use of `putc()` and `fputc()`).
65. Write a few numbers in the file created earlier. Reopen it in Read mode, write odd numbers in one file and even number in another file (use the **getw** and **putw** functions).
66. Write programs to demonstrate the use of `getc()`, `fgetc()` and `ungetc()`.
67. Write programs to demonstrate the use of String I/O, Formatted I/O and End of file `eof()` and `feof()`.

## Recommended assignment content/structure

- Objective
- Algorithm/Flowchart
- Code
- Result
- Conclusion

## Platform/Compiler

- GCC

**Note:** The assignments listed below are illustrative examples and not an exhaustive list. They serve as a starting point to cover various aspects of the course.

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## CMSA- Theory: Web development

**SEC, Theory, Semester – 2, Credits - 03, Contact hours - 45.**

### Course Description

This course provides an introduction to web development using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). Students will learn the core concepts and practical skills needed to create and style web pages. The course covers the fundamentals of HTML structure, CSS styling properties, and responsive web design principles.

### Course Objectives

1. Understanding the basics of web development and the role of HTML and CSS.
2. Create well-structured HTML documents using proper tags and elements.

3. Apply CSS to style web pages, including layout, typography, colors, and images.
4. Implement responsive design techniques to ensure optimal display on different devices.
5. Incorporate multimedia elements, such as images, videos, and audio, into web pages.
6. Understand best practices for organizing and maintaining code in web development projects.
7. Develop and deploy a basic website using HTML and CSS.

| Description  | Teaching hours |
|--|----------------|
| <b>Introduction to Web development</b><br>Overview of web technologies and the role of HTML and CSS, understanding the structure of a web page, introduction to web browsers and developer tools.  | 3 hours        |
| <b>HTML Fundamentals</b><br>Introduction to HTML tags and elements, creating headings, paragraphs, lists, and links, working with images and multimedia content, creating forms for user input.  | 3 hours        |
| <b>CSS basics</b><br>Introduction to CSS and its role in web page styling, selectors, properties, and values, applying inline, internal, and external style sheets, formatting text, backgrounds, and borders.   | 3 hours        |
| <b>CSS Layout and box model</b><br>Understanding the box model and its impact on layout, working with margins, padding, and borders, positioning elements using floats, positioning properties, and flexbox, creating responsive layouts with media queries. | 3 hours        |
| <b>Typography and colors</b><br>Styling text with fonts, sizes, weights, and styles, formatting text using CSS properties, understanding color models and applying colors to elements.   | 4 hours        |
| <b>Images and multimedia</b><br>Working with images: sizing, aligning, and optimizing, incorporating videos and audio into web pages, implementing responsive images and media.  | 4 hours        |
| <b>CSS Selectors and specificity</b><br>Understanding CSS selectors and specificity, applying styles to specific elements and classes, using pseudo-classes and pseudo-elements.   | 5 hours        |
| <b>Responsive Web design</b><br>Introduction to responsive design principles, creating fluid layouts using CSS media queries, adapting web pages for different screen sizes and devices.   | 4 hours        |
| <b>CSS Frameworks and libraries</b><br>Overview of popular CSS frameworks (e.g., Bootstrap, Foundation), using pre-built CSS components and grids, customizing and integrating CSS frameworks into web projects.   | 5 hours        |
| <b>Web development best practices</b><br>Organizing and structuring code files and directories, validating HTML and CSS code, optimizing web pages for performance, introduction to version control with Git.  | 3 hours        |
| <b>Building and deploying a website</b><br>Planning and designing a basic website structure, Implementing HTML and CSS to create the website, testing and debugging the website across different browsers, deploying the website to a local host/web server  | 6 hours        |

## **CMSA- Web development**

**SEC, Laboratory, Semester – 2, Credits - 01, Contact hours - 30.**

1. Creating a personal portfolio website using HTML and CSS. There should be sections for an about me, projects, skills, and contact information's. Using CSS to style the layout, typography, and colors to create a visually appealing and professional-looking portfolio.
2. To design a responsive website that adapts to different screen sizes. They should create a layout that adjusts fluidly using CSS media queries and responsive design techniques.
3. To create a product landing page for a fictional product or an existing one. HTML to be used to structure the page and CSS to style the layout, typography, buttons, and images. Main focus to be on creating an engaging page that effectively showcases the chosen product.
4. To incorporate CSS animation effects into a web page. Use CSS transitions, transforms, and keyframe animations to add interactive and engaging elements to the website. Create animations for hover effects, scrolling effects, image sliders, or menu transitions.
5. Redesign an existing website using HTML and CSS. Analyze the original design and propose improvements to the layout, typography, color scheme, and overall user experience.
6. Create a webpage layout using CSS Flexbox or CSS Grid. Design a responsive layout that organizes content in a visually appealing way. Experiment can be performed with different grid or flexbox properties to create flexible and responsive designs.
7. To design and style an interactive form using HTML and CSS. They should incorporate various form elements such as text inputs, checkboxes, radio buttons, and select dropdowns. Apply CSS styling to improve the form's visual appearance and user experience.

**Note:** The assignments listed below are illustrative examples and not an exhaustive list. They serve as a starting point to cover various aspects of the course.

### **Suggested Readings.**

1. Mastering HTML, CSS & Java Script Web Publishing, Laura Lemay, Rafe Colburn, Jennifer Kyrnin, BPB Publication.
  2. Web designing and development, Satish Jain, BPB Publications.
  3. HTML & CSS: The complete reference, Thomas Powell, McGraw Hill education.
  4. Web programming with HTML5, CSS and JavaScript, John Dean, Joneas and Bartlet learning.
  5. Sams Teach Yourself HTML, CSS, and JavaScript All in One, Julie C Meloni, Pearson Education.
  6. Learning Web App development, Semmy Purewal, O'Reilly.
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## INTERDISCIPLINARY COURSE

Fundamentals of Computer Science and its applications 45 hrs

### Course Outcome:

- Demonstrate the basic concepts of Computer science, such as Computer Architecture, Data representation, Algorithms, and Data structures.
- Write basic programs in a high-level programming language, such as Python.
- Explain how computers communicate with each other over a network.
- Explain how artificial intelligence is used in real-world applications.
- Use ICT tools to create documents, spreadsheets, and presentations.

### Detailed Syllabus

- Introduction to computers and computing 08 hr.  
History of computing and the different types of computers that are available today, Generations of computers, Basic Building blocks (CPU, Memory, I/O Devices), types of computer (Mainframe, Desktop, Laptop, System on Chip). Classification of Software – System and Application Software, Basic Security Anti-Virus.
- Data representation and number systems 04 hr  
Concept of binary code, ASCII and how it is used to represent data in computers, How different number systems work
- Algorithms and data structures 06 hr  
Basic concepts of algorithms and data structures: Common algorithms and data structures, such as sorting algorithms and linked lists.
- Office suite 08 hr  
Word processors, Spreadsheets, and Presentation
- Programming languages 08 hr  
Basic concepts of programming languages: types of programming languages , machine language, assembly language, high level language, Introduction to writing basic programs in Python ( Finding prime numbers, finding GCD of two numbers etc,)

- Networking 05 hr

Basic concept of networking and how computers communicate with each other, LAN, WAN, Introduction to the concept of the internet and how it works. Mobile communication

- Artificial intelligence 05 hr

Basic concept of artificial intelligence and how it is used in computers. Introduction to Machine Learning, Preliminary concept of Big Data, Recommendation System, Conversation Agents like ChatGPT, Prompt Engineering

- Information and Communications (ICT) Tools 01 hr

Importance of ICT tools, different types of ICT tools and their uses

#### Recommended Books:

1. Computer Science: An Interdisciplinary Approach, Robert Sedgewick (Author), Kevin Wayne (Author)
2. Introduction To Computer Science, Anita Goel Pearson India



### Structure of Core Courses in Computer Science for Three-year MDC

| Semester | Course / Paper Code     | Course Name                             |
|----------|-------------------------|---|
| 1        | CMS- MD- CC1- 1- Th/ P  | Computer Fundamentals and Digital Logic |
| 2        | CMS- MD- CC2- 2- Th / P | Problem Solving using C                 |

### Structure of Minor Courses in Computer Science for MDC

| Semester | Course / Paper Code     | Course Name                             |
|----------|-------------------------|---|
| 3        | CMS- MD- MC1- 3- Th / P | Computer Fundamentals and Digital Logic |
| 4        | CMS- MD- MC2- 4- Th / P | Problem Solving using C                 |

### Structure of Skill Enhancement Courses in Computer Science for MDC

| Semester          | Course / Paper Code      | Course Name                  |
|-------------------|--------------------------|------------------------------|
| Semester<br>1/2/3 | CMS- MD- SEC2- 2- Th / P | Web Development (HTML / PHP) |

### Structure of Skill Interdisciplinary Courses in Computer Science for MDC

| Semester          | Course / Paper Code      | Course Name   |
|-------------------|--------------------------|---|
| Semester<br>1/2/3 | CMS- MD- IDC2- 2- Th / P | Fundamentals of Computer Science and their Applications |



# UNIVERSITY OF CALCUTTA

## Notification No. CSR/13/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.07.2023 approved the Syllabi of the under mentioned subjects for semester wise Four-year (Honours & Honours with Research) / Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF, 2022 . under this University, as laid down in the accompanying pamphlet.


### **Name of Subject:**

1. Anthropology
2. BBA
3. Bengali
4. BFAD
5. Bio Chemistry
6. Botany
7. Chemistry
8. Commerce
- ✓ 9. Economics
10. Education
11. English
12. Geology
13. Hindi
14. History, Islamic History & Culture
15. Home Science
16. Human Rights
17. Journalism & Mass Communication
18. Mathematics
19. Microbiology (Honours)
20. Molecular Biology
21. Philosophy
22. Physiology
23. Political Science
24. Psychology
25. Social Science
26. Sociology
27. Urdu
28. Women's Studies
29. Zoology

The above shall be effective from the academic session 2023-2024.

SENATE HOUSE

KOLKATA-700 073

 12/7/2023  
Prof. (Dr.) Debasis Das

Registrar

## Economics (Major- Minor)

### Major (4 Credits)

| Sem | Course            | Name of the Paper  | Code (Th)                                   | Code (Tu/ P)                                |
|-----|-------------------|--|---|---|
| 1   | CC1               | Microeconomics (I)   | ECON-H-CC1-1-Th                             | ECON-H-CC1-1-Tu                             |
| 2   | CC2               | Macroeconomics (I)   | ECON-H-CC2-2-Th                             | ECON-H-CC2-2-Tu                             |
| 3   | CC3               | Microeconomics (II)  | ECON-H-CC3-3-Th                             | ECON-H-CC3-3-Tu                             |
| 3   | CC4               | Development Economics (I)  | ECON-H-CC4-3-Th                             | ECON-H-CC4-3-Tu                             |
| 4   | CC5               | Mathematical Economics (I)   | ECON-H-CC5-4-Th                             | ECON-H-CC5-4-Tu                             |
| 4   | CC6               | Macroeconomics (II)  | ECON-H-CC6-4-Th                             | ECON-H-CC6-4-Tu                             |
| 4   | CC7               | Statistics for Economics   | ECON-H-CC7-4-Th                             | ECON-H-CC7-4-Tu                             |
| 4   | CC8               | Indian Economics (I)   | ECON-H-CC8-4-Th                             | ECON-H-CC8-4-Tu                             |
| 5   | CC9               | Microeconomics (III)   | ECON-H-CC9-5-Th                             | ECON-H-CC9-5-Tu                             |
| 5   | CC10              | Macroeconomics (III)   | ECON-H-CC10-5-Th                            | ECON-H-CC10-5-Tu                            |
| 5   | CC11              | Mathematical Economics (II)  | ECON-H-CC11-5-Th                            | ECON-H-CC11-5-Tu                            |
| 5   | CC12              | Econometrics (I)   | ECON-H-CC12-5-Th                            | ECON-H-CC12-5-Tu                            |
| 6   | CC13              | International Economics (I)  | ECON-H-CC13-6-Th                            | ECON-H-CC13-6-Tu                            |
| 6   | CC14              | Environmental & Resource Economics (I)   | ECON-H-CC14-6-Th                            | ECON-H-CC14-6-Tu                            |
| 6   | CC15              | Public Economics (I)   | ECON-H-CC15-6-Th                            | ECON-H-CC15-6-Tu                            |
| 6   | Summer Internship |  |   |   |
| 7   | CC16              | Financial Economics (I)  | ECON-H-CC16-7-Th                            | ECON-H-CC16-7-Tu                            |
| 7   | CC17              | Development Economics (II)   | ECON-H-CC17-7-Th                            | ECON-H-CC17-7-Tu                            |
| 7   | CC18              | Environmental & Resource Economics (II)  | ECON-H-CC18-7-Th                            | ECON-H-CC18-7-Tu                            |
| 7   | CC19              | Advanced Microeconomic Theory  | ECON-H-CC19-7-Th                            | ECON-H-CC19-7-Tu                            |
| 7*  | CC20              | <i>A) PUBLIC ECONOMICS (II)/<br/>B) INDIAN ECONOMICS (II)<br/>OR DISSERTATION*</i> | ECON-H-CC20(A)-7-Th/<br>ECON-H-CC20(B)-7-Th | ECON-H-CC20(A)-7-Tu/<br>ECON-H-CC20(B)-7-Tu |
| 8   | CC21              | Econometrics (II)  | ECON-H-CC21-8-Th                            | ECON-H-CC21-8-P                             |
| 8   | CC22              | International Economics (II)   | ECON-H-CC22-8-Th                            | ECON-H-CC22-8-Tu                            |
| 8   | CC23              | Advanced Macroeconomic Theory  | ECON-H-CC23-8-Th                            | ECON-H-CC23-8-Tu                            |

|                        |      |   |   |   |
|------------------------|------|---|---|---|
| 8*                     | CC24 | <i>A) FINANCIAL ECONOMICS (II)/<br/>B) MANAGERIAL ECONOMICS<br/>OR. DISSERTATION*</i> | ECON-H-CC24 (A)-8-Th/<br>ECON-H-CC24 (B)-8-Th | ECON-H-CC24 (A)-8-Tu/<br>ECON-H-CC24 (B)-8-Tu |
| 8*                     | CC25 | <i>A) GENDER ECONOMICS /<br/>B) INDIAN ECONOMIC HISTORY<br/>OR. DISSERTATION*</i>     | ECON-H-CC25 (A)-8-Th/<br>ECON-H-CC25 (B)-8-Th | ECON-H-CC25 (A)-8-Tu/<br>ECON-H-CC25 (B)-8-Tu |
| <b>Sem</b>             |      |   |   |   |
| <b>SEC (4 Credits)</b> |      |   |   |   |
| 1                      | SEC1 | Introductory Statistics & Application (I)   | ECON-H-SEC1-1-Th                              | ECON-H-SEC1-1-Tu                              |
| 2                      | SEC2 | Introductory Statistics & Application (II)  | ECON-H-SEC2-2-Th                              | ECON-H-SEC2-2-P                               |
| 3                      | SEC3 | Data Analysis and Research Methodology  | ECON-H-SEC3-3-Th                              | ECON-H-SEC3-3-Tu/P                            |
| <b>Sem</b>             |      |   |   |   |
| <b>IDC (3 Credits)</b> |      |   |   |   |
| 1/2/3                  | IDC  | Elementary Economics  | ECON-H-IDC-1/2/3-Th                           | ECON-H-IDC-1/2/3-Tu                           |

| <b>Sem</b>      |  | <b>Minor (4 Credits)</b>  |                                  |                                  |
|-----------------|--|---------------------------|----------------------------------|----------------------------------|
|                 |  | <b>Name of the Paper</b>  | <b>Code (Th)</b>                 | <b>Code (Tu/ P)</b>              |
| <b>1 (or 3)</b> |  | Microeconomics (I)        | ECON-H-CC1-1-Th/ ECON-H-CC1-3-Th | ECON-H-CC1-1-Tu/ ECON-H-CC1-3-Tu |
| <b>2 (or 4)</b> |  | Macroeconomics (I)        | ECON-H-CC2-2-Th/ ECON-H-CC2-4-Th | ECON-H-CC2-2-Tu/ ECON-H-CC2-4-Tu |
| <b>5</b>        |  | Development Economics (I) | ECON-H-CC4-5-Th                  | ECON-H-CC4-5-Tu                  |
| <b>6</b>        |  | Indian Economics (I)      | ECON-H-CC8-6-Th                  | ECON-H-CC8-6-Tu                  |

| <b>ECONOMICS [MDC- Core Course (CC)] (4 Credits)</b> |              |               |                                       |                  |                  |
|--|--------------|---------------|---------------------------------------|------------------|------------------|
| <b>Sem</b>   | <b>Paper</b> | <b>Course</b> | <b>Name of the Paper</b>              | <b>Code (Th)</b> | <b>Code (Tu)</b> |
| 1  | CC1/ CC2     | MDC 1         | Microeconomics (I)                    | ECON-MD-CC1-1-Th | ECON-MD-CC1-1-Tu |
| 2  | CC1/ CC2     | MDC 2         | Macroeconomics (I)                    | ECON-MD-CC2-2-Th | ECON-MD-CC2-2-Tu |
| 3  | CC1/ CC2     | MDC 3         | Development Economics (I)             | ECON-MD-CC3-3-Th | ECON-MD-CC3-3-Tu |
| 4  | CC1/ CC2     | MDC 4         | Indian Economics (I)                  | ECON-MD-CC4-4-Th | ECON-MD-CC4-4-Tu |
|  | CC1/ CC2     | MDC 5         | Sustainable Development               | ECON-MD-CC5-4-Th | ECON-MD-CC5-4-Tu |
| 5  | CC1/ CC2     | MDC 6         | Economic History of India (1857-1947) | ECON-MD-CC6-5-Th | ECON-MD-CC6-5-Tu |
| 5  | CC1          | MDC 7         | Public Finance                        | ECON-MD-CC7-5-Th | ECON-MD-CC7-5-Tu |
| 6  | CC2          |               |                                       | ECON-MD-CC7-6-Th | ECON-MD-CC7-6-Tu |
| 6  | CC1/ CC2     | MDC 8         | Rural Development                     | ECON-MD-CC8-6-Th | ECON-MD-CC8-6-Tu |

| <b>Sem</b> | <b>ECONOMICS [MDC- Minor] (4 Credits)</b> |                           |                  |                  |
|------------|---|---------------------------|------------------|------------------|
|            | <b>Course</b>                             | <b>Name of the Paper</b>  | <b>Code (Th)</b> | <b>Code (Tu)</b> |
| 3          | MDC_m 1                                   | Microeconomics (I)        | ECON-MD-CC1-3-Th | ECON-MD-CC1-3-Tu |
| 4          | MDC_m 2                                   | Macroeconomics (I)        | ECON-MD-CC2-4-Th | ECON-MD-CC2-4-Tu |
| 5          | MDC_m 3                                   | Development Economics (I) | ECON-MD-CC3-5-Th | ECON-MD-CC3-5-Tu |
| 5          | MDC_m 4                                   | Indian Economics (I)      | ECON-MD-CC4-5-Th | ECON-MD-CC4-5-Tu |
| 6          | MDC_m 5                                   | Sustainable Development   | ECON-MD-CC5-6-Th | ECON-MD-CC5-6-Tu |
| 6          | MDC_m 6                                   | Economic History of India | ECON-MD-CC6-6-Th | ECON-MD-CC6-6-Tu |

| <b>Sem</b> | <b>SEC (4 Credits)</b>   |   |   |
|------------|--|---|---|
|            | <b>Name of the Paper</b>   | <b>Code (Th)</b>  | <b>Code (Tu)</b>  |
| 1/ 2/ 3    | A) Economic Data Analysis and Report Writing/<br>B) Entrepreneurship and Development | ECON-MD-SEC1 (A)-1-Th or,<br>ECON-MD-SEC2 (A)-2-Th or,<br>ECON-MD-SEC3 (A)-3-Th/<br>ECON-MD-SEC1 (B)-1-Th or,<br>ECON-MD-SEC2 (B)-2-Th or,<br>ECON-MD-SEC3 (B)-3-Th | ECON-MD-SEC1 (A)-1-Tu or,<br>ECON-MD-SEC2 (A)-2-Tu or,<br>ECON-MD-SEC3 (A)-3-Tu/<br>ECON-MD-SEC1 (B)-1-Tu or,<br>ECON-MD-SEC2 (B)-2-Tu or,<br>ECON-MD-SEC3 (B)-3-Tu |

| <b>Sem</b> | <b>IDC (3 Credits)</b>   |   |   |
|------------|--------------------------|---|---|
|            | <b>Name of the Paper</b> | <b>Code (Th)</b>  | <b>Code (Tu)</b>  |
| 1/ 2/ 3    | Elementary Economics     | ECON-MD-IDC1-1-Th or,<br>ECON-MD-IDC2-2-Th or,<br>ECON-MD-IDC3-3-Th | ECON-MD-IDC1-1-Tu or,<br>ECON-MD-IDC2-2-Tu or,<br>ECON-MD-IDC3-3-Tu |

**Economics Core Course I: ECON-H-CC1-1-Th  
Microeconomics (I)**

**Marks: 75**

**Credits: 3**

**No. of Lecture hours (Th): 45  
[For Semester-I]**

**Unit 1: Exploring the subject matter of Economics**

**5 lecture hours**

1.1 Scope and Method of Economics: Wants, Scarcity, Competing Ends and Choice - Defining Economics, Thinking like an economist: Basic Economics Questions, Households and firms, Demand and Supply, Basic concepts of Utility, basic concepts of production-Production function, Definition of Average and Marginal Product, Microeconomics and Macroeconomics, Normative Economics and Positive Economics

1.2 Principles of Microeconomics – principles of individual decision making and principles of economic interactions – trade off, opportunity cost, efficiency, marginal changes and cost-benefit, trade, market economy, property rights, market failure, externality and market power.

1.3 Interdependence and the Gains from Trade- production possibilities frontier and increasing costs, absolute and comparative advantage, comparative advantage and gains from trade.

**Unit 2: Utility Theory**

**20 lecture hours**

*(Focus on intuitive explanation and diagrams. Learning to analyze without using calculus a must)*

2.1 Cardinal and Ordinal Approach.

2.2 Utility in Cardinal Approach- Utility and choice, Total Utility and Marginal Utility, Utility and choice-maximization, marginal utility, theory of demand

2.3 Ordinal utility: Assumptions on preference ordering, Indifference curve (IC), Marginal rate of substitution and convexity of IC, Budget constraint, Consumers 'equilibrium-interior and corner,

**Unit 3: Demand and Supply: How Markets Work**

**8 lecture hours**

3.1 Elementary theory of Demand: Factors influencing household demand and market demand, the demand curve, movement along and shift of the demand curve

3.2 Elementary theory of Supply: factors influencing supply, the supply curve, movement along and shift of the supply curve

3.3 The Elementary theory of market price: Determination of equilibrium price in a competitive market.

**Unit 4: Market and Adjustments**

**4 lecture hours**

4.1 The Evolution of Market Economies, Price System and the Invisible Hand

4.2 The Decision-takers - households, firms and central authorities

4.3 The Concepts of Markets- individual market, separation of individual markets, interlinking of individual

markets. Difference among markets- competitiveness, goods and factor markets, free and controlled markets. Market and non-market sectors, public and private sectors, economies- free market, command and mixed.

4.4 Different goods: Public goods, Private goods, Common resources and Natural Monopolies.

### **Unit 5: Market Sensitivity and Elasticity**

**8 lecture hours**

5.1 Importance of Elasticity in Choice-Decisions

5.2 Method of Calculation- Arc Elasticity, Point Elasticity-definition

5.3 Demand and supply Elasticities-types of elasticity and factors affecting elasticity, Demand Elasticity and Revenue, Long run and Short run elasticities of Demand and Supply

5.4 Income and Cross Price Elasticity

5.5 Applications: Case studies – OPEC and Oil Price

### **Economics Core Course I: ECON-H-CC1-1-Tu Microeconomics (I)**

**Marks: 25**

**Credit: 1**

**No. of Lecture hours (Tu): 15  
[For Semester-I]**

**Mode of tutorial Examination: Viva or Presentation plus viva**

**Tutorial contact hours: 15 [for Revision, Doubt Clearing, Solving Problems]**

- Tutorial classes are introduced per course to give the students an idea of detailed understanding of the course and also to build their confidence on the subject in terms of (i) solving problems, (ii) presenting a paper in terms of board work or power point,(iii) preparation of term paper etc.
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### **Texts/ References:**

1. G.Mankiw. 2007, Economics: Principles and Applications, India edition by South Western, Cengage Learning
2. R.G. Lipsey. An Introduction to Positive Economics, ELBS (6<sup>th</sup> edition)
3. Lipsey, R. and Chrystal, A. 2007 Economics, OUP
4. Pindyck, Rubinfeld and Mehta, Microeconomics, Pearson
5. G.S.Maddala and E. Miller, 1989, Microeconomics, Prentice Hall, McGraw Hill International Editions

6. Karl e Case and Ray C Fair, Principles of Economics, Pearson Education, 8<sup>th</sup> Edition, 2007
7. P Samuelson and W.Nordhaus, Economics, McGraw hill International Edition (14<sup>th</sup> edition or later edition)
8. J.E.Stiglitz and C.E.Walsh, Principles of Economics, WW Norton and Company, NY, (3<sup>rd</sup> edition or later edition)
9. Hal. R Varian , Intermediate Microeconomics, A modern Approach, WW Norton and Company, 8<sup>th</sup> edition, 2010 (T)
10. Gravelle, H. and Rees,R. , Microeconomics, Prentice Hall
11. Ryan, W.J.L. and Pearce : Price Theory and Applications , Macmillan Education, UK
12. Ferguson, C.E. and Gould, J.P. : Microeconomic Theory, Aitbs Publishers and Distributors, New Delhi.
13. Satya Chakrabarty, Microeconomics, Allied Publishers
14. Gould, J.P and E.P. Lazear: Microeconomics Theory, McGraw-Hill



**Economics Core Course II: ECON-H-CC2-2-Th**

**Macroeconomics (I)**

**Marks: 75**

**Credits: 3**

**No. of Lecture hours (Th): 45**

**[For Semester-II]**

**1. National Income Accounting**

**Lecture hours 12**

- 1.1 Macroeconomic data- Basic concepts of National Income accounting. The circular flow (three sector).
- 1.2 Concepts of GNP, GDP, NNP, and NDP at market price and at factor cost- Real and Nominal, -Implicit deflator.
- 1.3 The measurement of National Income. The problem of double counting.
- 1.4 The role of Government. Concepts of Corporate Income, Corporate Savings, Personal Income, Personal Disposable Income and Personal Savings.
- 1.5 Saving-Investment gap and its relation with budget deficit and trade surplus. National Income accounting and cost of living.

**2. Income Determination in the Short Run (Part-I):  
The Simple Keynesian Model in a Closed Economy**

**Lecture hours 12**

- 2.1 Consumption Function; the Keynesian Saving Function; stability of equilibrium; the concept of effective demand- the concept of demand-determined output
- 2.2 Equilibrium Income determination in SKM; the Simple Keynesian Multiplier ; the paradox of thrift; the SKM in a Closed Economy with Government; Government expenditure and Tax
- 2.3 Balanced Budget Multiplier

**3. Basic theory of Investment**

**Lecture hour 3**

- 3.1 Investment function: Determinants of investment. -Concepts of Marginal productivity of capital
- 3.2 Marginal efficiency of capital (MEC) and Marginal efficiency of investment (MEI).

**4. The Classical system**

**Lecture hours 12**

- 4.1 Basic ideas of Classical Macroeconomics; Say 's Law and Quantity Theory of Money
- 4.2 Loanable fund theory
- 4.3 The Classical Theory of Income and Employment determination
- 4.4 Full Employment and wage-price flexibility; Neutrality of Money
- 4.5 Classical Dichotomy (Basic Concept).

**5. Inflation**

**Lecture hours 6**

- 5.1 Concepts and types - Inflationary Gap, Demand pull vs. Cost push inflation,
- 5.2 Anti-inflationary policy

**Economics Core Course II: ECON-H-CC2-2-Tu**

**Macroeconomics (I)**

**Marks: 25**

**Credit: 1**

**No. of Lecture hours (Tu): 15**

**[For Semester-II]**

**Mode of Tutorial Examination: Viva, or Presentation plus viva**

**Tutorial contact hours: 15 [for Revision, Doubt Clearing, Solving Problems]**

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1. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. Principles of Macroeconomics, Indian Imprint of South Western by Cengage India, 6th edition, 2015.
3. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 2010.
4. Ghosh Chandana and Ghosh Ambar, Macroeconomics, PHI Learning Pvt Ltd, 2014.
5. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
6. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.
7. Venieris, Y.P. and Sebold F.D., Macroeconomics: Models and Policy, John Wiley and Sons, 1977.
8. Ackley Gardner (old), Macroeconomic Theory, Macmillan, 1961
9. Ackley Gardner (new), Macroeconomics : Theory and Policy : Macmillan
10. J.R.Hicks. The Social Framework: An introduction to Economics, Clarendon Press, 3<sup>rd</sup> Edition, 1960
11. Sikdar Soumyen, Principles of Macroeconomics, Oxford University Press

**Economics Core Course I:**  
ECON-H-CC1-1-Th/  
ECON-H-CC1-3-Th  
**Microeconomics (I/ III)**

**Marks: 75**

**Credits: 3**

**No. of Lecture hours (Th): 45**  
**[For Semester-I]**

**Unit 1: Exploring the subject matter of Economics**

**5 lecture hours**

1.1 Scope and Method of Economics: Wants, Scarcity, Competing Ends and Choice - Defining Economics, Thinking like an economist: Basic Economics Questions, Households and firms, Demand and Supply, Basic concepts of Utility, basic concepts of production-Production function, Definition of Average and Marginal Product, Microeconomics and Macroeconomics, Normative Economics and Positive Economics

1.2 Principles of Microeconomics – principles of individual decision making and principles of economic interactions – trade off, opportunity cost, efficiency, marginal changes and cost-benefit, trade, market economy, property rights, market failure, externality and market power.

1.3 Interdependence and the Gains from Trade- production possibilities frontier and increasing costs, absolute and comparative advantage, comparative advantage and gains from trade.

**Unit 2: Utility Theory**

**20 lecture hours**

*(Focus on intuitive explanation and diagrams. Learning to analyze without using calculus a must)*

2.1 Cardinal and Ordinal Approach.

2.2 Utility in Cardinal Approach- Utility and choice, Total Utility and Marginal Utility, Utility and choice-maximization, marginal utility, theory of demand

2.3 Ordinal utility: Assumptions on preference ordering, Indifference curve (IC), Marginal rate of substitution and convexity of IC, Budget constraint, Consumers 'equilibrium-interior and corner,

**Unit 3: Demand and Supply: How Markets Work**

**8 lecture hours**

3.1 Elementary theory of Demand: Factors influencing household demand and market demand, the demand curve, movement along and shift of the demand curve

3.2 Elementary theory of Supply: factors influencing supply, the supply curve, movement along and shift of the supply curve

3.3 The Elementary theory of market price: Determination of equilibrium price in a competitive market.

**Unit 4: Market and Adjustments**

**4 lecture hours**

4.1 The Evolution of Market Economies, Price System and the Invisible Hand

4.2 The Decision-takers - households, firms and central authorities

4.3 The Concepts of Markets- individual market, separation of individual markets, interlinking of individual markets. Difference among markets- competitiveness, goods and factor markets, free and controlled markets. Market and non-market sectors, public and private sectors, economies- free market, command and mixed.

4.4 Different goods: Public goods, Private goods, Common resources and Natural Monopolies.

### **Unit 5: Market Sensitivity and Elasticity**

**8 lecture hours**

5.1 Importance of Elasticity in Choice-Decisions

5.2 Method of Calculation- Arc Elasticity, Point Elasticity-definition

5.3 Demand and supply Elasticities-types of elasticity and factors affecting elasticity, Demand Elasticity and Revenue, Long run and Short run elasticities of Demand and Supply

5.4 Income and Cross Price Elasticity

5.5 Applications: Case studies – OPEC and Oil Price

#### **Economics Core Course I:**

ECON-H-CC1-1-Tu/

ECON-H-CC1-3-Tu

#### **Microeconomics (I)**

**Marks: 25**

**Credit: 1**

**No. of Lecture hours (Tu): 15**

**[For Semester-I/ III]**

**Mode of tutorial Examination: Viva or Presentation plus viva**

**Tutorial contact hours: 15 [for Revision, Doubt Clearing, Solving Problems]**

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13. Satya Chakrabarty, Microeconomics, Allied Publishers
14. Gould, J.P and E.P. Lazear: Microeconomics Theory, McGraw-Hill

**Economics Core Course II:**

**ECON-H-CC2-2-Th/**

**ECON-H-CC2-4-Th**

**Macroeconomics (I)**

**Marks: 75**

**Credits: 3**

**No. of Lecture hours (Th): 45**

**[For Semester-II]**

**1.National Income Accounting**

**Lecture hours 12**

- 1.1 Macroeconomic data- Basic concepts of National Income accounting. The circular flow (three sector).
- 1.2 Concepts of GNP, GDP, NNP, and NDP at market price and at factor cost- Real and Nominal, -Implicit deflator.
- 1.3 The measurement of National Income. The problem of double counting.
- 1.4 The role of Government. Concepts of Corporate Income, Corporate Savings, Personal Income, Personal Disposable Income and Personal Savings.
- 1.5 Saving-Investment gap and its relation with budget deficit and trade surplus. National Income accounting and cost of living.

**2. Income Determination in the Short Run (Part-I):  
The Simple Keynesian Model in a Closed Economy**

**Lecture hours 12**

- 2.1 Consumption Function; the Keynesian Saving Function; stability of equilibrium; the concept of effective demand- the concept of demand-determined output
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- 2.3 Balanced Budget Multiplier

**3. Basic theory of Investment**

**Lecture hour 3**

- 3.1 Investment function: Determinants of investment. -Concepts of Marginal productivity of capital
- 3.2 Marginal efficiency of capital (MEC) and Marginal efficiency of investment (MEI).

**4. The Classical system**

**Lecture hours 12**

- 4.1 Basic ideas of Classical Macroeconomics; Say 's Law and Quantity Theory of Money
- 4.2 Loanable fund theory
- 4.3 The Classical Theory of Income and Employment determination
- 4.4 Full Employment and wage-price flexibility; Neutrality of Money
- 4.5 Classical Dichotomy (Basic Concept).

**5. Inflation**

**Lecture hours 6**

- 5.1 Concepts and types - Inflationary Gap, Demand pull vs. Cost push inflation,
- 5.2 Anti-inflationary policy

**Economics Core Course II:**

**ECON-H-CC2-2-Tu/**

**ECON-H-CC2-4-Tu**

**Macroeconomics (I)**

**Marks: 25**

**Credit: 1**

**No. of Lecture hours (Tu): 15**

**[For Semester-II]**

**Mode of Tutorial Examination: Viva, or Presentation plus viva**

**Tutorial contact hours: 15 [for Revision, Doubt Clearing, Solving Problems]**

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2. N. Gregory Mankiw. Principles of Macroeconomics, Indian Imprint of South Western by Cengage India, 6th edition, 2015.
3. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 2010.
4. Ghosh Chandana and Ghosh Ambar, Macroeconomics, PHI Learning Pvt Ltd, 2014.
5. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
6. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.
7. Venieris, Y.P. and Sebold F.D., Macroeconomics: Models and Policy, John Wiley and Sons, 1977.
8. Ackley Gardner (old), Macroeconomic Theory, Macmillan, 1961
9. Ackley Gardner(new), Macroeconomics : Theory and Policy : Macmillan
10. J.R.Hicks. The Social Framework: An introduction to Economics, Clarendon Press, 3<sup>rd</sup> Edition, 1960
11. Sikdar Soumyen, Principles of Macroeconomics, Oxford University Press

**Skill Enhancement Course (ECON-H-SEC1-1-Th)**

**Introductory Statistics and Applications (I)**

**Marks: 75**

**Credits: 3**

**No. of Lecture hours (Th): 45**

**[For Semester-I]**

**Introductory Statistics (Theory)**

**45 Lecture Hours**

**Unit 1: Introduction and Overview**

**Lecture hours 10**

1.1 Subject matter of Statistics

**1.2 Basic Steps in Statistical Methods – Collection, Presentation and Analysis of Data**

1.2.1 Collection of Data – Primary and Secondary sources – their comparison, methods of Collection of data

1.2.2 Concepts – Variable and Attribute (categorical variable) – Discrete, Continuous and Categorical Variables, Complete Enumeration Survey and Sample Survey, Population and Sample

1.2.3 Presentation of data – Textual, Tabular, Diagrammatic

1.2.4 Frequency Distribution – Construction of Ogives, Column diagram, Frequency Polygon, Histogram, Frequency Curve

1.2.5 Analysis of Data – Univariate and Bivariate Analysis (Concepts only)

**[References:** Gun, A. M., M.K. Gupta and B. Dasgupta (GGDG) (2022), Fundamentals of Statistics, Volume One, World Press Private Limited Kolkata – Chapter on ‘Collection and Presentation of Data’; Chapter on ‘Frequency Distributions’]

**Unit 2: Descriptive Statistics**

**Lecture hours 35**

**2.1 Central Tendency**

**Lecture hours 10**

2.1.1 Measures of central tendency for ungrouped and grouped data – arithmetic mean, geometric mean, harmonic mean, median and mode–Composite measures; Comparison of different measures, Quartiles, Deciles and Percentiles

2.1.2 Index numbers – Price Index Numbers – problems of construction, methods of construction – aggregative (simple and weighted) and averaging price-relatives (simple and weighted), Laspayre’s, Paasche’s index numbers, Fisher’s Index Number, Quantity Index Numbers, Tests of Index Numbers, Fixed Base and Chain Base, Wholesale price index and cost of living index, Uses of index numbers

**2.2 Dispersion**

**Lecture hours 10**

2.2.1 Absolute measures of dispersion for ungrouped and grouped data – range, quartile deviation, mean deviation, standard deviation –Composite SD; Comparison of different measures

2.2.2 Relative measures - coefficient of variation, coefficient of mean deviation, coefficient of quartile deviation

2.2.3 Distribution of income and wealth – Lorenz curve, Gini Coefficient, Theil’s Index

**2.3 Skewness and Kurtosis**

**Lecture hours 5**

2.3.1 Moments – central and non-central – computation, conversion

2.3.2 Measures of skewness – Bowley’s measure, coefficient of quartile deviation, measure based on moments

2.3.3 Measure of kurtosis – measure based on moments

**2.4 Bivariate Analysis**

**Lecture hours 10**

2.4.1 Bivariate data – scatter diagram, Simple correlation coefficient – computation, limitations, and properties



## 2.4.2 Simple linear regression – Least squares technique – Properties

[**Ref:** GGDG ,Volume One – Chapter on ‘Measures of Central Tendency’, Chapter on ‘Measures of Dispersion’, Chapter on ‘Moments and Measures of Skewness & Kurtosis’, Chapter on ‘Bivariate Frequency Distributions’, Volume Two – Chapter on ‘Index Numbers’; Sen, A. On Economic Inequality – Chapter on ‘Measures of Inequality’, OUP 1973]

### Additional References for Group A

1. Freund, John E., Mathematical Statistics, Prentice Hall,1992.
2. Mood, A. M., F. A. Graybill and D. C. Boes, Introduction to the Theory of Statistics, McGraw Hill, 1974.

### **Skill Enhancement Course (ECON-H-SEC1-1-Tu)**

#### **Introductory Statistics and Applications (I)**

*Marks: 25*

*Credit: 1*

*No. of Lecture hours (Tu): 15*

**[For Semester-I]**

**Tutorial:**

**15 Lecture Hours**

**Mode of Tutorial Examination: Viva or presentation plus viva**

**Tutorial contact hours: 15 [for Revision, Doubt Clearing, Solving Problems]**

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**Skill Enhancement Course (ECON-H-SEC2-2-Th)**

**Introductory Statistics and Applications (II)**

**Marks: 25**

**Credit: 1**

**No. of Lecture hours (Th): 15**

**[For Semester-II]**

**Group A (Theory)**

**1. Basic ideas of economic data**

**15 lecture hours**

- 1.1 Types of data-cross section, time series, pooled data, panel data etc.
- 1.2 Nature of field survey data – types of cross section data
- 1.3 Advantages and disadvantages of field survey data
- 1.4 Importance of field survey data for economic analysis
- 1.5 Role of pilot survey

**Skill Enhancement Course (ECON-H-SEC2-2-P)**

**Introductory Statistics and Applications (II)**

**Marks: 75**

**Credits: 3**

**No. of Lecture hours (P): 45**

**[For Semester-II]**

**Group B (Practical)**

**45 lecture hours**

**2. Topics under worksheet Program: (Microsoft Excel)**

**2.1 Concept on Data Frame:**

**(13 lecture hours)**

(Understanding the purpose and benefits of using worksheets in data management and analysis - Familiarizing students with Microsoft Excel, and their user interface)

2.1.1 Data Entry and Formatting

2.1.2 Variables & Observations

(Inputting data into cells accurately and efficiently - Applying formatting options to enhance data presentation (e.g., number formatting, date formatting, cell borders).)

2.1.3 Data Validation and Conditional Formatting (Setting validation rules to ensure data accuracy and consistency - Applying conditional formatting to highlight specific data patterns or trends.)

2.1.4 Data Sorting and Filtering (Sorting data in ascending or descending order based on specific criteria - Filtering data to display only relevant information).

2.1.5 Basic Formulas and Functions

(Understanding the concept of formulas and their role in performing calculations - Using basic mathematical operators (+, -, \*, /) to create formulas - Utilizing built-in functions (e.g., SUM, AVERAGE, MAX, MIN, AND, IF, OR, COUNTIF, VLOOKUP, HLOOKUP) to perform common calculations)

2.1.6 Importing and Exporting Data (Importing data from external sources (e.g., CSV files, databases) into spreadsheets - Exporting spreadsheet data to different file formats (e.g., CSV, PDF) for sharing or further analysis).

**2.2 Frequency Analysis and Data Visualization:**

**(12 lecture hours)**

(Creating charts and graphs to visually represent data - Selecting appropriate chart types based on data characteristics - Customizing chart elements (e.g., titles, axes, legends) to improve readability)

2.2.1 Raw Data to Group Data

2.2.2 Different type so Frequency Table

2.2.3 Different Types of Tabulation (e.g.: Two Way, Three Way, Pivot Table etc.)

2.2.4 Different Types of Frequency Graphs (Bar Chart, Column Charts, Frequency Polygon, Histogram, Pie Diagram)

2.2.5 Customization of Graphs Frame

### **2.3 Descriptive Statistics:**

**(20 lecture hours)**

(Applying descriptive statistics functions to analyze data - Calculating measures of central tendency and dispersion - Bivariate Analysis).

2.3.1 Calculation of Mean, Median & Mode (Un-Grouped & Grouped Data)

2.3.2 Dispersion & Inequality Measures (Un-Grouped & Grouped Data)

2.3.3 Findings the Observations from different Descriptive Statistical Measures with Graphics (e.g.: Box Plot, Histogram, Lorenz Curve etc.)

2.3.4 Scatter Diagram - Correlation Coefficient

2.3.5 Simple Regression (Two Variables) - Estimation of Predicted Value & Regression Residuals

2.3.6 Random Number Generation

### **Suggested Readings**

#### **Microsoft Excel**

1. "Mastering Data Analysis with Excel" by Michael Alexander. "Data Analysis Using Excel" by Michael Middleton; Wiley, 2020
2. "Excel Bible" by John Walkenbach; Wiley, 2019
3. "Excel Charts and Graphs: Master Data Visualization Techniques" by Paul McFedries; Wiley, 2016
4. "Excel Formulas and Functions for Dummies" by Ken Bluttman; For Dummies, 2015
5. "Microsoft Excel 2016 Step by Step" by Curtis Frye; Microsoft Press, 2015

#### **Weblinks:**

- 1) MS Excel: <https://www.w3schools.com/EXCEL/index.php>
- 2) MSExcel: <https://support.microsoft.com/en-au/office/excel-video-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb>

### **Total Practical Hours: 45**

- ❖ Applications of use of **Microsoft Excel** software will be demonstrated in the computer laboratory in practical classes and the practical examination will be conducted in the usual manner as mentioned in CSR.
- ❖ To be more specific, the practical examination of the project is to be conducted jointly by the supervisor and an external examiner on the basis of the use of the **Worksheet Program** software in the computer laboratory (by determining the various measures of descriptive statistics in front of the examiners just like that of a practical examination) and also on the basis of a viva-voce based on the candidate's knowledge in this context.

**Interdisciplinary Course (IDC)**  
**Elementary Economics (ECON-H-IDC-1/2/3-Th)**

*Marks: 50*

*Credits: 2*

*No. of Lecture hours (Th): 30*  
**[For Semester-I/ II/ III]**

**1. Elementary Microeconomic Concepts:**

**10 Lecture Hours**

- 1.1 Theory of Demand and Supply--Determinants, Law of demand and supply, Demand and supply curves
- 1.2 Elasticity of Demand and Supply--Concepts of Price and income elasticity and implications
- 1.3 Theory of Production and Cost—Production function--Concepts of TP, AP, MP, short run-long run and different cost curves-social and external costs
- 1.4 Market--Different forms-TR, AR and MR-- Pricing and Output Decisions under Perfect competition and monopoly--features and equilibrium ( diagrammatic representation only)

**2. Elementary Macroeconomic Concepts:**

**10 Lecture Hours**

- 2.1 National Income Accounting –Circular flow-- concepts of GNP, GDP, NNP, NDP, National Income
- 2.2 Money and Banking--Different measures of money supply, Difference between central and commercial bank and their functions
- 2.3 Inflation --Definition, types and anti-inflationary policy
- 2.4 Fiscal Policy & Monetary Policy -Objectives and Instruments
- 2.5 International Trade and contemporary issues--Balance of Payments (BOP)--Concepts autonomous and accommodating transactions, Functions of IMF, World Bank, WTO Exchange Rates—PPP (Concepts only)

**3. Elementary Economic Development Concepts:**

**5 Lecture Hours**

- 3.1 Growth vs. Development
- 3.2 Development Indicators - Human Development Index (HDI), Gender (GDI), Poverty (MPI), Inequality (GINI) Indices—India's rank
- 3.3 Sustainable development--concepts and Goals

**4. Elementary Concepts of Indian Economics:**

**5 Lecture Hours**

- 4.1 Economic Reforms in India—Background, Basic steps of trade, industry and financial sector reforms
- 4.2 NITI AYOOG-Structure and objectives

**Interdisciplinary Course (IDC)**  
**Elementary Economics (ECON-H-IDC-1/2/3-Tu)**

*Marks: 25*

*Credit: 1*

*No. of Lecture hours (Tu): 15*  
**[For Semester-I/ II/ III]**

**Mode of Tutorial Examination: Viva or Presentation plus viva**

**References:**

**Unit-1**

1. G.Mankiw. 2007, Economics: Principles and Applications, India edition by South Western, Cengage Learning
2. R.G. Lipsey. An Introduction to Positive Economics, ELBS (6th edition)
4. Pindyck, Rubinfeld and Mehta, Microeconomics, Pearson
5. G.S.Maddala and E. Miller, 1989, Microeconomics, Prentice Hall, McGraw Hill International Editions
7. Ferguson, C.E. and Gould, J.P. : Microeconomic Theory, Aitbs Publishers and Distributors, New Delhi.

**Unit-2**

1. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 2010.
3. Branson, William, Macroeconomic Theory and Policy, East West Press
4. Salvatore, D, International Economics, John Wiley and sons
5. Sikdar Soumyen, Principles of Macroeconomics, Oxford University Press.
6. <https://www.imf.org/en/Home>
7. <https://www.worldbank.org/en/home>
8. <https://www.wto.org/>

**Unit-3**

1. Thirlwall, A.P, Growth and Development, Fourth Edition, ELBS
2. Todaro, M.P, Economic Development, Sixth Edition, AWL

**Unit-4**

1. Puri, V.K & Mishra, S.K, Indian Economy, Himalaya Publishing House
2. Dutt & Sundharam, Indian Economy, S. Chand

**Economics Core Course I: ECON-MD-CC1-1-Th  
Microeconomics (I)**

**Marks: 75**

**Credits: 3**

**No. of Lecture hours (Th): 45  
[For Semester-I]**

**Unit 1: Exploring the subject matter of Economics**

**5 lecture hours**

1.1 Scope and Method of Economics: Wants, Scarcity, Competing Ends and Choice - Defining Economics, Thinking like an economist: Basic Economics Questions, Households and firms, Demand and Supply, Basic concepts of Utility, basic concepts of production-Production function, Definition of Average and Marginal Product, Microeconomics and Macroeconomics, Normative Economics and Positive Economics

1.2 Principles of Microeconomics – principles of individual decision making and principles of economic interactions – trade off, opportunity cost, efficiency, marginal changes and cost-benefit, trade, market economy, property rights, market failure, externality and market power.

1.3 Interdependence and the Gains from Trade- production possibilities frontier and increasing costs, absolute and comparative advantage, comparative advantage and gains from trade.

**Unit 2: Utility Theory**

**20 lecture hours**

*(Focus on intuitive explanation and diagrams. Learning to analyze without using calculus a must)*

2.1 Cardinal and Ordinal Approach.

2.2 Utility in Cardinal Approach- Utility and choice, Total Utility and Marginal Utility, Utility and choice-maximization, marginal utility, theory of demand

2.3 Ordinal utility: Assumptions on preference ordering, Indifference curve (IC), Marginal rate of substitution and convexity of IC, Budget constraint, Consumers 'equilibrium-interior and corner,

**Unit 3: Demand and Supply: How Markets Work**

**8 lecture hours**

3.1 Elementary theory of Demand: Factors influencing household demand and market demand, the demand curve, movement along and shift of the demand curve

3.2 Elementary theory of Supply: factors influencing supply, the supply curve, movement along and shift of the supply curve

3.3 The Elementary theory of market price: Determination of equilibrium price in a competitive market.

**Unit 4: Market and Adjustments**

**4 lecture hours**

4.1 The Evolution of Market Economies, Price System and the Invisible Hand

4.2 The Decision-takers - households, firms and central authorities

4.3 The Concepts of Markets- individual market, separation of individual markets, interlinking of individual

markets. Difference among markets- competitiveness, goods and factor markets, free and controlled markets. Market and non-market sectors, public and private sectors, economies- free market, command and mixed.

4.4 Different goods: Public goods, Private goods, Common resources and Natural Monopolies.

### **Unit 5: Market Sensitivity and Elasticity**

**8 lecture hours**

5.1 Importance of Elasticity in Choice-Decisions

5.2 Method of Calculation- Arc Elasticity, Point Elasticity-definition

5.3 Demand and supply Elasticities-types of elasticity and factors affecting elasticity, Demand Elasticity and Revenue, Long run and Short run elasticities of Demand and Supply

5.4 Income and Cross Price Elasticity

5.5 Applications: Case studies – OPEC and Oil Price

### **Economics Core Course I: ECON-MD-CC1-1-Tu Microeconomics (I)**

**Marks: 25**

**Credit: 1**

**No. of Lecture hours (Tu): 15  
[For Semester-I]**

**Mode of tutorial Examination: Viva or Presentation plus viva**

**Tutorial contact hours: 15 [for Revision, Doubt Clearing, Solving Problems]**

- Tutorial classes are introduced per course to give the students an idea of detailed understanding of the course and also to build their confidence on the subject in terms of (i) solving problems, (ii) presenting a paper in terms of board work or power point,(iii) preparation of term paper etc.
- A **Tutorial** class also helps a teacher to clarify any topic in detail to the students.
- A **Tutorial** contact hour has been meant to promote teacher-student academic interaction.
- The norm of examination for this **Tutorial** part of the course will be **Viva, or presentation plus viva, unless otherwise mentioned.**

### **Texts/ References:**

1. G.Mankiw. 2007, Economics: Principles and Applications, India edition by South Western, Cengage Learning
2. R.G. Lipsey. An Introduction to Positive Economics, ELBS (6<sup>th</sup> edition)
3. Lipsey, R. and Chrystal, A. 2007 Economics, OUP
4. Pindyck, Rubinfeld and Mehta, Microeconomics, Pearson
5. G.S.Maddala and E. Miller, 1989, Microeconomics, Prentice Hall, McGraw Hill International Editions

6. Karl e Case and Ray C Fair, Principles of Economics, Pearson Education, 8<sup>th</sup> Edition, 2007
7. P Samuelson and W.Nordhaus, Economics, McGraw hill International Edition (14<sup>th</sup> edition or later edition)
8. J.E.Stiglitz and C.E.Walsh, Principles of Economics, WW Norton and Company, NY, (3<sup>rd</sup> edition or later edition)
9. Hal. R Varian , Intermediate Microeconomics, A modern Approach, WW Norton and Company, 8<sup>th</sup> edition, 2010 (T)
10. Gravelle, H. and Rees,R. , Microeconomics, Prentice Hall
11. Ryan, W.J.L. and Pearce : Price Theory and Applications , Macmillan Education, UK
12. Ferguson, C.E. and Gould, J.P. : Microeconomic Theory, Aitbs Publishers and Distributors, New Delhi.
13. Satya Chakrabarty, Microeconomics, Allied Publishers
14. Gould, J.P and E.P. Lazear: Microeconomics Theory, McGraw-Hill



## **Economics Core Course II: ECON-MD-CC2-2-Th**

### **Macroeconomics (I)**

**Marks: 75**

**Credits: 3**

**No. of Lecture hours (Th): 45**

**[For Semester-II]**

#### **1.National Income Accounting**

**Lecture hours 12**

- 1.1 Macroeconomic data- Basic concepts of National Income accounting. The circular flow (three sector).
- 1.2 Concepts of GNP, GDP, NNP, and NDP at market price and at factor cost- Real and Nominal, -Implicit deflator.
- 1.3 The measurement of National Income. The problem of double counting.
- 1.4 The role of Government. Concepts of Corporate Income, Corporate Savings, Personal Income, Personal Disposable Income and Personal Savings.
- 1.5 Saving-Investment gap and its relation with budget deficit and trade surplus. National Income accounting and cost of living.

#### **2. Income Determination in the Short Run (Part-I): The Simple Keynesian Model in a Closed Economy**

**Lecture hours 12**

- 2.1 Consumption Function; the Keynesian Saving Function; stability of equilibrium; the concept of effective demand- the concept of demand-determined output
- 2.2 Equilibrium Income determination in SKM; the Simple Keynesian Multiplier ; the paradox of thrift; the SKM in a Closed Economy with Government; Government expenditure and Tax
- 2.3 Balanced Budget Multiplier

#### **3. Basic theory of Investment**

**Lecture hour 3**

- 3.1 Investment function: Determinants of investment. -Concepts of Marginal productivity of capital
- 3.2 Marginal efficiency of capital (MEC) and Marginal efficiency of investment (MEI).

#### **4. The Classical system**

**Lecture hours 12**

- 4.1 Basic ideas of Classical Macroeconomics; Say 's Law and Quantity Theory of Money
- 4.2 Loanable fund theory
- 4.3 The Classical Theory of Income and Employment determination
- 4.4 Full Employment and wage-price flexibility; Neutrality of Money
- 4.5 Classical Dichotomy (Basic Concept).

#### **5. Inflation**

**Lecture hours 6**

- 5.1 Concepts and types - Inflationary Gap, Demand pull vs. Cost push inflation,
- 5.2 Anti-inflationary policy

## Economics Core Course II: ECON-MD-CC2-2-Tu

### Macroeconomics (I)

*Marks: 25*

*Credit: 1*

*No. of Lecture hours (Tu): 15*

**[For Semester-II]**

**Mode of Tutorial Examination: Viva, or Presentation plus viva**

**Tutorial contact hours: 15 [for Revision, Doubt Clearing, Solving Problems]**

- Tutorial classes are introduced per course to give the students an idea of detailed understanding of the course and also to build their confidence on the subject in terms of (i) solving problems, (ii) presenting a paper in terms of board work or power point, (iii) preparation of term paper etc.
- A **Tutorial** class also helps a teacher to clarify any topic in detail to the students.
- A **Tutorial** contact hour has been meant to promote teacher-student academic interaction.
- The norm of examination for this **Tutorial** part of the course will be **Viva, or presentation plus viva, unless otherwise mentioned.**

#### **Text/ References:**

1. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. Principles of Macroeconomics, Indian Imprint of South Western by Cengage India, 6th edition, 2015.
3. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 2010.
4. Ghosh Chandana and Ghosh Ambar, Macroeconomics, PHI Learning Pvt Ltd, 2014.
5. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
6. Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.
7. Venieris, Y.P. and Sebold F.D., Macroeconomics: Models and Policy, John Wiley and Sons, 1977.
8. Ackley Gardner (old), Macroeconomic Theory, Macmillan, 1961
9. Ackley Gardner(new), Macroeconomics: Theory and Policy: Macmillan
10. J.R.Hicks. The Social Framework: An introduction to Economics, Clarendon Press, 3<sup>rd</sup> Edition, 1960
11. Sikdar Soumyen, Principles of Macroeconomics, Oxford University Press

**Skill Enhancement Course [Economics: MDC (A)]**

**ECON-MD-SEC1 (A)-1-Th/**

**ECON-MD-SEC2 (A)-2-Th/**

**ECON-MD-SEC3 (A)-3-Th/**

**Name of the Course: Economic Data Analysis and Report Writing (EDARW)**

**Marks: 75**

**Credits: 3**

**No. of Lecture hours (Th): 45**

**[For Semester I/ II/ III]**

**1. Tabular and Graphical representation of Statistical Data** **10 lecture hours**

1.1 Tabular representation of data for analysis

1.2 Graphical representation of data-use of line diagram, bar chart, divided bar chart, pie chart etc.

1.3 Frequency distribution table: uses and implications

1.4 Pictorial descriptions of frequency table: frequency polygon, histogram, ogive etc.

**2. Basic Descriptive Statistics and its role in Data Analysis** **25 lecture hours**

2.1 Measures of Central Tendency-Concept of arithmetic mean, geometric mean and harmonic mean-their uses (explicit mathematical proof of the properties of different types mean are not required).The concept of median and mode-their uses in analyzing economic data.

2.2 Comparison of mean, median and mode as measures of central tendency

2.3 Measures of dispersion: range, mean deviation, standard deviation and quartile deviation.

Properties of various measures and their implications (explicit proof of properties is not required). Comparison of various measures of dispersion. Significance of the concept of coefficient of variation. Use of range, standard deviation and coefficient of variation in measuring income inequality. Basic concept of Gini coefficient and Lorenz curve.

2.4 Introductory ideas of correlation and regression analysis.

**3. Elements of Report writing** **10 lecture hours**

3.1 Locating the basic issues- theme based literature survey and motivation behind any study- objectives of the study-development of writing skills

3.2 Methodological issues: Use of tables and graphs. Use of various measures of central tendency and dispersion in analyzing the results.

3.3 Insertion of footnotes or end notes.

3.4 Preparation of Bibliography

**References**

1. Goon, A. M, Gupta, M. K, and Dasgupta, B. Fundamentals of Statistics (Volume One), The World Press Private Ltd.

2. A.L. Nagar and R.K. Das : Basic Statistics, 2nd edition, Oxford University Press.

3. C.R. Kothari: Research Methodology: Methods and Techniques (second revised edition), New Age India (P) Ltd Publishers.

**Skill Enhancement Course [Economics: MDC (A)]**

**ECON-MD-SEC1 (A)-1-Tu/**

**ECON-MD-SEC2 (A)-2-Tu/**

**ECON-MD-SEC3 (A)-3-Tu/**

**Name of the Course: Economic Data Analysis and Report Writing (EDARW)**

**Marks: 25**

**Credit: 1**

**No. of Lecture hours (Tu): 15**

**[For Semester I/ II/ III]**

**Mode of tutorial Examination: Viva or Presentation plus viva**

**Tutorial contact hours: 15 [for Revision, Doubt Clearing, Solving Problems]**

- Tutorial classes are introduced per course to give the students an idea of detailed understanding of the course and also to build their confidence on the subject in terms of (i) solving problems, (ii) presenting a paper in terms of board work or power point,(iii) preparation of term paper etc.
- A **Tutorial** class also helps a teacher to clarify any topic in detail to the students.
- A **Tutorial** contact hour has been meant to promote teacher-student academic interaction.
- The norm of examination for this **Tutorial** part of the course will be **report writing based on item 3 (Elements of Report writing)**

**Skill Enhancement Course [Economics: MDC (B)]**

**ECON-MD-SEC1 (B)-1-Th/**

**ECON-MD-SEC2 (B)-2-Th/**

**ECON-MD-SEC3 (B)-3-Th/**

**Name of the Course: Entrepreneurship and Development (ED)**

**Marks: 75**

**Credits: 3**

**No. of Lecture hours (Th): 45**

**[For Semester I/ II/ III]**

**1. Basic issues of Entrepreneurship and Economic Development 15 lecture hours**

1.1 Basic features of Entrepreneurship

1.2 Entrepreneurship and its linkages with economic development

1.3 Growth of entrepreneurship in India—Role of Entrepreneurship in Economic Development.

1.4 Planning Commission's guidelines for formulating a project report by an entrepreneur

1.5 Problem of Rural entrepreneurship in India

**2. Financial resources for new ventures of an entrepreneur 10 lecture hours**

2.1 Sources of finance---capital structure.

2.2 Institutional support to enterprises—national small industries board – state small industries development corporation--- district industries center--- industrial estates-Indian experience

**3. Growth strategies in small business 10 lecture hours**

3.1 Stages of growth,

3.2 Types of growth strategies-Expansion, Diversification, Joint Venture, Merger and Subcontracting

**4. Sickness in Small Business 10 lecture hours**

4.1 Concept of industrial sickness

4.2 Symptoms of sickness in small business

4.3 Causes and consequences of sickness in small business

**Skill Enhancement Course [Economics: MDC (B)]**

**ECON-MD-SEC1 (B)-1-Tu/**

**ECON-MD-SEC2 (B)-2-Tu/**

**ECON-MD-SEC3 (B)-3-Tu/**

**Name of the Course: Entrepreneurship and Development (ED)**

**Marks: 25**

**Credit: 1**

**No. of Lecture hours (Tu): 15**

**[For Semester I/ II/ III]**

**Mode of tutorial Examination:** Project Report. A student has to prepare a questionnaire comprising 10 questions and conduct interviews of 7-10 small entrepreneurs. They will prepare a project report ( around 500 words) on the basis of the outcome.

### **Tutorial contact hours: 15 [for Revision, Doubt Clearing, Solving Problems]**

- Tutorial classes are introduced per course to give the students an idea of detailed understanding of the course and also to build their confidence on the subject in terms of (i) solving problems, (ii) presenting a paper in terms of board work or power point,(iii) preparation of term paper etc.
- A **Tutorial** class also helps a teacher to clarify any topic in detail to the students.
- A **Tutorial** contact hour has been meant to promote teacher-student academic interaction.
- The norm of examination for this **Tutorial** part of the course will be **project report preparation as mentioned above**

### **References**

1. S.S Khanka--- Entrepreneurial Development, S.Chand & Company Ltd
2. Rajeev Roy--- Entrepreneurship, 3E , Oxford University Press
3. Bill Bolton and John Thompson ---- Entrepreneurs: Talent, Temperament and Technique, Butterworth and Heinemann.
4. David .H Holt---Entrepreneurship New Venture Creation
5. Poornima M. Charantimath: Entrepreneurship Development and Small Business Enterprises (2nd Edition) Pearson.
6. Misra D. and Puri K. Indian Economy, Himalaya Publishing House
7. Datt and Sundharam (Revised by G.Datt and A. Mahajan) , Indian Economy, 70th edition, S. Chand

**Interdisciplinary Course (IDC)**

**Elementary Economics** (ECON-MD-IDC1-1-Th/ ECON-MD-IDC2-2-Th/ ECON-MD-IDC3-3-Th)

**Marks: 50**

**Credits: 2**

**No. of Lecture hours (Th): 30**

**[For Semester-I/ II/ III]**

**1. Elementary Microeconomic Concepts:**

**10 Lecture Hours**

- 1.1 Theory of Demand and Supply--Determinants, Law of demand and supply, Demand and supply curves
- 1.2 Elasticity of Demand and Supply--Concepts of Price and income elasticity and implications
- 1.3 Theory of Production and Cost—Production function--Concepts of TP, AP, MP, short run-long run and different cost curves-social and external costs
- 1.4 Market--Different forms-TR, AR and MR-- Pricing and Output Decisions under Perfect competition and monopoly--features and equilibrium (diagrammatic representation only)

**2. Elementary Macroeconomic Concepts:**

**10 Lecture Hours**

- 2.1 National Income Accounting –Circular flow-- concepts of GNP, GDP, NNP, NDP, National Income
- 2.2 Money and Banking--Different measures of money supply, Difference between central and commercial bank and their functions
- 2.3 Inflation --Definition, types and anti-inflationary policy
- 2.4 Fiscal Policy & Monetary Policy -Objectives and Instruments
- 2.5 International Trade and contemporary issues--Balance of Payments (BOP)--Concepts autonomous and accommodating transactions, Functions of IMF, World Bank, WTO Exchange Rates—PPP (Concepts only)

**3. Elementary Economic Development Concepts:**

**5 Lecture Hours**

- 3.1 Growth vs. Development
- 3.2 Development Indicators - Human Development Index (HDI), Gender (GDI), Poverty (MPI), Inequality (GINI) Indices—India's rank
- 3.3 Sustainable development--concepts and Goals

**4. Elementary Concepts of Indian Economics:**

**5 Lecture Hours**

- 4.1 Economic Reforms in India—Background, Basic steps of trade, industry and financial sector reforms
- 4.2 NITI AYOJ-Structure and objectives

**Interdisciplinary Course (IDC)**

**Elementary Economics** (ECON-MD-IDC1-1-Tu/ ECON-MD-IDC2-2-Tu/ ECON-MD-IDC3-3-Tu)

**Marks: 25**

**Credit: 1**

**No. of Lecture hours (Tu): 15**  
**[For Semester-I/ II/ III]**

**Mode of Tutorial Examination: Viva or Presentation plus viva**

**References:**

**Unit-1**

1. G.Mankiw. 2007, Economics: Principles and Applications, India edition by South Western, Cengage Learning
2. R.G. Lipsey. An Introduction to Positive Economics, ELBS (6th edition)
4. Pindyck, Rubinfeld and Mehta, Microeconomics, Pearson
5. G.S.Maddala and E. Miller, 1989, Microeconomics, Prentice Hall, McGraw Hill International Editions
7. Ferguson, C.E. and Gould, J.P. : Microeconomic Theory, Aitbs Publishers and Distributors, New Delhi.

**Unit-2**

1. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 2010.
3. Branson, William, Macroeconomic Theory and Policy, East West Press
4. Salvatore, D, International Economics, John Wiley and sons
5. Sikdar Soumyen, Principles of Macroeconomics, Oxford University Press.
6. <https://www.imf.org/en/Home>
7. <https://www.worldbank.org/en/home>
8. <https://www.wto.org/>

**Unit-3**

1. Thirlwall, A.P, Growth and Development, Fourth Edition, ELBS
2. Todaro, M.P, Economic Development, Sixth Edition, AWL

**Unit-4**

1. Puri, V.K & Mishra, S.K, Indian Economy, Himalaya Publishing House
2. Dutt & Sundharam, Indian Economy, S. Chand





# UNIVERSITY OF CALCUTTA

## Notification No. CSR/13/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.07.2023 approved the Syllabi of the under mentioned subjects for semester wise Four-year (Honours & Honours with Research) / Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF, 2022. under this University, as laid down in the accompanying pamphlet.


### **Name of Subject:**

1. Anthropology
2. BBA
3. Bengali
4. BFAD
5. Bio Chemistry
6. Botany
7. Chemistry
8. Commerce
9. Economics
- ✓ 10. Education
11. English
12. Geology
13. Hindi
14. History, Islamic History & Culture
15. Home Science
16. Human Rights
17. Journalism & Mass Communication
18. Mathematics
19. Microbiology (Honours)
20. Molecular Biology
21. Philosophy
22. Physiology
23. Political Science
24. Psychology
25. Social Science
26. Sociology
27. Urdu
28. Women's Studies
29. Zoology

The above shall be effective from the academic session 2023-2024.

SENATE HOUSE

KOLKATA-700 073

 12/7/2023  
Prof. (Dr.) Debasis Das

Registrar

**Under-graduate Course Structure (MAJOR - EDUCATION)**  
**Based on NEP - 2020**

In the 4 years B.A. **Major course in Education**, there will be 8 Semesters. The curriculum consists of 22 DSC/Core Courses, 8 Minor courses, 3 Inter Disciplinary Courses, 4 Ability Enhancement Courses (AEC), 3 Skill Enhancement Courses (SEC) and 4 Compulsory Value-Added Courses (CVAC), 1 Summer Internship and 2 Dissertation/Research work. Candidates who will not pursue Dissertation/Research work then he /she will have to study additional 1 DSC/Core paper of 4 credits in the 7<sup>th</sup> Semester and 2 DSC/Core papers of 4 credits each in the 8<sup>th</sup> Semester.

**TH stands for Theory, TU for Tutorial and P for Practical**

Semester 1 = 525 Marks (21 Credit)  
Semester 2 = 525 Marks (21 Credit)  
Semester 3 = 525 Marks (21 Credit)  
Semester 4 = 550 Marks (22 Credit)  
Semester 5 = 600 Marks (24 Credit)  
Semester 6 = 575 Marks (23 Credit)  
Semester 7 = 500 Marks (20 Credit)  
Semester 8 = 500 Marks (20 Credit)

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Total: 4300 Marks (172 Credits)

**Distribution of marks:**

|   |                 |
|---|-----------------|
| DSC/Core -                                      | 22 x 100 = 2200 |
| Minor -   | 8 x 100 = 800   |
| IDC -   | 3 x 75 = 225    |
| AEC -   | 4 x 50 = 200    |
| SEC -   | 3 x 100 = 300   |
| CVAC -  | 4 x 50 = 200    |
| Summer Internship                               | 1 x 75 = 75     |
| Dissertation/ Research work (1 x 100 + 1 x 200) | = 300 *         |

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4300 Marks

\*Or who will not opt, for them 1 x 100 + 1 x 100 + 1 x 100 = 300 (3 DSC in 7<sup>th</sup> & 8<sup>th</sup> Sem)

**Distribution of Credits:**

|                              |                              |
|------------------------------|------------------------------|
| DSC/Core -                   | 22 x 4 = 88                  |
| Minor -                      | 8 x 4 = 32                   |
| IDC/MDC -                    | 3 x 3 = 9                    |
| AEC -                        | 4 x 2 = 8                    |
| SEC -                        | 3 x 4 = 12                   |
| CVAC -                       | 4 x 2 = 8                    |
| Summer Internship            | 1 x 3 = 3                    |
| Dissertation / Research work | 3 x 4 = 12 (1 x 4 + 1 x 8) * |

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172 Credits

\*Or who will not opt, for them = 1 x 4 + 1 x 4 + 1 x 4 = 12 (1 DSC in 7<sup>th</sup> & 2 DSC in 8<sup>th</sup> Sem)

| <b>Semester wise Course Structure</b> |  |  |                                      |                                      |                                      |                         |                              |   |                         |
|---------------------------------------|--|--|--------------------------------------|--------------------------------------|--------------------------------------|-------------------------|------------------------------|---|-------------------------|
| <b>Semester</b>                       | <b>DSC/Core</b>                            | <b>Minor</b>   | <b>IDC/MD<br/>C</b>                  | <b>AEC</b>                           | <b>SEC</b>                           | <b>CVAC</b>             | <b>Summer<br/>Internship</b> | <b>Dissertation/<br/>Research<br/>Work</b>              | <b>Total<br/>Credit</b> |
| <b>1</b>                              | <b>1 x 4 = 4<br/>3 Th<br/>1P/TU</b>        | <b>1 X 4 = 4 (M 1)<br/>3 Th<br/>1 P/TU</b>                 | <b>1 X 3 = 3<br/>2 Th<br/>1 P/TU</b> | <b>1 X 2 = 2<br/>2 Th<br/>0 P/TU</b> | <b>1 X 4 = 4<br/>3 Th<br/>1 P/TU</b> | <b>2 x 2 = 4</b>        |                              |   | <b>21</b>               |
| <b>2</b>                              | <b>1 x 4 = 4<br/>3 Th<br/>1P/TU</b>        | <b>1 X 4 = 4 (M 1)<br/>3 Th<br/>1 P/TU</b>                 | <b>1 X 3 = 3<br/>2 Th<br/>1 P/TU</b> | <b>1 X 2 = 2<br/>2 Th<br/>0 P/TU</b> | <b>1 X 4 = 4<br/>4 Th<br/>0 P/TU</b> | <b>2 x 2 = 4</b>        |                              |   | <b>21</b>               |
| <b>3</b>                              | <b>2 x 4 = 8<br/>(2x) 3 Th<br/>1 P/TU</b>  | <b>1 X 4 = 4 (M 2)<br/>3 Th<br/>1 P/TU</b>                 | <b>1 X 3 = 3<br/>2 Th<br/>1 P/TU</b> | <b>1 X 2 = 2<br/>2 Th<br/>0 P/TU</b> | <b>1 X 4 = 4<br/>3 Th<br/>1 P/TU</b> |                         |                              |   | <b>21</b>               |
| <b>4</b>                              | <b>4 x 4 = 16<br/>(4x) 3 Th<br/>1 P/TU</b> | <b>1 X 4 = 4 (M 2)<br/>3 Th<br/>1 P/TU</b>                 |                                      | <b>1 X 2 = 2<br/>2 Th<br/>0 P/TU</b> |                                      |                         |                              |   | <b>22</b>               |
| <b>5</b>                              | <b>4 x 4 = 16<br/>(4x) 3 Th<br/>1 P/TU</b> | <b>2 X 4 = 8<br/>(M 1 + M 2)<br/>(2 x) 3 Th<br/>1 P/TU</b> |                                      |                                      |                                      |                         |                              |   | <b>24</b>               |
| <b>6</b>                              | <b>3 x 4 = 12<br/>(3x) 3 Th<br/>1 P/TU</b> | <b>2 X 4 = 8<br/>(M 1 + M 2)<br/>(2 x) 3 Th<br/>1 P/TU</b> |                                      |                                      |                                      |                         | <b>1 x 3 = 3</b>             |   | <b>23</b>               |
| <b>7</b>                              | <b>4 x 4 = 16<br/>(4x) 3 Th<br/>1 P/TU</b> |  |                                      |                                      |                                      |                         |                              | <b>1 x 4 = 4</b>  | <b>20</b>               |
| <b>8</b>                              | <b>3 x 4 = 12<br/>(3x) 3 Th<br/>1 P/TU</b> |  |                                      |                                      |                                      |                         |                              | <b>1 x 8 = 8</b>  | <b>20</b>               |
| <b>Credits</b>                        | <b>22 x 4 = 88</b>                         | <b>8 x 4 = 32</b>  | <b>3 x 3 = 9</b>                     | <b>4 x 2 = 8</b>                     | <b>3 x 4 = 12</b>                    | <b>4 x 2 = 8</b>        | <b>1 x 3 = 3</b>             | <b>1 x 4<br/>1 x 8 or<br/>(1x4+ 1x4+1x4)</b>            | <b>172</b>              |
| <b>Marks</b>                          | <b>22 x 100 =<br/>2200</b>                 | <b>8 x 100 =<br/>800</b>                                   | <b>3 x 75 =<br/>225</b>              | <b>4 x 50 =<br/>200</b>              | <b>3 x 100 =<br/>300</b>             | <b>4 x 50 =<br/>200</b> | <b>1 x 75 =<br/>75</b>       | <b>1x100+1x200<br/>or<br/>1x100<br/>1x100<br/>1x100</b> | <b>4300</b>             |

## **SEMESTER – 1**

| <b>Course Code</b> | <b>Course Type</b> | <b>Credit</b> | <b>Marks</b> | <b>TH – TU - P</b> |
|--------------------|--------------------|---------------|--------------|--------------------|
| DSC/Core (Major)   | CC – 1             | 4             | 100          | 3 – 1 – 0          |
| MINOR              | M – 1              | 4             | 100          | 3 – 1 – 0          |
| IDC                | IDC                | 3             | 75           | 2 – 1 – 0          |
| AEC                | AEC                | 2             | 50           | 2 – 0 – 0          |
| SEC                | SEC – 1            | 4             | 100          | 3 – 1 – 0          |
| CVAC               | CVAC               | 2             | 50           | 2 – 0 – 0          |
|                    | CVAC               | 2             | 50           | 2 – 0 – 0          |
|                    |                    | <b>21</b>     | <b>525</b>   |                    |

**1 credit = 25 Marks**

## **SEMESTER – 2**

| <b>Course Code</b> | <b>Course Type</b> | <b>Credit</b> | <b>Marks</b> | <b>TH – TU - P</b> |
|--------------------|--------------------|---------------|--------------|--------------------|
| DSC/Core (Major)   | CC – 2             | 4             | 100          | 3 – 1 – 0          |
| MINOR              | M – 1              | 4             | 100          | 3 – 1 – 0          |
| IDC                | IDC                | 3             | 75           | 2 – 1 – 0          |
| AEC                | AEC                | 2             | 50           | 2 – 0 – 0          |
| SEC                | SEC - 2            | 4             | 100          | 3 – 1 – 0          |
| CVAC               | CVAC               | 2             | 50           | 2 – 0 – 0          |
|                    | CVAC               | 2             | 50           | 2 – 0 – 0          |
|                    |                    | <b>21</b>     | <b>525</b>   |                    |

**1 credit = 25 Marks**

### **SEMESTER – 3**

| <b>Course Code</b> | <b>Course Type</b> | <b>Credit</b> | <b>Marks</b> | <b>TH – TU - P</b> |
|--------------------|--------------------|---------------|--------------|--------------------|
| DSC/Core (Major)   | CC - 3             | 4             | 100          | 3 – 1 – 0          |
|                    | CC - 4             | 4             | 100          | 3 – 1 – 0          |
| MINOR              | M – 2              | 4             | 100          | 3 – 1 – 0          |
| IDC                | IDC                | 3             | 75           | 2 – 1 – 0          |
| AEC                | AEC                | 2             | 50           | 2 – 0 – 0          |
| SEC                | SEC - 3            | 4             | 100          | 2 – 0 – 2          |
|                    |                    | <b>21</b>     | <b>525</b>   |                    |

**1 credit = 25 Marks**

### **SEMESTER – 4**

| <b>Course Code</b>  | <b>Course Type</b> | <b>Credit</b> | <b>Marks</b> | <b>TH – TU - P</b> |
|---------------------|--------------------|---------------|--------------|--------------------|
| DSC/Core<br>(Major) | CC – 5             | 4             | 100          | 3 – 1 – 0          |
|                     | CC - 6             | 4             | 100          | 3 – 1 – 0          |
|                     | CC - 7             | 4             | 100          | 3 – 1 – 0          |
|                     | CC - 8             | 4             | 100          | 3 – 1 – 0          |
| MINOR               | M - 2              | 4             | 100          | 3 – 1 – 0          |
| AEC                 | AEC                | 2             | 50           | 2 – 0 – 0          |
|                     |                    | <b>22</b>     | <b>550</b>   |                    |

**1 credit = 25 Marks**

## SEMESTER – 5

| Course Code          | Course Type | Credit    | Marks      | TH – TU - P |
|----------------------|-------------|-----------|------------|-------------|
| DSC/Core<br>(Major)  | CC – 9      | 4         | 100        | 3 – 1 – 0   |
|                      | CC – 10     | 4         | 100        | 3 – 1 – 0   |
|                      | CC – 11     | 4         | 100        | 3 – 1 – 0   |
|                      | CC - 12     | 4         | 100        | 3 – 0 – 1   |
| MINOR<br>(M 1 + M 2) | M - 1       | 4         | 100        | 3 – 1 – 0   |
|                      | M - 2       | 4         | 100        | 3 – 1 – 0   |
|                      |             | <b>24</b> | <b>600</b> |             |

**1 credit = 25 Marks**

## SEMESTER – 6

| Course Code          | Course Type | Credit    | Marks      | TH – TU - P |
|----------------------|-------------|-----------|------------|-------------|
| DSC/Core (Major)     | CC – 13     | 4         | 100        | 3 – 1 – 0   |
|                      | CC – 14     | 4         | 100        | 3 – 1 – 0   |
|                      | CC – 15     | 4         | 100        | 3 – 1 – 0   |
| MINOR<br>(M 1 + M 2) | M - 1       | 4         | 100        | 3 – 1 – 0   |
|                      | M - 2       | 4         | 100        | 3 – 1 – 0   |
| Summer Internship    | SI          | 3         | 75         | 1 – 0 – 2   |
|                      |             | <b>23</b> | <b>575</b> |             |

**1 credit = 25 Marks**

## SEMESTER – 7

| Course Code  | Course Type                      | Credit    | Marks      | TH – TU - P                |
|--|----------------------------------|-----------|------------|----------------------------|
| DSC/Core (Major)   | CC – 16                          | 4         | 100        | 3 – 1 – 0                  |
|  | CC – 17                          | 4         | 100        | 3 – 0 – 1                  |
|  | CC – 18                          | 4         | 100        | 3 – 1 – 0                  |
|  | CC - 19                          | 4         | 100        | 3 – 1 – 0                  |
| Dissertation / Research Work<br>Or<br>Those who will not opt this, additional DSC/Core | Dist / R W<br><u>Or</u><br>DSC 1 | 4         | 100        | 1 – 0 – 3<br><br>3 – 1 – 0 |
|  |                                  | <b>20</b> | <b>500</b> |                            |

**1 credit = 25 Marks**

## SEMESTER – 8

| Course Code   | Course Type                        | Credit    | Marks      | TH – TU - P                         |
|---|------------------------------------|-----------|------------|-------------------------------------|
| DSC/Core (Major)  | CC – 20                            | 4         | 100        | 3 – 1 – 0                           |
|   | CC – 21                            | 4         | 100        | 3 – 1 – 0                           |
|   | CC – 22                            | 4         | 100        | 3 – 1 – 0                           |
| Dissertation / Research Work      Or<br>Those who will not opt this,<br>additional DSC/Core | Dist / R W<br>Or<br>DSC 2<br>DSC 3 | 8         | 200        | 0 – 0 – 8<br>3 – 1 – 0<br>3 – 1 – 0 |
|   |                                    | <b>20</b> | <b>500</b> |                                     |

**1 credit = 25 Marks**

**Course Title for the Subject Education: -**

|                     |                         |  |
|---------------------|-------------------------|--|
| <b>Semester – 1</b> | <b>DSC/Core (Major)</b> | <b>CC – 1 = Introduction &amp; Philosophical Foundation of Education</b> |
|                     | <b>IDC</b>              | <b>IDC = <i>Inclusive Education</i></b>                                  |
|                     | <b>SEC</b>              | <b>SEC – 1 = Communication Skill</b>                                     |
|                     | <b>For MINOR</b>        | <b>M -1 = Introduction &amp; Philosophical Foundation of Education</b>   |

|                     |                         |   |
|---------------------|-------------------------|---|
| <b>Semester – 2</b> | <b>DSC/Core (Major)</b> | <b>CC – 2 = Psychological Foundation of Education</b>                           |
|                     | <b>IDC</b>              | <b>IDC = <i>Inclusive Education</i></b>   |
|                     | <b>SEC</b>              | <b>SEC – 2 = Aspect of Democratic Citizenship <b>or</b> Digital Empowerment</b> |
|                     | <b>For MINOR</b>        | <b>M -1 = Psychological Foundation of Education</b>                             |

|                     |                         |  |
|---------------------|-------------------------|--|
| <b>Semester – 3</b> | <b>DSC/Core (Major)</b> | <b>CC – 3 = Guidance and Counselling</b>                               |
|                     |                         | <b>CC – 4 = Sociological Foundation of Education</b>                   |
|                     | <b>IDC</b>              | <b>IDC = <i>Inclusive Education</i></b>                                |
|                     | <b>SEC</b>              | <b>SEC – 3 = Computer Application</b>                                  |
|                     | <b>For MINOR</b>        | <b>M -2 = Introduction &amp; Philosophical Foundation of Education</b> |

|                     |                         |   |
|---------------------|-------------------------|---|
| <b>Semester – 4</b> | <b>DSC/Core (Major)</b> | <b>CC – 5 = Educational Organization &amp; Planning</b> |
|                     |                         | <b>CC – 6 = History of Education</b>                    |
|                     |                         | <b>CC – 7 = Technology in Education</b>                 |
|                     |                         | <b>CC – 8 = Great Educators</b>                         |
|                     | <b>For MINOR</b>        | <b>M -2 = Psychological Foundation of Education</b>     |



|                     |                         |  |
|---------------------|-------------------------|--|
| <b>Semester – 5</b> | <b>DSC/Core (Major)</b> | <b>CC – 9 = Women Education</b>                                |
|                     |                         | <b>CC – 10 = Curriculum Studies</b>                            |
|                     |                         | <b>CC – 11 = Measurement &amp; Evaluation in Education – 1</b> |
|                     |                         | <b>CC – 12 = Statistics in Education</b>                       |
|                     | <b>For MINOR</b>        | <b>M – 1 / M – 2 = Guidance and Counselling</b>                |

|                     |                          |  |
|---------------------|--------------------------|--|
| <b>Semester – 6</b> | <b>DSC/Core (Major)</b>  | <b>CC – 13 = Aspect of Teaching</b>                            |
|                     |                          | <b>CC – 14 = Management in Education</b>                       |
|                     |                          | <b>CC – 15 = Measurement &amp; Evaluation in Education – 2</b> |
|                     | <b>Summer Internship</b> | Based on Teaching in Practice                                  |
|                     | <b>For MINOR</b>         | <b>M – 1 / M – 2 = Educational Organization &amp; Planning</b> |

|                     |  |  |
|---------------------|--|--|
| <b>Semester – 7</b> | <b>DSC/Core (Major)</b>                            | <b>CC – 16 = Research Methodology – 1</b>  |
|                     |  | <b>CC – 17 = Psychology of Adjustment</b>  |
|                     |  | <b>CC – 18 = Peace and Value Education</b>   |
|                     |  | <b>CC – 19 = Gender Studies</b>  |
|                     | <b>Dissertation</b> →<br><b>or</b><br><b>DSC</b> → | Research Based (Theory + Practical)<br>or<br><b>DSC – 1 = Life Skill Education</b> |

|                     |  |   |
|---------------------|--|---|
| <b>Semester - 8</b> | <b>DSC/Core (Major)</b>                            | <b>CC – 20 = Research Methodology - 2</b>   |
|                     |  | <b>CC – 21 = Human Rights Education</b>   |
|                     |  | <b>CC – 22 = Teacher Education</b>  |
|                     | <b>Dissertation</b> →<br><b>Or</b><br><b>DSC</b> → | Research Based (Practical)<br>or<br><b>DSC – 2 = Open and Distance Education</b><br><b>DSC = 3 = Population Education</b> |

## **Semester 1**

**EDC/H/CC – 1/1 (For Major)**

### **Introduction and Philosophical Foundation of Education**

#### **Objectives:**

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To be acquainted with the concept of Child-Centricism and play-way in education

#### **Unit- I = Concept of Education**

- Narrow and broader concept of education
- Aims of modern education with special reference to Delor's Commission.
- Indian School of Philosophy: Vedic, Buddhism
- Western School of Philosophy: z

#### **Unit- 2 = Factors of Education**

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

#### **Unit- 3 = Child Centricism and Play-way in Education**

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

**Tutorial: Based on above 3 units**

## EDC/H/IDC (Semester – 1)

### **Inclusive Education**

#### **Objectives: -**

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

#### **Unit: 1 = Inclusive Education: Overview**

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

#### **Unit: 2 = Differently Abled and Disadvantaged Children**

- Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)
- Disadvantaged children: SC, ST, OBC and EWS
- Problems of differently abled and socially disadvantaged children
- Specific Educational Measures and role of school and society

#### **Tutorial: Based on above 2 units**

**EDC/H/SEC/1/1 (Semester – 1)**

**Communication Skill**

**Objectives:**

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills

**Unit: 1 = Introduction to Communication**

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

**Unit: 2 = Listening Skills**

- Principles of listening skills
- Types of listeners
- Barriers to listening

**Unit: 3 = Speaking Skills**

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

**Tutorial: Based on above 3 units**

## **For Minor**

### **EDC/M/1/1 (Semester – 1)**

#### **Introduction and Philosophical Foundation of Education**

##### **Objectives:**

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To be acquainted with the concept of Child-Centricism and play-way in education

##### **Unit- I = Concept of Education**

- Narrow and broader concept of education
- Aims of modern education with special reference to Delor's Commission.
- Indian School of Philosophy: Vedic, Buddhism
- Western School of Philosophy: z

##### **Unit- 2 = Factors of Education**

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

##### **Unit- 3 = Child Centricism and Play-way in Education**

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

**Tutorial: Based on above 3 units**

## **Semester 2**

**EDC/H/CC/2/2 (For Major)**

### **Psychological Foundation of Education**

#### **Objectives:**

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

#### **Unit: 1 = Relation between Psychology and Education**

- Meaning and definition of Education and Psychology and their relationship
- Learning: Concept and characteristics
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization
- Personality: Concept, definition, Personality traits.

#### **Unit: 2 = Stages and types of human development and their educational significance**

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory.

#### **Unit: 3 = Intelligence**

- Concept of intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

**Tutorial: Based on above 3 units**

## EDC/H/IDC (Semester – 2)

### Inclusive Education

#### Objectives: -

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

#### Unit: 1 = Inclusive Education: Overview

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

#### Unit: 2 = Differently Abled and Disadvantaged Children

- Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)
- Disadvantaged children: SC, ST, OBC and EWS
- Problems of differently abled and socially disadvantaged children
- Specific Educational Measures and role of school and society

#### Tutorial: Based on above 2 units

**EDC/H/SEC/2/2 (Semester – 2)**

**Aspect of Democratic Citizenship**

**Objectives: -**

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

**Unit 1: Rights and duties as citizen**

- Democratic rights
- Fundamental Rights
- Duties of citizenship

**Unit 2 = Protection of Children**

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

**Unit 3 = Domestic Harmony**

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

**Tutorial: - Based on above 3 units**



## EDC/H/SEC/2/2 (Semester – 2)

### **Digital Empowerment**

#### **Objectives**

- Understand the fundamentals of digital technologies and their impact on society
- Enhance online communication and collaboration skills
- Promote digital citizenship and responsible online behavior
- Gain awareness of digital security risks and implement best practices
- Explore ethical considerations in the use of digital technologies.

#### **Unit 1: Digital Literacy and Digital Empowerment**

- Definition of Digital Literacy
- Current Trends of Digital Technology
- Evaluating the credibility of online information
- Copyright and plagiarism awareness
- Important application of our country Digi Locker, e-Hospitals, e-Pathshala, SHIM, e-Kranti (Electronic Delivery of Services, e-Health Campaigns)

#### **Unit 2: Online Communication and Collaboration**

- Electronic Communication: electronic mail, blogs, social media
- Collaborative Digital platforms
- Tools/platforms for online learning
- Collaboration using file sharing, messaging, video conferencing

#### **Unit 3: Digital Security**

- Online security and privacy
- Threats in the digital world: Data breach and Cyber Attacks
- Blockchain Technology
- Security Initiatives by the Govt of India

#### **Unit 4: Digital Citizenship and Ethics**

- Responsible online behavior and digital etiquette
- Understanding online communities and their norm
- Ethical considerations in digital technology usage

#### **Unit 5: Emerging Technology**

- Exploring emerging technology and its impact
- AI and Machine Learning
- IOT and Connected Devices

## Semester – 2

### EDC/M/1/1 (For Minor)

## Psychological Foundation of Education

### Objectives:

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

### Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Education and Psychology and their relationship
- Learning: Concept and characteristics
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization
- Personality: Concept, definition, Personality traits.

### Unit: 2 = Stages and types of human development and their educational significance

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory.

### Unit: 3 = Intelligence

- Concept of intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

### Tutorial: Based on above 3 units

**Under-graduate Course Structure (MDC - EDUCATION)**  
**Based on NEP - 2020**

In the 3 years B.A. **MDC course in Education**, there will be 6 Semesters. The curriculum consists of 8 Core Courses - 1, 8 Core Courses – 2, 6 Minor courses, 3 Inter Disciplinary Courses, 4 Ability Enhancement Courses (AEC), 3 Skill Enhancement Courses (SEC) and 4 Compulsory Value-Added Courses (CVAC), 1 Summer Internship course.

**TH stands for Theory, TU for Tutorial and P for Practical**

**Semester 1 = 525 Marks (21 Credit)**

**Semester 2 = 525 Marks (21 Credit)**

**Semester 3 = 525 Marks (21 Credit)**

**Semester 4 = 550 Marks (22 Credit)**

**Semester 5 = 500 Marks (20 Credit)**

**Semester 6 = 500 Marks (20 Credit)**

**For Summer Internship = 75 Marks (3 Credit)**

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**Total: 3200 Marks (128 Credits = 125 + 3)**

|                                      |                          |                  |            |
|--------------------------------------|--------------------------|------------------|------------|
| <b><u>Distribution of marks:</u></b> | <b>Core - 1</b>          | <b>8 x 100 =</b> | <b>800</b> |
|                                      | <b>Core – 2</b>          | <b>8 x 100 =</b> | <b>800</b> |
|                                      | <b>Minor</b>             | <b>6 x 100 =</b> | <b>600</b> |
|                                      | <b>IDC</b>               | <b>3 x 75 =</b>  | <b>225</b> |
|                                      | <b>AEC</b>               | <b>4 x 50 =</b>  | <b>200</b> |
|                                      | <b>SEC</b>               | <b>3 x 100 =</b> | <b>300</b> |
|                                      | <b>CVAC</b>              | <b>4 x 50 =</b>  | <b>200</b> |
|                                      | <b>Summer Internship</b> | <b>1 x 75 =</b>  | <b>75</b>  |

-----  
**3200 Marks**

|  |                          |                |           |
|--|--------------------------|----------------|-----------|
| <b><u>Distribution of Credits:</u></b> | <b>Core – 1</b>          | <b>8 x 4 =</b> | <b>32</b> |
|  | <b>Core – 2</b>          | <b>8 x 4 =</b> | <b>32</b> |
|  | <b>Minor -</b>           | <b>6 x 4 =</b> | <b>24</b> |
|  | <b>IDC -</b>             | <b>3 x 3 =</b> | <b>9</b>  |
|  | <b>AEC -</b>             | <b>4 x 2 =</b> | <b>8</b>  |
|  | <b>SEC -</b>             | <b>3 x 4 =</b> | <b>12</b> |
|  | <b>CVAC -</b>            | <b>4 x 2 =</b> | <b>8</b>  |
|  | <b>Summer Internship</b> | <b>1 x 3 =</b> | <b>3</b>  |

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**128 Credits**

## STRUCTURE

| Semester       | Core Course – 1                  | Core Course - 2                  | Minor                             | IDC/MDC                     | AEC                         | SEC                         | CVAC                    | Summer Internship      | Total Credit |
|----------------|----------------------------------|----------------------------------|-----------------------------------|-----------------------------|-----------------------------|-----------------------------|-------------------------|------------------------|--------------|
| 1              | 1 x 4 = 4<br>3 Th<br>1P/TU       | 1 x 4 = 4<br>3 Th<br>1P/TU       |                                   | 1 X 3 = 3<br>2 Th<br>1 P/TU | 1 X 2 = 2<br>2 Th<br>0 P/TU | 1 X 4 = 4<br>3 Th<br>1 P/TU | 2 x 2 = 4               |                        | 21           |
| 2              | 1 x 4 = 4<br>3 Th<br>1P/TU       | 1 x 4 = 4<br>3 Th<br>1P/TU       |                                   | 1 X 3 = 3<br>2 Th<br>1 P/TU | 1 X 2 = 2<br>2 Th<br>0 P/TU | 1 X 4 = 4<br>3 Th<br>1 P/TU | 2 x 2 = 4               |                        | 21           |
| 3              | 1 x 4 = 4<br>3 Th<br>1P/TU       | 1 x 4 = 4<br>3 Th<br>1P/TU       | 1 X 4 = 4<br>3 Th<br>1 P/TU       | 1 X 3 = 3<br>2 Th<br>1 P/TU | 1 X 2 = 2<br>2 Th<br>0 P/TU | 1 X 4 = 4<br>3 Th<br>1 P/TU |                         |                        | 21           |
| 4              | 2 x 4 = 8<br>(2x) 3 Th<br>1 P/TU | 2 x 4 = 8<br>(2x) 3 Th<br>1 P/TU | 1 X 4 = 4<br>3 Th<br>1 P/TU       |                             | 1 X 2 = 2<br>2 Th<br>0 P/TU |                             |                         |                        | 22           |
| 5              | 2 x 4 = 8<br>(2x) 3 Th<br>1 P/TU | 1 X 4 = 4<br>3 Th<br>1 P/TU      | 2 X 4 = 8<br>(2 x) 3 Th<br>1 P/TU |                             |                             |                             |                         |                        | 20           |
| 6              | 1 X 4 = 4<br>3 Th<br>1 P/TU      | 2 x 4 = 8<br>(2x) 3 Th<br>1 P/TU | 2 X 4 = 8<br>(2 x) 3 Th<br>1 P/TU |                             |                             |                             |                         |                        | 23           |
| <b>Credits</b> | <b>8 x 4 = 32</b>                | <b>8 x 4 = 32</b>                | <b>6 x 4 = 24</b>                 | <b>3 x 3 = 9</b>            | <b>4 x 2 = 8</b>            | <b>3 x 4 = 12</b>           | <b>4 x 2 = 8</b>        | <b>1 x 3 = 3</b>       | <b>128</b>   |
| <b>Marks</b>   | <b>8 x 100 =<br/>800</b>         | <b>8 x 100 =<br/>800</b>         | <b>6 x 100 =<br/>600</b>          | <b>3 x 75 =<br/>225</b>     | <b>4 x 50 =<br/>200</b>     | <b>3 x 100 =<br/>300</b>    | <b>4 x 50 =<br/>200</b> | <b>1 x 75 =<br/>75</b> | <b>3200</b>  |

## SEMESTER – 1

| <b>Course Code</b> | <b>Course Type</b> | <b>Credit</b> | <b>Marks</b> | <b>TH – TU - P</b> |
|--------------------|--------------------|---------------|--------------|--------------------|
| Core Course        | CC – 1             | 4             | 100          | 3 – 1 – 0          |
| Core Course        | CC – 2             | 4             | 100          | 3 – 1 – 0          |
| IDC                | IDC                | 3             | 75           | 2 – 1 – 0          |
| AEC                | AEC                | 2             | 50           | 2 – 0 – 0          |
| SEC                | SEC                | 4             | 100          | 3 – 1 – 0          |
| CVAC               | CVAC               | 2             | 50           | 2 – 0 – 0          |
|                    | CVAC               | 2             | 50           | 2 – 0 – 0          |
|                    |                    | <b>21</b>     | <b>525</b>   |                    |

**1 credit = 25 Marks**

## SEMESTER – 2

| <b>Course Code</b> | <b>Course Type</b> | <b>Credit</b> | <b>Marks</b> | <b>TH – TU - P</b> |
|--------------------|--------------------|---------------|--------------|--------------------|
| Core Course        | CC – 1             | 4             | 100          | 3 – 1 – 0          |
| Core Course        | CC – 2             | 4             | 100          | 3 – 1 – 0          |
| IDC                | IDC                | 3             | 75           | 2 – 1 – 0          |
| AEC                | AEC                | 2             | 50           | 2 – 0 – 0          |
| SEC                | SEC                | 4             | 100          | 3 – 1 – 0          |
| CVAC               | CVAC               | 2             | 50           | 2 – 0 – 0          |
|                    | CVAC               | 2             | 50           | 2 – 0 – 0          |
|                    |                    | <b>21</b>     | <b>525</b>   |                    |

**1 credit = 25 Marks**

### **SEMESTER – 3**

| <b>Course Code</b> | <b>Course Type</b> | <b>Credit</b> | <b>Marks</b> | <b>TH – TU - P</b> |
|--------------------|--------------------|---------------|--------------|--------------------|
| Core Course        | CC – 1             | 4             | 100          | 3 – 1 – 0          |
| Core Course        | CC – 2             | 4             | 100          | 3 – 1 – 0          |
| MINOR              | M                  | 4             | 100          | 3 – 1 – 0          |
| IDC                | IDC                | 3             | 75           | 2 – 1 – 0          |
| AEC                | AEC                | 2             | 50           | 2 – 0 – 0          |
| SEC                | SEC                | 4             | 100          | 3 – 1 – 0          |
|                    |                    | <b>21</b>     | <b>525</b>   |                    |

**1 credit = 25 Marks**

### **SEMESTER – 4**

| <b>Course Code</b> | <b>Course Type</b> | <b>Credit</b> | <b>Marks</b> | <b>TH – TU - P</b> |
|--------------------|--------------------|---------------|--------------|--------------------|
| Core Course        | CC – 1.1           | 4             | 100          | 3 – 1 – 0          |
| Core Course        | CC – 1.2           | 4             | 100          | 3 – 1 – 0          |
| Core Course        | CC – 2.1           | 4             | 100          | 3 – 1 – 0          |
| Core Course        | CC – 2.2           | 4             | 100          | 3 – 1 – 0          |
| MINOR              | M                  | 4             | 100          | 3 – 1 – 0          |
| AEC                | AEC                | 2             | 50           | 2 – 0 – 0          |
|                    |                    | <b>22</b>     | <b>550</b>   |                    |

**1 credit = 25 Marks**

## SEMESTER – 5

| Course Code | Course Type | Credit    | Marks      | TH – TU - P |
|-------------|-------------|-----------|------------|-------------|
| Core Course | CC – 1.1    | 4         | 100        | 3 – 1 – 0   |
| Core Course | CC – 1.2    | 4         | 100        | 3 – 1 – 0   |
| Core Course | CC – 2      | 4         | 100        | 3 – 1 – 0   |
| MINOR       | M           | 4         | 100        | 3 – 1 – 0   |
|             | M           | 4         | 100        | 3 – 1 – 0   |
|             |             | <b>20</b> | <b>500</b> |             |

**1 credit = 25 Marks**

## SEMESTER – 6

| Course Code | Course Type | Credit    | Marks      | TH – TU - P |
|-------------|-------------|-----------|------------|-------------|
| Core Course | CC – 1      | 4         | 100        | 3 – 1 – 0   |
| Core Course | CC – 2.1    | 4         | 100        | 3 – 1 – 0   |
| Core Course | CC – 2.2    | 4         | 100        | 3 – 1 – 0   |
| MINOR       | M           | 4         | 100        | 3 – 1 – 0   |
|             | M           | 4         | 100        | 3 – 1 – 0   |
|             |             | <b>20</b> | <b>500</b> |             |

**1 credit = 25 Marks**

|                   |    |   |    |           |
|-------------------|----|---|----|-----------|
| Summer Internship | SI | 3 | 75 | 1 – 0 – 2 |
|-------------------|----|---|----|-----------|

**1 credit = 25 Marks**

**Course Title for the Subject Education: -**

|                     |                    |  |
|---------------------|--------------------|--|
| <b>Semester – 1</b> | <b>Core Course</b> | <b>CC – 1 = Introduction &amp; Philosophical Foundation of Education</b> |
|                     | <b>Core Course</b> | <b>CC – 2 = Introduction &amp; Philosophical Foundation of Education</b> |
|                     | <b>IDC</b>         | <b>IDC = <i>Inclusive Education</i></b>                                  |
|                     | <b>SEC</b>         | <b>SEC = <b>Communication Skill</b></b>                                  |

|                     |                    |   |
|---------------------|--------------------|---|
| <b>Semester – 2</b> | <b>Core Course</b> | <b>CC – 1 = Psychological Foundation of Education</b> |
|                     | <b>Core Course</b> | <b>CC – 2 = Psychological Foundation of Education</b> |
|                     | <b>IDC</b>         | <b>IDC = <i>Inclusive Education</i></b>               |
|                     | <b>SEC</b>         | <b>SEC = <b>Communication Skill</b></b>               |

|                     |                    |   |
|---------------------|--------------------|---|
| <b>Semester – 3</b> | <b>Core Course</b> | <b>CC – 1 = Guidance and Counselling</b>                                |
|                     | <b>Core Course</b> | <b>CC – 2 = Guidance and Counselling</b>                                |
|                     | <b>IDC</b>         | <b>IDC = <i>Inclusive Education</i></b>                                 |
|                     | <b>SEC</b>         | <b>SEC = <b>Communication Skill</b></b>                                 |
|                     | <b>Minor</b>       | <b>M – 1 = Introduction &amp; Philosophical Foundation of Education</b> |

|                     |                    |   |
|---------------------|--------------------|---|
| <b>Semester – 4</b> | <b>Core Course</b> | <b>CC – 1.1 = Educational Organization &amp; Planning</b> |
|                     | <b>Core Course</b> | <b>CC – 1.2 = History of Education</b>                    |
|                     | <b>Core Course</b> | <b>CC – 2.1 = Educational Organization &amp; Planning</b> |
|                     | <b>Core Course</b> | <b>CC – 2.2 = History of Education</b>                    |
|                     | <b>Minor</b>       | <b>M – 2 = Psychological Foundation of Education</b>      |



|                     |                    |   |
|---------------------|--------------------|---|
| <b>Semester – 5</b> | <b>Core Course</b> | <b>CC – 1.1 = Women Education</b>       |
|                     | <b>Core Course</b> | <b>CC – 1.2 = Curriculum studies</b>    |
|                     | <b>Core Course</b> | <b>CC – 2 = Aspect of Teaching</b>      |
|                     | <b>Minor</b>       | <b>M – 3 = Guidance and Counselling</b> |
|                     | <b>Minor</b>       | <b>M – 4 = Women Education</b>          |

|                     |                    |  |
|---------------------|--------------------|--|
| <b>Semester – 6</b> | <b>Core Course</b> | <b>CC – 1 = Aspect of Teaching</b>                     |
|                     | <b>Core Course</b> | <b>CC – 2.1 = Women Education</b>                      |
|                     | <b>Core Course</b> | <b>CC – 2.2 = Curriculum studies</b>                   |
|                     | <b>Minor</b>       | <b>M – 5 = Educational Organization &amp; Planning</b> |
|                     | <b>Minor</b>       | <b>M – 6 = History of Education</b>                    |

## **Semester 1**

**EDC/MD/CC/1/1 or CC/2/1**

### **Introduction and Philosophical Foundation of Education**

#### **Objectives:**

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To be acquainted with the concept of Child-Centricism and play-way in education

#### **Unit- I = Concept of Education**

- Narrow and broader concept of education
- Aims of modern education with special reference to Delor's Commission.
- Indian School of Philosophy: Vedic, Buddhism
- Western School of Philosophy: z

#### **Unit- 2 = Factors of Education**

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

#### **Unit- 3 = Child Centricism and Play-way in Education**

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

**Tutorial: Based on above 3 units**

## **EDC/MD/IDC (Semester – 1)**

### **Inclusive Education**

#### **Objectives: -**

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

#### **Unit: 1 = Inclusive Education: Overview**

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

#### **Unit: 2 = Differently Abled and Disadvantaged Children**

- Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)
- Disadvantaged children: SC, ST, OBC and EWS
- Problems of differently abled and socially disadvantaged children
- Specific Educational Measures and role of school and society

#### **Tutorial: Based on above 2 units**

## EDC/MD/SEC (Semester – 1)

### Communication Skill

#### Objectives:

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills

#### Unit: 1 = Introduction to Communication

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

#### Unit: 2 = Listening Skills

- Principles of listening skills
- Types of listeners
- Barriers to listening

#### Unit: 3 = Speaking Skills

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

#### Tutorial: Based on above 3 units

## **Semester 2**

**EDC/MD/CC/1/2 or CC/2/2**

### **Psychological Foundation of Education**

#### **Objectives:**

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

#### **Unit: 1 = Relation between Psychology and Education**

- Meaning and definition of Education and Psychology and their relationship
- Learning: Concept and characteristics
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization
- Personality: Concept, definition, Personality traits.

#### **Unit: 2 = Stages and types of human development and their educational significance**

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory.

#### **Unit: 3 = Intelligence**

- Concept of intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

**Tutorial: Based on above 3 units**

## EDC/MD/IDC (Semester – 2)

### Inclusive Education

#### Objectives: -

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

#### Unit: 1 = Inclusive Education: Overview

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

#### Unit: 2 = Differently Abled and Disadvantaged Children

- Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)
- Disadvantaged children: SC, ST, OBC and EWS
- Problems of differently abled and socially disadvantaged children
- Specific Educational Measures and role of school and society

#### Tutorial: Based on above 2 units

## EDC/MD/SEC (Semester – 2)

### Communication Skill

#### **Objectives:**

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills

#### **Unit: 1 = Introduction to Communication**

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

#### **Unit: 2 = Listening Skills**

- Principles of listening skills
- Types of listeners
- Barriers to listening

#### **Unit: 3 = Speaking Skills**

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

#### **Tutorial: Based on above 3 units**



# UNIVERSITY OF CALCUTTA

## Notification No. CSR/13/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.07.2023 approved the Syllabi of the under mentioned subjects for semester wise Four-year (Honours & Honours with Research) / Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF, 2022 . under this University, as laid down in the accompanying pamphlet.


### **Name of Subject:**

1. Anthropology
2. BBA
3. Bengali
4. BFAD
5. Bio Chemistry
6. Botany
7. Chemistry
8. Commerce
9. Economics
10. Education
- ✓ 11. English
12. Geology
13. Hindi
14. History, Islamic History & Culture
15. Home Science
16. Human Rights
17. Journalism & Mass Communication
18. Mathematics
19. Microbiology (Honours)
20. Molecular Biology .
21. Philosophy
22. Physiology
23. Political Science
24. Psychology
25. Social Science
26. Sociology
27. Urdu
28. Women's Studies
29. Zoology

The above shall be effective from the academic session 2023-2024.

SENATE HOUSE

KOLKATA-700 073

  
12/7/2023  
Prof. (Dr.) Debasis Das

Registrar



**UNIVERSITY OF CALCUTTA**  
**FOUR YEAR UNDERGRADUATE SYLLABUS FOR**  
**ENGLISH**

**2023**

**COURSE STRUCTURE**

## **DISCIPLINE SPECIFIC COMPULSORY/CORE**

### **SEMESTER - 1**

DSC 1 (4 Credits – Th 3, Tu 1)

INTRODUCTION TO ENGLISH LITERATURE (POETRY)

1. HISTORY OF ENGLISH POETRY (FROM ELIZABETHAN AGE TO MODERN PERIOD)
  2. WILLIAM SHAKESPEARE, SONNET 73
  3. JOHN DONNE, 'THE SUN RISING'
  4. JOHN KEATS, 'TO AUTUMN'
  5. W.B. YEATS, 'THE SECOND COMING'
  6. TED HUGHES, 'CROW'
- 

### **SEMESTER - 2**

DSC 2 (4 Credits – Th 3, Tu 1)

INTRODUCTION TO ENGLISH LITERATURE (PROSE)

1. HISTORY OF ENGLISH PROSE (FROM ELIZABETHAN AGE TO MODERN PERIOD)
  2. FRANCIS BACON, 'OF STUDIES'
  3. D.H. LAWRENCE, 'THE ROCKING HORSE WINNER'
  4. JAMES JOYCE, 'ARABY'
  5. GEORGE ORWELL, 'SHOOTING AN ELEPHANT'
  6. JHUMPA LAHIRI, 'A TEMPORARY MATTER'
- 

### **SEMESTER - 3**

DSC 3 (4 Credits – Th 3, Tu 1)

INTRODUCTION TO ENGLISH LITERATURE (DRAMA)

DSC 4 (4 Credits – Th 3, Tu 1)

AMERICAN LITERATURE – 1

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### **SEMESTER - 4**

DSC 5 (4 Credits – Th 3, Tu 1)

POPULAR LITERATURE

DSC 6 (4 Credits – Th 3, Tu 1)

INTRODUCTION TO INDIAN WRITING IN ENGLISH

DSC 7 (4 Credits – Th 3, Tu 1)

ENGLISH POETRY – I

DSC 8 (4 Credits – Th 3, Tu 1)

ENGLISH DRAMA

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**SEMESTER – 5**

DSC 9 (4 Credits – Th 3, Tu 1)

ENGLISH PROSE – 1

DSC 10 (4 Credits – Th 3, Tu 1)

ENGLISH POETRY – II

DSC 11 (4 Credits – Th 3, Tu 1)

ENGLISH PROSE – II

DSC 12 (4 Credits – Th 3, Tu 1)

LITERARY THEORY – I

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**SEMESTER – 6**

DSC 13 (4 Credits – Th 3, Tu 1)

INDIAN WRITING IN ENGLISH – I

DSC 14 (4 Credits – Th 3, Tu 1)

MODERN EUROPEAN DRAMA

DSC 15 (4 Credits – Th 3, Tu 1)

AMERICAN LITERATURE – II

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**SEMESTER – 7**

DSC 16 (4 Credits – Th 3, Tu 1)

INDIAN WRITING IN ENGLISH – II

DSC 17 (4 Credits – Th 3, Tu 1)

LITERARY THEORY – II

DSC 18 (4 Credits – Th 3, Tu 1)

WOMEN'S WRITING

DSC 19 (4 Credits – Th 3, Tu 1)

AUTOBIOGRAPHY

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**SEMESTER – 8**

DSC 20 (4 Credits – Th 3, Tu 1)

EUROPEAN CLASSICAL LITERATURE

DSC 21 (4 Credits – Th 3, Tu 1)

RESEARCH METHODOLOGY & ESSAY WRITING

DSC 22 (4 Credits – Th 3, Tu 1)

POST-COLONIAL LITERATURES

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**ADDITIONAL CORE COURSES IN LIEU OF  
DISSERTATION/RESEARCH WORK**

(4 Credits –Th 3, Tu 1)

**SEMESTER – 7**

RHETORIC, PROSODY AND LITERARY TYPES

**SEMESTER – 8**

(1) PARTITION LITERATURE

OR

DALIT LITERATURE

(2) TEXT & PERFORMANCES

OR

MEDIA STUDIES

## **MINOR COURSES FOR OTHER MAJOR STUDENTS**

### **M1 (4 Credits – Th 3, Tu 1)**

SAME AS MAJOR DSC I & DSC II

(Either in Semesters 1 & 2 or in Semesters 3 & 4)

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### **M2 (4 Credits – Th 3, Tu 1)**

[FOR SEMESTER 5, FROM AMONG MAJOR SEMESTER 3]

(A) INTRODUCTION TO ENGLISH LITERATURE (DRAMA)

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(B) INTRODUCTION TO INDIAN WRITING IN ENGLISH

[FOR SEMESTER 6, FROM AMONG MAJOR SEMESTER 4]

## **IDC (INTER-DISCIPLINARY COURSE)**

(3 Credits – Th 2, Tu 1)

### Poetry

William Shakespeare: Sonnet 18  
William Wordsworth: 'Strange fits of passion'  
P.B. Shelley: 'To a Skylark'  
John Keats: 'To Autumn'

### Short Story

James Joyce: 'Araby'  
Katherine Mansfield: 'The Fly'

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## **SEC (SKILL ENHANCEMENT COURSE)**

(4 Credits – Th 4, Tu 0)

### SEC 1

[FOR SEMESTER 1]

#### BUSINESS WRITING

What is business communication  
Writing reports, letters, curriculum vitae  
Writing meeting minutes  
E-correspondence

### SEC 2

[FOR SEMESTER 3]

#### ENGLISH LANGUAGE TEACHING

Language Perspectives: First Language Second Language and Foreign  
Language – Acquisition and Learning  
Knowing the Learner: Features of a good language learner  
Structure of the English Language  
Methods of Teaching English Language  
Assessing Language Skills  
Materials for Language Teaching

**NOTE: SEC for Semester 2: Digital Empowerment**

## **AEC (ABILITY ENHANCEMENT COURSE)**

### **SEMESTER – 1**

#### COMPULSORY ENGLISH

(2 Credits – Th 2, Tu 0)

##### UNIT 1

###### POETRY:

LORD TENNYSON, BREAK BREAK BREAK

THOMAS HARDY: AFTERWARDS

RABINDRANATH TAGORE: WHERE THE MIND IS WITHOUT FEAR

##### UNIT 2

###### PROSE:

R.K. NARAYAN: OUT OF BUSINESS

PREM CHAND: THE CHILD

MARTIN LUTHER KING, JR: I HAVE A DREAM

### **SEMESTER – 2**

#### COMPULSORY ENGLISH

(2 Credits – Th 2, Tu 0)

##### UNIT 1

###### POETRY:

WILLIAM WORDSWORTH: LUCY GRAY

ELIZABETH BARRET BROWNING: HOW DO I LOVE THEE

WILFRED OWEN: ANTHEM FOR DOOMED YOUTH

##### UNIT 2

###### PROSE:

O. HENRY: THE LAST LEAF

RUSKIN BOND: THE THIEF'S STORY

RABINDRANATH TAGORE: RAM MOHAN ROY

### **SEMESTER – 3**

#### ALTERNATIVE ENGLISH

(2 Credits – Th 2, Tu 0)

##### UNIT 1

###### POETRY:

RABINDRANATH TAGORE: GITANJALI: XVIII

JAYANTA MAHAPATRA: DAWN AT PURI

PURUSHOTTAM LAL: LIFE

##### UNIT 2

###### PROSE:

BHISHAM SAHANI: THE BOSS CAME TO DINNER

WILLIAM SOMERSET MAUGHAM: THE MAN WITH THE SCAR

J.B. PRIESTLEY: ON DOING NOTHING

### **SEMESTER – 4**

#### ALTERNATIVE ENGLISH

(2 Credits – Th 2, Tu 0)

##### UNIT 1

###### POETRY:

RABINDRANATH TAGORE: GITANJALI: XLV

GAURI DESHPANDE: THE FEMALE OF THE SPECIES

NISSIM EZEKIEL: IN A COUNTRY COTTAGE

##### UNIT 2

###### PROSE:

ERNEST HEMINGWAY: A DAY'S WAIT

H.G. WELLS: THE STOLEN BACILLUS

S. RADHAKRISHNAN: INTUITION AND GENIUS



**UNIVERSITY OF CALCUTTA**

**THREE YEAR MULTIDISCIPLINARY  
SYLLABUS**

**ENGLISH**

**2023**

**COURSE STRUCTURE**

## **SEMESTER 1**

INTRODUCTION TO ENGLISH LITERATURE (POETRY)

1. HISTORY OF ENGLISH POETRY (FROM ELIZABETHAN AGE TO MODERN PERIOD)
    2. WILLIAM SHAKESPEARE, SONNET 73
    3. JOHN DONNE, 'THE SUN RISING'
    4. JOHN KEATS, 'TO AUTUMN'
    5. W.B. YEATS, 'THE SECOND COMING'
    6. TED HUGHES, 'CROW'
- 

## **SEMESTER 2**

INTRODUCTION TO ENGLISH LITERATURE (PROSE)

1. HISTORY OF ENGLISH PROSE (FROM ELIZABETHAN AGE TO MODERN PERIOD)
    2. FRANCIS BACON, 'OF STUDIES'
    3. D.H. LAWRENCE, 'THE ROCKING HORSE WINNER'
    4. JAMES JOYCE, 'ARABY'
    5. GEORGE ORWELL, 'SHOOTING AN ELEPHANT'
    6. JHUMPA LAHIRI, 'A TEMPORARY MATTER'
- 

## **SEMESTER 3**

INTRODUCTION TO ENGLISH LITERATURE (DRAMA)

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## **SEMESTER 4**

INTRODUCTION TO INDIAN WRITING IN ENGLISH

ENGLISH POETRY

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## **SEMESTER 5**

ENGLISH PROSE

ENGLISH DRAMA

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## **SEMESTER 6**

INDIAN WRITING IN ENGLISH

**NOTE: ALL THE ABOVE COURSES ARE OF 4 CREDITS**

**(Th 3, Tu 1)**

## **SEC**

**(4 Credits – Th 4, Tu 0)**

### BUSINESS WRITING

What is business communication

Writing reports, letters, curriculum vitae

Writing meeting minutes

E-correspondence



# UNIVERSITY OF CALCUTTA

## Notification No.CSR/22/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of her powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 31.07.2023 approved the syllabus of the under mentioned subjects semester wise Four-year (Honours & Honours with Research) /Three-year (Multidisciplinary) /Four-year (Honours with core Vocational) programme of U.G. courses of studies, as applicable under CCF,2022, under this University, as laid down in the accompanying pamphlet.

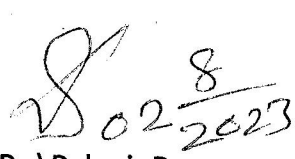
1. Geography
2. Physical Education
3. Film Studies
4. Fine Arts
- ✓ 5. History (Revised syllabus after incorporating some amendments, in the syllabus published in CSR/13/23, dt.12.7.23)
6. Islamic History & Culture (Revised syllabus after incorporating some amendments, in the syllabus published in CSR/13/23,dt.12.7.23)
7. Persian (Revised syllabus after incorporating some amendments, in the syllabus published in CSR/20/23, dt.28.7.23)
8. Computer Application. (Honours with core Vocational)

The above shall take effect from the academic session 2023-2024.

SENATE HOUSE,

Kolkata-700073

The 2<sup>nd</sup> August ,2023

  
Prof.(Dr.) Debasis Das

Registrar

**NEP SYLLABUS**

**IN**

**HISTORY**

**CALCUTTA UNIVERSITY**

**2023**

The four - year B.A. in History will comprise 8 Semesters. The curriculum will consist of 22 Discipline Specific Elective Core Courses/ (H/CC), courses each carrying 4 credits, 8 Minor Courses each carrying 4 credits, 3 Interdisciplinary Courses,(IDC) each carrying 3 credits 4 Ability Enhancement Compulsory Courses (AEC) each carrying 2 credits, 3 Skill Enhancement Courses (SEC) each carrying 4 credits and 4 Common Value Added Courses (CVAC) each carrying 2 credits. There will be one Summer Internship of 3 credits and Dissertation /Research Work in the 7 Semester carrying 4 credits and 8 credits in the final Semester (8<sup>th</sup>)

➤ **Discipline- specific Courses Core Courses H CC**

[Twenty two courses. Each course: 4 credits (Total: 88 credits. Marks 22x100 =2200)

- Each course carries 100 marks.
- 75 marks for theoretical segment.
- 25 marks for tutorial - related segments as suggested below (any one from each mode):
- Any one of the following modes: upto 1000 words for one Term Paper/ Project/ Book Review/ --based on syllabus .[The modes and themes and/or topics are be decided and assessed by the concerned faculty of respective colleges.]
- **Minor Courses 8 Courses:** 4 credits (Total: 32 credits. Marks 8x100=800)
- Each course carries 100 marks.
- 75 marks for theoretical segment.
- 25 marks for tutorial - related segments as suggested below (any one from each mode):
- Any one of the following modes: upto 1000 words for one Term Paper/ Project/ Book Review/ --based on syllabus. [The modes and themes and/or topics are be decided and assessed by the concerned faculty of respective colleges.]
- **Skill Enhancement/Skill-based Courses SEC** Each Course: 4 credits .
- Each course carries 100 marks.
- 50 marks for theoretical segment.

- 50 marks for tutorial - related segments as suggested below (any one from each mode):
  - Any one of the following modes: upto 1000 words each for two Term Papers/ Projects/ Book Reviews/ --based on syllabus. [The modes and themes and/or topics are be decided and assessed by the concerned faculty of respective colleges.]
  - **IMPORTANT NOTES:**

The Readings provided below include many of those of the UGC Model NEP Syllabus in History. For further details of Course Objectives and additional references it is advised that the UGC model NEP syllabus concerning relevant courses and topics should be given due importance and primarily consulted.
  - Cited advanced texts in Bengali are not necessarily substitutes, but supplementary to the English books.
  - The format is subject to the common structural NEP format of the University.
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## COURSE STRUCTURE-CCF 2022

|                   | H -CC                    | Minor Course                  | IDC                   | AEC                      | SEC                        | CVAC     | Summer Internship | Research Work/ Dissertation | Total Credits     |
|-------------------|--------------------------|-------------------------------|-----------------------|--------------------------|----------------------------|----------|-------------------|-----------------------------|-------------------|
| <b>Semesters</b>  | 22x 4=88                 | 8x4=32                        | 3x3=9                 | 4x2=8                    | 3x4=12                     | 4x2=8    | 1x3=3             | (1x4=4)+<br>(1x8=8)=12      | 172               |
| <b>Semester-1</b> | 1x4= 4<br>3Th+1Tu/ Prac  | 1x4= 4 (m1)<br>3Th+1Tu/ Prac  | 1x3= 3<br>2TH +1 P/TU | 1x2= 2<br>2TH+<br>0 P/TU | 1x4= 4<br>2Th+2Tu/<br>Prac | 2x2      |                   |                             | 21                |
| <b>Semester-2</b> | 1x4= 4<br>3Th+1Tu/ Prac  | 1x4= 4 (m1)<br>3Th+1Tu/ Prac  | 1x3= 3<br>2TH +1 P/TU | 1x2= 2<br>2TH+<br>0 P/TU | 1x4= 4<br>2Th+2Tu/<br>Prac | 2x2      |                   |                             | 21                |
| <b>Semester-3</b> | 2x4= 8<br>3Th+1Tu/ Prac  | 1x4= 4(m2)<br>3Th+1Tu/ Prac   | 1x3= 3<br>2TH +1 P/TU | 1x2= 2<br>2TH+<br>0P/TU  | 1x4= 4<br>2Th+2Tu/<br>Prac |          |                   |                             | 21                |
| <b>Semester-4</b> | 4x4= 16<br>3Th+1Tu/ Prac | 1x4= 4(m2)<br>3Th+1Tu/ Prac   |                       | 1x2= 2<br>2TH+<br>0 P/TU |                            |          |                   |                             | 22                |
| <b>Semester-5</b> | 4x4= 16<br>3Th+1Tu/ Prac | 2x4= 8 m1+m2<br>3Th+1Tu/ Prac |                       |                          |                            |          |                   |                             | 24                |
| <b>Semester-6</b> | 3x4= 12<br>3Th+1Tu/ Prac | 2x4= 8 m1+m2<br>3Th+1Tu/ Prac |                       |                          |                            |          | 1x3               |                             | 23                |
| <b>Semester-7</b> | 4x4= 16<br>3Th+1Tu/ Prac |                               |                       |                          |                            |          |                   | 1x4*                        | 20                |
| <b>Semester-8</b> | 3x4= 12<br>3Th+1Tu/ Prac |                               |                       |                          |                            |          |                   | 1x8*                        | 20                |
| <b>Credits</b>    | 22x4= 88                 | 8x4= 32                       | 3x3= 9                | 4x2= 8                   | 3x4= 12                    | 4x2= 8   | 1x3=3             | (1x4)+<br>(1x8)= 12         | 172               |
| <b>Marks</b>      | 22x100=2200              | 8x100=800                     | 3x75=225              | 4x50=200                 | 3x100=300                  | 4x50=200 | 1x 75             | 1x100+<br>1x200=300         | Total Marks =4300 |

**Please note: \*Candidates who would not pursue Dissertation/Research work would have to study 1 additional H/CC paper in Semester 7 and 2 H/CC papers in Semester 8 of 4 credits each.**



**Structure of B.A History Courses under NEP**

**HIS-DSC -1-22 TH & TU**

➤ **Discipline- specific Courses H /CC**

**HIS-H-CC 1 SEM -1:** HISTORY OF INDIA (FROM THE EARLIEST TIMES TO C 300 BCE)

**HIS- H -CC 2 SEM-2:** SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA.

**HIS- H CC 3 SEM-3:** HISTORY OF INDIA (C 300 BCE TO C.750 CE)

**HIS- H CC 4 SEM-3:** SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD OTHER THAN INDIA

**HIS- H CC 5 SEM-4:** HISTORY OF INDIA (C.750 – 1206)

**HIS- H CC 6 SEM-4:** HISTORY OF EUROPE (C.1453-1650)

**HIS- H CC 7 SEM-4:** HISTORY OF INDIA (C.1206 – 1526)

**HIS- H CC 8 SEM-4:** HISTORY OF EUROPE–(C. 1650-1780)

**HIS- H CC 9 SEM-5:** HISTORY OF INDIA (C.1526-1605)

**HIS- H CC 10 SEM-5** HISTORY OF INDIA (C.1605 – 1750)

**HIS- H CC 11 SEM-5:** HISTORY OF MODERN EUROPE (C.1780-1939)

**HIS- H CC 12 SEM-5:** HISTORY OF INDIA (C.1750– 1857)

**HIS- H CC 13 SEM-6:** HISTORY OF INDIA (C. 1857 – 1964)

**HIS- H CC 14 SEM-6 :** HISTORY OF WORLD POLITICS: (1945-1994)

**HIS- H CC 15 SEM- 6:** HISTORY OF MODERN EAST ASIA – I CHINA (C.1840 – 1949)

**HIS- H CC 16 SEM-7:** HISTORY OF MODERN EAST ASIA – II JAPAN (C.1868 – 1945)

**HIS- H CC 17 SEM-7:** HISTORY OF BENGAL (C.1757-1905)

**HIS- H CC 18 SEM-7:** HISTORY OF BENGAL (C.1905-1947)

**HIS- H CC 19 SEM -7:** WOMEN IN COLONIAL INDIA

**\*\* HIS- H CC 20 SEM -7:** HISTORICAL TOURISM: THEORY & PRACTICE

**HIS- H CC 21 SEM -8 :** MAJOR DEBATES IN HISTORY .

**HIS- H CC 22 SEM -8 :** THEMES IN CONTEMPORARY HISTORY OF INDIA (1947-1991)

**\*\* HIS- H CC 23 SEM -8:** ART APPRECIATION: AN INTRODUCTION TO INDIAN ART.

**HIS- H CC 24 SEM -8** HISTORIOGRAPHY AND TOOLS OF HISTORICAL RESEARCH

**\*\* HIS- H CC 25 SEM -8** NATIONAL LIBERATION MOVEMENTS IN 20TH CENTURY WORLD.

**Please note: \*Candidates who would not pursue Dissertation/Research work would have to study 1 additional H/CC paper in Semester 7 and 2 H/CC papers in Semester 8 of 4 credits each. These courses are indicated in asterisk marks \*\***

**MINOR COURSES m1m2**

**HIS-m1- 1 SEM -1:** HISTORY OF INDIA (FROM THE EARLIEST TIMES TO C 300 BCE)

**HIS-m1 2 SEM-2:** SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA

**HIS-m1 3 SEM-5:** HISTORY OF INDIA (C 300 BCE TO C.750 CE)

**HIS-m1 4 SEM -6** HISTORY OF EUROPE (C.1453-1650)

**INTER DISCIPLINARY COURSES (IDC)**

**HIS-IDC-1: Making of Contemporary India (1919 -1964)**

**SKILL ENHANCEMENT COURSES (SEC )**

**HIS- SEC-1: SEM -1 Museum and Archives**

**HIS- SEC-2 SEM -2 Understanding Cultural Heritage and Tourism**

**HIS- SEC- 3 SEM -3\_Understanding Popular Culture of Bengal**

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## **Detailed Syllabus History**

### **HIS- H –1- 22 TH&TU**

#### **HIS-H/CC 1 : History of India From the earliest times to C 300 BCE**

##### **Learning Objectives:**

This course intends to provide an extensive and deeper understanding of early Indian history to students. They will be introduced to the manner in which diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. This course, with an interdisciplinary approach, will help students' trace elements of continuity and changes in processes spanning over several millennia, from pre-historic times up to the 300 BCE. The emphasis on historiography will allow students to understand how historians have approached ancient India and how our present knowledge and perceptions have played a role in interpreting the past.

##### **I. Reconstructing Ancient Indian History:**

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

##### **II. Hunter-gatherers and the advent of food products**

- a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments.
- b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art.
- c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern

##### **III. The Harappan civilization:**

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

##### **IV. Cultures in transition**

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

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

##### **Essential Readings**

Agarwal D.P, The Archaeology of India, London, 1982.

Basham A.L, The Wonder That Was India, London, 1954.

Chakrabarti Dilip Kumar, An Oxford Companion to Indian Archaeology, New Delhi, 2006.

Chakrabarti Dilip Kumar, India, An Archaeological History, Delhi, 1999

Sharma R.S, Looking for the Aryans, 1995.

Sharma R.S, Material Cultures and Social Formations in Ancient India, New Delhi, 1983.

Thapar Romila, *Early India: From the Origins to AD 1300*, London, 2002

### **Suggested Readings**

Basham A.L ed. *A Cultural History of India*, New Delhi, 1975.

Ghosh Amalananda, *The City in Early Historic India*, Shimla, 1973.

Altekar A.S, *The Position of Women in Hindu Civilization from Pre-historic times to the Present Day*, New Delhi, 1962.

Chattopadhyaya B.D, *Studying Early India: Archaeology, Texts and Historical Issues*. New Delhi, 2003.

Sircar D.C, *Indian Epigraphy*, New Delhi, 1965.

Kosambi D.D, *An Introduction to the Study of Indian History*, Bombay, 1956

Kosambi D.D, *Combined Methods in Indology and Other Writings*, Edited and Introduced By B.D Chattopadhyaya

Jha D.N, *Ancient India: An Introduction*, New Delhi, 1998

Chattopadhyay D.P, *Science and Society in Ancient India*, Calcutta, 1977.

Erdosy George, *Urbanization in Early Historic India*, Oxford, 1988.

Allchin F.R. (ed). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*, Cambridge, 1995.

Staal Frits, *Discovering the Vedas : Origins, Mantras, Rituals Insights*, New Delhi, 2008.

Possehl G.L, ed. *Harappan Civilization- A Recent Perspective*, Delhi, 1993 (second edition).

Michell George, *The Penguin Guide to the Monuments of India*. London, 1989.

Raychaudhuri H.C, *Political History of Ancient India with a commentary by B.N.Mukherjee*, New Delhi, 1996 (8th edition)

Habib Irfan (General Editor), *A People's History of India (Volume 1,2,3)*, New Delhi.

Shastri K.A Nilakantha, *A History of South India*, Madras, 1974 (4th Edition)

Lahiri Nayanjyot, *The Decline and Fall of the Indus Civilization*, New Delhi, 2000.

Ray Nihar Ranjan, Brajadulal Chattopadhyaya, V.R. Mani and Ranabii Chakravarti eds. *A Source Book of Indian Civilization*, Kolkata, 2000.

Sahu Bhairabi Prasad (ed.). *Iron and Social Change in Early India*. New Delhi: Oxford University Press, 2006.

Chakraborty Ranabir, *Exploring early India, upto circa AD 1300*

Kochar R., *The Vedic People*, New Delhi. 2000.

Majumdar R.C (General Editor), *The History & Culture of the Indian People*, Volumes I – III, Bombay, 1951,1968, 1970

Sharma R.S, *Advent of the Aryans*, Manohar, 1999.

Sharma R.S, *Aspects of Political Ideas and Institutions in Ancient India*. New Delhi, 2005 (reprint).

Sharma R.S, *India's Ancient Past*, New Delhi, 2005.

Sharma R.S, *Perspectives in the Social and Economic History of Early India*, New Delhi, 1983.

Sharma R.S, *Sudras in Ancient India*.

Salomon Richard, *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and Other Indo-Aryan Languages*. New York, 1998.

Thapar Romila (et al). *India: Historical Beginnings and the Concept of the Aryan*, New Delhi, 2006

Thapar Romila, *From Lineage to State*, Delhi, 1996 (2nd Edition)

Ratnagar Shireen, (ed), *Women in Early Indian Societies*. New Delhi, 1999.

Ratnagar Shireen, *The End of the Great Harappan Tradition*, Delhi, 2000

Roy Kumkum, *The Emergence of Monarchy in North India: eighth to fourth centuries BC*, NewDelhi, 1994

Ratnagar Shireen, Understanding Harappa, Delhi 2001  
 Saraswati S.K, A Survey of Indian Sculpture, New Delhi, 1975 (second edition)  
 Bhattacharji Sukumar, Women and Society in Ancient India. Calcutta, 1994.  
 Singh Upinder, A History of Ancient and Early Medieval India. Delhi, 2008.  
 বাশাম এ এল, অতীতের উজ্জ্বল ভারত, (The Wonder That Was India), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা, ২০০৫  
 চক্রবর্তী রণবীর, ভারত ইতিহাসের আদি পর্ব, কলকাতা, ২০০৭  
 হাবিব ইরফান, ভারতবর্ষের সাধারণ মানুষের ইতিহাস  
 প্রথম খন্ড – প্রাক-ইতিহাস, (Pre-history) এন বি এ, কলকাতা, ২০০২  
 দ্বিতীয় খন্ড: সিন্ধু সভ্যতা, (The Indus Civilisation) এন বি এ, কলকাতা, ২০০২  
 তৃতীয় খন্ড – বৈদিক সভ্যতা, (The Vedic Age) এন বি এ, কলকাতা, ২০০২  
 বা ডি এন, আদি ভারত – একটি সংক্ষিপ্ত ইতিহাস, (Ancient India: An Introduction), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা  
 কোশাশ্বী ডি ডি, ভারত ইতিহাস চর্চার ভূমিকা (An Introduction to the Study of Indian History) বাগচি কে পি এন্ড কোং, কলকাতা, ২০০২  
 রত্নাগর শিরিণ, হরপ্পা সভ্যতার সন্ধানে (Understanding Harappa) এন বি এ, কলকাতা, ২০০৩  
 রায়চৌধুরী হেমচন্দ্র, প্রাচীন ভারতের রাজনৈতিক ইতিহাস, (Political History of Ancient India), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা  
 থাপার রোমিলা, ভারতবর্ষের ইতিহাস, ওরিয়েন্ট লংম্যান, কলকাতা  
 ভট্টাচার্য নরেন্দ্রনাথ, প্রাচীন ভারতে ধর্ম, কলকাতা, ১৯৮৮  
 ভট্টাচার্য নরেন্দ্রনাথ, প্রাচীন ভারতীয় সমাজ, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা  
 ভট্টাচার্য সুকুমারী, ইতিহাসের আলোকে বৈদিক সাহিত্য, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা  
 ভট্টাচার্য সুকুমারী, প্রাচীন ভারত- সমাজ ও সাহিত্য, আনন্দ পাবলিশার্স, কলকাতা  
 চক্রবর্তী দিলীপ কুমার - ভারতবর্ষের প্রাক্ ইতিহাস আনন্দ পাবলিশার্স, কলকাতা, ১৯৯৯  
 গঙ্গোপাধ্যায় দিলীপ কুমার - ভারত ইতিহাসের সন্ধানে, (২ খন্ডে), ২০০৭  
 চক্রবর্তী রণবীর, প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধানে, আনন্দ পাবলিশার্স, কলকাতা ২০০২ (সংশোধিত সংস্করণ)  
 চানানা দেবরাজ, প্রাচীন ভারতে দাস প্রথা, (Slavery in Ancient India as depicted in Pali and Sanskrit Texts), কে পি বাগচি এন্ড কোং, কলকাতা ১৯৯৫  
 রায় নীহাররঞ্জন, বাঙালির ইতিহাস, কলকাতা, ১৯৮০(দ্বিতীয় সংস্করণ)  
 শর্মা রামশরণ, প্রাচীন ভারতে বস্তুগত সংস্কৃতি ও সমাজ সংগঠন, (Material Cultures and Social Formations in Ancient India), ওরিয়েন্ট লংম্যান, ১৯৯৮  
 শর্মা রামশরণ, আদি মধ্যযুগের ভারতীয় সমাজ : সমস্ত-প্রক্রিয়া বিষয়ে এক সমীক্ষা (Early Medieval Indian Society : A Study in Feudalism) ওরিয়েন্ট লংম্যান, ২০০৩  
 শর্মা রামশরণ, ভারতের সমাজতন্ত্র, (Indian Feudalism), কে পি বাগচি এন্ড কোং, কলকাতা  
 শর্মা রামশরণ, আর্যদের অনুসন্ধান, (Looking for the Aryans), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা  
 শর্মা রামশরণ, আর্যদের ভারতে আগমন, (Advent of the Aryans), ওরিয়েন্ট লংম্যান, ২০০১  
 শর্মা রামশরণ, প্রাচীন ভারতে শূদ্র, (Sudras in Ancient India), কে পি বাগচি এন্ড কোং, কলকাতা  
 থাপার রোমিলা, অশোক ও মৌর্যদের পতন, (Asoka and the Decline of the Mauryas), কে পি বাগচি এন্ড কোং, কলকাতা

চট্টোপাধ্যায় সুনীল, প্রাচীন ভারতের ইতিহাস (১ম খন্ড), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, একাদশ মুদ্রণ, এপ্রিল ২০০৪

চট্টোপাধ্যায় সুনীল, প্রাচীন ভারতের ইতিহাস (২য় খন্ড), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ৮ম মুদ্রণ, ফেব্রুয়ারি ২০০৪

মুখোপাধ্যায় হীরেন্দ্রনাথ, ভারতবর্ষের ইতিহাস (১ম খন্ড) (প্রাচীন ও মধ্যযুগ), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, প্রথম মুদ্রণ নভেম্বর ১৯৯৭

## **HIS- H CC -2 : Social Formations and Cultural Patterns of the Ancient World other than India**

### **Learning Objectives:**

This course aims to introduce the students to the significant developments in world history that have shaped the complexity of human existence. To begin with it offers a historical survey of human evolution. It details the transition from hunting gathering subsistence pattern to more advanced adaptations to a sedentary farming economy. The course content is premised on the understanding that the pace and nature of change differed in different parts of the ancient world.

**I. Evolution of human kind:** Paleolithic and Mesolithic cultures – Role of social Institutions in the development of early societies.

**II. Food production:** Debate on the origins of food production, Neolithic cultures in West Asia and Europe

**III. Bronze Age civilizations,** Egypt (Old Kingdom); economy, social stratification, state structure, religion architecture.

**IV. Nomadic groups-** Debate on the advent of iron and its implications in Central and West Asia.

**V. Ancient Rome:** Polity and society- slavery, agrarian economy, urbanization, & trade.

**VI. Polis in ancient Greece:** Athens and Sparta - Polity and society- Slavery, Athenian democracy, Greek culture- Sophists, Drama - Tragedy and Comedy, Art and architecture.

## Essential Readings

- Rakesh Kumar, Ancient and Medieval World From Evolution of Humans to the Crisis of Feudalism, Sage Texts, 2018
- Farooqui Amar, Early Social Formations. Manak Publications Pvt. Ltd. 2002
- B.Fagan, People of the Earth. : an introduction to world prehistory  
New York, NY HarperCollins College Publishers 1977
- B.Trigger, Ancient Egypt : A Social History. Cambridge University Press, 1983
- Bai Shaoyi, An Outline History of China. Beijing : Foreign Languages Press, 1982.
- Burns and Ralph, World Civilisations.  
Cambridge History of Africa, Vol.I. Cambridge University Press ,1982
- G.Clark, World Prehistory: A New Perspective Cambridge University Press, 1977.
- Yuval Noah Harari , Sapiens A Brief History of Humankind, Vintage,2015
- Norman Davies, Europe A History , Oxford 1996
- Jacquetta Hawkes, First Civilisations. life in Mesopotamia, the Indus Valley and Egypt.  
The history of human society. New York: Knopf, 1973.
- M.I.Finley, The Ancient Economy. University of California Press 1999.
- R.J.Wenke, Patterns in Prehistory Oxford University Press, USA; 5th edition 2006
- UNESCO Series: History of Mankind, Vols. I –III/ or New ed. History of Humanity.1963
- V.Gordon Childe, What happened in History. Peregrine Books 1985

## Suggested Readings

- A.Hauser, A Social History of Art, Vol I. Routledge, 1999.
- Glyn Daniel, First Civilisations. New. York: Thomas Y. Crowell (Apollo. Editions), 1968
- J.D. Bernal, Science in History, Vol.I. Cambridge: The MIT Press, Massachusetts  
Institute of Technology, 1971
- Salia Ikram, Death & Burial in Ancient Egypt (American University in Cairo Press, 2015)
- V.Gordon Childe, Social Evolution.
- Martin Bernal, Black Athena; the Afro Asiatic Roots of Classical Civilization Brunswick:  
Rutgers University Press, 1991.
- গর্ডন চাইল্ড, সোশ্যাল ইভলিউশন, অসিত চৌধুরী (ভাষান্তর), দীপায়ন, কলকাতা, ১৪০৫  
বঙ্গাব্দ □
- গর্ডন চাইল্ড, ম্যান মেক্স হিমসেলফ, মগন দাস (ভাষান্তর), দীপায়ন, কলকাতা, ১৯৯৯ □
- গর্ডন চাইল্ড, হোয়াট হ্যাপেনড ইন হিস্ট্রি, দীপায়ন, কলকাতা □
- জন ডেসমন্ড বার্নাল, ইতিহাসে বিজ্ঞান, আনন্দ, কলকাতা □
- কুণাল চট্টোপাধ্যায় ও সুজাত ভদ্র, প্রাচীন গ্রীসের সমাজ ও স্নগস্কৃতি, প্রগ্রেসিভ, কলকাতা  
□

সুপ্রতিম দাস, গ্রীস অনুসন্ধান, প্রোগ্রেসিভ, কলকাতা □

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

**Learning Objectives:**

This paper focusses on the formation of polity, society, economy and religion of ancient India tracing the growth of empires from the Mauryas, to the Kushanas, the Satavahanas the Guptas, and also the post- Gupta polities such as the Pallavas, Chalukyas, and Vardhanas.

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

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

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

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

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

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

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

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

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

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

**Essential Readings**



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

### **Suggested Readings**

Agarwal Asvini, The Rise and Fall of the Imperial Guptas, New Delhi, 1988.  
Bhattacharya N.N, Ancient Indian Rituals and Their Social Contents, 2nd ed., 1996.  
Bhattacharya N.N, History of Tantric Religion, 1982  
Chakravarti Uma, The Social Dimensions of Buddhism. New Delhi: Oxford University Press, 1987.  
Chakravarti Uma, Trade and Traders in Early Indian Society, New Delhi, 2007 (revised edition)  
Champakalakshmi R, Trade, Ideology and Urbanization: South India: 300BC to AD 1300, Delhi, 1996.  
Chanana D., Slavery in Ancient India as Depicted in Pali and Sanskrit Texts, Delhi, 1960.  
Gupta P.L, Coins, 4th ed., 1996.  
Harle J.C, The Art and Architecture of the Indian Subcontinent, 1987.  
Lahiri Nayanjot, Ashoka in Ancient India, 2015  
Majumdar R.C and Altekar A.S eds. The Vakataka Gupta Age, Varanasi, 1955.  
Mukherjee B.N, Kushana Studies, New Perspectives, Kolkata, 2004  
Mukherjee B.N, The Character of the Maurya Empire, Kolkata, 2000  
Mukherjee B.N, The Rise and Fall of the Kushana Empire, Calcutta, 1989.  
Pollock Sheldon, The Language of the Gods in the World of Men. Sanskrit, Culture and Power in Pre-modern India. New Delhi, 2006.  
Ray H.P, Winds of Change, 1994.  
Ray Nihar Ranjan, Maurya and Post Maurya Art, New Delhi, 1975.  
Sharma R.S, Perspectives in the Social and Economic History of Early India, New Delhi, 1983.  
Shastri A.M ed. The Age of the Vakatakas, Delhi, 1992.  
Singh Upinder, A History of Ancient and Early Medieval India. Delhi, 2008.  
Smith Bardwell ed., Essays in Gupta Culture, New Delhi, 1983.  
Thapar Romila, Asoka and the Decline of the Mauryas, New Delhi, 2000  
Thapar Romila, Early India: From the origins to 1300, London, 2002  
Thapar Romila, The Mauryas Revisited, Calcutta, 1987.

Veluthat Kesavan, The Early Medieval in South India, New Delhi, 2009

রোমিলা থাপার, অশোক ও মৌর্যদের পতন, (Asoka and the Decline of the Mauryas), কে পি বাগচি এন্ড কোং, কলকাতা

সুনীল চট্টোপাধ্যায়, প্রাচীন ভারতের ইতিহাস (১ম খন্ড), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, একাদশ মুদ্রণ, এপ্রিল ২০০৪

সুনীল চট্টোপাধ্যায়, প্রাচীন ভারতের ইতিহাস (২য় খন্ড), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ৮ম মুদ্রণ, ফেব্রুয়ারি ২০০৪

হীরেন্দ্রনাথ মুখোপাধ্যায়, ভারতবর্ষের ইতিহাস (১ম খন্ড) (প্রাচীন ও মধ্যযুগ), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, প্রথম মুদ্রণ নভেম্বর ১৯৯৭

### **HIS- H -CC-4 : Social Formations and Cultural Patterns of the Medieval World other than India**

**Learning Objectives:** This course seeks to understand the transition of Ancient Europe into the medieval world. It therefore looks at the crisis caused by the decline of Roman Empire, the rise of religious organizations such as the Church and Monastery, the Carolingian and 12<sup>th</sup> century renaissance, and the rise of Universities and Towns. It addresses the ushering of Feudalism and its breakdown and finally deals with the crisis of Judaism and Christianity facing the advent of Islam and the counter attack, Crusades.

#### **I. Crisis of the Roman Empire and its principal causes: Historiography**

**II. Religion in Medieval Europe:** Religious organizations (Church and Monastery), Struggle between the Empire and Papacy.

**III. Culture in Medieval Europe:** Carolingian renaissance 12<sup>th</sup> century renaissance, Rise of University, Medieval art and architecture.

**IV. Society in Medieval Europe:** Feudal society its origins, Manorialism, Growth of towns.

#### **V. Origins of the crisis of Feudalism: historiography.**

#### **VI. Judaism and Christianity under Islam Crusades**

#### **Essential Reading:**

1. Baker, Simon, Ancient Rome The Rise and Fall of an Empire, Ebury Publishing, 2006.
2. Bloch, Marc, Feudal Society (2 Vols), Aakar Books, Revised Edition, July, 2017.
3. Brundage (ed.), The Crusades, Marquette University Press, 1962.
4. Burke, Edmund, III & Ira M. Lapidus, Islam, Politics and Social Movements, University of California Press, 1988.
5. Chris Wickham, Medieval Europe, Yale University, 2016
6. Cohen, Mark, Under Crescent and Cross The Jews in the Middle Ages, Princeton University Press, 2008.

7. Deansley, Margaret, A History of Early Medieval Europe, 476 to 911, Methuen, 1956.
8. Dobb, Maurice Dobb, Studies in the Development of Capitalism, Routledge, First Edition, March, 1965.
9. Lewis, Bernard, The Arabs in History, Oxford University Press, 6<sup>th</sup> Edition, May 2002.
10. Lewis, Bernard, The Jews of Islam, 1984.
11. Man, John, The Mongol Empire, Penguin Random House, May 2015.
12. Maurice Keen, The Penguin History of Medieval Europe, 1991
13. Pirenne, Heim, Medieval Cities, Princeton University Press, 1969.
14. Smith, Leslie and Leyser, Conrad; Motherhood, Women and Society in Medieval Europe (400-1400), Ashgate Publishing Ltd, 2011.
15. Stuard, Susan Mosher (Ed.), Women in Medieval History and Historiography, University of Pennsylvania Press; New edition, December, 1988.

### **HIS- H CC 5 SEM-4: HISTORY OF INDIA (C.750 – 1206)**

**Learning Objectives:** This course seeks to provide an understanding of early medieval India - its polity, economy, society, religion and culture.

#### **I. Studying Early Medieval India:**

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

#### **II. Political Structures:**

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

#### **III. Agrarian structure and social change:**

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

#### **IV. Trade and Commerce**

- a) Inter-regional trade
- b) Maritime trade
- c) Forms of exchange
- d) Process of urbanization

e) Merchant guilds of South India

### **V. Religious and Cultural developments:**

- a) Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults.
- b) Islamic intellectual traditions: Al-Beruni; Al-Hujwiri
- c) Regional languages and literature
- d) Art and architecture: Evolution of regional styles.

### **Essential Readings**

Chattopadhyaya, B.D, The Making of Early Medieval India, 1994.

Karashima, N., South Indian History and Society (Studies from Inscriptions, AD 850 – 1800)

Kulke, Hermann, ed., The State in India (AD 1000 – AD 1700)

Sharma, R.S and Shrimali, K.M eds., Comprehensive History of India, Vol. IV (A & B)

Sharma, R.S. Indian Feudalism (circa 300 – 1200)

Singh, Vipul Interpreting Medieval India, Volume-I, Early Medieval, Delhi Sultanate and Regions (circa 750 – 1550 ), 2009.

### **Suggested Readings :**

Basham, A.L., (ed.), A Cultural History of India

Basham, A.L., The Wonder that was India

Bose Mandakranta (ed.), Faces of Feminine in Ancient Medieval and Modern India, New York, 2000

Chakravarti Ranabir, Exploring Early India upto Circa AD 1300

Chakravarti, R(ed.), Trade in Early India, Delhi

Champalakshmi, R, Trade, Ideology and Urbanisation :South India 300 BC – AD 1300, Delhi, 1966

Chandra, S, History of Medieval India (800 -1700)

Chattopadhyay, B.D, Aspects of Rural settlements and Rural Society in Early Medieval India

Chattopadhyay, B.D, Science and Society in Ancient India, Calcutta, 1977

Chattopadhyay, B.D, Studying Early India: Archaeology, Texts and Historical Issues, New Delhi, 2003

Chaudhuri, K.N, Trade and Civilisation in the Indian Ocean : An Economic History from the Rise of Islam to 1750

Gopal Lalanji, The Economic Life of Northern India ,Varanasi, 1965

Habib, Irfan, Economic History of Medieval India: A Survey, New Delhi, 2001

Habib, Irfan, Medieval India: The Study of a Civilisation ,New Delhi, 2008

Habib, Md. And Nizami KA (eds), A Comprehensive History of India Vol. V

Habibullah, A.B.M, The Foundation of Muslim Rule in India

Jackson, Peter, The Delhi Sultanate: A Political & Military History, Cambridge, 1999

Jha D.N (ed), The Feudal Order, New Delhi, 2000

Kulke, H., The State in India (1000- 1700)

Majumdar R.C and Dasgupta K.K.(eds), A Comprehensive History of India Vol.III

Majumdar R.C. et al (eds), History and Culture of the Indian People Vol. IV and Vol. V  
 Meister M.M & Dhaky MA, Indian Temple Architecture, Delhi, 1983  
 Mukherjee B.N, Post-Gupta Coinages of Bengal, Calcutta, 1989  
 Mukhia, H., The Feudalism Debate  
 Rakaswami Vijaya, Walking Naked: Women, Society, Spirituality in South India (Simla, 1997)  
 Ray H.C, Dynastic History of Northern India (New Delhi, 1973)  
 Ray Nihar Ranjan et al ed., A Source Book of Indian Civilisation (Kolkata, 2000)  
 Rizvi, S.A.A, The Wonder that was India, Vol. II  
 Roy Kumkum (ed), Women in Early Indian Societies (New Delhi, 1999)  
 Sastri, K.A. Nilkanta, A History of South India from Prehistoric Times to the Fall of Vijaynagar,  
 Sastri K.A. Nilkantha, The Cholas (Madras, 1975 [reprint])  
 Sastri, K.A. Nilkanta (ed), A Comprehensive History of India Vol. II  
 Sharma R.S, Early Medieval Indian Society: A Study in Feudalisation, Delhi, 2001.  
 Sharma R.S, Indian Feudalism, University of Calcutta, 1965.  
 Sharma R.S, Perspectives in the Social and Economic History of Early India, New Delhi, 1983.  
 Sharma, R.S, Early Medieval Indian Society: A Study in Feudalisation (Delhi, 2001)  
 Sharma, R.S, Indian Feudalism  
 Singh Upinder ed., Rethinking Early Medieval India : A Reader, 2011  
 Singh Upinder, A History of Ancient and Early Medieval India. Delhi, 2008.  
 Thapar Romila, Early India: From the Origins to AD 1300, London, 2002  
 Thapar, R; Early India  
 Veluthat, K; The Political Structure of Early Medieval South India  
 India and the Expansion of Islam 7-11 century, 1990  
 Yadava, B.N.S, Society & Culture in North India in the 12th century  
 Yazdani, G., (ed), The Early History of the Deccan

বশাম এ এল, অতীতের উজ্জ্বল ভারত, (The Wonder That Was India), প্রোগ্রেসিভ পাবলিশার্স,  
 কলকাতা, ২০০৫  
 মুখোপাধ্যায় হীরেন্দ্রনাথ, ভারতবর্ষের ইতিহাস (১ম খন্ড) (প্রাচীন ও মধ্যযুগ), পশ্চিমবঙ্গ রাজ্য  
 পুস্তক পর্ষদ, প্রথম মুদ্রণ নভেম্বর ১৯৯৭  
 ভট্টাচার্য, নরেন্দ্রনাথ, ধর্ম ও সংস্কৃতিক: প্রাচীন ভারতীয় প্রেক্ষাপট  
 চক্রবর্তী রণবীর, প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধান, আনন্দ পাবলিশার্স, কলকাতা  
 ২০০২  
 চক্রবর্তী রণবীর, ভারত ইতিহাসের আদি পর্ব, ওরিয়েন্ট লংম্যান, কলকাতা, ২০০৭  
 সেন সমরেন্দ্রনাথ, বিজ্ঞানের ইতিহাস, শৈব্যা প্রকাশন, ১৯৯৬  
 শর্মা রামশরণ, ভারতের সামন্ততন্ত্র, (Indian Feudalism), কে পি বাগচি এন্ড কোং, কলকাতা  
 শর্মা রামশরণ, আদি মধ্যযুগের ভারতীয় সমাজ: সামন্ত-প্রক্রিয়া বিষয়ে এক  
 সমীক্ষা (Early Medieval Indian Society: A Study in  
 Feudalisation), ওরিয়েন্ট লংম্যান, ২০০৩

## **HIS- H CC- 6 SEM-4: HISTORY OF EUROPE (C.1453-1650)**

Learning Objectives: This paper explains the transition of Europe from feudalism to capitalism, illustrating the various forces that saw the culmination of this process. It thus includes geographical discoveries, Renaissance, Reformation, economic developments and finally the emergence of the national monarchies.

### **Module 1**

1.1 Transition Debate : transition from feudalism to capitalism, problems and theories.

### **Module II**

2.1 The exploration of the new world: motives

2.2 Portuguese and Spanish voyages.

### **Module III**

3.1 Renaissance : its social roots

3.2 Renaissance humanism

3.3 Rediscovery of classics

3.4 Italian renaissance and its impact on art, culture, education and political thought.

3.5 Its spread in Europe

### **Module IV**

4.1 Reformation movements: Origins & courses

4.2 Martin Luther & Lutheranism

4.3 John Calvin & Calvinism

4.4 Radical reformation: Anabaptists and Huguenots

4.5 English reformation and the role of the state

4.6 Counter Reformation

### **Module V**

5.1 Economic developments

5.2 Shift of economic balance from the Mediterranean to the Atlantic

5.3 Commercial Revolution

5.4 Price Revolution

5.5 Agricultural Revolution and the Enclosure Movement

### **Module VI**

6.1 Development of national monarchy

6.2 Emergence of European state system

### **Essential Readings**

Butterfield H., The Origins of Modern Science. The Macmillan Company. 1959

Cipolla Carlo M., Fontana Economic History of Europe, Vols. II and III Collins/ Fontana Books; 1978  
Cipolla Carlo M., Before the Industrial Revolution, European Society and Economy, 1000-1700, W. W. Norton & Company; 3rd edition 1994  
Coleman D.C (ed.), Revisions in Mercantilism Methuen & Co, 1969.  
Davis Ralph, The Rise of the Atlantic Economics. Cornell University Press, 1973  
Dobb Maurice, Studies in the Development of Capitalism, International Publishers, 1947  
Parker G., Europe in Crisis, 1598-1648 Ithaca, N.Y. : Cornell University Press. 1980  
Parry, J.H., The Age of Reconnaissance University of California Press, 1981  
Phukan Meenaxi, Rise of the Modern West: Social and Economic History of Early Modern Europe. Laxmi Publications 2013  
Poliensky.V, war and Society in Europe, 1618-48 Cambridge University Press, 2008  
Rabb Theodore K., The Struggle for Stability in Early Modern Europe. Oxford University Press, 1975  
Scammell V., The First Imperial Age: European Overseas expansion, 1400-1715. Routledge, 2003  
Vries Jan de, Economy of Europe in an Age of Crisis 1600-1750. New York: Cambridge University Press, 1976

### **Suggested Readings :**

Anderson M.S, Europe in the Eighteenth Century Holt, Rinehart and Winston, 1961  
Anderson, Perry, The lineages of the Absolutist States. Verso, 1979  
Arvind Sinha, Europe in transition: From Feudalism to industrialization. Manohar, 2019.

Aston, T.H and Philipin C.H.E (eds.), The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe, Cambridge University Press, 2005.  
Bernal J.D, Science in History Cambridge: The MIT Press, 1954  
Burke, Peter, The Renaissance . Humanities Press International, 1987  
Camerson, Euan (ed.), Early Modern Europe: An Oxford History, Oxford University Press 2001.  
Dunn Rechar d S., The Age of Religious Wars, 1559-1715, W.W.Norton & Company, 2004  
Elton, G.R., Reformation Europe, 1517-1559 Wiley, 1999  
Gilmore, M.P., The World of Humanism, 1453-1517 New York, Harper 1952  
Hall, R., From Galileo to Newton Courier Corporation, 1981  
Hill, Christopher, A century of Revolutions. Psychology Press, 2002  
Hilton, Rodney, Transition from feudalism to Capitalism, Aakar Books, 2006  
Koenigsberger, H.G and Mosse, G.L., Europe in the Sixteenth Century. Longmans, 1961

Lee, Stephen J., Aspects of European History, 1494-1789 Routledge, 1982  
Parker, G. and Smith, L.M., General Crisis of the Seventeenth Century. Boston : Routledge & Kegan Paul, 1978.  
Pennington, D.H., Seventeenth Century Europe. Longman, 1972

Rabb, Theodore K., The Struggle for Stability in Early Modern Europe. Oxford University Press, 1975

Rohit Majumdar, History of Europe: From Renaissance to the end of cold war. Sage, 2020

Rice, Eugene F. and Grafton, Anthony, The Foundations of Early Modern Europe, 1460-1559, W.W.Norton & Company, 2004.

The Cambridge Economic History of Europe, Vol.I, IV Cambridge University Press 1944

The New Cambridge Economic History of Europe, Vol.VII. Part I 1978

ত্রিপাঠী অমলেশ, ইতালির রেনেসাঁস বাঙালির সংস্কৃতি, আনন্দ পাবলিশার্স, কলকাতা ১৯৯৪  
দাশগুপ্ত অশীন, ভারত মহাসাগরে বাণিজ্য ও রাজনীতি ১৫০০-১৮০০, আনন্দ পাবলিশার্স,  
কলকাতা, ১৯৯৯

বার্নাল জে ডি, ইতিহাসে বিজ্ঞান, (Science in History), আনন্দ পাবলিশার্স, কলকাতা, ২০০৫  
সেন সমরেন্দ্র, বিজ্ঞানের ইতিহাস, শৈব্যা প্রকাশন, কলকাতা, ১৯৯৬

ভট্টাচার্য স্নেহাদ্রি, ইংলন্ডের ইতিহাস (টিউডর যুগ), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা,  
১৯৯৫

চক্রবর্তী ভাস্কর, চক্রবর্তী সুভাষ রঞ্জন এবং চট্টোপাধ্যায় কিংশুক, ইউরোপে যুগান্তর, নবভারতী  
প্রকাশনী, কলকাতা, ২০০৫

মুখার্জী রীলা, রূপান্তরিত ইউরোপ(৯০০ – ১৮০০), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা, ২০০৪

## **HIS- H CC-7 : HISTORY OF INDIA (c.1206-1526)**

**Learning Objectives :** This paper focusses on the polity , society and economy , culture and religion of the Delhi Sultanate.

### **I. Interpreting the Delhi Sultanate:**

Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy

### **II. Sultanate Political Structures:**

- Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; Mongol threat and Timur's invasion; Rise and fall of Syed dynasty; The Lodis; Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat;
- Theories of Kingship; Ruling elites; Sufis, Ulama and the political authority; imperial monuments and coinage
- Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal
- Consolidation of regional identities: regional art, architecture and literature

### **III. Society and Economy:**

- Iqta and the revenue-free grants



- b. Agriculture production; technology
- c. Changes in rural society; revenue systems
- d. Monetization; market regulations; growth of urban centres; trade and commerce; Indian Ocean trade

**IV. Religion and Culture:**

- a. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles.
- b. Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition
- c. Sufi literature; Malfuzat; Premakhayans
- d. Architecture of the Delhi Sultanate

**ESSENTIAL READINGS:**

Asher, Catherine and Talbot Cynthia, *India before Europe*, Cambridge University Press, March 2006.

Chandra Satish, *Medieval India I*, Har Anand Publication, New Delhi, July 2007.

Habib Mohammad and Nizami K.A., eds, *Comprehensive History of India, Vol. V, The Delhi Sultanate*, People’s Publishing House, 2<sup>nd</sup> Edition, 1992.

Hasan Mohibul, *Historians of Medieval India*, Meenakshi Prakashan, 1968.

Jackson Peter, *The Delhi Sultanate*, Cambridge University Press, Revised Edition, 2003.

Schomer, Karine, and McLeod W.H., (Eds), *The Sants Studies in A Devotional Tradition of India*, Motilal Banarsidas, Delhi, 1987.

Nizami K.A., *Some Aspects of Religion and Politics in India During the 13<sup>th</sup> Century*, Aligarh, 1961.

Raychaudhuri Tapan and Habib Irfan, (Eds), *Cambridge Economic History of India, Vol. I: c. 1200 – c. 1750*, Cambridge University Press, Cambridge, 1982, 1987 (reprint).

Rizvi S.A.A., *A History of Sufism in India, Vol. I*, Munshiram Manoharlal, New Delhi, 1978.

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**Suggested Readings**

Ashraf K.M, *Life and Conditions of the People of Hindusthan (1250 – 1550)*, Gyan Publishing House, 2000.

Eaton, R.M, *The Rise of Islam and the Bengal Frontier (1204- 1760)*, University of California Press, July 1996.

Habib, Irfan, *Medieval India: The Study of a Civilization*, National Book Trust, July 2008.

Karashima, Noboru, *South Indian History and Society: studies from inscriptions, A.D. 850 - 1800*, Oxford, 1984.

Karashima, Noboru, *Towards a New Formation: South Indian Society under Vijayanagara*, Oxford University Press, 1992.

Kumar Sunil, *The Emergence of the Sultanate of Delhi*, Permanent Black, Delhi, First edition, 2010.

Stein, Burton, Peasant State and Society in Medieval South India, Oxford University Press, Oxford, February 1995.  
Sherwani, H.K., Joshi, P.M. (eds), The History of Medieval Deccan (1295 - 1724), Government of Andhra Pradesh, Hyderabad, 1973-74.  
Singh, Vipul, Interpreting Medieval India, Volume-I, Early Medieval, Delhi Sultanate and Regions (circa 750 – 1550 ), Macmillan Publishers India Ltd, 2009.  
Tripathi, R.P; Some Aspects of Muslim Administration, The Indian Press Ltd., 1936.  
Wink, Andre, Al Hind; The Making of the Indo Islamic World, Volume I – Early Medieval, Brill Academic Publishers, 2<sup>nd</sup> Edition, 1991.

রায় মিহিরকুমার, ভারতের ইতিহাস (তুরক-আফগান যুগ), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, দ্বিতীয় মুদ্রণ, ফেব্রুয়ারী ১৯৯২

হাবিব ইরফান, মধ্যযুগের ভারতের অর্থনৈতিক ইতিহাস, (Economic History of Medieval India: A Survey), প্রোগ্রেসিভ পাবলিশার্স

হাবিব ইরফান, মধ্যকালীন ভারত ১-৪ খন্ড (Medieval India) কে পি বাগচি এন্ড কোং, কলকাতা

হাবিবুল্লাহ এ বি এম, ভারতে মুসলিম শাসনের প্রতিষ্ঠা ১২০৬-১২৯০, (The Foundation of Muslim Rule in India), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা

রায় অনিরুদ্ধ ও চট্টোপাধ্যায় রত্নাবলী, মধ্যযুগে বাংলার সমাজ ও সংস্কৃতি, কে পি বাগচি এন্ড কোং, কলকাতা ১৯৯২

রায় অনিরুদ্ধ, মধ্যযুগের ভারতের ইতিহাস : সুলতানি আমল, ওরিয়েন্ট লংম্যান, কলকাতা  
করিম আব্দুল, বাংলার ইতিহাস : সুলতানি আমল, ঢাকা

### **HIS- H CC 8 SEM-4: HISTORY OF EUROPE--(C. 1650-1780)**

**Learning Objectives:** This course looks at some of the major path breaking changes that took place around the mid 17<sup>th</sup> and late 18<sup>th</sup> century Europe such as the impact of the Print revolution, revolution in war techniques, Scientific Revolution, the growth of Mercantilism and its impact on the European economics, leading to a prelude to the industrial revolution, the growth of Parliamentary monarchy with patterns of absolutism that ushered in dramatic changes in the history of Europe.

#### **Module 1**

- 1.1 Printing Revolution.
- 1.2 Revolution in war techniques

#### **Module II**

- 2.1 Crisis in Europe in the 17<sup>th</sup> century
- 2.2 Its economic, social and political dimensions

#### **Module III**

- 3.1 The English Revolution : major issues
- 3.2 Political and intellectual issues

## **Module IV**

- 4.1 Scientific Revolution
- 4.2 Emergence of scientific academies
- 4.3 Origins of Enlightenment

## **Module V**

- 5.1 Mercantilism and European economics
- 5.2 Preludes to the Industrial Revolution

## **Module VI**

- 6.1 European Politics in the 17<sup>th</sup> & 18<sup>th</sup> Century
- 6.2 Parliamentary monarchy
- 6.3 Patterns of Absolutism in Europe

## **Essential Readings**

- Butterfield H., *The Origins of Modern Science*. The Macmillan Company. 1959
- Cipolla Carlo M., *Fontana Economic History of Europe*, Vols. II and III Collins/ Fontana Books; 1978
- Cipolla Carlo M., *Before the Industrial Revolution, European Society and Economy, 1000-1700*, W. W. Norton & Company; 3rd edition 1994
- Coleman D.C (ed.), *Revisions in Mercantilism* Methuen & Co, 1969.
- Davis Ralph, *The Rise of the Atlantic Economics*. Cornell University Press, 1973
- Dobb Maurice, *Studies in the Development of Capitalism*, International Publishers, 1947
- Parker G., *Europe in Crisis, 1598-1648* Ithaca, N.Y. : Cornell University Press. 1980
- Parry, J.H., *The Age of Reconnaissance* University of California Press, 1981
- Phukan Meenaxi, *Rise of the Modern West: Social and Economic History of Early Modern Europe*. Laxmi Publications 2013
- Poliensky.V, *war and Society in Europe, 1618-48* Cambridge University Press, 2008
- Rabb Theodore K., *The Struggle for Stability in Early Modern Europe*. Oxford University Press, 1975
- Scammell V., *The First Imperial Age: European Overseas expansion, 1400-1715*. Routledge, 2003
- Vries Jan de, *Economy of Europe in an Age of Crisis 1600-1750*. New York: Cambridge University Press, 1976

## **Suggested Readings :**

- Anderson M.S, *Europe in the Eighteenth Century* Holt, Rinehart and Winston, 1961
- Anderson, Perry, *The lineages of the Absolutist States*. Verso, 1979
- Arvind Sinha, *Europe in transition: From Feudalism to industrialization*. Manohar, 2019.
- Aston, T.H and Philipin C.H.E (eds.), *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*, Cambridge University Press, 2005.
- Bernal J.D, *Science in History* Cambridge: The MIT Press, 1954
- Burke, Peter, *The Renaissance* . Humanities Press International, 1987

Camerson, Euan (ed.), Early Modern Europe: An Oxford History, Oxford University Press 2001.

Dunn Recharad S., The Age of Religious Wars, 1559-1715, W.W.Norton & Company, 2004

Elton, G.R., Reformation Europe, 1517-1559 Wiley, 1999

Gilmore, M.P., The World of Humanism, 1453-1517 New York, Harper 1952

Hall, R., From Galileo to Newton Courier Corporation, 1981

Hill, Christopher, A century of Revolutions. Psychology Press, 2002

Hilton, Rodney, Transition from feudalism to Capitalism, Aakar Books, 2006

Koenigsberger, H.G and Mosse, G.L., Europe in the Sixteenth Century. Longmans, 1961

Lee, Stephen J., Aspects of European History, 1494-1789 Routledge, 1982

Parker, G. and Smith, L.M., General Crisis of the Seventeenth Century. Boston : Routledge & Kegan Paul, 1978.

Pennington, D.H., Seventeenth Century Europe. Longman, 1972

Rabb, Theodore K., The Struggle for Stability in Early Modern Europe. Oxford University Press, 1975

Rohit Majumdar, History of Europe: From Renaissance to the end of cold war. Sage, 2020

Rice, Eugene F. and Grafton, Anthony, The Foundations of Early Modern Europe, 1460-1559, W.W.Norton & Company, 2004.

The Cambridge Economic History of Europe, Vol.I, IV Cambridge University Press 1944

The New Cambridge Economic History of Europe, Vol.I, VII.

ত্রিপাঠী অমলেশ, ইতালির রেনেসাঁস বাঙালির সংস্কৃতি, আনন্দ পাবলিশার্স, কলকাতা ১৯৯৪  
দাশগুপ্ত অশীন, ভারত মহাসাগরে বাণিজ্য ও রাজনীতি ১৫০০-১৮০০, আনন্দ পাবলিশার্স,  
কলকাতা, ১৯৯৯

বার্নাল জে ডি, ইতিহাসে বিজ্ঞান, (Science in History), আনন্দ পাবলিশার্স, কলকাতা, ২০০৫  
সেন সমরেন্দ্র, বিজ্ঞানের ইতিহাস, শৈব্যা প্রকাশন, কলকাতা, ১৯৯৬

ভট্টাচার্য স্নেহাদি, ইংলন্ডের ইতিহাস (টিউডর যুগ), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা,  
১৯৯৫

চক্রবর্তী ভাস্কর, চক্রবর্তী সুভাষ রঞ্জন এবং চট্টোপাধ্যায় কিংশুক, ইউরোপে যুগান্তর, নবভারতী  
প্রকাশনী, কলকাতা, ২০০৫

মুখার্জী রীলা, রূপান্তরিত ইউরোপ(৯০০ – ১৮০০), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা,  
২০০৪ চক্রবর্তী

### **HIS- H CC-9 : HISTORY OF INDIA (C.1526-1605)**

**Learning outcome:** Students will be able to identify the major political developments in the history of India during the period between the sixteenth and the early seventeenth century. Outline the changes and continuities in the field of an eclectic political and religious ideology in connection with the bhakti movement and sufi movements, and also to delineate the development of trade and urban complexities of the aforesaid period.

## UNIT I- Sources and the Historiography

I. Important sources of Mughal Indian History: Persian and vernacular

II. Different Interpretations of the Mughal state

## UNIT II- Establishment of the Mughal rule

I. India on the Eve of Babur's Invasion

II. Mughal- Afghan contest for Supremacy-Sher Shah and his administrative and revenue reforms  
III. Re-establishment of Mughal Rule under Akbar

## UNIT III-Consolidation of Mughal Rule under Akbar

I. Campaigns and conquests with special reference to Gujarat, Deccan and Bengal - Resistance of Hemu Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi

II. Evolution of administrative institutions: Zabt, Mansab, Jagir, Madaad-i-Mash

III. Incorporation of the Rajputs, creation of the Mughal nobility and growth of a dynastic ideology

IV. Revolts and resistance, pressure from the Ulemas

## UNIT IV- Society and Economy

I. Conditions of Agriculture and Industry-agricultural productions, zamindars, peasants, rural tensions, non-agricultural productions

II. Development of Trade and Commerce- patterns of internal commerce, trade routes, overseas trade.

## UNIT V- Religion and Culture

I. Religious tolerance and principle of Suhl-i-Kul; Sufi mystical movement

II. Bhakti movement.

## Suggested Readings

### **Essential Readings**

Alam Muzaffar and Subramaniam Sanjay , eds., The Mughal state, 1526-1750

Ali Athar M., The Mughal Nobility under Aurangzeb

Chandra Satish, Essays on Medieval Indian History

Dasgupta Ashin, Indian Merchants and the Decline of Surat, 1700 – 1750

Gordon Stewart, The Marathas 1600 – 1818

Habib Irfan, Agrarian System of Mughal India, 1526 – 1701

Koch Ebba, Mughal Art and Imperial Ideology

Qanungo, K.R, Dara Shukoh

Richards, J.F, The Mughal Empire

Rizvi, S.A.A, Muslim Revivalist Movements in Northern India.

## **Suggested Readings**

Alam, Muzaffar-The Crisis of Empire in Mughal North India: Awadh and Punjab-1707-1748.

Alavi, Seema (ed.), The Eighteenth Century in India

Ali, M. Athar, Mughal India: Studies in Polity, Ideas, society and Culture.

Arasaratnam S., Maritime India in the Seventeenth Century

Asher Catherine, Architecture of Mughal India

Bandyopadhyaya S, From Plassey to Partition

Barnett, R.B, North India between Empires: Awadh, the Mughals and the British.

Bashir, Ahmed, Akbar, the Mughal Emperor.

Bayly, Susan, Caste, Society and Politics in India from the 18th century to the modern age.

Bayly, C.A., Indian Society and the Making of the British Empire;

Beach Milo, Mughal and Rajpur Paintings

Bernier, F, Travels in Mughal India.

Chandra Satish, Parties and Politics at the Mughal Court

Chandra, Satish, A History of Medieval India (Part II)

Chandra, Satish, Historiography, Religion and State in Medieval India

Chandra, Satish, Mughal Religious Policies, the Rajputs and the Deccan.

Chandra, Satish, The 18th century in India: Its economy and the Role of the Marathas, the Jats and the Sikhs and the Afghans and Supplement (K.P.Bagchi)

Chaudhuri, K.N., Trade & Civilization: An Economic History from the Rise of Islam to 1750.

Eaton, R.M., The Rise of Islam and the Bengal Frontier 1204-1760;

Eaton, R.M., The Sufis of Bijapur

Fukuzawa, H., The Medieval Deccan: Peasants, Social systems and States 16th to 18th centuries.

Gordon S., The Marathas 1600-1818

Grewal J.S., The Sikhs of the Punjab

Habib Irfan (ed.), Medieval India

Habib Irfan (ed), Resistance and Modernization under Haider Ali and Tipu Sultan

Hasan S., Nurul, Thoughts on Agrarian Relations in Mughal India

Hasan S. Nurul, Religion, State, and Society in Medieval India

Husain Iqbal, Ruhela Chieftancies in 18th Century India

Kulke, H. (ed.), The State in India 1000-1700.

Malik, Z.U, The Reign of Muhammad Shah

Marshall P J., (Edited) , The Eighteenth century in Indian history: Evolution or revolution

Marshall P J., East Indian Fortunes: the British in Bengal in the 18th Cent,

Mukhia Harbans, The Mughals of India

Nizami K.A., (ed.) Politics and society during the early Medieval Period : The collected Works of Prof. Md. Habib (2 vols.)

Raychoudhuri T.K. & Habib I. (eds.)-The Cambridge Economic History of India Vol.I

Richards J.F.,The Mughal Empire  
 Richards, J.F, Mughal Administration in Golconda  
 Rizvi S.A.A., A History of Sufism in India  
 Rizvi S.A.A., The Wonder that was India (vol.2);  
 Sarkar, Sir J.N., History of Aurangzeb 5 vols.  
 Sarkar, Sir J.N.,The Fall of the Mughal Empire, 4 vols.  
 Siddiqi. N.A., Land Revenue Administration Under the Mughals (1700- 1750)  
 Stein, Burton, Eighteenth Century in India: Another view (Studies in History, No.I, 1989)  
 Stein, Burton, Peasant, State and Society in Medieval South India (Oxford University Press)  
 Streusand D.F., The Formation of the Mughal Empire  
 Tripathi R.P., Some Aspects of Muslim Administration  
 Tripathi R.P.,The Rise & Fall of the Mughal Empire  
 Wink, Andre, Land and Sovereignty in India: Agrarian society and politics under the eighteenth century Maratha Swarajya.  
 Arnisha Ashraf, Tarikh-e Aasham: A study of Ahom-Mughal Conflict in the 17th Century,in Asiatic Society for Social Science Research,Vol.No. 2,Issue No.1 June 2020.  
 S.L. Baruah, A Comprehensive History of Assam, 1985  
 K.N.Chitnis, Socio- Economic History of Medieval India,2002  
 Rekha Pande, Religious Movements in Medieval India,2005  
 Meena Bhargava, Understanding Mughal India .Orient Blackswan 2020

আলি এম আখার, আওরঙ্গজেবের সময়ে মুঘল অভিজাত শ্রেণী(The Mughal Nobility under Aurangzeb) কে পি বাগচি এন্ড কোং, কলকাতা  
 বন্দ্যোপাধ্যায় শেখর, অষ্টাদশ শতকের মুঘল সংকট ও আধুনিক ইতিহাস চিন্তা, কলকাতা, ১৯৮৩  
 ভদ্র গৌতম, মুঘল যুগে কৃষি অর্থনীতি ও কৃষক বিদ্রোহ, সুবর্ণরেখা, কলকাতা, ১৯৮৩  
 চন্দ্র সতীশ, মুঘল দরবারে দল ও রাজনীতি, (Parties and politics at the Mughal Court 1707-1740) কে পি বাগচি এন্ড কোং, কলকাতা  
 চৌধুরী বিনয় ভূষণ ও অন্যান্যরা, বাংলার কৃষি সমাজের গঠন, কে পি বাগচি এন্ড কোং, কলকাতা  
 হাবিব ইরফান, মধ্যকালীন ভারত, খন্ড ১-৪, কে পি বাগচি এন্ড কোং, কলকাতা  
 হাবিব ইরফান, মুঘল সাম্রাজ্য ও তার পতন- একটি সমীক্ষা, পশ্চিমবঙ্গ ইতিহাস সংসদ, ২০০০  
 হাবিব ইরফান, মুঘল ভারতের কৃষি ব্যবস্থা, (The Agrarian System of Mughal India(1556-1707)), কে পি বাগচি এন্ড কোং, কলকাতা  
 হাবিব ইরফান, মধ্যযুগের ভারতের অর্থনৈতিক ইতিহাস, (Economic History of Medieval India: A Survey), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা, ২০০৯  
 হাবিব ইরফান, ভারতের ইতিহাস প্রসঙ্গঃ মার্কসীয় চেতনার আলোকে(Essays in Indian History: Towards a Marxist Perception), ন্যাশনাল বুক এজেন্সি, কলকাতা, ১৯৯৯  
 রায় অনিরুদ্ধ, মধ্যযুগের ভারতের অর্থনৈতিক ইতিহাস, ১২০০-১৭৫৭, প্রোগ্রেসিভ পাবলিশার্স, কলকাতা  
 রায় অনিরুদ্ধ, মুঘল যুগের অর্থনৈতিক ইতিহাস, কে পি বাগচি এন্ড কোং, কলকাতা

সরকার জগদীশ নারায়ণ, মুঘল অর্থনীতিঃ সংগঠন এবং কার্যক্রম, (Mughal Economy : Organisation and Working) পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা ১৯৯১  
সিদ্দিকী নোমান আহমেদ, মোঘল রাজত্বে ভূমিরাজস্ব পরিচালন ব্যবস্থা (১৭০০ – ১৭৫০)(Land Administration Under the Mughals (1700 -1750) পার্ল পাবলিশার্স, কলকাতা, ১৯৮০  
মুখোপাধ্যায় হীরেন্দ্রনাথ, ভারতবর্ষের ইতিহাস (২য় খন্ড)  
(মুঘল ও ব্রিটিশ ভারত, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা ১৯৯৮  
চট্টোপাধ্যায় রত্নাবলী, মুঘল যুগের দরবারি চিত্রকলা, থীমা, কলকাতা



## **HIS- H CC10: HISTORY OF INDIA (1605-1750)**

**Learning outcome:** Students will be able to identify the major political developments in the history of India during the period between the seventeenth and mid-eighteenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture and literature and finally to delineate the developments in trade and urban complexes of the period under review.

**UNIT I.Sources:** Persian and vernacular literary cultures, histories, memoirs and travelogues

### **UNIT II. Political culture under Jahangir and Shahjahan**

- a) Extension of Mughal rule: changes in Mansab and Jagir systems;
- b) Orthodoxy and syncretism-Naqshbandi sufis, Miyan Mir, Dara Sukoh

### **UNIT III-Aurangzeb, Shivaji and Other Powers**

- I. State and religion under Aurangzeb: policies regarding religious groups and institutions,
- II. Conquests and limits of expansion; Resistance of Assam, Mewar and Marwar
- II. Rise of Marathas under Shivaji ; Maratha administration, concept of Hindu Pad Padshahi
- III. Beginning of crisis: agrarian and jagir crises; resistance of Sikhs, Jats and Bundelas
- IV. Mughal decline: debates

### **UNIT IV- Society and Economy**

- I. Hindu and Muslim Society: Caste and Occupational groups, Lifestyle, Education, Customs and Traditions
- II. Condition of agriculture, crafts and industry; Monetary system
- III. Development of Trade and Commerce: Indian Ocean trade network

### **UNIT V- Religion and Culture**

- I. Sikhism and other Sects in South India, Bengal and Kashmir
- II. Development of Mughal Art, architecture, literature.

Suggested Readings

#### **Essential Readings**

- Alam Muzaffar and Subramaniam Sanjay , eds., The Mughal state, 1526-1750
- Ali Athar M., The Mughal Nobility under Aurangzeb
- Chandra Satish, Essays on Medieval Indian History
- Dasgupta Ashin, Indian Merchants and the Decline of Surat, 1700 – 1750
- Gordon Stewart, The Marathas 1600 – 1818
- Habib Irfan, Agrarian System of Mughal India, 1526 – 1701

Koch Ebba, Mughal Art and Imperial Ideology  
Qanungo, K.R, Dara Shukoh  
Richards, J.F, The Mughal Empire  
Rizvi, S.A.A, Muslim Revivalist Movements in Northern India.

### **Suggested Readings**

Alam, Muzaffar-The Crisis of Empire in Mughal North India: Awadh and Punjab-1707-1748.  
Alavi, Seema (ed.), The Eighteenth Century in India  
Ali, M. Athar, Mughal India: Studies in Polity, Ideas, society and Culture.  
Arasaratnam S., Maritime India in the Seventeenth Century  
Asher Catherine, Architecture of Mughal India  
Bandyopadhyaya S, From Plassey to Partition  
Barnett, R.B, North India between Empires: Awadh, the Mughals and the British.  
Bashir, Ahmed, Akbar, the Mughal Emperor.  
Bayly, Susan, Caste, Society and Politics in India from the 18th century to the modern age.  
Bayly, C.A., Indian Society and the Making of the British Empire;  
Beach Milo, Mughal and Rajpur Paintings  
Bernier, F, Travels in Mughal India.  
Chandra Satish, Parties and Politics at the Mughal Court  
Chandra, Satish, A History of Medieval India (Part II)  
Chandra, Satish, Historiography, Religion and State in Medieval India  
Chandra, Satish, Mughal Religious Policies, the Rajputs and the Deccan.  
Chandra, Satish, The 18th century in India: Its economy and the Role of the Marathas, the Jats and the Sikhs and the Afghans and Supplement (K.P.Bagchi)  
Chaudhuri, K.N., Trade & Civilization: An Economic History from the Rise of Islam to 1750.  
Eaton, R.M., The Rise of Islam and the Bengal Frontier 1204-1760;  
Eaton, R.M., The Sufis of Bijapur  
Fukuzawa, H., The Medieval Deccan: Peasants, Social systems and States 16th to 18th centuries.  
Gordon S., The Marathas 1600-1818  
Grewal J.S., The Sikhs of the Punjab  
Habib Irfan (ed.), Medieval India  
Habib Irfan (ed), Resistance and Modernization under Haider Ali and Tipu Sultan  
Hasan S., Nurul, Thoughts on Agrarian Relations in Mughal India  
Hasan S. Nurul, Religion, State, and Society in Medieval India  
Husain Iqbal, Ruhela Chieftancies in 18th Century India  
Kulke, H. (ed.), The State in India 1000-1700.  
Malik, Z.U, The Reign of Muhammad Shah  
Marshall P J., (Edited) , The Eighteenth century in Indian history: Evolution or revolution

Marshall P J., East Indian Fortunes: the British in Bengal in the 18th Cent,  
 Mukhia Harbans, The Mughals of India  
 Nizami K.A., (ed.) Politics and society during the early Medieval Period : The collected  
 Works of Prof. Md. Habib (2 vols.)  
 Raychoudhuri T.K. & Habib I. (eds.)-The Cambridge Economic History of India Vol.I  
 Richards J.F., The Mughal Empire  
 Richards, J.F, Mughal Administration in Golconda  
 Rizvi S.A.A., A History of Sufism in India  
 Rizvi S.A.A., The Wonder that was India (vol.2);  
 Sarkar, Sir J.N., History of Aurangzeb 5 vols.  
 Sarkar, Sir J.N., The Fall of the Mughal Empire, 4 vols.  
 Siddiqi. N.A., Land Revenue Administration Under the Mughals (1700- 1750)  
 Stein, Burton, Eighteenth Century in India: Another view (Studies in History, No.I,  
 1989)  
 Stein, Burton, Peasant, State and Society in Medieval South India (Oxford University  
 Press)  
 Streusand D.F., The Formation of the Mughal Empire  
 Tripathi R.P., Some Aspects of Muslim Administration  
 Tripathi R.P., The Rise & Fall of the Mughal Empire  
 Wink, Andre, Land and Sovereignty in India: Agrarian society and politics under the  
 eighteenth century Maratha Swarajya.  
 Arnisha Ashraf, Tarikh-e Aasham: A study of Ahom-Mughal Conflict in the 17th  
 Century, in  
 Asiatic Society for Social Science Research, Vol.No. 2, Issue No.1 June 2020.  
 S.L. Baruah, A Comprehensive History of Assam, 1985  
 K.N.Chitnis, Socio- Economic History of Medieval India, 2002  
 Rekha Pande, Religious Movements in Medieval India, 2005

আলি এম আখার, আওরঙ্গজেবের সময়ে মুঘল অভিজাত শ্রেণী (The Mughal Nobility under  
 Aurangzeb) কে পি বাগচি এন্ড কোং, কলকাতা  
 বন্দ্যোপাধ্যায় শেখর, অষ্টাদশ শতকের মুঘল সংকট ও আধুনিক ইতিহাস চিন্তা, কলকাতা, ১৯৮৩  
 ভদ্র গৌতম, মুঘল যুগে কৃষি অর্থনীতি ও কৃষক বিদ্রোহ, সুবর্ণরেখা, কলকাতা, ১৯৮৩  
 চন্দ্র সতীশ, মুঘল দরবারে দল ও রাজনীতি, (Parties and politics at the Mughal Court 1707-1740)  
 কে পি বাগচি এন্ড কোং, কলকাতা  
 চৌধুরী বিনয় ভূষণ ও অন্যান্যরা, বাংলার কৃষি সমাজের গঠন, কে পি বাগচি এন্ড কোং, কলকাতা  
 হাবিব ইরফান, মধ্যকালীন ভারত, খন্ড ১-৪, কে পি বাগচি এন্ড কোং, কলকাতা  
 হাবিব ইরফান, মুঘল সাম্রাজ্য ও তার পতন- একটি সমীক্ষা, পশ্চিমবঙ্গ ইতিহাস সংসদ, ২০০০  
 হাবিব ইরফান, মুঘল ভারতের কৃষি ব্যবস্থা, (The Agrarian System of Mughal India (1556-1707)),  
 কে পি বাগচি এন্ড কোং, কলকাতা  
 হাবিব ইরফান, মধ্যযুগের ভারতের অর্থনৈতিক ইতিহাস, (Economic History of Medieval India:  
 A Survey), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা, ২০০৯  
 হাবিব ইরফান, ভারতের ইতিহাস প্রসঙ্গঃ মার্কসীয় চেতনার আলোকে (Essays in Indian History:  
 Towards a Marxist Perception), ন্যাশনাল বুক এজেন্সি, কলকাতা, ১৯৯৯

রায় অনিরুদ্ধ, মধ্যযুগের ভারতের অর্থনৈতিক ইতিহাস, ১২০০-১৭৫৭, প্রোগ্রেসিভ পাবলিশার্স, কলকাতা

রায় অনিরুদ্ধ, মুঘল যুগের অর্থনৈতিক ইতিহাস, কে পি বাগচি এন্ড কোং, কলকাতা

সরকার জগদীশ নারায়ণ, মুঘল অর্থনীতি: সংগঠন এবং কার্যক্রম, (Mughal Economy :

Organisation and Working) পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা ১৯৯১

সিদ্দিকী নোমান আহমেদ, মোঘল রাজত্বে ভূমিরাজস্ব পরিচালন ব্যবস্থা (১৭০০ – ১৭৫০)(Land Administration Under the Mughals (1700 -1750) পার্ল পাবলিশার্স, কলকাতা, ১৯৮০

মুখোপাধ্যায় হীরেন্দ্রনাথ, ভারতবর্ষের ইতিহাস (২য় খন্ড)

(মুঘল ও ব্রিটিশ ভারত, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা ১৯৯৮

চট্টোপাধ্যায় রত্নাবলী, মুঘল যুগের দরবারি চিত্রকলা, থীমা, কলকাতা

### **HIS- H CC- 11 SEM-5: HISTORY OF MODERN EUROPE (C.1780-1939)**

#### **Learning Objectives:**

This paper studies the watersheds in European history beginning with the 1780s to the French revolution and its aftermath, the restoration of old hierarchies, the emergence of Capitalist industrialization and social and economic transformation in the late 18<sup>th</sup> century to 1914. It also looks at the varieties of Nationalism and the remaking of States in the 19<sup>th</sup> and 20<sup>th</sup> centuries leading to imperialism, war and crisis between c.1880 and 1918 and finally provides a picture of Europe between the two World Wars.

#### **I. The French Revolution and its European repercussions:**

- a) Crisis of *ancien regime*
- b) Intellectual currents
- c) Social classes and emerging gender relations.
- d) Phases of the French Revolution
- e) Art and Culture of French Revolution
- f) Napoleonic consolidation – reform and empire.

#### **II. Restoration and Revolution: c.1815 - 1848**

- a) Forces of conservatism and restoration of old hierarchies.
- b) Social, Political and intellectual currents.
- c) Revolutionary and Radical movements, 1830 -1848

#### **III. Capitalist Industrialization and Social and Economic Transformation (Late 18<sup>th</sup> century to AD 1914)**

- a) Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia.
- b) Evolution and Differentiation of social classes : Bourgeoisie, proletariat, Land Owning classes and peasantry.
- c) Changing trends in demography and urban patterns

d) Family, gender and process of industrialization.

#### **IV. Varieties of Nationalism and the Remaking of States in the 19<sup>th</sup> and 20<sup>th</sup> centuries.**

a) Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.

b) Specifications of economic development, political and administrative Reorganization – Italy; Germany.

c) Revolutions of 1905; the Bolshevik Revolution of 1917

d) Programme of Socialist Construction and the Soviet Union during the inter-war period 1918-39.

#### **V. Imperialism, War and Crisis: c.1880 - 1918**

a) Theories and mechanisms of imperialism;

b) Growth of Militarism;

c) Power blocks and alliances;

d) Expansion of European empires

e) War of 1914 - 1918

#### **VI. Europe between Two World Wars:**

a) Post War Europe: A Diplomatic History

b) The Great Depression

c) Rise of Fascism in Italy and Nazism in Germany

d) The Spanish Civil War

e) Policy of Appeasement and Russo German Non-Aggression Pact

f) Origins and Course of the Second World War

#### **Essential Readings**

Brennan Gerald, The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.

Cipolla C.M, Fontana Economic History of Europe, Volume III: The Industrial Revolution  
Davies Norman, Europe

Evans J., The Foundations of a Modern State in 19<sup>th</sup> Century Europe

Hamerow T.S, Restoration, Revolution and Reaction : Economics and Politics in  
Germany [1815 – 1871]

Hobsbawn, E.J, The Age of Revolution

Hunt Lynn, Politics, Culture and Class in the French Revolution

Joll James, Europe Since 1870

Landes David; Prometheus Unbound

Lefebvre George, Coming of the French Revolution

Lichteim, A Short History of Socialism

Mathias Peter, First Industrial Revolution

Nove, Alec; An Economic History of the USSR

Porter Andrew, European Imperialism, 1876 – 1914  
Wood Anthony, History of Europe, 1815 – 1960  
Woolf Stuart, History of Italy, 1700 to 1860

### **Suggested Readings**

Barraclough G., An Introduction to Contemporary History  
Blanning, T.C.W, The French Revolution: Class War or Culture Clash  
Braudel Fernand, History and the Social Science in M. Aymard and Mukhia H. ed.,  
French Studies in History, Vol.I (1989)  
Briggs Asa and Clavin Patricia, Modern Europe: 1789 – Present  
Calleo D, German Problem Reconsidered  
Carr E.H, International Relations between the Two World Wars  
Carr E.H, The Bolshevik Revolution (Vol. I, II, III)  
Cobban, Alfred, History of Modern France, Volume I – III  
Dobb Maurice, Soviet Economic Development since 1917  
Doyle, William, Origins of the French Revolution  
Droz. Jacques, Europe Between Revolutions  
Ellis G., The Napoleonic Empire  
Evans, J., The Foundations of a Modern State in 19th Century Europe  
Hamerow, T.S, Restoration, Revolution and Reaction : Economics and Politics in  
Germany (1815 – 1871)  
Hanham H.J, Nineteenth Century Constitution, 1815-1914  
Hobsbawm, E.J, Age of Capital  
Hobsbawm, E.J, Age of Empire  
Hobsbawm, E.J, Age of Revolution  
Hobsbawm, E.J, Nation and Nationalism  
Hufton, Olwen, Europe: Privilege and Protest  
Jelavich Charles and Jelavich Barbara, Establishment of the Balkan National States,  
1840 – 1920  
Joll James, Europe Since 1870  
Joll James, Origins of the First World War, 1989  
Landes Jaon B., Women and the Public Sphere in the Age of the French Revolution  
Lee Stephen J., Aspects of European History 1789 – 1980  
Licas Colin, The French Revolution and the Making of Modern Political Culture  
Lowenthal David, The Past is a Foreign Country  
Lyon Martin, Napoleon Bonaparte & the Legacy of the French Revolution  
Mansergh Nicholas, The Irish Question, 1840 – 1921  
Morgan K.O, Oxford Illustrated History of Britain, Volume 3 (1789-1983)  
Morgan R.P, German Social Democracy and the First International  
Perrot M. and Duby G. [eds.], A History of Women in the West, Volumes 4 and 5  
Renton Dave, Fascism: Theory and Practice  
Riasanovsky N.V, A History of Russia  
Robert J.M, Europe 1880 to 1985  
Roth J.J (ed), World War I: A Turning Point in Modern History

Rude, George, Revolutionary Europe  
Schamma Simon , Citizens: A chronicle of the French Revolution  
Soboul Albert, History of the French Revolution (in two Volumes)  
Stone Lawrence, History and the Social Sciences in the twentieth Century, The Past and the Present, 1981  
Taylor A.J.P, Europe: Grandeur and Decline  
Taylor A.J.P, The Course of German History  
Taylor A.J.P, The Origin of the Second World War  
Taylor, A.J.P, The Struggle for Mastery in Europe  
Thompson Dorothy; Chartists: Popular Politics in the Industrial Revolution  
Thompson, E.P, Making of the English Working Class  
Thomson, David, Europe Since Napoleon  
Vovelle Michael, Fall of the French Monarchy, 1984.  
Watson H. Seton, The Russian Empire  
Watson, Seton, The Russian Empire  
Williams Raymond, Culture and Society

গৌতম চট্টোপাধ্যায় সম্পাদিত: দু'শো বছরের আলোকে, পশ্চিমবঙ্গ ইতিহাস সংসদ, ১৯৮৯  
চক্রবর্তী সুভাষ রঞ্জন, ফরাসী বিপ্লব, পশ্চিমবঙ্গ পুস্তক পর্ষদ, কলকাতা  
চক্রবর্তী সুভাষ রঞ্জন, ইউরোপের ইতিহাস, পশ্চিমবঙ্গ পুস্তক পর্ষদ, কলকাতা, ১৯৮৬  
জ্যাকসন টি এ, ফরাসী বিপ্লব – দশ দিগন্ত, কে পি বাগচি এন্ড কোং, কলকাতা ২০০৪  
টমসসন ডেভিড, বিশ্ব ইতিহাসের প্রেক্ষাপটে ইউরোপ, ১ম খন্ড (১৭৮৯-১৮৫০), ২য় খন্ড (১৮৫১-১৯১৪) প্রোগ্রেসিভ পাবলিশার্স, কলকাতা ২০০২ ও ২০০৩  
রায় সিদ্ধার্থ গুহ, আধুনিক ইউরোপঃ ফরাসী বিপ্লব থেকে দ্বিতীয় বিশ্বযুদ্ধ, প্রগতিশীল প্রকাশক, কলকাতা, ২০১৩  
সুভাষ রঞ্জন, ফরাসী বিপ্লব, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ,  
কলকাতা চক্রবর্তী সুভাষ রঞ্জন, ইউরোপের ইতিহাস, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা, ১৯৮৬

## **HIS - H CC 12 SEM -6: HISTORY OF INDIA (C.1750s– 1857)**

**Learning Objectives:** This course would engage with the process of transformation of India during the eighteenth century into a colonial power. It would highlight British imperialist expansion in India, together with the setting up of an apparatus of governance of the British Raj, and its impact on the indigenous society and culture. The changes introduced in the rural economy and society, together with trade and industry would also be studied. Finally, the reactions and revolts against the colonial impositions would be addressed as well in this course.

### **I. India in the mid 18<sup>th</sup> Century; Society, Economy, Polity**

## **II. Expansion and Consolidation of Colonial Power:**

- a) Mercantilism, foreign trade and early forms of exactions from Bengal
- b) Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh.

## **III. Colonial State and Ideology:**

- a) Arms of the colonial state : army, police, law
- b) Ideologies of the Raj and racial attitudes.
- c) Education : indigenous and western.

## **IV. Rural Economy and Society:**

- a) Land revenue systems and forest policy
- b) Commercialization and indebtedness
- c) Rural society : change and continuity.
- d) Famines
- e) Pastoral economy and shifting cultivation.

## **V. Trade and Industry**

- a) De industrialization
- b) Trade and fiscal policy
- c) Drain of Wealth
- d) Growth of modern industry

## **VI. Popular Resistance:**

- a) Santhal uprising (1855); b) Uprising of 1857

## **Essential Readings**

Bayly C.A, Indian Society and the Making of the British Empire, New Cambridge History of India.

Bhattacharya, Sabyasachi.ed., Rethinking 1857, Delhi, Orient Longman, 2007

Chakravarty Suhash, The Raj Syndrome: A study in Imperial Perceptions, 1989

Chandra Bipan, Rise and Growth of Economic Nationalism in India

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

Cohn, B., Colonialism and its Forms of Knowledge, Princeton, New Jersey, Princeton University Press, 2001

Dirks, Nicholas B., Castes of Mind, Princeton, New Jersey, Princeton University Press, 1996

Ghosh Suresh Chandra, The History of Education in Modern India 1757-2012, Delhi, Orient Blackswan, 4<sup>th</sup> Edition, 2013

Grewal, J.S, The Sikhs of the Punjab, New Cambridge History of India

Guha Ranajit, ed., A Subaltern Studies Reader



Guha, Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India, New Delhi, Oxford University Press, 1983  
Kumar Dharma and Raychaudhuri Tapan, eds., The Cambridge Economic History of India, Vol.II  
Majumdar, R.C,ed., History and Culture of Indian People, Vols. IX and X, British Paramountcy and Indian Renaissance.  
Marshall, P.J, Bengal: The British Bridgehead, New Cambridge History of India  
Metcalf, Thomas, Ideologies of the Raj, Cambridge, Cambridge University Press, 1995  
Ray, Rajat K., ed., Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings.  
Sinha, N.K.ed, The history of Bengal 1757-1905, Calcutta, Calcutta University Press, 1967  
Stokes, Eric, English Utilitarians and India  
Stokes, Eric, The Peasant Armed: The Indian Rebellion of 1857, ed. Bayly, C.A, New Delhi, Oxford University Press, 1986

### **Suggested Readings**

Arnold David and Guha Ramchandra , eds., Nature, Culture and Imperialism  
Bagchi, Amiya, Private Investment in India  
Chandra Bipan, Panikkar, K.K, Mukherjee Mridula, Mahajan Sucheta and Mukherjee Aditya, India's Struggles for Independence.  
Dadabhai Naroji, Poverty and Un-British Rule in India.  
Desai, A.R, Peasant Struggles in India  
Dutt, R.P, India today  
Fisher, M.J, ed., Politics of Annexation (Oxford in India Readings).  
Guha Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India(1983)  
Krishnamurti, J., Women in Colonial India.

বন্দ্যোপাধ্যায় শেখর, অষ্টাদশ শতকের মুঘল সংকট ও আধুনিক ইতিহাস চিন্তা, কলকাতা, ১৯৮৩  
বন্দ্যোপাধ্যায় শেখর, পলাশী থেকে পার্টিশন: আধুনিক ভারতের ইতিহাস, ওরিয়েন্ট লংম্যান, ২০০৪

ভট্টাচার্য সব্যসাচী, ঔপনিবেশিক ভারতের অর্থনীতি, কলকাতা, ২০০০  
সুনীল সেন, ভারতে কৃষিকার্য ১৭৯৩-১৯৪৭, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৮৫  
চৌধুরী বিনয় ভূষণ, ঔপনিবেশিক আমলে বাংলার কৃষি ইতিহাস, কে পি বাগচি এন্ড কোং, কলকাতা

ইসলাম, সিরাজুল, বাংলার ইতিহাস ঔপনিবেশিক শাসনকাঠামো, চয়নিকা, ঢাকা, ২০০২  
চক্রবর্তী মৃগাল, সিরাজ-উদ্-দৌলা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা, ১৯৮১  
রায় রজতকান্ত, পলাশীর ষড়যন্ত্র ও সেকালের সমাজ, আনন্দ পাবলিশার্স, কলকাতা  
চৌধুরী সুশীল, পলাশীর অজানা কাহিনী, আনন্দ পাবলিশার্স, কলকাতা

### **HIS - H CC 13 SEM-6: HISTORY OF INDIA (C. 1857 – 1964)**

**Learning Objectives:** This course introduces the student to India's freedom struggle. Beginning with the cultural, social and religious reform movements that provided the ideological basis of the national movement, it moves on to the role of associations, the moderate and extremist politics, to the Gandhian movements - Rowlett Satyagraha and Jalianwala Bagh, Non-Cooperation, Civil Disobedience, Quit India and INA revolt. It deliberates on the ideologies and practices, of RSS , Hindu Maha Sabha, and the Muslim League. It also covers negotiations for independence and partition, popular movements, partition riots and finally the emergence of a New State, making of the Constitution, integration of princely states, Land reforms and beginnings of planning, during the Nehru years.

### **I. Cultural changes and Social and Religious Reform Movements:**

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

### **II. Nationalism : Trends up to 1919**

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

### **III. Gandhian nationalism after 1919 : Ideas and Movements:**

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

### **IV. Nationalism and Social Groups: Interfaces:**

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

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

### **VI. Independence and Partition**

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

### **VII. Emergence of a New State:**

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

### **Essential Readings**

Bandyopadhyay Sekhar, From Plassey to Partition and After  
Brass Paul, The Politics of India since Independence, OUP, 1990  
Brown Judith, Gandhi's rise to power, 1915-22  
Brown Judith, Gandhi and Civil Disobedience  
Brown Judith, Nehru : A political Life. New Delhi: Oxford University Press 2003  
Chandra Bipan, et Al., India's Struggle for Independence  
Chandra Bipan, et Al. India after Independence  
Chandra Bipan, Communalism in Modern India (2<sup>nd</sup> Ed., 1987)  
Chandra Bipan, Nationalism and Colonialism in Modern India ( 1979)  
Chandra Bipan, Rise and Growth of Economic Nationalism in India  
Chatterjee Joya, Bengal Divided : Hindu Communalism and Partition 1932 – 1947, O.U.P, 1994  
Desai, A.R, Social Background to Indian Nationalism  
Desai, A.R Peasant Struggles in India  
Dutta, R.P, India Today  
Gallagher J., Johnson, G. Seal, A Locality, Province and Nation  
Hardy Peter, Muslims of British India  
Heimsath Charles, Indian Nationalism and Hindu Social Reform  
Hassan Mushirul ed., India's Partition, Oxford in India Readings  
Hutchins F., Illusion of Permanence  
Kumar Ravinder, Social History of Modern India  
Krishnamurty J., Women in Colonial India  
Low D.A (ed.) Congress and the Raj  
McLane J.R, Indian Nationalism and Early Congress  
Pandey Gyanendra, The Construction of Communalism in Colonial North India  
Sarkar Sumit , Swadeshi Movement in Bengal

Sarkar Sumit, Modern India, 1885-1947  
Sarkar Susobhan, Notes on Bengal Renaissance  
Seal Anil, Emergence of Indian Nationalism  
Sen S.N, An Advanced History of Modern India, Kolkata, 2010  
Stokes Eric, Peasants and the Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India  
Tripathi Amares, The Extremist Challenge  
Zelliot Eleanor, From Untouchables to Dalit : Essays on the Ambedkar Movement

বন্দ্যোপাধ্যায় শেখর, পলাশি থেকে পার্টিশান ও তারপর (From Plassey to Partition and after),  
ওরিয়েন্ট লংম্যান  
চন্দ্র বিপান এবং অন্যান্য, ভারতের স্বাধীনতা সংগ্রাম, (India's Struggle for Independence) কে পি  
বাগচি এন্ড কোং, কলকাতা  
চন্দ্র বিপান এবং অন্যান্য, ভারতবর্ষ – স্বাধীনতার পরে, (India after Independence), আনন্দ  
পাবলিশার্স, কলকাতা  
দেশাই এ আর, ভারতীয় জাতীয়তাবাদের সামাজিক পটভূমি, (Social Background to Indian  
Nationalism) কে পি বাগচি এন্ড কোং, কলকাতা  
জয়া চ্যাটার্জী, বাংলা ভাগ হলঃ হিন্দু সাম্প্রদায়িকতা ও দেশ-বিভাগ, ১৯৩২-১৯৪৭  
(Bengal Divided : Hindu Communalism and Partition 1932 – 1947) এল আলমা পাবলিকেশনস,  
কলকাতা, ২০০৩  
দত্ত রজনী পাম, আজিকার ভারত (India Today)  
সরকার সুশোভন, বাংলার রেনেসাঁস, (Notes on Bengal Renaissance), দীপায়ন, কলকাতা  
ত্রিপাঠী অমলেশ, ভারতের মুক্তিসংগ্রামে চরমপন্থী পর্ব, (The Extremist Challenge) আনন্দ  
পাবলিশার্স, কলকাতা  
মুখোপাধ্যায় হীরেন্দ্রনাথ, ভারতবর্ষের ইতিহাস(২য় খন্ড) (মুঘল ও ব্রিটিশ ভারত) পশ্চিমবঙ্গ রাজ্য  
পুস্তক পর্ষদ, ৪র্থ মুদ্রণ, ১৯৯৮  
সুর নিখিল, ভারতীয় জাতীয়তাবাদী আন্দোলনের পটভূমি, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৮৯  
চট্টোপাধ্যায় প্রণবকুমার, আধুনিক ভারত (১৮৫৮-১৯২০) (১ম খন্ড) পশ্চিমবঙ্গ রাজ্য পুস্তক  
পর্ষদ, ১৯৯৮  
চট্টোপাধ্যায় প্রণবকুমার, আধুনিক ভারত (১৯২০-১৯৪৭) (২য় খন্ড) পশ্চিমবঙ্গ রাজ্য পুস্তক  
পর্ষদ, ১৯৯৯  
সেন সুনীল, ভারতে কৃষিসম্পর্ক(১৭৯৩-১৯৪৭)(Agrarian Relations in India (1793-1847)  
পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৮৫  
ত্রিপাঠী অমলেশ, স্বাধীনতা সংগ্রামে ভারতের জাতীয় কংগ্রেস, আনন্দ পাবলিশার্স, কলকাতা  
চন্দ্র বিপান, আধুনিক ভারতঃ ঔপনিবেশিকতাবাদ ও জাতীয়তাবাদ (Nationalism and  
Colonialism), কে পি বাগচি এন্ড কোং, কলকাতা

**HIS- H CC-14 : History of World Politics: 1945-1994**

**Learning Objectives:** This course seeks to delineate some important aspects of the twentieth-century world highlighting the impact of a shift from Eurocentric to ideologically polarized Super Power centric politics. It thus focusses on world politics in the post war period that saw a new type of war as manifested in the Cold war. Students will also get to know how nationalism, a core issue of 20<sup>th</sup> century contemporary world history, triggered national liberation movements that saw the emergence of the Third World on the one hand as well as the end of the Cold war on the other- culminating in the rise of a unipolar world system.

1. Bipolarism and Debates on the origins of the Cold War –Yalta and Potsdam Conference
2. The USA in World Politics: Truman Doctrine, Marshall Plan, NATO.
3. The USSR in World Politics: Molotov Plan, COMECON, Sovietisation of Eastern Europe, Berlin Blockade, Warsaw Pact.
4. Manifestation of Cold War: The Korean Crisis, end of French Colonial rule in Indo-China and the Vietnam War, Cuban Missile Crisis
5. Emergence of the Third World World and Non –Aligned Movement
6. De-Stalinisation and its aftermath in the East European Countries, Détente-Thaw in Cold War.
7. Impact of the emergence of Peoples’ Republic of China on World Politics: Sino-Soviet and Sino –USA relations (1950’s-1970’s)
8. Emergence of Independent Nations in Asia and Africa: Algeria, Kenya Bangladesh.
9. West Asian Crisis: Birth of Israel, Arab-Israel conflict( 1948-1973)Camp David Accord(1978).
10. Disintegration and Decline of the Soviet Union: Glasnost, Perestroika,,Crisis of Socialist Regimes in other socialist countries( Reunification of Germany, Velvet Revolution in Czechoslovakia), End of Cold War and the Rise of a Unipolar World System, Globalisation since 1990s.
11. Protest Politics: Civil Rights Movement and Second Wave Feminist Movement in the USA, End of Anti-Apartheid Movement in South Africa (1994).

### **Selected Readings**

Asa Briggs and Patricia Clavin, Modern Europe 1789 – Present, Delhi, 2009.

Andreas Wenger and Doron Zimmermann, International Relations From the Cold War to the Globalized World, New Delhi, 2010.

David Reynolds,One world divisible: A global history since 1945. New York, 2000

- Edward Crankshaw, *The New Cold War : Moscow vs. Peking*, Penguin Books, 1963.
- Issac Dentscher, *Russia, China, and the West*, Penguin Books, 1949.
- Eric Hobsbawm, *The Age of Extremes : The Short Twentieth Century*, London, 1994.
- Eric Hobsbawm, *Globalisation, Democracy and Terrorism*, London, 2007.
- Gail Collins, *When Everything Changed: the Amazing Journey of American Women from 1960 to the Present*, New York : Little, Brown and Co., 2009.
- Henry Heller, *The Cold War and the New Imperialism*, New York, 2007.
- John Merriman, *A History of Modern Europe From Renaissance to the Present*, London, 1996.
- Joseph E. Stiglitz, *Globalization and its discontents*. Penguin 2002
- Kathleen A. Laughlin and Jacqueline L. Castledine, *Breaking the wave : women, their organizations, and feminism, 1945-1985* New York : Routledge, 2011.
- Mark Newman , *The Civil Rights Movement* , Edinburgh University Press, 2004
- Norman Lowe, *Mastering Modern World History*, Hampshire, Palgrave Macmillan 2013.
- Peter Calvocoressi, *World Politics 1945 – 2000*, New Delhi, 2006.
- P. Eric Louw, *The Rise, Fall, and Legacy of Apartheid*, Praeger, 2004
- Ryan M. Irwin *Gordian Knot: Apartheid and the Unmaking of the Liberal World Order*, Oxford University Press, 2012
- Wayne C. McWilliam and Harry Piotrowsky, *The World since 1945: A History of International Relations*, New Delhi, 2018.
- Wini Breines, *Trouble Between Us: an Uneasy History of White and Black Women in the Feminist Movement* New York : Oxford University Press, 2006.
- চক্রবর্তী রাধারমণ ও চক্রবর্তী সুকল্লা, *সমসাময়িক আন্তর্জাতিক সম্পর্ক* , প্রোগ্রেসিভ পাবলিশার্স, কলিকাতা।
- চট্টোপাধ্যায় প্রণবকুমার, *আন্তর্জাতিক সম্পর্কের ইতিহাস*, কলিকাতা ১৯৯৪।
- HIS- H CC 15 SEM- 6: HISTORY OF MODERN EAST ASIA – I CHINA (C.1840 – 1949)**

**Learning Objectives:** This course seeks to trace the nature and structure of the traditional Chinese society and to analyze its transformation into a modern state. The students will also learn how the Chinese were united against the foreign colonial powers and attempted to thwart the forces of imperial domination through its Self-Strengthening (Tzu-Chiang) movement. Subsequently with the dawn of nationalism and still later the Communist revolution they were able to achieve freedom.

### **I. Imperialism and China during the 19<sup>th</sup> and early 20<sup>th</sup> century**

- a) Chinese feudalism : Gentry, Bureaucracy and peasantry; the Confucian value system; Sinocentrism; the Canton commercial system
- b) The transformation of China into an informal colony; the Opium Wars; the Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy.
- c) Agrarian and Popular Movements : Taiping and Yi Ho Tuan
- d) Attempts at Self-Strengthening (Tzu-Chiang): Reforms of 1860-95; 1898; and 1901-08.
  - ii) The Emergence of Nationalism in China
    - a) The Revolution of 1911: Causes , nature and significance; the social composition of the Revolution; Sun Yat-sen and his contribution; the formation of the Republic; Yuan Shih Kai; War Lordism.
    - b) May Fourth Movement of 1919: Nature and Significance

### **II. History of China (cc.1919 – 1949)**

- i) Nationalism and Communism in China (1921 – 1937)
  - a) Formation of CCP; and the
  - b) The First United Front
- i) The Communist Movement (1938-1949)
- ii) The Jiangxi Period and the rise of Mao Tse Tung

### **Essential Readings**

- Beckmann George M., *Modernization of China and Japan* Harper & Row, 1962
- Bianco Lucien, *Origins of the Chinese Revolution, 1915 -1949* Stanford University Press, 1973
- Chesneaux Jean, et al, *China from Opium War to 1911 Revolution to Liberation*. Hassocks, Sussex : The Harvester Press, cop.1976
- Chesneaux Jean, *Peasant Revolts in China, 1840 – 1949* W. W. Norton ,1973
- Chung Tan, *China and the Brave New World : A Study of the Origins of the Opium War, 1840 - 42*
- Chung Tan, *Triton and Dragon : Studies on the Nineteenth Century China and Imperialisms* Gian Publishing House, 1986
- Fairbank J.K (ed), *The Cambridge History of China, Vol. X* Cambridge University Press, 1978
- Fairbank John K., et al, and *East Asia: Modern Transformation* London : Allen & Unwin,1965
- Franke Wolfgang, *A Century of Chinese Revolution* University of South Carolina Press, 1980
- Hsu Y.Immanuel, *The Rise of Modern China* OUP 1995
- Jansen M.B., *Japan and China: From War to Peace, 1894 – 1972* Chicago : Rand McNally College Pub. Co., [1975

Johnson Chalmers A, Peasant Nationalism and Communist Power: The Emergence of Red China, 1937 -1945 Stanford, 1962  
Michael Franz, The Taiping Rebellion Seattle and London: University of Washington Press, 1971  
Peffer Nathaniel, The Far East: A Modern History. University of Michigan Press, 1958  
Purcell Victor, The Boxer Uprising: A Background Study. Cambridge University Press, 2010  
Schiffrin Harold Z, Sun Yat-Sen and the Origin of the Chinese Revolution. University of California Press, 1968  
Schuramann Franz and Schell Orville (eds.), China Readings, 2 Volumes, (Imperial China, and Republican China) Penguin; First edition 1967  
Schwartz Benjamin I., Mao and the Rise of Chinese Communism. Stanford, Stanford University Press,. 1951.  
Sheng Hu, Imperialism and Chinese Politics. Foreign Languages Press, 1981  
The Yi Ho Tuan Movement, The Revolution of 1911, Foreign Language Press, Beijing.  
Tse Tung Chow, The May Fourth Movement: Intellectual Revolution in Modern China. Stanford University Press: Stanford, 1967  
Wright Mary C., China in Revolution : The First Phase, 1900 – 1913. New Haven: Yale University Press, 1968  
Yu-teng Ssu and K. Fairbank John, China's Response to the West. Cambridge: Harvard University Press, 1954

চৌধুরী দেবপ্রসাদ-আধুনিক যুগে পূর্ব এশিয়ার সংক্ষিপ্ত ইতিহাস, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ,, কলকাতা, ১৯৮৬  
ভট্টাচার্য অমিত- চীনের রূপান্তরের ইতিহাস, ১৮৪০-১৯৮৯, কলকাতা, ২০০৪  
চট্টোপাধ্যায় হরপ্রসাদ, চীনের ইতিহাস, কলকাতা, ১৯৮৮  
সেন জহর, এ যুগের চীনকথা, কলকাতা, ২০০৭

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## **MINOR COURSES m1**

**HIS m1 CC 1 History of India from Earliest Times up to 300 CE (m1) same as  
HIS- H CC -1 SEM -1**

**HIS m1 2 Social Formations and Cultural Patterns of the Ancient World other  
than India (m1) Same as HIS- H CC -2 SEM -2**

**HIS m1 3 History of India (C300BCE-750CE) (m1) same as HIS- H CC 3 SEM -  
3**

**HIS m1 4 History of Europe (C1453-1650) (m1) same as HIS- H CC 6 SEM -4**

## **MINOR COURSES m1 in detail**



## **HIS m1- CC1 : History of India From the earliest times to C 300 BCE**

### **Learning Objectives:**

This course intends to provide an extensive and deeper understanding of early Indian history to students. They will be introduced to the manner in which diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. This course, with an interdisciplinary approach, will help students' trace elements of continuity and changes in processes spanning over several millennia, from pre-historic times up to the 300 BCE. The emphasis on historiography will allow students to understand how historians have approached ancient India and how our present knowledge and perceptions have played a role in interpreting the past.

### **I. Reconstructing Ancient Indian History:**

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

### **II. Hunter-gatherers and the advent of food products**

- a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments.
- b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art.
- c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern

### **III. The Harappan civilization:**

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

### **IV. Cultures in transition**

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

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

### **Essential Readings**

Agarwal D.P, The Archaeology of India, London, 1982.

Basham A.L, The Wonder That Was India, London, 1954.

Chakrabarti Dilip Kumar, *An Oxford Companion to Indian Archaeology*, New Delhi, 2006.  
Chakrabarti Dilip Kumar, *India, An Archaeological History*, Delhi, 1999  
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Ghosh Amalananda, *The City in Early Historic India*, Shimla, 1973.  
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Jha D.N, *Ancient India: An Introduction*, New Delhi, 1998  
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Erdosy George, *Urbanization in Early Historic India*, Oxford, 1988.  
Allchin F.R. (ed). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*, Cambridge, 1995.  
Staal Frits, *Discovering the Vedas : Origins, Mantras, Rituals Insights*, New Delhi, 2008.  
Possehl G.L, ed. *Harappan Civilization- A Recent Perspective*, Delhi, 1993 (second edition).  
Michell George, *The Penguin Guide to the Monuments of India*. London, 1989.  
Raychaudhuri H.C, *Political History of Ancient India with a commentary by B.N.Mukherjee*, New Delhi, 1996 (8th edition)  
Habib Irfan (General Editor), *A People's History of India (Volume 1,2,3)*, New Delhi.  
Shastri K.A Nilakantha, *A History of South India*, Madras, 1974 (4th Edition)  
Lahiri Nayanjot, *The Decline and Fall of the Indus Civilization*, New Delhi, 2000.  
Ray Nihar Ranjan, Brajadulal Chattopadhyaya, V.R. Mani and Ranabii Chakravarti eds. *A Source Book of Indian Civilization*, Kolkata, 2000.  
Sahu Bhairabi Prasad (ed.). *Iron and Social Change in Early India*. New Delhi: Oxford University Press, 2006.  
Chakraborty Ranabir, *Exploring early India, upto circa AD 1300*  
Kochar R., *The Vedic People*, New Delhi. 2000.  
Majumdar R.C (General Editor), *The History & Culture of the Indian People, Volumes I – III*, Bombay, 1951,1968, 1970  
Sharma R.S, *Advent of the Aryans*, Manohar, 1999.  
Sharma R.S, *Aspects of Political Ideas and Institutions in Ancient India*. New Delhi, 2005 (reprint).  
Sharma R.S, *India's Ancient Past*, New Delhi, 2005.  
Sharma R.S, *Perspectives in the Social and Economic History of Early India*, New Delhi, 1983.

Sharma R.S, Sudras in Ancient India.  
 Salomon Richard, Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and Other Indo-Aryan Languages. New York, 1998.  
 Thapar Romila (et al). India: Historical Beginnings and the Concept of the Aryan, New Delhi, 2006  
 Thapar Romila, From Lineage to State, Delhi, 1996 (2nd Edition)  
 Ratnagar Shireen, (ed), Women in Early Indian Societies. New Delhi, 1999.  
 Ratnagar Shireen, The End of the Great Harappan Tradition, Delhi, 2000  
 Roy Kumkum, The Emergence of Monarchy in North India: eighth to fourth centuries BC, NewDelhi, 1994  
 Ratnagar Shireen, Understanding Harappa, Delhi 2001  
 Saraswati S.K, A Survey of Indian Sculpture, New Delhi, 1975 (second edition)  
 Bhattacharji Sukumar, Women and Society in Ancient India. Calcutta, 1994.  
 Singh Upinder, A History of Ancient and Early Medieval India. Delhi, 2008.  
 বাশাম এ এল, অতীতের উজ্জ্বল ভারত, (The Wonder That Was India), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা, ২০০৫  
 চক্রবর্তী রণবীর, ভারত ইতিহাসের আদি পর্ব, কলকাতা, ২০০৭  
 হাবিব ইরফান, ভারতবর্ষের সাধারণ মানুষের ইতিহাস  
 প্রথম খন্ড – প্রাক-ইতিহাস, (Pre-history) এন বি এ, কলকাতা, ২০০২  
 দ্বিতীয় খন্ড: সিন্ধু সভ্যতা, (The Indus Civilisation) এন বি এ, কলকাতা, ২০০২  
 তৃতীয় খন্ড – বৈদিক সভ্যতা, (The Vedic Age) এন বি এ, কলকাতা, ২০০২  
 বা ডি এন, আদি ভারত – একটি সংক্ষিপ্ত ইতিহাস, (Ancient India: An Introduction), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা  
 কোশাশ্রী ডি ডি, ভারত ইতিহাস চর্চার ভূমিকা (An Introduction to the Study of Indian History) বাগচি কে পি এন্ড কোং, কলকাতা, ২০০২  
 রত্নাগর শিরিণ, হরপ্পা সভ্যতার সন্ধান (Understanding Harappa) এন বি এ, কলকাতা, ২০০৩  
 রায়চৌধুরী হেমচন্দ্র, প্রাচীন ভারতের রাজনৈতিক ইতিহাস, (Political History of Ancient India), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা  
 থাপার রোমিলা, ভারতবর্ষের ইতিহাস, ওরিয়েন্ট লংম্যান, কলকাতা  
 ভট্টাচার্য নরেন্দ্রনাথ, প্রাচীন ভারতে ধর্ম, কলকাতা, ১৯৮৮  
 ভট্টাচার্য নরেন্দ্রনাথ, প্রাচীন ভারতীয় সমাজ, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা  
 ভট্টাচার্য সুকুমারী, ইতিহাসের আলোকে বৈদিক সাহিত্য, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা  
 ভট্টাচার্য সুকুমারী, প্রাচীন ভারত- সমাজ ও সাহিত্য, আনন্দ পাবলিশার্স, কলকাতা  
 চক্রবর্তী দিলীপ কুমার - ভারতবর্ষের প্রাক ইতিহাস আনন্দ পাবলিশার্স, কলকাতা, ১৯৯৯  
 গঙ্গোপাধ্যায় দিলীপ কুমার - ভারত ইতিহাসের সন্ধান, (২ খন্ডে), ২০০৭  
 চক্রবর্তী রণবীর, প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধান, আনন্দ পাবলিশার্স, কলকাতা ২০০২ (সংশোধিত সংস্করণ)  
 চানানা দেবরাজ, প্রাচীন ভারতে দাস প্রথা, (Slavery in Ancient India as depicted in Pali and Sanskrit Texts), কে পি বাগচি এন্ড কোং, কলকাতা ১৯৯৫  
 রায় নীহাররঞ্জন, বাঙালির ইতিহাস, কলকাতা, ১৯৮০(দ্বিতীয় সংস্করণ)

শর্মা রামশরণ, প্রাচীন ভারতে বস্তুগত সংস্কৃতি ও সমাজ সংগঠন, (Material Cultures and Social Formations in Ancient India), ওরিয়েন্ট লংম্যান, ১৯৯৮

শর্মা রামশরণ, আদি মধ্যযুগের ভারতীয় সমাজ : সমস্ত-প্রক্রিয়া বিষয়ে এক সমীক্ষা (Early Medieval Indian Society : A Study in Feudalism) ওরিয়েন্ট লংম্যান, ২০০৩

শর্মা রামশরণ, ভারতের সমাজতন্ত্র, (Indian Feudalism), কে পি বাগচি এন্ড কোং, কলকাতা

শর্মা রামশরণ, আর্ষদের অনুসন্ধান, (Looking for the Aryans), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা

শর্মা রামশরণ, আর্ষদের ভারতে আগমন, (Advent of the Aryans), ওরিয়েন্ট লংম্যান, ২০০১

শর্মা রামশরণ, প্রাচীন ভারতে শূদ্র, (Sudras in Ancient India), কে পি বাগচি এন্ড কোং, কলকাতা  
থাপার রোমিলা, অশোক ও মৌর্যদের পতন, (Asoka and the Decline of the Mauryas), কে পি  
বাগচি এন্ড কোং, কলকাতা

চট্টোপাধ্যায় সুনীল, প্রাচীন ভারতের ইতিহাস (১ম খন্ড), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, একাদশ  
মুদ্রণ, এপ্রিল ২০০৪

চট্টোপাধ্যায় সুনীল, প্রাচীন ভারতের ইতিহাস (২য় খন্ড), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ৮ম মুদ্রণ,  
ফেব্রুয়ারি ২০০৪

মুখোপাধ্যায় হীরেন্দ্রনাথ, ভারতবর্ষের ইতিহাস (১ম খন্ড) (প্রাচীন ও মধ্যযুগ), পশ্চিমবঙ্গ রাজ্য  
পুস্তক পর্ষদ, প্রথম মুদ্রণ নভেম্বর ১৯৯৭

## **HIS- m1 CC-2 : Social Formations and Cultural Patterns of the ancient world other than India**

### **Learning Objectives:**

This course aims to introduce the students to the significant developments in world history that have shaped the complexity of human existence. To begin with it offers a historical survey of human evolution. It details the transition from hunting gathering subsistence pattern to more advanced adaptations to a sedentary farming economy. The course content is premised on the understanding that the pace and nature of change differed in different parts of the ancient world.

**I. Evolution of human kind:** Paleolithic and Mesolithic cultures – Role of social Institutions in the development of early societies.

**II. Food production:** Debate on the origins of food production, Neolithic cultures in West Asia and Europe

**III. Bronze Age civilizations,** Egypt (Old Kingdom); economy, social stratification, state structure, religion architecture.

**IV. Nomadic groups-** Debate on the advent of iron and its implications in Central and West Asia.

**V. Ancient Rome:** Polity and society- slavery, agrarian economy, urbanization, & trade.

**VI. Polis in ancient Greece:** Athens and Sparta - Polity and society- Slavery, Athenian democracy, Greek culture- Sophists, Drama - Tragedy and Comedy, Art and architecture.

### **Essential Readings**

Rakesh Kumar, Ancient and Medieval World From Evolution of Humans to the Crisis of Feudalism, Sage Texts, 2018  
Farooqui Amar, Early Social Formations. Manak Publications Pvt. Ltd. 2002  
B.Fagan, People of the Earth. : an introduction to world prehistory  
New York, NY HarperCollins College Publishers 1977  
B.Trigger, Ancient Egypt : A Social History. Cambridge University Press, 1983  
Bai Shaoyi, An Outline History of China. Beijing : Foreign Languages Press, 1982.  
Burns and Ralph, World Civilisations.  
Cambridge History of Africa, Vol.I. Cambridge University Press ,1982  
G.Clark, World Prehistory: A New Perspective Cambridge University Press, 1977.  
Yuval Noah Harari , Sapiens A Brief History of Humankind, Vintage,2015  
Norman Davies, Europe A History , Oxford 1996  
Jacquetta Hawkes, First Civilisations. life in Mesopotamia, the Indus Valley and Egypt.  
The history of human society. New York: Knopf, 1973.  
M.I.Finley, The Ancient Economy.\_University of California Press 1999.  
R.J.Wenke, Patterns in Prehistory Oxford University Press, USA; 5th edition 2006  
UNESCO Series: History of Mankind, Vols. I –III/ or New ed. History of Humanity.1963  
V.Gordon Childe, What happened in History. Peregrine Books 1985

### **Suggested Readings**

A.Hauser, A Social History of Art, Vol I. Routledge, 1999.  
Glyn Daniel, First Civilisations. New. York: Thomas Y. Crowell (Apollo. Editions), 1968  
J.D. Bernal, Science in History, Vol.I. Cambridge: The MIT Press, Massachusetts Institute of Technology, 1971  
Salia Ikram, Death & Burial in Ancient Egypt (American University in Cairo Press, 2015)  
V.Gordon Childe, Social Evolution.  
Martin Bernal, Black Athena; the Afro Asiatic Roots of Classical Civilization Brunswick: Rutgers University Press, 1991.  
গর্ডন চাইল্ড, সোশ্যাল ইভলিউশন, অসিত চৌধুরী (ভাষান্তর), দীপায়ন, কলকাতা, ১৪০৫ বঙ্গাব্দ □

গর্ডন চাইল্ড, ম্যান মেক্স হিমসেলফ, মগন দাস (ভাষান্তর), দীপায়ন, কলকাতা, ১৯৯৯ □

গর্ডন চাইল্ড, হোয়াট হ্যাপেনড ইন হিস্ট্রি, দীপায়ন, কলকাতা □

জন ডেসমন্ড বার্নাল, ইতিহাসে বিজ্ঞান, আনন্দ, কলকাতা □

কুণাল চট্টোপাধ্যায় ও সুজাত ভদ্র, প্রাচীন গ্রীসের সমাজ ও স্নগঙ্কতি, প্রগ্রেসিভ, কলকাতা □

সুপ্রতিম দাস, গ্রীস অনুসন্ধান, প্রগ্রেসিভ, কলকাতা □

### **HIS- m1 CC-3 : History of India C 300 BCE to C 750 CE**

#### **Learning Objectives:**

This paper focusses on the formation of polity, society, economy and religion of ancient India tracing the growth of empires from the Mauryas, to the Kushanas, the Satavahanas the Guptas, and also the post- Gupta polities such as the Pallavas, Chalukyas, and Vardhanas.

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

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

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

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

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

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

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

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

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

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

**Essential Readings**

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

**Suggested Readings**

- Agarwal Asvini, The Rise and Fall of the Imperial Guptas, New Delhi, 1988.  
 Bhattacharya N.N, Ancient Indian Rituals and Their Social Contents, 2nd ed., 1996.  
 Bhattacharya N.N, History of Tantric Religion, 1982  
 Chakravarti Uma, The Social Dimensions of Buddhism. New Delhi: Oxford University Press, 1987.  
 Chakravarti Uma, Trade and Traders in Early Indian Society, New Delhi, 2007 (revised edition)  
 Champakalakshmi R, Trade, Ideology and Urbanization: South India: 300BC to AD 1300, Delhi, 1996.  
 Chanana D., Slavery in Ancient India as Depicted in Pali and Sanskrit Texts, Delhi, 1960.  
 Gupta P.L, Coins, 4th ed., 1996.  
 Harle J.C, The Art and Architecture of the Indian Subcontinent, 1987.  
 Lahiri Nayanjot, Ashoka in Ancient India, 2015  
 Majumdar R.C and Altekar A.S eds. The Vakataka Gupta Age, Varanasi, 1955.  
 Mukherjee B.N, Kushana Studies, New Perspectives, Kolkata, 2004  
 Mukherjee B.N, The Character of the Maurya Empire, Kolkata, 2000  
 Mukherjee B.N, The Rise and Fall of the Kushana Empire, Calcutta, 1989.

Pollock Sheldon, The Language of the Gods in the World of Men. Sanskrit, Culture and Power in Pre-modern India. New Delhi, 2006.  
Ray H.P, Winds of Change, 1994.  
Ray Nihar Ranjan, Maurya and Post Maurya Art, New Delhi, 1975.  
Sharma R.S, Perspectives in the Social and Economic History of Early India, New Delhi, 1983.  
Shastri A.M ed. The Age of the Vakatakas, Delhi, 1992.  
Singh Upinder, A History of Ancient and Early Medieval India. Delhi, 2008.  
Smith Bardwell ed., Essays in Gupta Culture, New Delhi, 1983.  
Thapar Romila, Asoka and the Decline of the Mauryas, New Delhi, 2000  
Thapar Romila, Early India: From the origins to 1300, London, 2002  
Thapar Romila, The Mauryas Revisited, Calcutta, 1987.  
Veluthat Kesavan, The Early Medieval in South India, New Delhi, 2009

রোমিলা তাপার, অশোক ও মৌর্যদের পতন, (Asoka and the Decline of the Mauryas), কে পি বাগচি এন্ড কোং, কলকাতা  
সুনীল চট্টোপাধ্যায়, প্রাচীন ভারতের ইতিহাস (১ম খন্ড), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, একাদশ মুদ্রণ, এপ্রিল ২০০৪  
সুনীল চট্টোপাধ্যায়, প্রাচীন ভারতের ইতিহাস (২য় খন্ড), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ৮ম মুদ্রণ, ফেব্রুয়ারি ২০০৪  
হীরেন্দ্রনাথ মুখোপাধ্যায়, ভারতবর্ষের ইতিহাস (১ম খন্ড) (প্রাচীন ও মধ্যযুগ), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, প্রথম মুদ্রণ নভেম্বর ১৯৯৭

### **HIS- m1 CC- 4 SEM-4: HISTORY OF EUROPE (C.1453-1650)**

Learning Objectives: This paper explains the transition of Europe from feudalism to capitalism, illustrating the various forces that saw the culmination of this process. It thus includes geographical discoveries, Renaissance, Reformation, economic developments and finally the emergence of the national monarchies.

#### **Module 1**

1.1 Transition Debate on transition from feudalism to capitalism: problems and theories.

#### **Module II**

2.1 The exploration of the new world: motives

2.2 Portuguese and Spanish voyages.

#### **Module III**

3.1 Renaissance: its social roots

3.2 Renaissance humanism

3.3 Rediscovery of classics

3.4 Italian renaissance and its impact on art, culture, education and political thought.

3.5 Its spread in Europe



## **Module IV**

- 4.1 Reformation movements: Origins & courses
- 4.2 Martin Luther & Lutheranism
- 4.3 John Calvin & Calvinism
- 4.4 Radical reformation: Anabaptists and Huguenots
- 4.5 English reformation and the role of the state
- 4.6 Counter Reformation

## **Module V**

- 5.1 Economic developments
- 5.2 Shift of economic balance from the Mediterranean to the Atlantic
- 5.3 Commercial Revolution
- 5.4 Price Revolution
- 5.5 Agricultural Revolution and the Enclosure Movement

## **Module VI**

- 6.1 Development of national monarchy
- 6.2 Emergence of European state system

## **Essential Readings**

- Butterfield H., *The Origins of Modern Science*. The Macmillan Company. 1959
- Cipolla Carlo M., *Fontana Economic History of Europe, Vols. II and III* Collins/ Fontana Books; 1978
- Cipolla Carlo M., *Before the Industrial Revolution, European Society and Economy, 1000-1700*, W. W. Norton & Company; 3rd edition 1994
- Coleman D.C (ed.), *Revisions in Mercantilism* Methuen & Co, 1969.
- Davis Ralph, *The Rise of the Atlantic Economics*. Cornell University Press, 1973
- Dobb Maurice, *Studies in the Development of Capitalism*, International Publishers, 1947
- Parker G., *Europe in Crisis, 1598-1648* Ithaca, N.Y. : Cornell University Press. 1980
- Parry, J.H., *The Age of Reconnaissance* University of California Press, 1981
- Phukan Meenaxi, *Rise of the Modern West: Social and Economic History of Early Modern Europe*. Laxmi Publications 2013
- Poliensky.V, *war and Society in Europe, 1618-48* Cambridge University Press, 2008
- Rabb Theodore K., *The Struggle for Stability in Early Modern Europe*. Oxford University Press, 1975
- Scammell V., *The First Imperial Age: European Overseas expansion, 1400-1715*. Routledge, 2003
- Vries Jan de, *Economy of Europe in an Age of Crisis 1600-1750*. New York: Cambridge University Press, 1976

## **Suggested Readings :**

- Anderson M.S, *Europe in the Eighteenth Century* Holt, Rinehart and Winston, 1961
- Anderson, Perry, *The lineages of the Absolutist States*. Verso, 1979

Aston, T.H and Philipin C.H.E (eds.), The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe, Cambridge University Press, 2005.  
Bernal J.D, Science in History Cambridge: The MIT Press, 1954  
Burke, Peter, The Renaissance . Humanities Press International, 1987  
Camerson, Euan (ed.), Early Modern Europe: An Oxford History, Oxford University Press 2001.  
Dunn Rechard S., The Age of Religious Wars, 1559-1715, W.W.Norton & Company, 2004  
Elton, G.R., Reformation Europe, 1517-1559 Wiley, 1999  
Gilmore, M.P., The World of Humanism, 1453-1517 New York, Harper 1952  
Hall, R., From Galileo to Newton Courier Corporation, 1981  
Hill, Christopher, A century of Revolutions. Psychology Press, 2002  
Hilton, Rodney, Transition from feudalism to Capitalism, Aakar Books, 2006  
Koenigsberger, H.G and Mosse, G.L., Europe in the Sixteenth Century. Longmans, 1961  
  
Lee, Stephen J., Aspects of European History, 1494-1789 Routledge, 1982  
Parker, G. and Smith, L.M., General Crisis of the Seventeenth Century. Boston: Routledge & Kegan Paul, 1978.  
Pennington, D.H., Seventeenth Century Europe. Longman, 1972  
Rabb, Theodore K., The Struggle for Stability in Early Modern Europe. Oxford University Press, 1975  
Rice, Eugene F. and Grafton, Anthony, The Foundations of Early Modern Europe, 1460-1559, W.W.Norton & Company, 2004.  
The Cambridge Economic History of Europe, Vol.I, IV Cambridge University Press 1944  
The New Cambridge Economic History of Europe, Vol.I, VII.

ত্রিপাঠী অমলেশ, ইতালির রেনেসাঁস বাঙালির সংস্কৃতি, আনন্দ পাবলিশার্স, কলকাতা ১৯৯৪  
দাশগুপ্ত অশীন, ভারত মহাসাগরে বাণিজ্য ও রাজনীতি ১৫০০-১৮০০, আনন্দ পাবলিশার্স, কলকাতা, ১৯৯৯

বার্নাল জে ডি, ইতিহাসে বিজ্ঞান, (Science in History), আনন্দ পাবলিশার্স, কলকাতা, ২০০৫  
সেন সমরেন্দ্র, বিজ্ঞানের ইতিহাস, শৈব্যা প্রকাশন, কলকাতা, ১৯৯৬

ভট্টাচার্য স্নেহাদ্রি, ইংলন্ডের ইতিহাস (টিউডর যুগ), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা, ১৯৯৫

চক্রবর্তী ভাস্কর, চক্রবর্তী সুভাষ রঞ্জন এবং চট্টোপাধ্যায় কিংশুক, ইউরোপে যুগান্তর, নবভারতী প্রকাশনী, কলকাতা, ২০০৫

মুখার্জী রীলা, রূপান্তরিত ইউরোপ(৯০০ – ১৮০০), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা, ২০০৪

**Skill Enhancement Courses: 4 Credits.**

**HIS -SEC –1 Museum and Archives**

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives and National Museum are an integral part of the course.

**I. Definition and history of development (with special reference to India)**

**II. Types of archives and museums:** Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration

**III. Museum Presentation and Exhibition:**

**IV. IV. Museums, Archives and Society:** (Education and communication Outreach activities

**Essential Readings:**

Agrawal, O.P., Essentials of Conservation and Museology, Sundeep Prakashan, New Delhi, India, 2007.

Choudhary, R.D. Museums of India and their maladies. Calcutta: Agam Kala Prakashan, New Delhi, 1998(In Bengali).

Guha, Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in Colonial Post Colonial India, New York, 2004

Kathpalia, Y. P. Conservation and Restoration of Archive Materials. UNESCO, 1973 Mathur Saloni, India by Design: Colonial History and Cultural Display, University of California, 2007

Nair, S.M. Bio-Deterioration of Museum Materials.2011

Roychowdhury, Madhuparna. Displaying India's Heritage : Archaeology and the Museum Movement in Colonial India. Delhi: Orient Blackswan 2015

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

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## **HIS SEC Course:2 Sem- 2 (4 Credits.)**

### **Understanding Cultural Heritage and Tourism**

Learning Objectives: This course will enable students to explore the various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries. It will also address the questions of legalities and institutional frameworks for heritage, and finally deal with the issue of heritage tourism.

#### **UNIT I** Indian Cultural Heritage: An Introduction

- I. Meaning, Definition and Historical background of Cultural Heritage
- II. Concepts, Characteristics types of Indian Cultural Heritage: Tangible, intangible Oral and Living traditions.

**UNIT II** :Evolution of Heritage Legislation and the Institutional framework: Conventions and Acts— national Heritage-related government departments, Museums, regulatory bodies etc. Conservation Initiatives.

#### **UNIT III : Fairs Festivals, Rituals: Ethnic Indian Cultural Construct**

- a) Significance, concepts, historical background of fairs, festivals, rituals and their importance in Human life and their general Introduction of social, cultural and religious culture of India.
- b) Festivals: Regional, Folk, Tribal, National; Some major festivals of India.

**UNIT IV:** Heritage and tourism: Tours to Heritage Sites, The relationship with cultural heritage.

#### **Suggested Readings**

- David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010 Layton, R. P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001
- Lahiri, N. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
- S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.
- Acts, Charters and Conventions are available on the UNESCO and ASI websites ([www.unesco.org](http://www.unesco.org); [www.asi.nic.in](http://www.asi.nic.in))90
- Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2006 Chainani, S. 2007. *Heritage and Environment*. Mumbai: Urban Design Research Institute, 2007

Skill Enhancement Courses: 4 Credits.  
HIS SEC –3 Sem -3 Understanding Popular Culture of Bengal

Learning Objective:

This paper seeks to provide an opportunity to the students to explore the various facets of popular culture within their region in different genres such as the performing arts, audio-visual entertainments that would provide them with a better understanding of the cultural diversity of Bengal.

**Unit I**

- (i) Defining Popular Culture
- (ii) Approaches to the study of Popular Culture

**Unit II**

Performance :

- (i) Jatra as a popular medium of performing art.
- (i) Dance - Folk dances of Bengal-Gambhira, Santhali ,Chhau.
- (ii)** Music – Folk songs of Bengal –Baul, Bhawaia.

**Unit III**

Audio- Visual :

- (i) Cinema –Some award winning Bengali films of– Satyajit Ray, Tarun Mazumdar, Tapan Sinha, Ajay Kar, Ritwik Ghatak, Arundhuti Debi.
- (ii) Role of Television and documentary films in promoting popular culture.
- (iii) Digital Photography.

**Unit IV**

- (i) Impact of the social media on popular culture.

**Suggested Readings:**

Sumanta Banerjee, The Parlour and the Street – Elite and Popular Culture in Nineteenth Century Calcutta. Kolkata: Seagull Books, 2019  
John Storey, Cultural Theory and Popular Culture, Pearson, 2001  
W. Dissayanayake and K.M.Gokul Singh ,Popular Culture in a Globalised India, Trentham,2019  
V.Lal, Ashis Nandy, Fingerprinting Popular Culture: The Myth and the Iconic in Indian Cinema, Oxford ,2006



1. Sekhar Bandyopadhyay, From Plassey to Partition and After, Orient Blackswan
  2. Bipan Chandra ,et. al, India ` s Struggle for Independence, Penguin1988
  3. Sugata Bose and Ayesha Jalal, Modern South Asia History,Culture,Political Economy ,Oxford 1999
  4. Rudrangshu Mukherjee et.al. A New History o f India, Aleph 2023.
  5. বন্দ্যোপাধ্যায় শেখর, পলাশি থেকে পাটিশান ও তারপর (From Plassey to Partition and after), গুরিয়েন্ট লংম্যান
  6. চন্দ্র বিপান এবং অন্যান্য, ভারতের স্বাধীনতা সংগ্রাম, (India's Struggle for Independence) কে পি বাগচি এন্ড কোং, কলকাতা
  7. চন্দ্র বিপান এবং অন্যান্য, ভারতবর্ষ – স্বাধীনতার পরে, (India after Independence), আনন্দ পাবলিশার্স, কলকাতা
  8. দেশাই এ আর, ভারতীয় জাতীয়তাবাদের সামাজিক পটভূমি, (Social Background to Indian Nationalism) কে পি বাগচি এন্ড কোং, কলকাতা
  9. জয়া চ্যাটার্জী, বাংলা ভাগ হলঃ হিন্দু সাম্প্রদায়িকতা ও দেশ-বিভাগ, ১৯৩২-১৯৪৭ (Bengal Divided : Hindu Communalism and Partition 1932 – 1947) এল আলমা পাবলিকেশনস, কলকাতা, ২০০৩
  10. দত্ত রজনী পাম, আজিকার ভারত (India Today)
  11. সরকার সুশোভন, বাংলার রেনেসাঁস, (Notes on Bengal Renaissance), দীপায়ন, কলকাতা
  12. ত্রিপাঠী অমলেশ, ভারতের মুক্তিসংগ্রামে চরমপন্থী পর্ব, (The Extremist Challenge) আনন্দ পাবলিশার্স, কলকাতা
  13. সুর নিখিল, ভারতীয় জাতীয়তাবাদী আন্দোলনের পটভূমি, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৮৯
  - চট্টোপাধ্যায় প্রণবকুমার, আধুনিক ভারত (১৮৫৮-১৯২০) (১ম খন্ড) পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৯৮
  14. চট্টোপাধ্যায় প্রণবকুমার, আধুনিক ভারত (১৯২০-১৯৪৭) (২য় খন্ড) পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৯৯
  15. সেন সুনীল, ভারতে কৃষিসম্পর্ক(১৭৯৩-১৯৪৭)(Agrarian Relations in India (1793-1847) পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৮৫
  16. ত্রিপাঠী অমলেশ, স্বাধীনতা সংগ্রামে ভারতের জাতীয় কংগ্রেস, আনন্দ পাবলিশার্স, কলকাতা
  17. চন্দ্র বিপান, আধুনিক ভারতঃ ঔপনিবেশিকতাবাদ ও জাতীয়তাবাদ (Nationalism and Colonialism), কে পি বাগচি এন্ড কোং, কলকাতা .
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**THREE YEAR B.A.**

**MULTIDISCIPLINARY**

**COURSES OF STUDIES**

**IN HISTORY**

**2023**



**Semester-wise Three Year B.A./B.Sc. Multidisciplinary courses of studies in History (under CCF, 2022).**

The Three -year B.A. Course in Multi Disciplinary courses of Studies will comprise 6 Semesters. The curriculum will consist of 8x2 Core Course (CC) of 4 credits each: i.e., Courses, to be compulsorily studied by a student as the requirement of Core subjects.

One Minor: A subject to be studied by the student with lesser number of courses than the two core subjects. Total number of courses for minor will be 6. Each course will be of 4 credits.

4 Ability Enhancement Compulsory Courses (AEC) each carrying 2 credits.

3 Skill Enhancement Courses (SEC) each carrying 4 credits (each discipline will contribute one Course) and

4 Compulsory Value Addition Courses (CVAC) each carrying 2 credits. There will be one Summer Internship of 3 credits. Each course will be of 100 Marks.

### Course Structure - MDC

|          | CC1                           | CC2                         | Minor                       | IDC                    | AEC                     | SEC           | CVAC         | Summer Internship | Total Credit            |
|----------|-------------------------------|-----------------------------|-----------------------------|------------------------|-------------------------|---------------|--------------|-------------------|-------------------------|
| Semester | 8x4= 32                       | 8x4= 32                     | 6x4= 24                     | 3x3=9                  | 4x2= 8                  | 3x4=12        | 4x2=8        | 1x3= 3            | 125                     |
| 1        | 1x4= 4<br>3TH+<br>1P/TU       | 1x4= 4<br>3TH+<br>1P/TU     |                             | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4        | 2x2=4        |                   | 21                      |
| 2        | 1x4= 4<br>3TH+<br>1P/TU       | 1x4= 4<br>3TH+<br>1P/TU     |                             | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4        | 2x2=4        |                   | 21                      |
| 3        | 1x4= 4<br><br>(3TH+<br>1P/TU) | 1x4= 4<br>3TH+<br>1P/TU     | 1x4= 4<br>3TH+1P/TU         | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4        |              |                   | 21                      |
| 4        | 2x4=8<br>4x(3TH+<br>1P/TU)    | 2x4= 8<br>2x(3TH+<br>1P/TU) | 1x4= 4<br>(3TH+1P/TU)       |                        | 1x2= 2<br>2TH<br>+0P/TU |               |              |                   | 22                      |
| 5        | 2x4= 8<br>2x(3TH+<br>1P/TU)   | 1x4= 4<br>3TH+<br>1P/TU     | 2x4= 8<br>2x(3TH+<br>1P/TU) |                        |                         |               |              |                   | 20                      |
| 6        | 1x4= 4<br>(3TH+<br>1P/TU)     | 2x4= 8<br>2x(3TH+<br>1P/TU) | 2x4= 8<br>2x(3TH+<br>1P/TU) |                        |                         |               |              |                   | 20                      |
| Credits  | 8x4= 32                       | 8x4= 32                     | 6x4= 24                     | 3x3= 9                 | 4x2= 8                  | 3x4= 12       | 4x2= 8       |                   | 125+3<br>=128           |
| Marks    | 8x100=<br>800                 | 8x100=<br>800               | 6x100=<br>600               | 3x75=<br>225           | 4x50=<br>200            | 3x100=<br>300 | 4x50=<br>200 |                   | Total<br>MarKs<br>=3200 |

## **Multi Disciplinary Core Courses in History MD -CC** **Each Course: 4 Credits**

**HIS- MD- CC 1 SEM -1: HISTORY OF INDIA (FROM THE EARLIEST TIMES TO C 300 BCE)**

**HIS - MD-CC 2 SEM-2: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA.**

**HIS- MD- CC 3 SEM- 3: HISTORY OF INDIA (C 300 BCE TO C.750 CE)**

**HIS - MD-CC 4 SEM -4: HISTORY OF EUROPE (C.1453-1650)**

**HIS- MD- CC 5 SEM-4: HISTORY OF INDIA (C.1206 – 1526)**

**HIS - MD-CC 6 SEM-5: HISTORY OF INDIA (C.1526-1605)**

**HIS- MD- CC 7 SEM-5: HISTORY OF MODERN EUROPE (C.1780-1939)**

**HIS- MD- CC 8 SEM -6: HISTORY OF INDIA (C.1750s– 1857)**

**\*\*Courses from MD-CC-1 to MD-CC-8 are to be offered in the chronological order**

### **Detailed Syllabus for Multi Disciplinary Core Courses in History**

#### **HIS\_ MD-CC- 1 : History of India From the earliest times to C 300 BCE**

##### **Learning Objectives:**

This course intends to provide an extensive and deeper understanding of early Indian history to students. They will be introduced to the manner in which diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India-social, cultural, political, environmental concerns. This course, with an interdisciplinary approach, will help students' trace elements of continuity and changes in processes spanning over several millennia, from pre-historic times up to the 300 BCE. The emphasis on historiography will allow students to understand how historians have

approached ancient India and how our present knowledge and perceptions have played a role in interpreting the past.

### **I. Reconstructing Ancient Indian History:**

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

### **II. Hunter-gatherers and the advent of food products**

- a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments.
- b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art.
- c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern

### **III. The Harappan civilization:**

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

### **IV. Cultures in transition**

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

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

### **Essential Readings**

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

### **Suggested Readings**

Basham A.L ed. *A Cultural History of India*, New Delhi, 1975.  
Ghosh Amalananda, *The City in Early Historic India*, Shimla, 1973.  
Altekar A.S, *The Position of Women in Hindu Civilization from Pre-historic times to the Present Day*, New Delhi, 1962.  
Chattopadhyaya B.D, *Studying Early India: Archaeology, Texts and Historical Issues*. New Delhi, 2003.  
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## **HIS- MD-CC-2 : Social Formations and Cultural Patterns of the ancient world other than India**

### **Learning Objectives:**

This course aims to introduce the students to the significant developments in world history that have shaped the complexity of human existence. To begin with it offers a historical survey of human evolution. It details the transition from hunting gathering subsistence pattern to more advanced adaptations to a sedentary farming economy. The course content is premised on the understanding that the pace and nature of change differed in different parts of the ancient world.

**I. Evolution of human kind:** Paleolithic and Mesolithic cultures – Role of social Institutions in the development of early societies.

**II. Food production:** Debate on the origins of food production, Neolithic cultures in West Asia and Europe

**III. Bronze Age civilizations,** Egypt (Old Kingdom); economy, social stratification, state structure, religion architecture.

**IV. Nomadic groups-** Debate on the advent of iron and its implications in Central and West Asia.

**V. Ancient Rome:** Polity and society- slavery, agrarian economy, urbanization, & trade.

**VI. Polis in ancient Greece:** Athens and Sparta - Polity and society- Slavery, Athenian democracy, Greek culture- Sophists, Drama - Tragedy and Comedy, Art and architecture.

**Essential Readings**

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Farooqui Amar, Early Social Formations. Manak Publications Pvt. Ltd. 2002  
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G.Clark, World Prehistory: A New Perspective Cambridge University Press, 1977.  
Yuval Noah Harari , Sapiens A Brief History of Humankind, Vintage,2015  
Norman Davies, Europe A History , Oxford 1996  
Jacquetta Hawkes, First Civilisations. life in Mesopotamia, the Indus Valley and Egypt.  
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M.I.Finley, The Ancient Economy. University of California Press 1999.  
R.J.Wenke, Patterns in Prehistory Oxford University Press, USA; 5th edition 2006  
UNESCO Series: History of Mankind, Vols. I –III/ or New ed. History of Humanity.1963  
V.Gordon Childe, What happened in History. Peregrine Books 1985

**Suggested Readings**

A.Hauser, A Social History of Art, Vol I. Routledge, 1999.  
Glyn Daniel, First Civilisations. New. York: Thomas Y. Crowell (Apollo. Editions), 1968  
J.D. Bernal, Science in History, Vol.I. Cambridge: The MIT Press, Massachusetts Institute of Technology, 1971  
Salia Ikram, Death & Burial in Ancient Egypt (American University in Cairo Press, 2015)  
V.Gordon Childe, Social Evolution.  
Martin Bernal, Black Athena; the Afro Asiatic Roots of Classical Civilization Brunswick: Rutgers University Press, 1991.  
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### **HIS- MD-CC-3 : History of India C 300 BCE to C 750 CE**

#### **Learning Objectives:**

This paper focusses on the formation of polity, society, economy and religion of ancient India tracing the growth of empires from the Mauryas, to the Kushanas, the Satavahanas the Guptas, and also the post- Gupta polities such as the Pallavas, Chalukyas, and Vardhanas.

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

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

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

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

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

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

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

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

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

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

### **Essential Readings**

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

### **Suggested Readings**

- Agarwal Asvini, The Rise and Fall of the Imperial Guptas, New Delhi, 1988.  
Bhattacharya N.N, Ancient Indian Rituals and Their Social Contents, 2nd ed., 1996.  
Bhattacharya N.N, History of Tantric Religion, 1982  
Chakravarti Uma, The Social Dimensions of Buddhism. New Delhi: Oxford University Press, 1987.  
Chakravarti Uma, Trade and Traders in Early Indian Society, New Delhi, 2007 (revised edition)  
Champakalakshmi R, Trade, Ideology and Urbanization: South India: 300BC to AD 1300, Delhi, 1996.  
Chanana D., Slavery in Ancient India as Depicted in Pali and Sanskrit Texts, Delhi, 1960.  
Gupta P.L, Coins, 4th ed., 1996.  
Harle J.C, The Art and Architecture of the Indian Subcontinent, 1987.  
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Mukherjee B.N, Kushana Studies, New Perspectives, Kolkata, 2004  
Mukherjee B.N, The Character of the Maurya Empire, Kolkata, 2000  
Mukherjee B.N, The Rise and Fall of the Kushana Empire, Calcutta, 1989.

Pollock Sheldon, The Language of the Gods in the World of Men. Sanskrit, Culture and Power in Pre-modern India. New Delhi, 2006.  
 Ray H.P, Winds of Change, 1994.  
 Ray Nihar Ranjan, Maurya and Post Maurya Art, New Delhi, 1975.  
 Sharma R.S, Perspectives in the Social and Economic History of Early India, New Delhi, 1983.  
 Shastri A.M ed. The Age of the Vakatakas, Delhi, 1992.  
 Singh Upinder, A History of Ancient and Early Medieval India. Delhi, 2008.  
 Smith Bardwell ed., Essays in Gupta Culture, New Delhi, 1983.  
 Thapar Romila, Asoka and the Decline of the Mauryas, New Delhi, 2000  
 Thapar Romila, Early India: From the origins to 1300, London, 2002  
 Thapar Romila, The Mauryas Revisited, Calcutta,1987.  
 Veluthat Kesavan, The Early Medieval in South India, New Delhi, 2009

Asoka and the Decline of the Mauryas, New Delhi, 2000  
 Early India: From the origins to 1300, London, 2002  
 The Mauryas Revisited, Calcutta,1987.  
 The Early Medieval in South India, New Delhi, 2009

**HIS- MD-CC- 4 SEM-4: HISTORY OF EUROPE (C.1453-1650)**

Learning Objectives: This paper explains the transition of Europe from feudalism to capitalism, illustrating the various forces that saw the culmination of this process. It thus includes geographical discoveries, Renaissance, Reformation, economic developments and finally the emergence of the national monarchies.

**Module 1**

1.1 Transition Debate on transition from feudalism to capitalism: problems and theories.

**Module II**

2.1 The exploration of the new world: motives  
 2.2 Portugese and Spanish voyages.

**Module III**

3.1 Renaissance : its social roots  
 3.2 Renaissance humanism  
 3.3 Rediscovery of classics  
 3.4 Italian renaissance and its impact on art, culture, education and political thought.  
 3.5 Its spread in Europe

## **Module IV**

- 4.1 Reformation movements: Origins & courses
- 4.2 Martin Luther & Lutheranism
- 4.3 John Calvin & Calvinism
- 4.4 Radical reformation: Anabapists and Huguenots
- 4.5 English reformation and the role of the state
- 4.6 Counter Reformation

## **Module V**

- 5.1 Economic developments
- 5.2 Shift of economic balance from the Mediterranean to the Atlantic
- 5.3 Commercial Revolution
- 5.4 Price Revolution
- 5.5 Agricultural Revolution and the Enclosure Movement

## **Module VI**

- 6.1 Development of national monarchy
- 6.2 Emergence of European state system

## **Essential Readings**

- Butterfield H., *The Origins of Modern Science*. The Macmillan Company. 1959
- Cipolla Carlo M., *Fontana Economic History of Europe, Vols. II and III* Collins/ Fontana Books; 1978
- Cipolla Carlo M., *Before the Industrial Revolution, European Society and Economy, 1000-1700*, W. W. Norton & Company; 3rd edition 1994
- Coleman D.C (ed.), *Revisions in Mercantilism* Methuen & Co, 1969.
- Davis Ralph, *The Rise of the Atlantic Economics*. Cornell University Press, 1973
- Dobb Maurice, *Studies in the Development of Capitalism*, International Publishers, 1947
- Parker G., *Europe in Crisis, 1598-1648* Ithaca, N.Y. : Cornell University Press. 1980
- Parry, J.H., *The Age of Reconnaissance* University of California Press, 1981
- Phukan Meenaxi, *Rise of the Modern West: Social and Economic History of Early Modern Europe*. Laxmi Publications 2013
- Poliensky.V, *war and Society in Europe, 1618-48* Cambridge University Press, 2008
- Rabb Theodore K., *The Struggle for Stability in Early Modern Europe*. Oxford University Press, 1975
- Scammell V., *The First Imperial Age: European Overseas expansion, 1400-1715*. Routledge, 2003
- Vries Jan de, *Economy of Europe in an Age of Crisis 1600-1750*. New York: Cambridge University Press, 1976

## **Suggested Readings :**

- Anderson M.S, *Europe in the Eighteenth Century* Holt, Rinehart and Winston, 1961
- Anderson, Perry, *The lineages of the Absolutist States*. Verso, 1979

Aston, T.H and Philipin C.H.E (eds.), *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*, Cambridge University Press, 2005.

Bernal J.D, *Science in History* Cambridge: The MIT Press, 1954

Burke, Peter, *The Renaissance . Humanities Press International*, 1987

Camerson, Euan (ed.), *Early Modern Europe: An Oxford History*, Oxford University Press 2001.

Dunn Rechard S., *The Age of Religious Wars, 1559-1715*, W.W.Norton & Company, 2004

Elton, G.R., *Reformation Europe, 1517-1559* Wiley, 1999

Gilmore, M.P., *The World of Humanism, 1453-1517* New York, Harper 1952

Hall, R., *From Galileo to Newton* Courier Corporation, 1981

Hill, Christopher, *A century of Revolutions*. Psychology Press, 2002

Hilton, Rodney, *Transition from feudalism to Capitalism*, Aakar Books, 2006

Koenigsberger, H.G and Mosse, G.L., *Europe in the Sixteenth Century*. Longmans, 1961

Lee, Stephen J., *Aspects of European History, 1494-1789* Routledge, 1982

Parker, G. and Smith, L.M., *General Crisis of the Seventeenth Century*. Boston : Routledge & Kegan Paul, 1978.

Pennington, D.H., *Seventeenth Century Europe*. Longman, 1972

Rabb, Theodore K., *The Struggle for Stability in Early Modern Europe*. Oxford University Press, 1975

Rice, Eugene F. and Grafton, Anthony, *The Foundations of Early Modern Europe, 1460-1559*, W.W.Norton & Company, 2004.

*The Cambridge Economic History of Europe, Vol.I, IV* Cambridge University Press 1944

*The New Cambridge Economic History of Europe, Vol.I, VII*.

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## **HIS- MD-CC-5 : HISTORY OF INDIA (c.1206-1526)**

**Learning Objectives :** This paper focusses on the polity , society and economy , culture and religion of the Delhi Sultanate.

### **I. Interpreting the Delhi Sultanate:**

Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy

### **II. Sultanate Political Structures:**

- a. Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; Mongol threat and Timur's invasion; Rise and fall of Syed dynasty; The Lodis; Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat;
- b. Theories of Kingship; Ruling elites; Sufis, Ulama and the political authority; imperial monuments and coinage
- c. Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal
- d. Consolidation of regional identities: regional art, architecture and literature

### **III. Society and Economy:**

- a. Iqta and the revenue-free grants
- b. Agriculture production; technology
- c. Changes in rural society; revenue systems
- d. Monetization; market regulations; growth of urban centres; trade and commerce; Indian Ocean trade

### **IV. Religion and Culture:**

- a. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles.
- b. Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition
- c. Sufi literature; Malfuzat; Premakhayans
- d. Architecture of the Delhi Sultanate

### **ESSENTIAL READINGS:**

Asher, Catherine and Talbot Cynthia, India before Europe, Cambridge University Press, March 2006.

Chandra Satish, Medieval India I, Har Anand Publication, New Delhi, July 2007.

Habib Mohammad and Nizami K.A., eds, Comprehensive History of India, Vol. V, The Delhi Sultanate, People's Publishing House, 2<sup>nd</sup> Edition, 1992.

Hasan Mohibul, Historians of Medieval India, Meenakshi Prakashan, 1968.

Jackson Peter, The Delhi Sultanate, Cambridge University Press, Revised Edition, 2003.

Schomer, Karine, and McLeod W.H., (Eds), The Sants Studies in A Devotional Tradition of India, Motilal Banarsidas, Delhi, 1987.

Nizami K.A., Some Aspects of Religion and Politics in India During the 13<sup>th</sup> Century, Aligarh, 1961.

Raychaudhuri Tapan and Habib Irfan, (Eds), Cambridge Economic History of India, Vol. I: c. 1200 – c. 1750, Cambridge University Press, Cambridge, 1982, 1987 (reprint).

Rizvi S.A.A., A History of Sufism in India, Vol. I, Munshiram Manoharlal, New Delhi, 1978.

### **Suggested Readings**

Ashraf K.M, Life and Conditions of the People of Hindusthan (1250 – 1550), Gyan Publishing House, 2000.

Eaton, R.M, The Rise of Islam and the Bengal Frontier (1204- 1760), University of California Press, July 1996.

Habib, Irfan, Medieval India: The Study of a Civilization, National Book Trust, July 2008.

Karashima, Noboru, South Indian History and Society: studies from inscriptions, A.D. 850 - 1800, Oxford, 1984.

Karashima, Noboru, Towards a New Formation: South Indian Society under Vijayanagara, Oxford University Press, 1992.

Kumar Sunil, The Emergence of the Sultanate of Delhi, Permanent Black, Delhi, First edition, 2010.

Stein, Burton, Peasant State and Society in Medieval South India, Oxford University Press, Oxford, February 1995.

Sherwani, H.K., Joshi, P.M. (eds), The History of Medieval Deccan (1295 - 1724), Government of Andhra Pradesh, Hyderabad, 1973-74.

Singh, Vipul, Interpreting Medieval India, Volume-I, Early Medieval, Delhi Sultanate and Regions (circa 750 – 1550 ), Macmillan Publishers India Ltd, 2009.

Tripathi, R.P; Some Aspects of Muslim Administration, The Indian Press Ltd., 1936.

Wink, Andre, Al Hind; The Making of the Indo Islamic World, Volume I – Early Medieval, Brill Academic Publishers, 2<sup>nd</sup> Edition, 1991.

Some aspects of religion and politics in India during the 13<sup>th</sup> century, Aligarh, 1961.

Raychaudhuri Tapan and Habib Irfan, (Eds), Cambridge Economic History of India, Vol. I: c. 1200 – c. 1750, Cambridge University Press, Cambridge, 1982, 1987 (reprint).

Rizvi S.A.A., A History of Sufism in India, Vol. I, Munshiram Manoharlal, New Delhi, 1978.

Ashraf K.M, Life and Conditions of the People of Hindusthan (1250 – 1550), Gyan Publishing House, 2000.

Eaton, R.M, The Rise of Islam and the Bengal Frontier (1204- 1760), University of California Press, July 1996.

Habib, Irfan, Medieval India: The Study of a Civilization, National Book Trust, July 2008.

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## **HIS- MD-CC-6 : HISTORY OF INDIA (C.1526-1605)**

**Learning outcome:** Students will be able to identify the major political developments in the history of India during the period between the sixteenth and the early seventeenth century. Outline the changes and continuities in the field of an eclectic political and religious ideology in connection with the bhakti movement and sufi movements, and also to delineate the development of trade and urban complexities of the aforesaid period.

### UNIT I- Sources and the Historiography

I. Important sources of Mughal Indian History: Persian and vernacular

II. Modern Interpretations

### UNIT II- Establishment of the Mughal rule

I. India on the Eve of Babur's Invasion

II. Mughal- Afghan contest for Supremacy-Sher Shah and his administrative and revenue reforms III. Re-establishment of Mughal Rule under Akbar

### UNIT III-Consolidation of Mughal Rule under Akbar

I. Campaigns and conquests with special reference to Gujarat, Deccan and Bengal - Resistance of Hemu Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi

II. Evolution of administrative institutions: Zabt, Mansab, Jagir, Madaad-i-Mash

III. Incorporation of the Rajputs, creation of the Mughal nobility and growth of a dynastic ideology

IV. Revolts and resistance, pressure from the Ulemas

### UNIT IV- Society and Economy

I. Conditions of Agriculture and Industry-agricultural productions, zamindars, peasants, rural tensions, non-agricultural productions

II. Development of Trade and Commerce- patterns of internal commerce, trade routes, overseas trade.

### UNIT V- Religion and Culture

I. Religious tolerance and principle of Suhl-i-Kul; Sufi mystical movement

II. Bhakti movement.



## Suggested Readings

### **Essential Readings**

Alam Muzaffar and Subramaniam Sanjay , eds., The Mughal state, 1526-1750

Ali Athar M., The Mughal Nobility under Aurangzeb

Chandra Satish, Essays on Medieval Indian History

Dasgupta Ashin, Indian Merchants and the Decline of Surat, 1700 – 1750

Gordon Stewart, The Marathas 1600 – 1818

Habib Irfan, Agrarian System of Mughal India, 1526 – 1701

Koch Ebba, Mughal Art and Imperial Ideology

Qanungo, K.R, Dara Shukoh

Richards, J.F, The Mughal Empire

Rizvi, S.A.A, Muslim Revivalist Movements in Northern India.

### **Suggested Readings**

Alam, Muzaffar-The Crisis of Empire in Mughal North India: Awadh and Punjab-1707-1748.

Alavi, Seema (ed.), The Eighteenth Century in India

Ali, M. Athar, Mughal India: Studies in Polity, Ideas, society and Culture.

Arasaratnam S., Maritime India in the Seventeenth Century

Asher Catherine, Architecture of Mughal India

Bandyopadhyaya S, From Plassey to Partition

Barnett, R.B, North India between Empires: Awadh, the Mughals and the British.

Bashir, Ahmed, Akbar, the Mughal Emperor.

Bayly, Susan, Caste, Society and Politics in India from the 18th century to the modern age.

Bayly, C.A., Indian Society and the Making of the British Empire;

Beach Milo, Mughal and Rajpur Paintings

Bernier, F, Travels in Mughal India.

Chandra Satish, Parties and Politics at the Mughal Court

Chandra, Satish, A History of Medieval India (Part II)

Chandra, Satish, Historiography, Religion and State in Medieval India

Chandra, Satish, Mughal Religious Policies, the Rajputs and the Deccan.

Chandra, Satish, The 18th century in India: Its economy and the Role of the Marathas, the Jats and the Sikhs and the Afghans and Supplement (K.P.Bagchi)

Chaudhuri, K.N., Trade & Civilization: An Economic History from the Rise of Islam to 1750.

Eaton, R.M., The Rise of Islam and the Bengal Frontier 1204-1760;

Eaton, R.M., The Sufis of Bijapur

Fukuzawa, H., The Medieval Deccan: Peasants, Social systems and States 16th to 18th centuries.

Gordon S., The Marathas 1600-1818

Grewal J.S., The Sikhs of the Punjab

Habib Irfan(ed.), Medieval India  
 Habib Irfan (ed), Resistance and Modernization under Haider Ali and Tipu Sultan  
 Hasan S., Nurul,Thoughts on Agrarian Relations in Mughal India  
 Hasan S.Nurul, Reliogn, State, and Society in Medieval India  
 Husain Iqbal, Ruhela Chieftancies in 18th Century India  
 Kulke, H.(ed.),The State in India 1000-1700.  
 Malik, Z.U, The Reign of Muhammad Shah  
 Marshall P J., (Edited) , The Eighteenth century in Indian history: Evolution or revolution  
 Marshall P J.,East Indian Fortunes: the British in Bengal in the 18th Cent,  
 Mukhia Harbans, The Mughals of India  
 Nizami K.A., (ed.) Politics and society during the early Medieval Period : The collected Works of Prof. Md. Habib (2 vols.)  
 Raychoudhuri T.K. & Habib I. (eds.)-The Cambridge Economic History of India Vol.I  
 Richards J.F.,The Mughal Empire  
 Richards, J.F, Mughal Administration in Golconda  
 Rizvi S.A.A., A History of Sufism in India  
 Rizvi S.A.A., The Wonder that was India (vol.2);  
 Sarkar, Sir J.N., History of Aurangzeb 5 vols.  
 Sarkar, Sir J.N.,The Fall of the Mughal Empire, 4 vols.  
 Siddiqi. N.A., Land Revenue Administration Under the Mughals (1700- 1750)  
 Stein, Burton, Eighteenth Century in India: Another view (Studies in History, No.I, 1989)  
 Stein, Burton, Peasant, State and Society in Medieval South India (Oxford University Press)  
 Streusand D.F., The Formation of the Mughal Empire  
 Tripathi R.P., Some Aspects of Muslim Administration  
 Tripathi R.P.,The Rise & Fall of the Mughal Empire  
 Wink, Andre, Land and Sovereignty in India: Agrarian society and politics under the eighteenth century Maratha Swarajya.  
 Arnisha Ashraf, Tarikh-e Aasham: Astudy of Ahom-Mughal Conflict in the 17th Century,in Asiatic Society for Social Science Research,Vol.No. 2,Issue No.1 June 2020.  
 S.L. Baruah, A Comprehensive History of Assam, 1985  
 K.N.Chitnis, Socio- Economic History of Medieval India,2002  
 Rekha Pande, Religious Movements in Medieval India,2005  
 Meena Bhargava, Uunderstanding Mughal India .Orient Blackswan 2020

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Parties and politics at the Mughal Court 1707-1740) and other works, including the Agrarian System of Mughal India (1556-1707), Economic History of Medieval India: A Survey, Essays in Indian History: Towards a Marxist Perception, Mughal Economy: Organisation and Working, and Land Administration Under the Mughals (1700-1750).

**HIS- MD-CC- 7 SEM-5: HISTORY OF MODERN EUROPE (C.1780-1939)**

**Learning Objectives:**

This paper studies the watersheds in European history starting with the French revolution and its aftermath, the restoration of old hierarchies, the emergence of Capitalist industrialization and social and economic transformation in the late 18<sup>th</sup> century to 1914. It also looks at the varieties of Nationalism and the remaking of states in the 19<sup>th</sup> and 20<sup>th</sup> centuries leading to imperialism, war and crisis between c.1880 and 1918 and finally provides a picture of Europe between two World Wars.

**I. The French Revolution and its European repercussions:**

a) Crisis of *ancien regime*

- b) Intellectual currents
- c) Social classes and emerging gender relations.
- d) Phases of the French Revolution
- e) Art and Culture of French Revolution
- f) Napoleonic consolidation – reform and empire.

## **II. Restoration and Revolution: c.1815 - 1848**

- a) Forces of conservatism and restoration of old hierarchies.
- b) Social, Political and intellectual currents.
- c) Revolutionary and Radical movements, 1830 -1848

## **III. Capitalist Industrialization and Social and Economic Transformation (Late 18<sup>th</sup> century to AD 1914)**

- a) Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia.
- b) Evolution and Differentiation of social classes: Bourgeoisie, proletariat, Land Owning classes and peasantry.
- c) Changing trends in demography and urban patterns
- d) Family, gender and process of industrialization.

## **IV. Varieties of Nationalism and the Remaking of States in the 19<sup>th</sup> and 20<sup>th</sup> centuries.**

- a) Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.
- b) Specifications of economic development, political and administrative Reorganization – Italy; Germany.
- c) Revolutions of 1905; the Bolshevik Revolution of 1917
- d) Programme of Socialist Construction and the Soviet Union during the inter-war period 1918-39.

## **V. Imperialism, War and Crisis: c.1880 - 1918**

- a) Theories and mechanisms of imperialism;
- b) Growth of Militarism;
- c) Power blocks and alliances;
- d) Expansion of European empires
- e) War of 1914 - 1918

## **VI. Europe between Two World Wars:**

- a) Post War Europe: A Diplomatic History
- b) The Great Depression
- c) Rise of Fascism in Italy and Nazism in Germany
- d) The Spanish Civil War
- e) Policy of Appeasement and Russo German Non-Aggression Pact
- f) Origins and Course of the Second World War

## **Essential Readings**

Brennan Gerald, The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.  
Cipolla C.M, Fontana Economic History of Europe, Volume III: The Industrial Revolution  
Davies Norman, Europe  
Evans J., The Foundations of a Modern State in 19<sup>th</sup> Century Europe  
Hamerow T.S, Restoration, Revolution and Reaction : Economics and Politics in Germany [1815 – 1871]  
Hobsbawm, E.J, The Age of Revolution  
Hunt Lynn, Politics, Culture and Class in the French Revolution  
Joll James, Europe Since 1870  
Landes David; Prometheus Unbound  
Lefebvre George, Coming of the French Revolution  
Lichteim, A Short History of Socialism  
Mathias Peter, First Industrial Revolution  
Nove, Alec; An Economic History of the USSR  
Porter Andrew, European Imperialism, 1876 – 1914  
Wood Anthony, History of Europe, 1815 – 1960  
Woolf Stuart, History of Italy, 1700 to 1860

## **Suggested Readings**

Barraclough G., An Introduction to Contemporary History  
Blanning, T.C.W, The French Revolution: Class War or Culture Clash  
Braudel Fernand, History and the Social Science in M. Aymard and Mukhia H. ed., French Studies in History, Vol.I (1989)  
Briggs Asa and Clavin Patricia, Modern Europe: 1789 – Present  
Calleo D, German Problem Reconsidered  
Carr E.H, International Relations between the Two World Wars  
Carr E.H, The Bolshevik Revolution (Vol. I, II, III)  
Cobban, Alfred, History of Modern France, Volume I – III  
Dobb Maurice, Soviet Economic Development since 1917  
Doyle, William, Origins of the French Revolution  
Droz. Jacques, Europe Between Revolutions  
Ellis G., The Napoleonic Empire  
Evans, J., The Foundations of a Modern State in 19<sup>th</sup> Century Europe  
Hamerow, T.S, Restoration, Revolution and Reaction : Economics and Politics in Germany (1815 – 1871)  
Hanham H.J, Nineteenth Century Constitution, 1815-1914  
Hobsbawm, E.J, Age of Capital  
Hobsbawm, E.J, Age of Empire

Hobsbawm, E.J, Age of Revolution  
 Hobsbawm, E.J, Nation and Nationalism  
 Hufton, Olwen, Europe: Privilege and Protest  
 Jelavich Charles and Jelavich Barbara, Establishment of the Balkan National States, 1840 – 1920  
 Joll James, Europe Since 1870  
 Joll James, Origins of the First World War, 1989  
 Landes Jaon B., Women and the Public Sphere in the Age of the French Revolution  
 Lee Stephen J., Aspects of European History 1789 – 1980  
 Licas Colin, The French Revolution and the Making of Modern Political Culture  
 Lowenthal David, The Past is a Foreign Country  
 Lyon Martin, Napoleon Bonaparte & the Legacy of the French Revolution  
 Mansergh Nicholas, The Irish Question, 1840 – 1921  
 Morgan K.O, Oxford Illustrated History of Britain, Volume 3 (1789-1983)  
 Morgan R.P, German Social Democracy and the First International  
 Perrot M. and Duby G. [eds.], A History of Women in the West, Volumes 4 and 5  
 Renton Dave, Fascism: Theory and Practice  
 Riasanovsky N.V, A History of Russia  
 Robert J.M, Europe 1880 to 1985  
 Roth J.J (ed), World War I: A Turning Point in Modern History  
 Rude, George, Revolutionary Europe  
 Schamma Simon , Citizens: A chronicle of the French Revolution  
 Soboul Albert, History of the French Revolution (in two Volumes)  
 Stone Lawrence, History and the Social Sciences in the twentieth Century, The Past and the Present, 1981  
 Taylor A.J.P, Europe: Grandeur and Decline  
 Taylor A.J.P, The Course of German History  
 Taylor A.J.P, The Origin of the Second World War  
 Taylor, A.J.P, The Struggle for Mastery in Europe  
 Thompson Dorothy; Chartists: Popular Politics in the Industrial Revolution  
 Thompson, E.P, Making of the English Working Class  
 Thomson, David, Europe Since Napoleon  
 Vovelle Michael, Fall of the French Monarchy, 1984.  
 Watson H. Seton, The Russian Empire  
 Watson, Seton, The Russian Empire  
 Williams Raymond, Culture and Society

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## **VI. Popular Resistance:**

a) Santhal uprising (1857); b) Uprising of 1857

### **Essential Readings**

Bayly C.A, Indian Society and the Making of the British Empire, New Cambridge History of India.

Bhattacharya, Sabyasachi.ed., Rethinking 1857, Delhi, Orient Longman, 2007

Chakravarty Suhash, The Raj Syndrome: A study in Imperial Perceptions, 1989

Chandra Bipan, Rise and Growth of Economic Nationalism in India

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

Cohn, B., Colonialism and its Forms of Knowledge, Princeton, New Jersey, Princeton University Press, 2001

Dirks, Nicholas B., Castes of Mind, Princeton, New Jersey, Princeton University Press, 1996

Ghosh Suresh Chandra, The History of Education in Modern India 1757-2012, Delhi, Orient Blackswan, 4<sup>th</sup> Edition, 2013

Grewal, J.S, The Sikhs of the Punjab, New Cambridge History of India

Guha Ranajit, ed., A Subaltern Studies Reader

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

Kumar Dharma and Raychaudhuri Tapan, eds., The Cambridge Economic History of India, Vol.II

Majumdar, R.C,ed., History and Culture of Indian People, Vols. IX and X, British Paramountcy and Indian Renaissance.

Marshall, P.J, Bengal: The British Bridgehead, New Cambridge History of India

Metcalfe, Thomas, Ideologies of the Raj, Cambridge, Cambridge University Press, 1995

Ray, Rajat K., ed., Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings.

Sinha, N.K.ed, The history of Bengal 1757-1905, Calcutta, Calcutta University Press, 1967

Stokes, Eric, English Utilitarians and India

Stokes, Eric, The Peasant Armed: The Indian Rebellion of 1857, ed. Bayly, C.A, New Delhi, Oxford University Press, 1986

### **Suggested Readings**

Arnold David and Guha Ramchandra , eds., Nature, Culture and Imperialism

Bagchi, Amiya, Private Investment in India

Chandra Bipan, Panikkar, K.K, Mukherjee Mridula, Mahajan Sucheta and Mukherjee Aditya, India's Struggles for Independence.

Dadabhai Naroji, Poverty and Un-British Rule in India.

Desai, A.R, Peasant Struggles in India



Dutt, R.P, India today  
 Fisher, M.J, ed., Politics of Annexation (Oxford in India Readings).  
 Guha Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India(1983)  
 Krishnamurti, J., Women in Colonial India.

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## **Skill Enhancement Courses (SEC ) 4 Credits.**

### **HIS-SEC-1: SEM -1 Repositories of History: Museum and Archives**

Learning Objective:

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives and National Museum are an integral part of the course.

**I. Definition and history of development (with special reference to India)**

**II. Types of archives and museums:** Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning,

indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration

### **III. Museum Presentation and Exhibition:**

IV. **IV. Museums, Archives and Society:** (Education and communication Outreach activities

#### **Essential Readings:**

Agrawal, O.P., Essentials of Conservation and Museology, Sundeep Prakashan, New Delhi, India, 2007.

Choudhary, R.D. Museums of India and their maladies. Calcutta: Agam Kala Prakashan, New Delhi, 1998(In Bengali).

Guha, Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in Colonial Post Colonial India, New York, 2004

Kathpalia, Y. P. Conservation and Restoration of Archive Materials. UNESCO, 1973  
Mathur Saloni, India by Design: Colonial History and Cultural Display, University of California, 2007

Nair, S.M. Bio-Deterioration of Museum Materials.2011

Roychowdhury, Madhuparna. Displaying India's Heritage : Archaeology and the Museum Movement in Colonial India. Delhi: Orient Blackswan 2015

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

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# UNIVERSITY OF CALCUTTA

## Notification No. CSR/13/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.07.2023 approved the Syllabi of the under mentioned subjects for semester wise Four-year (Honours & Honours with Research) / Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF,2022 . under this University, as laid down in the accompanying pamphlet.


**Name of Subject:**

1. Anthropology
2. BBA
3. Bengali
4. BFAD
5. Bio Chemistry
6. Botany
7. Chemistry
8. Commerce
9. Economics
10. Education
11. English
12. Geology
13. Hindi
14. History, Islamic History & Culture
15. Home Science
16. Human Rights
17. Journalism & Mass Communication
- ✓ 18. Mathematics
19. Microbiology (Honours)
20. Molecular Biology
21. Philosophy
22. Physiology
23. Political Science
24. Psychology
25. Social Science
26. Sociology
27. Urdu
28. Women's Studies
29. Zoology

The above shall be effective from the academic session 2023-2024.

SENATE HOUSE

KOLKATA-700 073

  
12/7/2023  
Prof. (Dr.) Debasis Das

Registrar

**SYLLABUS  
FOR  
FOUR -YEAR (EIGHT-SEMESTER) B.SC. DEGREE COURSE  
IN MATHEMATICS  
UNDER THE UNIVERSITY OF CALCUTTA**

Odd Semester:                      July to December

Even Semester:                     January to June

Syllabus for the 4 Year B.Sc. course in Mathematics effective from the academic year **2023-2024**.

### COURSE STRUCTURE-CCF

|                | DSC/ Core                | Minor (m1 & m2)                  | IDC/MDC              | AEC                  | SEC              | CVAC            | Summer Internship | Dissertation/ Research work | Total Credit             |
|----------------|--------------------------|----------------------------------|----------------------|----------------------|------------------|-----------------|-------------------|-----------------------------|--------------------------|
| Semester       | 22x4= 88                 | 8x4= 32                          | 3x3= 9               | 4x2= 8               | 3x4= 12          | 4x2= 8          | 1x3= 3            | (1x4= 4)+(1x8= 8)= 12       | 172                      |
| 1              | 1x4= 4<br>3TH+1P/TU      | 1x4= 4 (m1)<br>3TH+1P/TU         | 1x3= 3<br>2TH +1P/TU | 1x2= 2<br>2TH +0P/TU | 1x4= 4           | 2x2= 4          |                   |                             | 21                       |
| 2              | 1x4= 4<br>3TH+1P/TU      | 1x4= 4 (m1)<br>3TH+1P/TU         | 1x3= 3<br>2TH +1P/TU | 1x2= 2<br>2TH +0P/TU | 1x4= 4           | 2x2= 4          |                   |                             | 21                       |
| 3              | 2x4= 8<br>2x(3TH+1P/TU)  | 1x4= 4 (m2)<br>3TH+1P/TU         | 1x3= 3<br>2TH +1P/TU | 1x2= 2<br>2TH +0P/TU | 1x4= 4           |                 |                   |                             | 21                       |
| 4              | 4x4= 16<br>4x(3TH+1P/TU) | 1x4= 4 (m2)<br>3TH+1P/TU         |                      | 1x2= 2<br>2TH +0P/TU |                  |                 |                   |                             | 22                       |
| 5              | 4x4= 16<br>4x(3TH+1P/TU) | m1+m2<br>2x4= 8<br>2x(3TH+1P/TU) |                      |                      |                  |                 |                   |                             | 24                       |
| 6              | 3x4= 12<br>3x(3TH+1P/TU) | 2x4= 8 m1+m2<br>2x(3TH+1P/TU)    |                      |                      |                  |                 | 1x3               |                             | 23                       |
| 7              | 4x4= 16<br>4x(3TH+1P/TU) |                                  |                      |                      |                  |                 |                   | 1x4*                        | 20                       |
| 8              | 3x4= 12<br>3x(3TH+1P/TU) |                                  |                      |                      |                  |                 |                   | 1x8*                        | 20                       |
| <b>Credits</b> | <b>22x4= 88</b>          | <b>8x4= 32</b>                   | <b>3x3= 9</b>        | <b>4x2= 8</b>        | <b>3x4= 12</b>   | <b>4x2= 8</b>   | <b>1x3=3</b>      | <b>(1x4)+(1x8)= 12</b>      | <b>172</b>               |
| <b>Marks</b>   | <b>22x100=2200</b>       | <b>8x100=800</b>                 | <b>3x75=225</b>      | <b>4x50=200</b>      | <b>3x100=300</b> | <b>4x50=200</b> | <b>1x75=75</b>    | <b>1x100+1x200=300</b>      | <b>Total Marks =4300</b> |

Marks= 25 marks per credit. Credit for Summer Internship has been adjusted from 4 to 3 to adjust the total marks

\*Candidates who will not pursue Dissertation/ Research work then he/she will have to study additional 1 DSC/Core paper of 4 credits in the 7<sup>th</sup> Semester & 2 DSC/ Core Papers of 4 Credits each in the 8<sup>th</sup> Semester.

**Note:** Tutorial marks will be awarded based on internal assessment–byevaluation of internal assignments for SEC papers and by internal examination for Core, Minor, IDC papers.

**NAMES OF DSCC/ MAJOR PAPERS (Each carries 4 credits or 100 marks)**

| SEMESTER | COURSE CODE  | COURSE NAME  |
|----------|--|--|
| I        | MATH-H-CC1-1-Th  | Calculus, Geometry & Vector Analysis   |
| II       | MATH-H-CC2-2-Th  | Basic Algebra  |
| III      | MATH-H-CC3-3-Th<br>MATH-H-CC4-3-Th   | Real Analysis<br>Ordinary Differential Equations – I & Group Theory - I  |
| IV       | MATH-H-CC5-4-Th<br>MATH-H-CC6-4-Th<br>MATH-H-CC7-4-Th<br><br>MATH-H-CC8-4-Th | Theory of Real Functions<br>Mechanics – I<br>Partial Differential Equations -I & Multi-variate Calculus – I<br>Group Theory – II & Ring Theory - I |
| V        | MATH-H-CC9-5-Th<br>MATH-H-CC10-5-Th<br>MATH-H-CC11-5-Th<br>MATH-H-CC12-5-Th  | Probability & Statistics<br>Ring Theory -II & Linear Algebra – I<br>Riemann Integration & Series of Functions<br>Mechanics - II                    |

**NAMES OF MINOR PAPERS( Each carries 4 credits or 100 marks)**

| SEMESTER | COURSE CODE | COURSE NAME  |
|----------|-------------|--|
| I        | MINOR 1     | Calculus, Geometry & Vector Analysis                           |
| II       | MINOR 2     | Basic Algebra  |
| III      | MINOR 3     | Ordinary Differential Equations – I & Group Theory - I         |
| IV       | MINOR 4     | Mechanics – I  |
| V        | MINOR 5     | Real Analysis  |
| VI       | MINOR 6     | Partial Differential Equations -I & Multi-variate Calculus – I |

**NAMES OF SEC PAPERS( Each carries 4 credits or 100 marks)**

| SEMESTER | COURSE CODE  | COURSE NAME  |
|----------|--|--|
| I        | MATH-H-SEC1-1-Th   | C Language with Mathematical Applications  |
| II       | MATH-H-SEC2-2-Th<br>( Any one out of 2 Courses on Right Column ) | SEC 2.1 : Python Programming and Introduction to Latex<br>SEC 2.2 :Artificial Intelligence |
| III      | MATH-H-SEC3-3-Th   | Linear Programming & Rectangular Games   |

**NAMES OF IDC PAPERS ( Each carries 3 credits or 75 marks)**

| SEMESTER | COURSE CODE      | COURSE NAME           |
|----------|------------------|-----------------------|
| I        | MATH-H-IDC1-1-Th | Mathematical Logic    |
| II       | MATH-H-IDC2-2-Th | Financial Mathematics |
| III      | MATH-H-IDC3-3-Th | Bio – Mathematics     |

# SYLLABUS IN DETAIL

## MATH-H-CC1-1-Th Calculus, Geometry & Vector Analysis

Full Marks: 100 ( Theory: 75 and Tutorial: 25 )

### Group A: Calculus

[Marks:20] [16 classes]

- Differentiability of a function at a point and in an interval. Meaning of sign of derivative. Differentiating hyperbolic functions, higher order derivatives, Leibnitz rule and its applications to functions of type  $e^{ax+b}\sin x$ ,  $e^{ax+b}\cos x$ ,  $(ax + b)^n \sin x$ ,  $(ax + b)^n \cos x$ . Indeterminate forms. L'Hospital's rule (statement and example).
- Reduction formulae, derivations and illustrations of reduction formulae of the type  $\int \sin^n x dx$ ,  $\int \cos^n x dx$ ,  $\int \tan^n x dx$ ,  $\int \sec^n x dx$ ,  $\int (\log x)^n dx$ ,  $\int \sin^n x \sin^m x dx$ ,  $\int \sin^n x \cos^m x dx$ . Parametric equations, parametrizing a curve, arc length of a curve, arc length of parametric curves, area under a curve, area and volume of surface of revolution.

### Group B: Geometry

[Marks:35] [28 classes]

- Rotation of axes and second degree equations, classification of conics using the discriminant, reduction to canonical form, tangent and normal, polar equations of conics.
- Spheres. Cylindrical surfaces. Central conicoids, paraboloids, plane sections of conicoids, generating lines, identification of quadric surfaces like cone, cylinder, ellipsoid, hyperboloid, classification of quadrics.

### Group C: Vector Analysis

[Marks: 20] [16 classes]

- Triple product, vector equations, applications to geometry and mechanics — concurrent forces in a plane, theory of couples, system of parallel forces. Introduction to vector functions, operations with vector-valued functions, limits and continuity of vector functions, differentiation and integration of vector functions of one variable.

### References:

- [1] G.B. Thomas and R.L. Finney, Calculus, 14th Ed., Pearson Education, Delhi, 2018.
- [2] M.J. Strauss, G.L. Bradley and K. J. Smith, Calculus, 3rd Ed., Dorling Kindersley

- (India) P. Ltd. (Pearson Education), Delhi, 2022.
- [3] H. Anton, I. Bivens and S. Davis, Calculus, 10th Ed., John Wiley and Sons (Asia) P. Ltd., Singapore, 2015.
- [4] R. Courant and F. John, Introduction to Calculus and Analysis (Volumes I & II), Springer-Verlag, New York, Inc., 1998.
- [5] T. Apostol, Calculus, Volumes I and II, Wiley and Sons, 1969
- [6] R. R. Goldberg, Methods of Real Analysis, Oxford & IBH Publishing, 2020.
- [7] Marsden, J., and Tromba, Vector Calculus, W. H. Freeman & Co., 6<sup>th</sup> edition, 2011.
- [8] M.R. Spiegel, Schaum's outline of Vector Analysis Tata McGraw Hill Ed., 2011.
- [9] S. L. Loney, Co-ordinate Geometry, 6<sup>th</sup> Edition, Arihant Publications, 2016.
- [10] Robert J. T. Bell, Co-ordinate Geometry of Three Dimensions, Macmillan and Co., Ltd., London, 2018.

## **MATH-H-CC2-2-TH**

### **Basic Algebra**

Full Marks: 100 (Theory: 75 and Tutorial:25)

#### **Group A**

[ Marks:25] [20 classes]

- Polar representation of complex numbers,  $n^{\text{th}}$  roots of unity, De Moivre's theorem for rational indices and its applications. Exponential, logarithmic, trigonometric and hyperbolic functions of complex variable.
- Theory of equations: Relation between roots and coefficients, transformation of equation, Descartes rule of signs, Application of Sturm's theorem, cubic equation (solution by Cardan's method) and biquadratic equation (solution by Ferrari's method).
- Inequalities: The inequality involving  $AM \geq GM \geq HM$ , Cauchy-Schwartz inequality.

#### **Group B**

[Marks: 25] [20 classes]

- Relation: equivalence relation, equivalence classes & partition, partial order relation, poset, linear order relation.
- Mapping: composition of mappings, relation between composition of mappings and various set theoretic operations. Meaning and properties of  $f^{-1}(B)$ , for any mapping  $f : X \rightarrow Y$  and  $B \subseteq Y$ .
- Well-ordering property of positive integers, Principles of Mathematical induction, equivalence of Wellordering property and Principles of Mathematical induction (statement only), division algorithm, divisibility and Euclidean algorithm. Prime numbers and their properties, Euclid's theorem. Congruence relation between integers. Fundamental Theorem of Arithmetic. Chinese remainder theorem. Arithmetic functions, some arithmetic functions such as  $\phi$ ,  $\tau$ ,  $\sigma$  and their properties.



## Group C

[Marks:25] [20 classes]

•Systems of linear equations, homogeneous and non-homogeneous systems. Existence and Uniqueness of solution. The matrix equation  $Ax = b$ , row reduction and echelon forms, uniqueness of reduced echelon form. Rank of a matrix and characterization of invertible matrices, Pivot positions, basic and free variables, parametric description of the solution set. Existence and uniqueness theorem.

•Vectors in  $R^n$ , algebraic and geometric properties of the vectors. Vector form of a linear system and the column picture. Existence of solutions and linear combination of vectors. Geometry of linear combination and subsets spanned by some vectors. Uniqueness of solution and linear independence of vectors. Algebraic and geometric characterizations of linearly independent subsets.

## References

- [1] Titu Andreescu and Dorin Andrica, Complex Numbers from A to Z, 2<sup>nd</sup> Ed., Springer Nature, 2014.
- [2] Edgar G. Goodaire and Michael M. Parmenter, Discrete Mathematics with Graph Theory, 3rd Ed., Pearson Education (Singapore) P. Ltd., Indian Reprint, 2005.
- [3] David C. Lay, Linear Algebra and its Applications, 3rd Ed., Pearson Education Asia, Indian Reprint, 2007.
- [4] Gilbert Strang; Introduction to Linear Algebra (5th Edition); Wellesley-Cambridge Press, 2019.
- [5] Anton Howard and Chris Rorres; Elementary Linear Algebra with Supplemental Applications (11th Edition); Wiley, 2014.
- [6] K. Hoffman, R. Kunze, Linear algebra, Prentice Hall India Learning Pvt. Ltd., 2015.
- [7] W.S. Burnside and A.W. Panton, Theory of equations, Dublin University Press Series, S. Chand and Company Pvt. Ltd., 1986.

# MATH-H-SEC1-1-Th

## C Language with Mathematical Applications

**Full marks: 100**  
**( Theory: 75 and Tutorial: 25)**  
( 60 classes )

Overview of architecture of computer, compiler, assembler, machine language, high level language, object oriented language, programming language, higher level language

- Constants, Variables and Data type of C-Program: Character set. Constants and variables data types, expression, assignment statements, declaration.
- Operation and Expressions: Arithmetic operators, relational operators, logical operators.
- Decision Making and Branching: decision making with if statement, if-else statement, Nesting if statement, switch statement, break and continue statement.
- Control Statements: While statement, do-while statement, for statement.
- Arrays: One-dimension, two-dimension and multidimensional arrays, declaration of arrays, initialization of one and multi-dimensional arrays.
- User-defined Functions: Definition of functions, Scope of variables, return values and their types, function declaration, function call by value, Nesting of functions, passing of arrays to functions, Recurrence of function.
- Introduction to Library functions: stdio.h, math.h, string.h,stdlib.h, time.h etc.

### Sample problems:

1. Display first 15 natural numbers.
2. Compute the sum of first 10 natural numbers.
3. Read 10 numbers from keyboard and find their average.
4. Find the sum of first 15 even natural numbers.
5. Write a program to find factorial of a number using recursion.
6. Write a program to make a pyramid pattern with numbers increased by 1.

7. From the terminal read three values, namely, length, width, height. Print a message whether the box is a cube or rectangle or semi-rectangle.
8. Find the AM, GM, HM of a given set of numbers.
9. Write a program to print multiplication table.
10. Write a program that generates a data file containing the list of customers and their contact numbers.
11. Find the maximum and minimum element of a given array.
12. Sort the elements of an array in ascending order
13. Write a program to read in an array of names and to sort them in alphabetical order.
14. Write a program for addition of two matrices.
15. Find the transpose of a given matrix.
16. Find the product of two matrices.
17. Write a program to check whether two given strings are an anagram.
18. Write a program to check Armstrong and Perfect numbers.
19. Write a program to check whether a number is a prime number or not.
20. Prepare a code for summing a Series.
21. Compute approximate value of pi .
22. Compute the area under a given curve.
23. Solve a quadratic equation.
24. Write a program to solve a system of two linear equations in two unknowns.
25. Write a program to find the shortest distance between two straight lines (parallel or intersecting or skew) in space.
26. Prepare an investment report by calculating compound interest.

**Note:** A practical note book is to be prepared with the internal assignments and to be submitted for the partial fulfilment of the course.

## References

- [1] B. W. Kernighan and D. M. Ritchi : The C-Programming Language, 2nd Edi.(ANSI Refresher), Prentice Hall, 1977.
- [2] E. Balagurnsamy : Programming in ANSI C, Tata McGraw Hill, 2004.
- [3] Y. Kanetkar : Let Us C ; BPB Publication, 1999.
- [4] C. Xavier : C-Language and Numerical Methods, New Age International, 2007.
- [5] V. Rajaraman : Computer Oriented Numerical Methods, Prentice Hall of India, 1980

# MATH-H-SEC 2.1-2-Th

## Python Programming and Introduction to Latex

Full marks: 100  
( Theory: 75 and Tutorial: 25)

### Group A: Python Programming

[Marks: 50][40 classes]

Python Programming Language, features, Installing Python. Running Code in the Interactive Shell, IDLE. Input, Processing and Output, Editing, Saving, and Running a Script, Debugging: Syntax Errors, Runtime Errors, Semantic Errors.

Data types and expressions: Variables and the Assignment Statement, Program Comments and Doc strings. Data Types-Numeric integers and Floating-point numbers. Boolean string. Mathematical operators, PEMDAS.Arithmetic expressions, Mixed-Mode Arithmetic and type Conversion, type( ). Input( ), print( ), program comments. id( ), int( ), str( ), float( ).

Loops and selection statements: Definite Iteration: for Loop, Executing statements a given number of times, Specifying steps using range( ), Loops that count down, Boolean and Comparison operators and Expressions, Conditional and alternative statements- Chained and Nested Conditionals: if, if-else, if-elseif-else, nested if, nested if-else. Compound Boolean Expressions, Conditional Iteration: while Loop –with True condition, break Statement. Random Numbers. Loop Logic, errors and testing.

Strings, Lists, Tuple, Dictionary: Accessing characters, indexing, slicing, replacing.Concatenation (+), Repetition (\*).Searching a substring with the 'in' Operator, Traversing string using while and for. String methods- find, join, split, lower, upper. len( ).

Lists – Accessing and slicing, Basic Operations (Comparison, +),List membership and for loop.Replacing element (list is mutable). List methods-append, extend, insert, pop, sort. Max( ), min( ). Tuples. Dictionaries-Creating a Dictionary, Adding keys and replacing Values , dictionary - key( ), value( ), get( ), pop( ), Traversing a Dictionary. Math module: sin(), cos(),exp(), sqrt(), constants- pi, e.

Design with functions: Defining Simple Functions- Parameters and Arguments, the return Statement, tuple as return value. Boolean Functions. Defining a main function. Defining and tracing recursive functions.

Working with Numbers: Calculating the Factors of an Integer, Generating Multiplication Tables, converting units of measurement, Finding the roots of a quadratic equation

Algebra and Symbolic Math with SymPy: symbolic math using the SymPy library. Defining Symbols and Symbolic Operations, factorizing and expanding expressions, Substituting in Values, Converting strings to mathematical expressions. Solving equations, Solving quadratic equations, Solving for one variable in terms of others, Solving a system of linear equations.

Plotting using SymPy , Plotting expressions input by the user, Plotting multiple functions

### **Sample problems:**

1. Convert number from decimal to binary system.
2. Convert number from decimal to octal system.
3. Convert from Hexadecimal to binary system.
4. Write a program to read one subject mark and print pass or fail. Use single returnvalues function with argument.
5. Find the median of a given set of numbers.
6. Write a Python function that takes two lists and returns True if they have at least one common member.
7. Write a program for Enhanced Multiplication Table Generator.
8. Write down Unit converter code.
9. Write down Fraction Calculator code.
10. Write down Factor Findercode.
11. Write down Graphical Equation Solver code.
12. Write down a code for solving Single-Variable Inequalities.
13. Prepare an investment report by calculating compound interest.
14. Write a python program to open and write the content to file and read it.
15. Write a python program to check whether a given year is leap year or not and also print all the months of the given year.

### **Group B: Introduction to Latex**

[Marks: 25] [20 classes]

Introduction to LATEX: Preparing a basic LATEX file. Compiling LATEX file.

Document classes: Different type of document classes, e.g., article, report, book etc.

Page Layout: Titles, Abstract, Chapters, Sections, subsections, paragraph, verbatim, References, Equation references, citation.

List structures: Itemize, enumerate, description etc.

Representation of mathematical equations: Inline math, Equations, Fractions, Matrices, trigonometric, logarithmic, exponential functions, line, surface, volume integrals with and without limits, closed line integral, surface integrals, Scaling of Parentheses, brackets etc.

Customization of fonts: Bold fonts, emphasise, `mathbf`, `mathcal` etc. Changing sizes Large, Larger, Huge, tiny etc.

Writing tables: Creating tables with different alignments, placement of horizontal, vertical lines.

Figures: Changing and placing the figures, alignments

Packages: `amsmath`, `amssymb`, `graphics`, `graphicx`, `Geometry`, `algorithms`, `color`, `Hyperref` etc. Use of Different LATEX commands and environments, Changing the type style, symbols from other languages. special characters.

### **Sample Projects:**

1. Write down a research article.
2. Write down a given mathematical derivation.
3. Write a book chapter.
4. Write a report on a practical done in laboratory with results, tables and graphs.
5. Present graphical analysis taking graphs plotted in gnuplot.

**Note:** A practical note book is to be prepared with the internal assignments and to be submitted for the partial fulfilment of the course.

### **References**

- [1] Kenneth A Lambert, Fundamentals of Python: First programs, 2nd edition – Cengage Learning India, 2019.
- [2] Saha Amit, Doing Math with Python - No starch press, San Francisco, 2015.

- [3] E. Balgurusamy, Problem solving and Python programming- Tata McGraw Hill, 2017.
- [4] LATEX- A Document Preparation System, Leslie Lamport, Addison-Wesley, 1994.
- [5] E. Krishnan, LATEXTutorials A PRIMER, Indian TEXusers group, 2003.
- [6] GeorgeGratzner,Practical LATEX, Springer, 2014.

## **MATH-H-SEC 2.2-2-Th**

### **Artificial Intelligence**

**Full marks: 100**  
**( Theory: 75 and Tutorial: 25)**  
( 60classes)

#### **Course Description:**

This course aims to introduce the fundamental concepts of artificial intelligence (AI) to individuals from all academic backgrounds. Participants will develop a broad understanding of AI technologies, their implications, and their potential applications in various fields. The course will emphasize practical examples and real-world case studies to facilitate comprehension and inspire innovative thinking.

#### **Course Objectives:**

- Understand the basics of artificial intelligence and its subfields.
- Explore real-world applications of AI across different industries.
- Gain insights into the ethical, social, and economic implications of AI.
- Develop an appreciation for the potential of AI to drive innovation and transformation.

#### **Course Outcome:**

- Define and explain the fundamental concepts and subfields of AI.
- Identify real-world applications of AI across various industries.
- Analyze the ethical, social, and economic implications of AI.
- Recognize the potential of AI to drive innovation and transformation in different domains.

## Unit 1: Introduction to Artificial Intelligence

- Definition and scope of AI
- Historical overview and key milestones
- Differentiating AI from human intelligence

## Unit 2: AI Subfields and Technologies

- Machine learning: Supervised, unsupervised, and reinforcement learning
- Deep learning and neural networks
- Natural language processing (NLP) and computer vision

## Unit 3: Applications of AI

- AI in healthcare: Diagnosis, treatment, and medical imaging
- AI in finance: Fraud detection, algorithmic trading, and risk assessment
- AI in transportation: Autonomous vehicles and traffic optimization
- AI in customer service and chatbots
- AI in education: Personalized learning and intelligent tutoring systems

## Unit 4: Ethical and Social Implications of AI

- Bias and fairness in AI systems
- Privacy and data protection concerns
- Impact of AI on employment and the workforce
- AI and social inequality

## Unit 5: Other Important Issues

- Ethical guidelines and responsible AI practices
- AI and Innovation
- Emerging trends and future directions in AI
- AI and creativity: Generative models and artistic applications

# **MATH-H-SEC3-3-Th**

## **Linear Programming and Rectangular Games**

Full Marks: 100 ( Theory : 75 marks and Tutorial: 25 marks )  
( 60classes)

- Definition of Linear Programming Problem (L.P.P.). Formation of L.P.P. from daily life involving inequations. Graphical solution of L.P.P. Basic solutions and



Basic Feasible Solution (B.F.S) with reference to L.P.P. Matrix formulation of L.P.P. Degenerate and Non-degenerate B.F.S.

- Hyperplane, Convex set, Cone, extreme points, convex hull and convex polyhedron. Supporting and Separating hyperplane. The collection of a feasible solutions of an L.P.P. constitutes a convex set. The extreme points of the convex set of feasible solutions correspond to its B.F.S. and conversely. The objective function has its optimal value at an extreme point of the convex polyhedron generated by the set of feasible solutions (the convex polyhedron may also be unbounded). In the absence of degeneracy, if the L.P.P. admits of an optimal solution then at least one B.F.S. must be optimal. Reduction of a F.S. to a B.F.S.
- Slack and surplus variables. Standard form of L.P.P. theory of simplex method. Feasibility and optimality conditions. Algorithm. Two phase method. Degeneracy in L.P.P. and its resolution.
- Duality theory: The dual of dual is the primal. Relation between the objective values of dual and the primal problems. Relation between their optimal values.

Post-optimal Analysis: Discrete changes in the cost vector, Discrete changes in the requirement vector, Discrete changes in the coefficient matrix, Addition of a variable, Addition of a constraint.

- Transportation and Assignment problems. Mathematical justification for optimality criterion. Hungarian method. Traveling Salesman problem.
- Concept of game problem. Rectangular games. Pure strategy and Mixed strategy. Saddle point and its existence. Optimal strategy and value of the game. Necessary and sufficient condition for a given strategy to be optimal in a game. Concept of Dominance. Fundamental Theorem of rectangular games. Algebraic method. Graphical method and Dominance method to solve Rectangular games. Inter-relation between theory of games and L.P.P.

**Note:** 1. Students will learn formulation of L.P.P. and obtaining optimal solution of L.P.P. using software package.

2. A practical note book is to be prepared with the internal assignments and to be submitted for the partial fulfilment of the course.

## References

- [1] Mokhtar S. Bazaraa, John J. Jarvis and Hanif D. Sherali, Linear Programming and Network Flows, 2nd Ed., John Wiley and Sons, India, 2004.
- [2] F.S. Hillier and G.J. Lieberman, Introduction to Operations Research, 9th

- Ed., Tata McGraw Hill, Singapore, 2009.
- [3] Hamdy A. Taha, Operations Research, An Introduction, 8th Ed., Prentice-Hall India, 2006.
- [4] G. Hadley, Linear Programming, Narosa Publishing House, New Delhi, 2002.
- [5] Churchman, Ackoff, Arnoff, Introduction to Operations Research, John Wiley and Sons Inc., 1957.
- [6] Billy, E. Gillet, Introduction to Operations Research: A Computer Oriented Algorithmic Approach, TMH Edition, 1979.
- [7] Swarup K., Gupta P.K., Man Mohan, Operations Research, Sultan Chand and Sons, 2020.
- [8] Chakraborty J. G. and Ghosh, P.R., Linear Programming and Game Theory, Moulik Library, 1979.

## **MATH-H-IDC1-1-Th**

### **Mathematical Logic**

Full marks: 75 ( Theory: 50 and Tutorial: 25 )  
(45classes )

**Introduction:** propositions, truth table, negation, conjunction and disjunction. Implications, biconditional propositions.

**General Notions:** Formal language, object and meta language, general definition of a Formal Theory/Formal Logic.

**Propositional Logic:** Formal theory for propositional calculus, derivation, proof, theorem, deduction theorem, conjunctive and disjunctive normal forms, semantics, truth tables, tautology, adequate set of connectives, applications to switching circuits, logical consequence, consistency, maximal consistency, Lindenbaum lemma, soundness and completeness theorems, algebraic semantics.

**Modal Propositional Logic:** Introduction, modal operators, well formed formulas, axioms of systems K, T, B, S4, S5, Rules of inference, interpretation in Kripke frame, validity, connection of accessibility relation with the systems, Statements of soundness and completeness theorems.

**Predicate Logic:** First order language, symbolizing ordinary sentences into first order formulae, free and bound variables, interpretation and satisfiability, models, logical validity, formal theory for predicate calculus.

**Fuzzy Logic:** Many-valued logic, 3-valued logic of Lukasiewicz, the truth tables of conjunction, disjunction, negation and implication, tautology and validity, Infinite valued logic, calculation of truth values of the logical connectives.

**Applications** (briefidea): Applications of Modal Logic in Artificial Intelligence, database theory, distributed system, cryptography. Applications of Fuzzy Logic in Artificial Intelligence, Soft computing, Decision theory, NLP, Pattern recognition.

## References

- [1] Elliott Mendelson; Introduction to mathematical logic; Chapman & Hall; London, 1997.
- [2] Angelo Margaris; First order mathematical logic; Dover publications, Inc, New York ,1990.
- [3] S.C.Kleene; Introduction to Metamathematics; Amsterdam; Elsevier, 1952.
- [4] J.H.Gallier; Logic for computer science; John.Wiley& Sons, 1987.
- [5] H.B.Enderton; A mathematical introduction to logic; Academic Press; New York 1972.
- [6] Chakraborty, M., Lecture note: A journey through the logic wonderland, IEST, Shibpur, 2016.

## **MATH-H-IDC2-2-Th Financial Mathematics**

Full marks: 75 ( Theory: 50 and Tutorial: 25 )  
( 45classes )

- Profit, Loss and discount, Dividend, Calculation of income tax, Tabulations, Bar graphs, Pie charts, Line graphs.
- Introduction to Financial Markets and Instruments: Money Market and Capital Market, Financial Instruments – Stock, Bonds, Derivatives; Concept of Value (intrinsic) vs. Price of Financial Instruments, Concept of Arbitrage.

- Time Value of Money: Interest (simple and compound, discrete and continuous), Annuities, net present value, internal rate of return (calculation by bisection and Newton-Raphson methods), Comparison of NPV and IRR.
- Bonds: Bond Valuation; Bond Prices and Yields; Duration, Convexity, Interest Rate Risk; Fixed vs. Floating Rate Bonds, Immunization.
- Portfolio Theory: Brief introduction to expectation, variance, covariance and correlation; Asset Return and Risk; Portfolio Risk (Variance) and Return—Historical and Ex-Ante; Diversification and Risk Reduction; Feasible and Optimal Portfolio – Efficient Frontier; Markowitz model (review of Lagrange multipliers for 1 and 2 constraints).

## References

- [1] David G. Luenberger; Investment Science; Oxford University Press, Delhi, 1998.
- [2] John C. Hull; Options, Futures and Other Derivatives, 6th Ed.; Prentice-Hall India, Indian reprint, 2006.
- [3] Sheldon Ross; An Elementary Introduction to Mathematical Finance, 2nd Ed, Cambridge University Press, USA, 2003.
- [4] Chandra P., Investment Analysis and Portfolio Management; McGraw Hill Education, 5<sup>th</sup> Ed., 2017.
- [5] Ales Cerny: Mathematical Techniques in Finance: Tools for incomplete markets, Princeton University Press, 2009.
- [6] S.R. Pliska, Introduction to Mathematical Finance: Discrete time model, 1<sup>st</sup> Ed., Wiley, 1997.
- [7] Karatzas and S. Shreve, Method of Mathematical Finance, Springer, New York, 2016.

# MATH-H-IDC3-3-Th

## Bio - Mathematics

Full marks: 75 ( Theory: 50 and Tutorial: 25 )  
( 45 classes )

**Mathematical biology and the modelling process:** What is a model? Essential features of a modelling approach, Identification of variables, parameters, constants for a model; type of models (linear-nonlinear and continuous – discrete).

### **Simple single-species continuous population growth models:**

Malthus model (1798): deduction (basic assumptions), analytic solution, doubling time; behavior of population size as  $t \rightarrow \infty$ , Stability analysis of the steady states of the Malthus model; limitations.

Logistic model (Verhulst 1838): motivation (Gause's 1934 Experiments) and formulation (basic assumptions), analytic solution, behavior of population size as  $t \rightarrow \infty$  for different initial population size, carrying capacity. Effects of harvesting in a single species population: Constant-yield harvesting, constant-effort harvesting.

One dimensional models, fixed points, stability analysis of fixed points, phase diagrams.

Non-dimensionalization and re-parametrization in a model: Necessity and applications.

**Bifurcation:** Saddle-node, transcritical and pitchfork bifurcations in one-dimensional case.

**Insect outbreak model (Morris, 1963):** The spruce budworm model – deduction (basic assumptions), analysis of steady states, presence of saddle-node bifurcation; real life applications.

**Interacting populations:** Predator-prey model (basic assumptions) and Lotka (1925)-Volterra (1926) model (basic assumptions) – deduction, Steady states.

**Chemical Reaction Kinetics;** Law of mass action; Enzymatic reaction; Enzyme Kinetics; Elimination of variables – model reduction; Michaelis-Menten kinetics (proposed in 1913). Formulation of model (basic assumptions) and steady states.

**Gene regulation networks:** Introduction, basic assumptions, two dimensional model; Constitutive gene expression; Gene transcription regulation by activators; Gene transcription regulation by repressors; Regulation of gene transcription: auto-activation and auto-inhibition.

**Epidemic models:** Basic terminologies.

SI model (assumptions), Kermack-McKendrick SIR model 1927 (basic assumptions) assuming total population as constant, Formulation of the models. Concept of basic reproduction number.

**Discrete single-species models:** Linear models, growth models, decay models, discrete Logistic models.

**Overview of nonlinear difference equations:** Steady states and linear stability analysis, Graphical solution of difference equations – cobwebbing.

## References

- [1] L.E. Keshet, *Mathematical Models in Biology*, SIAM, 1988.
- [2] J. D. Murray, *Mathematical Biology*, Springer, 1993.
- [3] Y.C. Fung, *Biomechanics*, Springer-Verlag, 1990.
- [4] F. Brauer, P.V.D. Driessche and J. Wu, *Mathematical Epidemiology*, Springer, 2008.
- [5] M. Kot, *Elements of Mathematical Ecology*, Cambridge University Press, 2001.
- [6] F. Brauer and C. Castillo-Chavez, *Mathematical Models in Population Biology and Epidemiology*, Springer, 2012.
- [7] S. H. Strogatz, *Nonlinear Dynamics and Chaos*, Perseus Books, 1994.
- [8] N.F. Britton, *Essential Mathematical Biology*, Springer-Verlag London, 2003.
- [9] R F Morris, *The Memoirs of the Entomological Society of Canada*, Cambridge.org, 1963.

**SYLLABUS  
FOR  
THREE -YEAR (SIX-SEMESTER) B.SC. COURSE  
UNDER THE UNIVERSITY OF CALCUTTA**

Odd Semester:                      July to December

Even Semester:                     January to June

Syllabus for the 3 Year B.Sc. course in Mathematics effective from the academic year **2023-2024**.

**COURSE STRUCTURE-MDC**

|                 | CC1                         | CC2                         | Minor                       | IDC                    | AEC                     | SEC           | CVAC         | Summer Internship | Total Credit                     |
|-----------------|-----------------------------|-----------------------------|-----------------------------|------------------------|-------------------------|---------------|--------------|-------------------|----------------------------------|
| <b>Semester</b> | 8x4= 32                     | 8x4= 32                     | 6x4= 24                     | 3x3=9                  | 4x2= 8                  | 3x4=12        | 4x2=8        | 1x3= 3            | 128                              |
| 1               | 1x4= 4<br>3TH+<br>1P/TU     | 1x4= 4<br>3TH+<br>1P/TU     |                             | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4        | 2x2=4        |                   | 21                               |
| 2               | 1x4= 4<br>3TH+<br>1P/TU     | 1x4= 4<br>3TH+<br>1P/TU     |                             | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4        | 2x2=4        |                   | 21                               |
| 3               | 1x4= 4<br>(3TH+<br>1P/TU)   | 1x4= 4<br>3TH+<br>1P/TU     | 1x4= 4<br>3TH+1P/TU         | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4        |              |                   | 21                               |
| 4               | 2x4=8<br>4x(3TH+<br>1P/TU)  | 2x4= 8<br>2x(3TH+<br>1P/TU) | 1x4= 4<br>(3TH+1P/TU)       |                        | 1x2= 2<br>2TH<br>+0P/TU |               |              |                   | 22                               |
| 5               | 2x4= 8<br>2x(3TH+<br>1P/TU) | 1x4= 4<br>3TH+<br>1P/TU     | 2x4= 8<br>2x(3TH+<br>1P/TU) |                        |                         |               |              |                   | 20                               |
| 6               | 1x4= 4<br>(3TH+<br>1P/TU)   | 2x4= 8<br>2x(3TH+<br>1P/TU) | 2x4= 8<br>2x(3TH+<br>1P/TU) |                        |                         |               |              |                   | 20                               |
| <b>Credits</b>  | 8x4= 32                     | 8x4= 32                     | 6x4= 24                     | 3x3= 9                 | 4x2= 8                  | 3x4= 12       | 4x2= 8       |                   | 125+3<br>=128                    |
| <b>Marks</b>    | 8x100=<br>800               | 8x100=<br>800               | 6x100=<br>600               | 3x75=<br>225           | 4x50=<br>200            | 3x100=<br>300 | 4x50=<br>200 |                   | <b>Total<br/>Marks<br/>=3200</b> |

Marks= 25 marks per credit.

Total credit=125+3 (for summer internship) = 128

Summer Internship: As mentioned in clause no. 8 (G)

**Note:** Tutorial marks will be awarded based on internal assessment – by evaluation of internal assignments for SEC papers and by internal examination for Core, Minor, IDC papers.



# Modules Offered by Mathematics Department

**NAMES OF CORE COURSES( Each carries 4 credits or 100 marks)**

| <b>SEMESTER</b> | <b>COURSE CODE</b>                                 | <b>COURSE NAME</b>  |
|-----------------|--|---|
| <b>I</b>        | <b>MATH-MD-CC1-1-Th</b>                            | <b>Calculus, Geometry &amp; Vector Analysis</b>   |
| <b>II</b>       | <b>MATH-MD-CC2-2-Th</b>                            | <b>Basic Algebra</b>  |
| <b>III</b>      | <b>MATH-MD-CC3-3-Th</b>                            | <b>Ordinary Differential Equations&amp; Group Theory</b>                                  |
| <b>IV</b>       | <b>MATH-MD-CC4-4-Th</b><br><b>MATH-MD-CC5-4-Th</b> | <b>Mechanics</b><br><b>Statistics &amp; Numerical Analysis</b>                            |
| <b>V</b>        | <b>MATH-MD-CC6-5-Th</b><br><b>MATH-MD-CC7-5-Th</b> | <b>Real Analysis</b><br><b>Partial Differential Equations &amp; Multivariate Calculus</b> |
| <b>VI</b>       | <b>MATH-MD-CC8-6-Th</b>                            | <b>Advanced Algebra&amp; Riemann Integration</b>  |

**NAMES OF SEC PAPERS ( Each carries 4 credits or 100 marks)**

| <b>SEMESTER</b> | <b>COURSE CODE</b>   | <b>COURSE NAME</b>  |
|-----------------|--|---|
| <b>I</b>        | <b>MATH-MD-SEC 1-1-Th</b>  | <b>C Language with Mathematical Applications</b>  |
| <b>II</b>       | <b>MATH-MD-SEC 2-2-Th</b><br>(Any one out of twocourses on right column) | <b>SEC 2.1 : Python Programming and Introduction to Latex</b><br><b>SEC 2.2 : Artificial Intelligence</b> |
| <b>III</b>      | <b>MATH-MD-SEC3-3-Th</b>   | <b>Linear Programming &amp; Rectangular Games</b>   |

**NAMES OF IDC PAPERS ( Each carries 3 credits or 75 marks)**

| <b>SEMESTER</b> | <b>COURSE CODE</b>        | <b>COURSE NAME</b>           |
|-----------------|---------------------------|------------------------------|
| <b>I</b>        | <b>MATH-MD-IDC1-1-Th</b>  | <b>Mathematical Logic</b>    |
| <b>II</b>       | <b>MATH-MD- IDC2-2-Th</b> | <b>Financial Mathematics</b> |
| <b>III</b>      | <b>MATH-MD-IDC3-3-Th</b>  | <b>Bio - Mathematics</b>     |

# SYLLABUS IN DETAIL

## MATH-MD-CC1-1-Th Calculus, Geometry & Vector Analysis

Full Marks: 100 ( Theory: 75 and Tutorial: 25 )

### Group A: Calculus

[Marks:20] [16 classes]

- Differentiability of a function at a point and in an interval. Meaning of sign of derivative. Differentiating hyperbolic functions, higher order derivatives, Leibnitz rule and its applications to functions of type  $e^{ax+b}\sin x$ ,  $e^{ax+b}\cos x$ ,  $(ax + b)^n \sin x$ ,  $(ax + b)^n \cos x$ . Indeterminate forms. L'Hospital's rule (statement and example).
- Reduction formulae, derivations and illustrations of reduction formulae of the type  $\int \sin^n x dx$ ,  $\int \cos^n x dx$ ,  $\int \tan^n x dx$ ,  $\int \sec^n x dx$ ,  $\int (\log x)^n dx$ ,  $\int \sin^n x \sin^m x dx$ ,  $\int \sin^n x \cos^m x dx$ . Parametric equations, parametrizing a curve, arc length of a curve, arc length of parametric curves, area under a curve, area and volume of surface of revolution.

### Group B: Geometry

[Marks:35] [28 classes]

- Rotation of axes and second degree equations, classification of conics using the discriminant, reduction to canonical form, tangent and normal, polar equations of conics.
- Spheres. Cylindrical surfaces. Central conicoids, paraboloids, plane sections of conicoids, generating lines, identification of quadric surfaces like cone, cylinder, ellipsoid, hyperboloid, classification of quadrics.

### Group C: Vector Analysis

[Marks: 20] [16 classes]

- Triple product, vector equations, applications to geometry and mechanics — concurrent forces in a plane, theory of couples, system of parallel forces. Introduction to vector functions, operations with vector-valued functions, limits and continuity of vector functions, differentiation and integration of vector functions of one variable.

### References:

- [1] G.B. Thomas and R.L. Finney, Calculus, 14th Ed., Pearson Education, Delhi, 2018.
- [2] M.J. Strauss, G.L. Bradley and K. J. Smith, Calculus, 3rd Ed., Dorling Kindersley

- (India) P. Ltd. (Pearson Education), Delhi, 2022.
- [3] H. Anton, I. Bivens and S. Davis, Calculus, 10th Ed., John Wiley and Sons (Asia) P. Ltd., Singapore, 2015.
- [4] R. Courant and F. John, Introduction to Calculus and Analysis (Volumes I & II), Springer-Verlag, New York, Inc., 1998.
- [5] T. Apostol, Calculus, Volumes I and II, Wiley and Sons, 1969
- [6] R. R. Goldberg, Methods of Real Analysis, Oxford & IBH Publishing, 2020.
- [7] Marsden, J., and Tromba, Vector Calculus, W. H. Freeman & Co., 6<sup>th</sup> edition, 2011.
- [8] M.R. Spiegel, Schaum's outline of Vector Analysis Tata McGraw Hill Ed., 2011.
- [9] S. L. Loney, Co-ordinate Geometry, 6<sup>th</sup> Edition, Arihant Publications, 2016.
- [10] Robert J. T. Bell, Co-ordinate Geometry of Three Dimensions, Macmillan and Co., Ltd., London, 2018.

## **MATH-MD-CC2-2-TH**

### **Basic Algebra**

Full Marks: 100 (Theory: 75 and Tutorial:25)

#### **Group A**

[ Marks:25] [20 classes]

- Polar representation of complex numbers,  $n^{\text{th}}$  roots of unity, De Moivre's theorem for rational indices and its applications. Exponential, logarithmic, trigonometric and hyperbolic functions of complex variable.
- Theory of equations: Relation between roots and coefficients, transformation of equation, Descartes rule of signs, Application of Sturm's theorem, cubic equation (solution by Cardan's method) and biquadratic equation (solution by Ferrari's method).
- Inequalities: The inequality involving  $AM \geq GM \geq HM$ , Cauchy-Schwartz inequality.

#### **Group B**

[Marks: 25] [20 classes]

- Relation: equivalence relation, equivalence classes & partition, partial order relation, poset, linear order relation.
- Mapping: composition of mappings, relation between composition of mappings and various set theoretic operations. Meaning and properties of  $f^{-1}(B)$ , for any mapping  $f : X \rightarrow Y$  and  $B \subseteq Y$ .
- Well-ordering property of positive integers, Principles of Mathematical induction, equivalence of Wellordering property and Principles of Mathematical induction (statement only), division algorithm, divisibility and Euclidean algorithm. Prime numbers and their properties, Euclid's theorem. Congruence relation between integers. Fundamental Theorem of Arithmetic. Chinese remainder theorem. Arithmetic functions, some arithmetic functions such as  $\phi$ ,  $\tau$ ,  $\sigma$  and their properties.

## Group C

[Marks:25] [20 classes]

•Systems of linear equations, homogeneous and non-homogeneous systems. Existence and Uniqueness of solution. The matrix equation  $Ax = b$ , row reduction and echelon forms, uniqueness of reduced echelon form. Rank of a matrix and characterization of invertible matrices, Pivot positions, basic and free variables, parametric description of the solution set. Existence and uniqueness theorem.

•Vectors in  $R^n$ , algebraic and geometric properties of the vectors. Vector form of a linear system and the column picture. Existence of solutions and linear combination of vectors. Geometry of linear combination and subsets spanned by some vectors. Uniqueness of solution and linear independence of vectors. Algebraic and geometric characterizations of linearly independent subsets.

## References

- [1] Titu Andreescu and Dorin Andrica, Complex Numbers from A to Z, 2<sup>nd</sup> Ed., Springer Nature, 2014.
- [2] Edgar G. Goodaire and Michael M. Parmenter, Discrete Mathematics with Graph Theory, 3rd Ed., Pearson Education (Singapore) P. Ltd., Indian Reprint, 2005.
- [3] David C. Lay, Linear Algebra and its Applications, 3rd Ed., Pearson Education Asia, Indian Reprint, 2007.
- [4] Gilbert Strang; Introduction to Linear Algebra (5th Edition); Wellesley-Cambridge Press, 2019.
- [5] Anton Howard and Chris Rorres; Elementary Linear Algebra with Supplemental Applications (11th Edition); Wiley, 2014.
- [6] K. Hoffman, R. Kunze, Linear algebra, Prentice Hall India Learning Pvt. Ltd., 2015.
- [7] W.S. Burnside and A.W. Panton, Theory of equations, Dublin University Press Series, S. Chand and Company Pvt. Ltd., 1986.

# MATH-MD-SEC1-1-Th

## C Language with Mathematical Applications

**Full marks: 100**  
**( Theory: 75 and Tutorial: 25)**  
( 60 classes )

Overview of architecture of computer, compiler, assembler, machine language, high level language, object oriented language, programming language, higher level language

- Constants, Variables and Data type of C-Program: Character set. Constants and variables data types, expression, assignment statements, declaration.
- Operation and Expressions: Arithmetic operators, relational operators, logical operators.
- Decision Making and Branching: decision making with if statement, if-else statement, Nesting if statement, switch statement, break and continue statement.
- Control Statements: While statement, do-while statement, for statement.
- Arrays: One-dimension, two-dimension and multidimensional arrays, declaration of arrays, initialization of one and multi-dimensional arrays.
- User-defined Functions: Definition of functions, Scope of variables, return values and their types, function declaration, function call by value, Nesting of functions, passing of arrays to functions, Recurrence of function.
- Introduction to Library functions: stdio.h, math.h, string.h,stdlib.h, time.h etc.

### Sample problems:

1. Display first 15 natural numbers.
2. Compute the sum of first 10 natural numbers.
3. Read 10 numbers from keyboard and find their average.
4. Find the sum of first 15 even natural numbers.
5. Write a program to find factorial of a number using recursion.
6. Write a program to make a pyramid pattern with numbers increased by 1.

7. From the terminal read three values, namely, length, width, height. Print a message whether the box is a cube or rectangle or semi-rectangle.
8. Find the AM, GM, HM of a given set of numbers.
9. Write a program to print multiplication table.
10. Write a program that generates a data file containing the list of customers and their contact numbers.
11. Find the maximum and minimum element of a given array.
12. Sort the elements of an array in ascending order
13. Write a program to read in an array of names and to sort them in alphabetical order.
14. Write a program for addition of two matrices.
15. Find the transpose of a given matrix.
16. Find the product of two matrices.
17. Write a program to check whether two given strings are an anagram.
18. Write a program to check Armstrong and Perfect numbers.
19. Write a program to check whether a number is a prime number or not.
20. Prepare a code for summing a Series.
21. Compute approximate value of pi .
22. Compute the area under a given curve.
23. Solve a quadratic equation.
24. Write a program to solve a system of two linear equations in two unknowns.
25. Write a program to find the shortest distance between two straight lines (parallel or intersecting or skew) in space.
26. Prepare an investment report by calculating compound interest.

**Note:** A practical note book is to be prepared with the internal assignments and to be submitted for the partial fulfilment of the course.

## References

- [1] B. W. Kernighan and D. M. Ritchi : The C-Programming Language, 2nd Edi.(ANSI Refresher), Prentice Hall, 1977.
- [2] E. Balagurnsamy : Programming in ANSI C, Tata McGraw Hill, 2004.
- [3] Y. Kanetkar : Let Us C ; BPB Publication, 1999.
- [4] C. Xavier : C-Language and Numerical Methods, New Age International, 2007.
- [5] V. Rajaraman : Computer Oriented Numerical Methods, Prentice Hall of India, 1980

# MATH-MD-SEC 2.1-2-Th

## Python Programming and Introduction to Latex

Full marks: 100  
( Theory: 75 and Tutorial: 25)

### Group A: Python Programming

[Marks: 50][40 classes]

Python Programming Language, features, Installing Python. Running Code in the Interactive Shell, IDLE. Input, Processing and Output, Editing, Saving, and Running a Script, Debugging: Syntax Errors, Runtime Errors, Semantic Errors.

Data types and expressions: Variables and the Assignment Statement, Program Comments and Doc strings. Data Types-Numeric integers and Floating-point numbers. Boolean string. Mathematical operators, PEMDAS.Arithmetic expressions, Mixed-Mode Arithmetic and type Conversion, type( ). Input( ), print( ), program comments. id( ), int( ), str( ), float( ).

Loops and selection statements: Definite Iteration: for Loop, Executing statements a given number of times, Specifying steps using range( ), Loops that count down, Boolean and Comparison operators and Expressions, Conditional and alternative statements- Chained and Nested Conditionals: if, if-else, if-elseif-else, nested if, nested if-else. Compound Boolean Expressions, Conditional Iteration: while Loop –with True condition, break Statement. Random Numbers. Loop Logic, errors and testing.

Strings, Lists, Tuple, Dictionary: Accessing characters, indexing, slicing, replacing.Concatenation (+), Repetition (\*).Searching a substring with the 'in' Operator, Traversing string using while and for. String methods- find, join, split, lower, upper. len( ).

Lists – Accessing and slicing, Basic Operations (Comparison, +),List membership and for loop.Replacing element (list is mutable). List methods-append, extend, insert, pop, sort. Max( ), min( ). Tuples. Dictionaries-Creating a Dictionary, Adding keys and replacing Values , dictionary - key( ), value( ), get( ), pop( ), Traversing a Dictionary. Math module: sin(), cos(),exp(), sqrt(), constants- pi, e.

Design with functions: Defining Simple Functions- Parameters and Arguments, the return Statement, tuple as return value. Boolean Functions. Defining a main function. Defining and tracing recursive functions.

Working with Numbers: Calculating the Factors of an Integer, Generating Multiplication Tables, converting units of measurement, Finding the roots of a quadratic equation

Algebra and Symbolic Math with SymPy: symbolic math using the SymPy library. Defining Symbols and Symbolic Operations, factorizing and expanding expressions, Substituting in Values, Converting strings to mathematical expressions. Solving equations, Solving quadratic equations, Solving for one variable in terms of others, Solving a system of linear equations.

Plotting using SymPy , Plotting expressions input by the user, Plotting multiple functions

### **Sample problems:**

1. Convert number from decimal to binary system.
2. Convert number from decimal to octal system.
3. Convert from Hexadecimal to binary system.
4. Write a program to read one subject mark and print pass or fail. Use single returnvalues function with argument.
5. Find the median of a given set of numbers.
6. Write a Python function that takes two lists and returns True if they have at least one common member.
7. Write a program for Enhanced Multiplication Table Generator.
8. Write down Unit converter code.
9. Write down Fraction Calculator code.
10. Write down Factor Findercode.
11. Write down Graphical Equation Solver code.
12. Write down a code for solving Single-Variable Inequalities.
13. Prepare an investment report by calculating compound interest.
14. Write a python program to open and write the content to file and read it.
15. Write a python program to check whether a given year is leap year or not and also print all the months of the given year.

### **Group B: Introduction to Latex**

[Marks: 25] [20 classes]

Introduction to LATEX: Preparing a basic LATEX file. Compiling LATEX file.



Document classes: Different type of document classes, e.g., article, report, book etc.

Page Layout: Titles, Abstract, Chapters, Sections, subsections, paragraph, verbatim, References, Equation references, citation.

List structures: Itemize, enumerate, description etc.

Representation of mathematical equations: Inline math, Equations, Fractions, Matrices, trigonometric, logarithmic, exponential functions, line, surface, volume integrals with and without limits, closed line integral, surface integrals, Scaling of Parentheses, brackets etc.

Customization of fonts: Bold fonts, emphasise, `mathbf`, `mathcal` etc. Changing sizes Large, Larger, Huge, tiny etc.

Writing tables: Creating tables with different alignments, placement of horizontal, vertical lines.

Figures: Changing and placing the figures, alignments

Packages: `amsmath`, `amssymb`, `graphics`, `graphicx`, `Geometry`, `algorithms`, `color`, `Hyperref` etc. Use of Different LATEX commands and environments, Changing the type style, symbols from other languages. special characters.

### **Sample Projects:**

1. Write down a research article.
2. Write down a given mathematical derivation.
3. Write a book chapter.
4. Write a report on a practical done in laboratory with results, tables and graphs.
5. Present graphical analysis taking graphs plotted in gnuplot.

**Note:** A practical note book is to be prepared with the internal assignments and to be submitted for the partial fulfilment of the course.

### **References**

- [1] Kenneth A Lambert, Fundamentals of Python: First programs, 2nd edition – Cengage Learning India, 2019.
- [2] Saha Amit, Doing Math with Python - No starch press, San Francisco, 2015.

- [3] E. Balgurusamy, Problem solving and Python programming- Tata McGraw Hill, 2017.
- [4] LATEX- A Document Preparation System, Leslie Lamport, Addison-Wesley, 1994.
- [5] E. Krishnan, LATEXTutorials A PRIMER, Indian TEXusers group, 2003.
- [6] GeorgeGratzner,Practical LATEX, Springer, 2014.

## **MATH-MD-SEC 2.2-2-Th**

### **Artificial Intelligence**

**Full marks: 100**  
**( Theory: 75 and Tutorial: 25)**  
( 60classes)

#### **Course Description:**

This course aims to introduce the fundamental concepts of artificial intelligence (AI) to individuals from all academic backgrounds. Participants will develop a broad understanding of AI technologies, their implications, and their potential applications in various fields. The course will emphasize practical examples and real-world case studies to facilitate comprehension and inspire innovative thinking.

#### **Course Objectives:**

- Understand the basics of artificial intelligence and its subfields.
- Explore real-world applications of AI across different industries.
- Gain insights into the ethical, social, and economic implications of AI.
- Develop an appreciation for the potential of AI to drive innovation and transformation.

#### **Course Outcome:**

- Define and explain the fundamental concepts and subfields of AI.
- Identify real-world applications of AI across various industries.
- Analyze the ethical, social, and economic implications of AI.
- Recognize the potential of AI to drive innovation and transformation in different domains.

## Unit 1: Introduction to Artificial Intelligence

- Definition and scope of AI
- Historical overview and key milestones
- Differentiating AI from human intelligence

## Unit 2: AI Subfields and Technologies

- Machine learning: Supervised, unsupervised, and reinforcement learning
- Deep learning and neural networks
- Natural language processing (NLP) and computer vision

## Unit 3: Applications of AI

- AI in healthcare: Diagnosis, treatment, and medical imaging
- AI in finance: Fraud detection, algorithmic trading, and risk assessment
- AI in transportation: Autonomous vehicles and traffic optimization
- AI in customer service and chatbots
- AI in education: Personalized learning and intelligent tutoring systems

## Unit 4: Ethical and Social Implications of AI

- Bias and fairness in AI systems
- Privacy and data protection concerns
- Impact of AI on employment and the workforce
- AI and social inequality

## Unit 5: Other Important Issues

- Ethical guidelines and responsible AI practices
- AI and Innovation
- Emerging trends and future directions in AI
- AI and creativity: Generative models and artistic applications

# **MATH-MD-SEC3-3-Th**

## **Linear Programming and Rectangular Games**

Full Marks: 100 ( Theory : 75 marks and Tutorial: 25 marks )  
( 60classes)

- Definition of Linear Programming Problem (L.P.P.). Formation of L.P.P. from daily life involving inequations. Graphical solution of L.P.P. Basic solutions and

Basic Feasible Solution (B.F.S) with reference to L.P.P. Matrix formulation of L.P.P. Degenerate and Non-degenerate B.F.S.

- Hyperplane, Convex set, Cone, extreme points, convex hull and convex polyhedron. Supporting and Separating hyperplane. The collection of a feasible solutions of an L.P.P. constitutes a convex set. The extreme points of the convex set of feasible solutions correspond to its B.F.S. and conversely. The objective function has its optimal value at an extreme point of the convex polyhedron generated by the set of feasible solutions (the convex polyhedron may also be unbounded). In the absence of degeneracy, if the L.P.P. admits of an optimal solution then at least one B.F.S. must be optimal. Reduction of a F.S. to a B.F.S.
- Slack and surplus variables. Standard form of L.P.P. theory of simplex method. Feasibility and optimality conditions. Algorithm. Two phase method. Degeneracy in L.P.P. and its resolution.
- Duality theory: The dual of dual is the primal. Relation between the objective values of dual and the primal problems. Relation between their optimal values.

Post-optimal Analysis: Discrete changes in the cost vector, Discrete changes in the requirement vector, Discrete changes in the coefficient matrix, Addition of a variable, Addition of a constraint.

- Transportation and Assignment problems. Mathematical justification for optimality criterion. Hungarian method. Traveling Salesman problem.
- Concept of game problem. Rectangular games. Pure strategy and Mixed strategy. Saddle point and its existence. Optimal strategy and value of the game. Necessary and sufficient condition for a given strategy to be optimal in a game. Concept of Dominance. Fundamental Theorem of rectangular games. Algebraic method. Graphical method and Dominance method to solve Rectangular games. Inter-relation between theory of games and L.P.P.

**Note:**1. Students will learn formulation of L.P.P. and obtaining optimal solution of L.P.P. using software package.

2. A practical note book is to be prepared with the internal assignments and to be submitted for the partial fulfilment of the course.

## References

- [1] Mokhtar S. Bazaraa, John J. Jarvis and Hanif D. Sherali, Linear Programming and Network Flows, 2nd Ed., John Wiley and Sons, India, 2004.
- [2] F.S. Hillier and G.J. Lieberman, Introduction to Operations Research, 9th

- Ed., Tata McGraw Hill, Singapore, 2009.
- [3] Hamdy A. Taha, Operations Research, An Introduction, 8th Ed., Prentice-Hall India, 2006.
- [4] G. Hadley, Linear Programming, Narosa Publishing House, New Delhi, 2002.
- [5] Churchman, Ackoff, Arnoff, Introduction to Operations Research, John Wiley and Sons Inc., 1957.
- [6] Billy, E. Gillet, Introduction to Operations Research: A Computer Oriented Algorithmic Approach, TMH Edition, 1979.
- [7] Swarup K., Gupta P.K., Man Mohan, Operations Research, Sultan Chand and Sons, 2020.
- [8] Chakraborty J. G. and Ghosh, P.R., Linear Programming and Game Theory, Moulik Library, 1979.

## **MATH-MD-IDC1-1-Th**

### **Mathematical Logic**

Full marks: 75 ( Theory: 50 and Tutorial: 25 )  
(45classes )

**Introduction:** propositions, truth table, negation, conjunction and disjunction. Implications, biconditional propositions.

**General Notions:** Formal language, object and meta language, general definition of a Formal Theory/Formal Logic.

**Propositional Logic:** Formal theory for propositional calculus, derivation, proof, theorem, deduction theorem, conjunctive and disjunctive normal forms, semantics, truth tables, tautology, adequate set of connectives, applications to switching circuits, logical consequence, consistency, maximal consistency, Lindenbaum lemma, soundness and completeness theorems, algebraic semantics.

**Modal Propositional Logic:** Introduction, modal operators, well formed formulas, axioms of systems K, T, B, S4, S5, Rules of inference, interpretation in Kripke frame, validity, connection of accessibility relation with the systems, Statements of soundness and completeness theorems.

**Predicate Logic:** First order language, symbolizing ordinary sentences into first order formulae, free and bound variables, interpretation and satisfiability, models, logical validity, formal theory for predicate calculus.

**Fuzzy Logic:** Many-valued logic, 3-valued logic of Lukasiewicz, the truth tables of conjunction, disjunction, negation and implication, tautology and validity, Infinite valued logic, calculation of truth values of the logical connectives.

**Applications** (briefidea): Applications of Modal Logic in Artificial Intelligence, database theory, distributed system, cryptography. Applications of Fuzzy Logic in Artificial Intelligence, Soft computing, Decision theory, NLP, Pattern recognition.

## References

- [1] Elliott Mendelson; Introduction to mathematical logic; Chapman & Hall; London, 1997.
- [2] Angelo Margaris; First order mathematical logic; Dover publications, Inc, New York ,1990.
- [3] S.C.Kleene; Introduction to Metamathematics; Amsterdam; Elsevier, 1952.
- [4] J.H.Gallier; Logic for computer science; John.Wiley& Sons, 1987.
- [5] H.B.Enderton; A mathematical introduction to logic; Academic Press; New York 1972.
- [6] Chakraborty, M., Lecture note: A journey through the logic wonderland, IEST, Shibpur, 2016.

## **MATH-MD-IDC2-2-Th Financial Mathematics**

Full marks: 75 ( Theory: 50 and Tutorial: 25 )  
( 45classes )

- Profit, Loss and discount, Dividend, Calculation of income tax, Tabulations, Bar graphs, Pie charts, Line graphs.
- Introduction to Financial Markets and Instruments: Money Market and Capital Market, Financial Instruments – Stock, Bonds, Derivatives; Concept of Value (intrinsic) vs. Price of Financial Instruments, Concept of Arbitrage.

- Time Value of Money: Interest (simple and compound, discrete and continuous), Annuities, net present value, internal rate of return (calculation by bisection and Newton-Raphson methods), Comparison of NPV and IRR.
- Bonds: Bond Valuation; Bond Prices and Yields; Duration, Convexity, Interest Rate Risk; Fixed vs. Floating Rate Bonds, Immunization.
- Portfolio Theory: Brief introduction to expectation, variance, covariance and correlation; Asset Return and Risk; Portfolio Risk (Variance) and Return– Historical and Ex-Ante; Diversification and Risk Reduction; Feasible and Optimal Portfolio – Efficient Frontier; Markowitz model (review of Lagrange multipliers for 1 and 2 constraints).

## References

- [1] David G. Luenberger; Investment Science; Oxford University Press, Delhi, 1998.
- [2] John C. Hull; Options, Futures and Other Derivatives, 6th Ed.; Prentice-Hall India, Indian reprint, 2006.
- [3] Sheldon Ross; An Elementary Introduction to Mathematical Finance, 2nd Ed, Cambridge University Press, USA, 2003.
- [4] Chandra P., Investment Analysis and Portfolio Management; McGraw Hill Education, 5<sup>th</sup> Ed., 2017.
- [5] Ales Cerny: Mathematical Techniques in Finance: Tools for incomplete markets, Princeton University Press, 2009.
- [6] S.R. Pliska, Introduction to Mathematical Finance: Discrete time model, 1<sup>st</sup> Ed., Wiley, 1997.
- [7] Karatzas and S. Shreve, Method of Mathematical Finance, Springer, New York, 2016.

# MATH-MD-IDC3-3-Th

## Bio - Mathematics

Full marks: 75 ( Theory: 50 and Tutorial: 25 )  
( 45 classes )

**Mathematical biology and the modelling process:** What is a model? Essential features of a modelling approach, Identification of variables, parameters, constants for a model; type of models (linear-nonlinear and continuous – discrete).

### **Simple single-species continuous population growth models:**

Malthus model (1798): deduction (basic assumptions), analytic solution, doubling time; behavior of population size as  $t \rightarrow \infty$ , Stability analysis of the steady states of the Malthus model; limitations.

Logistic model (Verhulst 1838): motivation (Gause's 1934 Experiments) and formulation (basic assumptions), analytic solution, behavior of population size as  $t \rightarrow \infty$  for different initial population size, carrying capacity. Effects of harvesting in a single species population: Constant-yield harvesting, constant-effort harvesting.

One dimensional models, fixed points, stability analysis of fixed points, phase diagrams.

Non-dimensionalization and re-parametrization in a model: Necessity and applications.

**Bifurcation:** Saddle-node, transcritical and pitchfork bifurcations in one-dimensional case.

**Insect outbreak model (Morris, 1963):** The spruce budworm model – deduction (basic assumptions), analysis of steady states, presence of saddle-node bifurcation; real life applications.

**Interacting populations:** Predator-prey model (basic assumptions) and Lotka (1925)-Volterra (1926) model (basic assumptions) – deduction, Steady states.

**Chemical Reaction Kinetics;** Law of mass action; Enzymatic reaction; Enzyme Kinetics; Elimination of variables – model reduction; Michaelis-Menten kinetics (proposed in 1913). Formulation of model (basic assumptions) and steady states.



**Gene regulation networks:** Introduction, basic assumptions, two dimensional model; Constitutive gene expression; Gene transcription regulation by activators; Gene transcription regulation by repressors; Regulation of gene transcription: auto-activation and auto-inhibition.

**Epidemic models:** Basic terminologies.

SI model (assumptions), Kermack-McKendrick SIR model 1927 (basic assumptions) assuming total population as constant, Formulation of the models. Concept of basic reproduction number.

**Discrete single-species models:** Linear models, growth models, decay models, discrete Logistic models.

**Overview of nonlinear difference equations:** Steady states and linear stability analysis, Graphical solution of difference equations – cobwebbing.

## References

- [1] L.E. Keshet, *Mathematical Models in Biology*, SIAM, 1988.
- [2] J. D. Murray, *Mathematical Biology*, Springer, 1993.
- [3] Y.C. Fung, *Biomechanics*, Springer-Verlag, 1990.
- [4] F. Brauer, P.V.D. Driessche and J. Wu, *Mathematical Epidemiology*, Springer, 2008.
- [5] M. Kot, *Elements of Mathematical Ecology*, Cambridge University Press, 2001.
- [6] F. Brauer and C. Castillo-Chavez, *Mathematical Models in Population Biology and Epidemiology*, Springer, 2012.
- [7] S. H. Strogatz, *Nonlinear Dynamics and Chaos*, Perseus Books, 1994.
- [8] N.F. Britton, *Essential Mathematical Biology*, Springer-Verlag London, 2003.
- [9] R F Morris, *The Memoirs of the Entomological Society of Canada*, Cambridge.org, 1963.



# UNIVERSITY OF CALCUTTA

## Notification No. CSR/13/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.07.2023 approved the Syllabi of the under mentioned subjects for semester wise Four-year (Honours & Honours with Research) / Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF,2022 . under this University, as laid down in the accompanying pamphlet.


### **Name of Subject:**

1. Anthropology
2. BBA
3. Bengali
4. BFAD
5. Bio Chemistry
6. Botany
7. Chemistry
8. Commerce
9. Economics
10. Education
11. English
12. Geology
13. Hindi
14. History, Islamic History & Culture
15. Home Science
16. Human Rights
17. Journalism & Mass Communication
18. Mathematics
19. Microbiology (Honours)
20. Molecular Biology.
21. Philosophy
22. Physiology
23. Political Science
24. Psychology
25. Social Science
- ✓ 26. Sociology
27. Urdu
28. Women's Studies
29. Zoology

The above shall be effective from the academic session 2023-2024.

SENATE HOUSE

KOLKATA-700 073

 12/7/2023  
Prof. (Dr.) Debasis Das

Registrar

# SOCIOLOGY

## SYLLABUS

FOR

SEMESTER WISE FOUR-YEAR

B.A. HONOURS (WITH OR WITHOUT RESEARCH)

COURSES OF STUDIES

UNDER

[CURRICULUM AND CREDIT FRAMEWORK (CCF, 2022)]

UNIVERSITY OF CALCUTTA

2023

## Note:

- **Discipline Specific Core Courses: (3Th+1TU credits =75+25) =4 Credits each**
- **Skill Enhancement Courses: (2Th&2TU credits=50+50) =4 Credits each**

### ➤ **Discipline Specific Core Course (Semester-6): SOC-H-CC-15: Fieldwork and Report writing (3Th&1Practical).**

- ❖ There will be **no question paper** and the **3-credit Th** evaluation will be done by concerned college faculty supervising the Fieldwork and Report Writing.
- ❖ **An external examiner will be recommended by the UG BoS for the 1 credit 25 marks Practical examination (i.e.Viva) .**

## **Suggested Mode for Tutorial Segment:**

### **Mode for 1 Credit, 25 Marks Tutorial Segment: (Major, Minor, & IDC)**

# 1 credit Tutorial for (Major, Minor, & IDC) to be conducted and evaluated by concerned college faculty. **The UG BoS recommendation for any paper setter and examiner for the same will not be required.**

**1. Written Mode: 15 marks** written evaluation by college CT (Class test); Upto 1200 words Term papers- (1/2@ 500/600 Words each) Book review/ Excerpt review/ Comprehension- Syllabus based Topic or Current topics selected by College.

**2. Presentation Mode/ Viva: 10 marks** Paper or Report Presentation/Poster presentation/ Viva (may be in groups or individually, whichever is suitable).

### **Mode for SEC- 2 Credit, 50 Marks Tutorial Segment:**

# 2 credit Tutorial 50 marks for (SOC-H -SEC) to be conducted and evaluated by concerned college faculty. **The UG BoS recommendation for any paper setter and examiner for the same will not be required.**

**1.25 marks** -As suggested in the concerned SOC-H -SEC papers.

**2.10 marks** -As suggested in the concerned SOC-H -SEC papers.

**3.15 marks** written/ oral evaluation by college CT (Class test); Upto 1200 words Term papers- (1/2@ 500/600 Words each) Book review/ Excerpt review/ Comprehension- Syllabus based Topic or Current topics selected by College.

[All modes/ themes/ topic of the tutorial related segments to be decided by concerned faculty of respective colleges.]

## COURSES FOR SEMESTER WISE FOUR-YEAR HONOURS

| Discipline Specific CORE COURSES  |                                | (4 Credits per Course)                                |
|---|--------------------------------|---|
| Semester  | Paper- Credit Division         | 22 – CORE COURSES                                     |
| Semester-1  | SOC-H-CC- 1-----3Th+1TU        | Introductory Sociology                                |
| Semester-2  | SOC-H-CC- 2-----3Th+1TU        | Sociology of India                                    |
| Semester-3  | SOC-H-CC- 3-----3Th+1TU        | Sociological Perspectives                             |
|   | SOC-H-CC- 4-----3Th+1TU        | Classical Sociological Traditions                     |
| Semester-4  | SOC-H-CC- 5-----3Th+1TU        | Methods of Sociological Enquiry                       |
|   | SOC-H-CC -6-----3Th+1TU        | Sociological Thinkers                                 |
|   | SOC-H-CC -7-----3Th+1TU        | Indian Sociological Traditions                        |
|   | SOC-H-CC -8-----3Th+1TU        | Population and Society                                |
| Semester-5  | SOC-H-CC -9-----3Th+1TU        | Environmental Sociology                               |
|   | SOC-H-CC -10----3Th+1TU        | Agrarian Sociology                                    |
|   | SOC-H-CC -11----3Th+1TU        | Research Methods and Statistics                       |
|   | SOC-H-CC- 12----3Th+1TU        | Sociology of Society in Bengal                        |
| Semester-6  | SOC-H-CC- 13----3Th+1TU        | Urban Sociology                                       |
|   | SOC-H-CC- 14----3Th+1TU        | Sociology of Gender and Sexuality                     |
|   | SOC-H-CC- 15----3Th+1Practical | Fieldwork And Report writing                          |
| Semester-7  | SOC-H-CC- 16----3Th+1TU        | Political Sociology                                   |
|   | SOC-H-CC- 17----3Th+1TU        | Sociology of Religion                                 |
|   | SOC-H-CC- 18----3Th+1TU        | Sociology of Work and Industry                        |
|   | SOC-H-CC- 19----3Th+1TU        | India: Ideas, Resistance and Challenges               |
| Semester-8  | SOC-H-CC- 20----3Th+1TU        | Sociology of Health and Medicine                      |
|   | SOC-H-CC- 21----3Th+1TU        | Sociology of Visual Culture and Media                 |
|   | SOC-H-CC- 22----3Th+1TU        | Economic Sociology                                    |
| <b>COURSES for candidates not pursuing dissertation</b>   |                                |   |
| Semester-7  | SOC-H-CC- 23----3Th+1TU        | Social Stratification                                 |
| Semester-8  | SOC-H-CC- 24----3Th+1TU        | Sociology of Ageing and Care                          |
|   | SOC-H-CC- 25----3Th+1TU        | Sociology of Leisure                                  |
| <b>SKILL ENHANCMENT COURSE(4 Credits per Course)</b>  |                                |   |
| Semester-1  | SOC-H-SEC- 1-----2TH+2TU       | Gender Sensitization                                  |
| Semester-2  | SOC-H-SEC- 2-----2TH+2TU       | Programs and Practices of Development                 |
| Semester-3  | SOC-H-SEC- 3-----2TH+2TU       | Reading and Writing Skills in Academic Writing        |
| <b>IDC-INTERDISCIPLINARY COURSE(3 Credits per Course)</b>   |                                |   |
|   | SOC-H-IDC-1-----2TH+1TU        | Knowing Indian Society                                |
| <b>MINOR COURSE (4 Credits per Course)</b>  |                                |   |
|   | <b>Paper- Credit Division</b>  | <b>4 – MINOR COURSES</b>                              |
|   | SOC-H-CC- 1:----3Th+1TU        | Introductory Sociology - m <sup>1</sup> -1            |
|   | SOC-H-CC- 2:----3Th+1TU        | Sociology of India - m <sup>1</sup> -2                |
|   | SOC-H-CC- 3:----3Th+1TU        | Classical Sociological Traditions - m <sup>2</sup> -3 |
|   | SOC-H-CC- 4:----3Th+1TU        | Methods of Sociological Enquiry - m <sup>2</sup> -4   |
| <b>❖ Note: Core Courses Designated for Minor will be offered to students with Major in Other Discipline</b> |                                |   |

## COURSE STRUCTURE-CCF 2022

|                  | <b>DSC/ Core</b>         | <b>Minor Course</b>           | <b>IDC</b>            | <b>AEC</b>               | <b>SEC</b>                 | <b>CVAC</b>  | <b>Summer Internship</b> | <b>Research Work/ Dissertation</b> | <b>Total Credits</b> |
|------------------|--------------------------|-------------------------------|-----------------------|--------------------------|----------------------------|--------------|--------------------------|------------------------------------|----------------------|
| <b>Semesters</b> | <b>22x 4=88</b>          | <b>8x4=32</b>                 | <b>3x3=9</b>          | <b>4x2=8</b>             | <b>3x4=12</b>              | <b>4x2=8</b> | <b>1x3=3</b>             | <b>(1x4=4)+<br/>(1x8=8)=12</b>     | <b>172</b>           |
| Semester-1       | 1x4= 4<br>3Th+1Tu/ Prac  | 1x4= 4 (m1)<br>3Th+1Tu/ Prac  | 1x3= 3<br>2TH +I P/TU | 1x2= 2<br>2TH+<br>0 P/TU | 1x4= 4<br>3Th+1Tu/<br>Prac | 2x2          |                          |                                    | 21                   |
| Semester-2       | 1x4= 4<br>3Th+1Tu/ Prac  | 1x4= 4 (m1)<br>3Th+1Tu/ Prac  | 1x3= 3<br>2TH +I P/TU | 1x2= 2<br>2TH+<br>0 P/TU | 1x4= 4<br>3Th+1Tu/<br>Prac | 2x2          |                          |                                    | 21                   |
| Semester-3       | 2x4= 8<br>3Th+1Tu/ Prac  | 1x4= 4(m2)<br>3Th+1Tu/ Prac   | 1x3= 3<br>2TH +I P/TU | 1x2= 2<br>2TH+<br>0P/TU  | 1x4= 4<br>3Th+1Tu/<br>Prac |              |                          |                                    | 21                   |
| Semester-4       | 4x4= 16<br>3Th+1Tu/ Prac | 1x4= 4(m2)<br>3Th+1Tu/ Prac   |                       | 1x2= 2<br>2TH+<br>0 P/TU |                            |              |                          |                                    | 22                   |
| Semester-5       | 4x4= 16<br>3Th+1Tu/ Prac | 2x4= 8 m1+m2<br>3Th+1Tu/ Prac |                       |                          |                            |              |                          |                                    | 24                   |
| Semester-6       | 3x4= 12<br>3Th+1Tu/ Prac | 2x4= 8 m1+m2<br>3Th+1Tu/ Prac |                       |                          |                            |              | 1x3                      |                                    | 23                   |
| Semester-7       | 4x4= 16<br>3Th+1Tu/ Prac |                               |                       |                          |                            |              |                          | 1x4*                               | 20                   |
| Semester-8       | 3x4= 12<br>3Th+1Tu/ Prac |                               |                       |                          |                            |              |                          | 1x8*                               | 20                   |
| Credits          | 22x4= 88                 | 8x4= 32                       | 3x3= 9                | 4x2= 8                   | 3x4= 12                    | 4x2= 8       | <del>1x3=3</del>         | (1x4)+<br>(1x8)= 12                | 172                  |
| Marks            | 22x100=2200              | 8x 100=800                    | 3x75=225              | 4x50=200                 | 3x100=300                  | 4x50=200     | <del>1x 75=75</del>      | 1x100+<br>1x200=300                | Total Marks =4300    |

## **SOCIOLOGY CURRICULUM OBJECTIVE**

The courses offered in this curriculum are bachelor level courses in Sociology. After completion of the course, the students will be able to understand the key concepts in Sociology. They would develop keen insights to distinguish between the common-sense knowledge and Sociological knowledge. They will develop in-depth understanding of sociological concepts, thoughts and the knowledge and skill to conduct social research. These courses will also introduce the students to the emergence of Sociology as a discipline, and its development as a systematic scientific field of study. They will understand the basic features of the Indian social system and social problems and know about the traditional social institutions of Indian Society in context of continuity and change, enabling them to think critically.

At the end it will help students to learn that individual choices impacted by the social structures of which they are a part. The courses will introduce to them the ideas that various aspects of society are interlinked and thereby orient them to the sociological thinking, through sociological imagination, perspectives of analysis and theories that interpret the relationships between individual and groups in society.

By understanding these relationships the student will develop a sense of how the pluralistic Indian society that is multi layered, multi-cultural and has a tradition-modern continuum at play. This course reveals the networks in society, reflecting the bonding, resistances and challenges that are closely intertwined with the everyday lives of people in society. Latter courses are designed to give deliberations on areas of specializations, understandings of the same, and conceptualizations of the applications of what is meant by scientific. The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities.

### **General Objectives of the Program:**

1. Introduce the students to the basic concepts and processes in sociology to understand the social life.
2. Provide different perspectives of understanding the social life of people.
3. To introduce students to how society is studied by sociologists.
4. To inculcate the ability to distinguish between different sociological perspectives.
5. Update the students with different fields of Sociology and latest developments in the field.
6. Develop the skills to analyse, interpret and contemporary social situation - developments and problems- while critically appreciating the social construction of reality.
7. Ability to examine, relate and connect theory with research
8. Prepare students for their dissertation research

### **Program Outcomes:**

1. Think critically by exercising sociological imagination.
2. Question common wisdom, raise important questions and examine arguments.
3. Collect and analyse data, make conclusions and present arguments.
4. Think theoretically and examine the empirical data.
5. Gain ability to critically appreciate development programs and agencies.

**SEMESTERS-1&2**

**DISCIPLINE SPECIFIC MAJOR COURSES**

**SOC-H-CC**



# **Introductory Sociology**

## **Discipline Specific Core Course**

### **SOC-H-CC-1**

#### **Course Objective:**

This course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.

#### **1. Sociology: Discipline and Perspective**

1.1. Thinking Sociologically, Emergence of Sociology, Sociology as a science; Sociology and Common Sense.

1.2. Some Basic Concepts: Association; Community, Groups and its Forms; Status and Role; Norms and Values.

1.3. Individual and Society; Socialization: Concept and Agencies; Culture: meaning and characteristics; Types of culture – popular, elitist, folk, and consumer cultures; Pluralism and Multiculturalism, Culture and Personality

#### **2. Sociology and Other Social Sciences**

2.1. Sociology and Social Anthropology

2.2. Sociology & Psychology

2.3. Sociology & History

#### **3. Human Society**

3.1. Social Institutions and Social Processes

3.2. Conformity and Deviance.

3.3. Social control: meaning, agencies and mechanisms

3.4. Social Change, definition, factors, Social Mobility

#### **Readings:**

1. Allan G Johnson. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36 McGraw-Hill, Chapter 8, Pp. 185-209
2. Alex Inkeles. What Is Sociology?
3. Alex Thio. Sociology.
4. Andre, Beteille. 2009. *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
5. Anthony Giddens . Sociology.
6. Anthony Giddens, Simon Griffiths · 2021. Sociology. Publisher Polity.
7. Beteille. Andre, 2009.: Sociology—Essays on Approach and Method (OUP)

9. Dan Woodman, Steven Threadgold . 2021. This is Sociology: A Short Introduction. SAGE Publications
10. G. Rocher: A General Introduction to Sociology
11. George Ritzer. Encyclopaedia of sociology
12. George Ritzer Edited 2007. THE BLACKWELL ENCYCLOPEDIA OF SOCIOLOGY. Blackwell Publishing Ltd.( available online)
13. Gilles Ferreol& Jean-Pierre Noreck: An Introduction to Sociology(PHI Learning)
14. Gordon Marshal. Dictionary of Sociology (OUP)
15. Harry M. Johnson Sociology
16. Henry Tischler. Introduction to Sociology
17. J Ross Eshleman& B.G. Cashion: Sociology an Introduction
18. John Solomos, Karim Murji, Sarah Neal. 2021. An Introduction to Sociology. SAGE Publications
19. M. Haralambas&R. M. Heald. 2015.Sociology Themes and Perspectives. Oxford University Press.
20. P. Worsely: New Introducing Sociology
21. T. Bottomore : Sociology—A Guide to Problems and Literature

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1. Bêteille, André, 1985. *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1-20
2. Beteille, André, 2002.*Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54
3. Beattie, J., 1966. *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29
4. Burke, Peter, 1980. *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30
5. Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80
6. Bierstedt, Robert, 1974. *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125-151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212.
7. Bierstedt, Robert 1974. *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567
8. Firth, Raymond, 1956. *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97
9. Garner, James Finn, 1994. *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'.
10. Horton, Paul B., Chester L. Hunt. 2004. *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210-229
11. MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 'Types of Social Groups', Pp. 213-237
12. Redfield, Robert 1956. Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp.345-368
13. Ritzer, George, 2004. *The McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, Pp. 21-39, Chapter 9, Pp. 167-199.
14. Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw-Hill, Chapter 1, Pp. 13-46.

# **Sociology of India**

## **Discipline Specific Core Course**

### **SOC-H-CC- 2**

#### **Course Objective:**

This course introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

#### **1. India: An Object of Knowledge**

- 1.1 The Colonial Discourse
- 1.2 The Nationalist Discourse
- 1.3 The Subaltern Critique

#### **2. Indian Society: Concepts and Institutions**

- 2.1. Family: Features, Types and Changing Patterns
- 2.2. Marriage: Types and Changing Patterns
- 2.3. Kinship: Principle and Pattern
- 2.4. Caste: Concept and Critique
  - 2.4.1 Varna & Jati; Dominant Caste
  - 2.4.2 Jajmani System; Caste Mobility: Sanskritization

#### **3. Village: Structure and Change**

- 3.1 Village Solidarity
- 3.2 Internal Regulation
- 3.3. Agrarian Classes
  - 3.3.1 Nature of Agrarian Class: Pre and Post Independent India
- 3.4. Tribe
  - 3.4.1 Features
  - 3.4.2 Issues of Tribal Development: Pre and Post Independent India

#### **Readings:**

1. Amartya Sen. Argumentative India (Chs. 10, 11)
2. Aniruddha Choudhury. 2016. "Bharater Samaj Prasange" Chatterjee Publishers.
3. Bernard Cohn, Colonialism and its forms of knowledge, Princeton University Press
4. Beteille. A. 2000. Anatomies of Society: essay on Ideologies and Institutions. Oxford University Press, Pp.198-207
5. Beteille.A. Caste, Class and Power: Changing Patterns
6. David Mandelbaum – Society in India
7. Desai. A.R. Social Background of Indian Nationalism.
8. Desai. A.R. Rural sociology
9. Ghanshyam Shah. Caste and Democratic Politics in India
10. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8

11. Hemendorf. Tribes in India
12. K. L. Sharma – Social Stratification and Mobility
13. K. L. Sharma – Social Stratification in India
14. M. N. Srinivas – Caste – Its Twentieth Century Avatar
15. M. N. Srinivas – Social Change in Modern India
16. Nadeem Hashain. Tribal India Today (Chs. 4-8)
17. Neera Chandhoke et.al,(eds) : Contemporary Society in India
18. P. Oberoi (ed) - Family, Kinship and Marriage in India
19. Rajni Kothari (ed.) – Caste in Indian Politics
20. Ram Ahuja – Indian Social System
21. Ram Ahuja : Society in India
22. Ramanuj Ganguly and S. A. H. Moinuddin. Samakaleen Bharatiya Samaj. PHI. Learning
23. S. C. Dube – Indian Society
24. T. K. Oommen – Social Structure and Politics
25. T. N. Madan : Religion in India; Delhi: Oxford University Press.
26. Thaper : Tribe, Caste and Religion in India (Articles by Aran and Beteille)
27. Vandana Madan : The Village in India
28. Veena Das: Handbook of Indian Sociology: Oxford Companion to Sociology and Anthropology
29. Yogendra Singh – Culture Change in India
30. Yogendra Singh – Essays on Modernization in India
31. Yogendra Singh – Social Change in India
32. Yogendra Singh – The Modernization of Indian Tradition

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1. Breman, J., 1999, “The Study of Industrial Labour in Post-Colonial India: The Formal Sector”, Contributions to Indian Sociology, 33(1&2), Pp.1-41
2. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171
3. Dhanagare, D.N., 1991, “The Model of Agrarian Classes in India”, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275
4. Haimendorf, C. V. F., 1967, “The Position of Tribal Population in India”, in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9
5. Karve, I., 1994, „The Kinship Map of India\_”, in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73
6. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85- 126
7. Mencher, J., 1991, „The Caste System Upside Down\_”, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109
8. Momin, A.R., 1977, „The Indo Islamic Tradition\_”, *Sociological Bulletin*, 26, Pp.242-258
9. Srinivas, M.N. and A. M. Shah, 1968, “Hinduism”, in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366
10. Srinivas, M.N., 1969, „The Caste System in India\_”, in A. Bêteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265- 272
11. Srinvas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59
12. Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism\_”, in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

**SEMESTER-1&2**

**SKILL ENHANCEMENT COURSE**

**(4 Credits each)**

**SOC-H-SEC**

# Gender Sensitization

## SOC-H - SEC-1

### Course Objective:

The course will help to understand the role of socialization as a constructor of gender roles and status. The students will appreciate the role of defining one's self identity in terms of gender. Identify the gender bias and discrimination present in everyday social structure. Take informed decisions about addressing gender justice issues.

### Unit 1. The concept of Gender

- 1.1 Gender as a category
- 1.2 Masculinity and Femininity
- 1.3 Private and public dichotomy

### Unit 2. Gender Construction

- 2.1 Beyond the gender binary
- 2.2 Ideas and Discrimination on LGBT

### Unit 3. Practices and Policies for Children

- 3.1 Gender Inequality
  - 3.1.1 Female Infanticide and Child Marriage
  - 3.1.2 Pocs0 Act: Overview and Awareness

### Unit 4. Practices and Policies for Women

- 4.1 Stereotypes and inequalities in Family and society
- 4.2 Eve teasing, Rape, Domestic violence
- 4.3 Gender and Workplace Harassment
  - 4.3.1 Sexual Harassment of Women at Workplace Act, 2013 (Prevention, Prohibition and Redressal i.e. "POSH Act")
  - 4.3.2 Vishakha judgment and Current situation

### Unit 5. Gender Sensitive Counseling

- 5.1 Counseling: Characteristics and types

### Unit 6. Assignment

**6.1. Assignment-1:** Poster presentation/ Assignment writing (25 marks-1 credit)

**6.2. Assignment-2:** Group Discussion/ Paper presentation/ Viva (10 marks)

**{The above Assignments will be based on unit 2, 3 & 4}**

### Readings:

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[https://ec.europa.eu/migrant-integration/sites/default/files/2011-10/doc1\\_23657\\_103644217.pdf](https://ec.europa.eu/migrant-integration/sites/default/files/2011-10/doc1_23657_103644217.pdf)

# **Programs and Practices of Development**

## **SOC-H - SEC -2**

### **Course Objective:**

The course focuses on issues of social development, a process that includes growth, maturation and refers to certain progressive changes in society. Social programs are implemented through social policies which speak about the steps to make changes in the different strata of society. This course will encourage students to think through the causes and consequences of social problems, their solutions as offered by these policy programs that will help in sustain development.

### **Unit 1. What is development?**

### **Unit 2. Recent trends in Development and Post development**

- 2.1 Social development indicators
- 2.2 Sustainable development
- 2.3 Growth-Development Debate
- 2.4 Private–Public Partnership-PPP

### **Unit 3. Social services & development**

- 3.1 Concept of social service
- 3.2 Participatory development: Gender and Development GAD; Civil society& grassroots initiatives: SHG; NGO
- 3.3 Corporate Social Responsibility CSR

### **Unit 4. Human Development: Development with dignity**

- 4.1 Decentralisation of development: Panchayat & Municipality
- 4.2 MGNREGA
- 4.3 Digital India

### **Unit 5. Assignments**

- 5.1. Assignment -1:** Field Visit: {10 marks}
- 5.2. Assignment -2:** Report writing in approx. 1000 words {25 marks -1 credit}

Assignments: An overview of any Government Developmental programs

[Example: - Old age homes, Child welfare Homes, Rural Housing, Ujjala Gas, ICDS, ICPS, Kanyasree, IPOP. Rural Sanitation, Slum Development Programs, Old age pension scheme]

### **Readings:**

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14. Oommen, T.K. 1998. Changing paradigm of development: The evolving participatory society. *Journal of Social and Economic Development*, 35-45.
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**Interdisciplinary Course**  
**SOC-H-IDC- 3 Credits**

# Knowing Indian Society

## SOC-H- IDC

### Course Objective:

Analyze the nature and direction of change in Indian society, from traditional to modern. Some reflections on the Social Institutions of Indian society. Understand the indicators of change and participation in democratic process. To critically look at globalization and its impact on Indian society.

### 1. India as a Plural Society

- 1.1. Unity and Diversity
- 1.2. Problem of National Unity
- 1.3. Communalism and Secularism: Meaning and Nature.

### 2. Social Institutions and Practices

#### 2.1 Caste

- 2.1.1. Sanskritization
- 2.1.2. Changing aspects

#### 2.2 Tribe

- 2.2.1. Features
- 2.2.2. Tribes in contemporary India

#### 2.3 Class

- 2.3.1. Rural class
- 2.3.2. Urban class

#### 2.4 Family and Kinship

- 2.5.1. Types of family
- 2.5.2. Kinship in India

### 3. India in the Globalization Era

- 3.1. Globalizing Changes in India: Negotiating the Local
- 3.2. Culture of Consumption  
(Impact on Life Styles, Food Habits, Language, and Social Media)

### Readings:

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2. Choudhury, Aniruddha. 2016. "Bharater Samaj Prasange" Chatterjee Publishers.
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# **MINOR COUSES FOR HONOURS**

# **Introductory Sociology**

## **Discipline Specific Core Course**

### **SOC-H-CC-1**

#### **Course Objective:**

The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.

#### **2. Sociology: Discipline and Perspective**

1.1. Thinking Sociologically, Emergence of Sociology, Sociology as a science; Sociology and Common Sense.

1.2. Some Basic Concepts: Association; Community, Groups and its Forms; Status and Role; Norms and Values.

1.3. Individual and Society; Socialization: Concept and Agencies; Culture: meaning and characteristics; Types of culture – popular, elitist, folk, and consumer cultures; Pluralism and Multiculturalism, Culture and Personality

#### **2. Sociology and Other Social Sciences**

2.1. Sociology and Social Anthropology

2.2. Sociology & Psychology

2.3. Sociology & History

#### **3. Human Society**

3.1. Social Institutions and Social Processes

3.2. Conformity and Deviance.

3.3. Social control: meaning, agencies and mechanisms

3.4. Social Change, definition, factors, Social Mobility

#### **Readings:**

1. Allan G Johnson. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The
2. Forest, the Trees and One Thing', Pp. 1-36 McGraw-Hill, Chapter 8, Pp. 185-209
3. Alex Inkeles: What Is Sociology?
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5. Andre, Beteille, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford  
a. University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
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10. G. Rocher: A General Introduction to Sociology
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14. Gordon Marshal. Dictionary of Sociology (OUP)
15. Harry M. Johnson Sociology
16. Henry Tischler. Introduction to Sociology
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18. John Solomos, Karim Murji, Sarah Neal. 2021. An Introduction to Sociology. SAGE Publications
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6. Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125-151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212.
7. Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567
8. Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97
9. Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'.
10. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210-229
11. MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 'Types of Social Groups', Pp. 213-237
12. Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp.345-368
13. Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, 'McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199
14. Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw-Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years',Pp. 13-46.

# **Sociology of India**

## **Discipline Specific Core Course**

### **SOC-H-CC- 2**

#### **Course Objective:**

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

#### **1. India: An Object of Knowledge**

- 1.1 The Colonial Discourse
- 1.2 The Nationalist Discourse
- 1.3 The Subaltern Critique

#### **2. Indian Society: Concepts and Institutions**

- 2.1. Family: Features, Types and Changing Patterns
- 2.2. Marriage: Types and Changing Patterns
- 2.3. Kinship: Principle and Pattern
- 2.4. Caste: Concept and Critique
  - 2.4.1 Varna & Jati; Dominant Caste
  - 2.4.2 Jajmani System; Caste Mobility: Sanskritization

#### **3. Village: Structure and Change**

- 3.1 Village Solidarity
- 3.2 Internal Regulation
- 3.3. Agrarian Classes
  - 3.3.1 Nature of Agrarian Class: Pre and Post Independent India
- 3.4. Tribe
  - 3.4.1 Features
  - 3.4.2 Issues of Tribal Development: Pre and Post Independent India

#### **Readings:**

1. Amartya Sen. Argumentative India (Chs. 10, 11)
2. Aniruddha Choudhury. 2016. "Bharater Samaj Prasange" Chatterjee Publishers.
3. Bernard Cohn, Colonialism and its forms of knowledge, Princeton University Press
4. Beteille. A. 2000. Anatomies of Society: essay on Ideologies and Institutions. Oxford University Press, Pp.198-207
5. Beteille.A. Caste, Class and Power: Changing Patterns
6. David Mandelbaum – Society in India
7. Desai. A.R. Social Background of Indian Nationalism.
8. Desai. A.R. Rural sociology
9. Ghanshyam Shah. Caste and Democratic Politics in India

10. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8
11. Hemendorf. Tribes in India
12. K. L. Sharma – Social Stratification and Mobility
13. K. L. Sharma – Social Stratification in India
14. M. N. Srinivas – Caste – Its Twentieth Century Avatar
15. M. N. Srinivas – Social Change in Modern India
16. Nadeem Hashain. Tribal India Today (Chs. 4-8)
17. Neera Chandhoke et.al,(eds) : Contemporary Society in India
18. P. Oberoi (ed) - Family, Kinship and Marriage in India
19. Rajni Kothari (ed.) – Caste in Indian Politics
20. Ram Ahuja – Indian Social System
21. Ram Ahuja : Society in India
22. Ramanuj Ganguly and S. A. H. Moinuddin. Samakaleen Bharatiya Samaj. PHI. Learning
23. S. C. Dube – Indian Society
24. T. K. Oommen – Social Structure and Politics
25. T. N. Madan : Religion in India; Delhi: Oxford University Press.
26. Thaper : Tribe, Caste and Religion in India (Articles by Aran and Beteille)
27. Vandana Madan : The Village in India
28. Veena Das: Handbook of Indian Sociology: Oxford Companion to Sociology and Anthropology
29. Yogendra Singh – Culture Change in India
30. Yogendra Singh – Essays on Modernization in India
31. Yogendra Singh – Social Change in India
32. Yogendra Singh – The Modernization of Indian Tradition

## References:

1. Breman, J., 1999, “The Study of Industrial Labour in Post-Colonial India: The Formal Sector”, Contributions to Indian Sociology, 33(1&2), Pp.1-41
2. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171
3. Dhanagare, D.N., 1991, “The Model of Agrarian Classes in India”, in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press, Pp. 271-275
4. Haimendorf, C. V. F., 1967, “The Position of Tribal Population in India”, in P. Mason India and Ceylon: Unity and Diversity, New York: Oxford University Press, Chapter 9
5. Karve, I., 1994, The Kinship Map of India, in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73
6. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85- 126
7. Mencher, J., 1991, The Caste System Upside Down, in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press, Pp.93-109
8. Momin, A.R., 1977, The Indo Islamic Tradition, *Sociological Bulletin*, 26, Pp.242-258
9. Srinivas, M.N. and A. M. Shah, 1968, “Hinduism”, in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366
10. Srinivas, M.N., 1969, The Caste System in India in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265- 272
11. Srinvas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59
12. Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism, in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332.

# SOCIOLOGY

## SYLLABUS

3 YEARS

B.A. MULTIDISCIPLINARY COURSE

COURSES OF STUDIES

UNDER

[CURRICULUM AND CREDIT FRAMEWORK (CCF, 2022)]

UNIVERSITY OF CALCUTTA

2023

**Note:**

- **Discipline Specific Core Courses: (3Th+1TU credit =75+25) =4 Credits each**
- **Skill Enhancement Courses: (2Th&2TU credits=50+50) =4 Credits each**

**Suggested Mode for Tutorial Segment:**

**Mode for 1 Credit, 25 Marks Tutorial Segment: (Minor, & IDC)**

# 1 credit Tutorial for Core, Minor, & IDC) to be conducted and evaluated by concerned college faculty. The UG BoS recommendation for any paper setter and examiner for the same will not be required.

**1. Written Mode: 15 marks** written evaluation by college CT (Class test); Upto 1200 words Term papers- (1/2@ 500/600 Words each) Book review/ Excerpt review/ Comprehension- Syllabus based Topic or Current topics selected by College.

**2. Presentation Mode/ Viva: 10 marks** Paper or Report Presentation/Poster presentation/ Viva (may be in groups or individually, whichever is suitable).

**Mode for SEC- 2 Credit, 50 Marks Tutorial Segment:**

# 2 credit Tutorial 50 marks for (SEC) to be conducted and evaluated by concerned college faculty.

**The UG BoS recommendation for any paper setter and examiner for the same will not be required.**

**1.25 marks** -As suggested in the concerned SEC papers.

**2.10 marks** -As suggested in the concerned SEC papers.

**3.15 marks** written/ oral evaluation by college CT (Class test); Upto 1200 words Term papers- (1/2@ 500/600 Words each) Book review/ Excerpt review/ Comprehension- Syllabus based Topic or Current topics selected by College.

**[All modes/ themes/ topic of the tutorial related segments to be decided by concerned faculty of respective colleges.]**

| <b>LIST OF COURSES FOR 3 Years MDC PROGRAM-2023</b>                                     |                               |                                   |
|---|-------------------------------|-----------------------------------|
| <b>CORE COURSES</b>   |                               | <b>(4 Credits per Course)</b>     |
| <b>Semester</b>   | <b>Paper- Credit Division</b> | <b>8 – CORE COURSES</b>           |
| Semester-1  | SOC-MD-CC- 1-----3Th+1TU      | Introductory Sociology            |
| Semester-2  | SOC-MD-CC- 2-----3Th+1TU      | Sociology of India                |
| Semester-3  | SOC-MD-CC- 3-----3Th+1TU      | Classical Sociological Traditions |
| Semester-4  | SOC-MD-CC- 4-----3Th+1TU      | Methods of Sociological Enquiry   |
|   | SOC-MD-CC -5-----3Th+1TU      | Indian Sociological Traditions    |
|   | SOC-MD-CC -6-----3Th+1TU      | Environmental Sociology           |
|   | SOC-MD-CC -7-----3Th+1TU      | Agrarian Sociology                |
|   | SOC-MD-CC- 8-----3Th+1TU      | Urban Sociology                   |
| <b>SKILL ENHANCMENT COURSE (4 Credits per Course)</b>                                   |                               |                                   |
| Semester-1  | SOC-MD-SEC-1---2TH+2TU        | Gender Construct and Society      |
| <b>IDC-INTERDISCIPLINARY COURSE (3 Credits per Course)</b>                              |                               |                                   |
|   | SOC-MD-IDC-1-----2TH+1TU      | Knowing Indian Society            |
| <p><b>❖ Note: Courses to be offered in the above mentioned chronological order.</b></p> |                               |                                   |



## COURSE STRUCTURE MDC

|                   | CC1                  | CC2              | Minor            | IDC              | AEC              | SEC                  | CVAC      | Summer Internship | Total Credit      |
|-------------------|----------------------|------------------|------------------|------------------|------------------|----------------------|-----------|-------------------|-------------------|
| <b>Semester</b>   | 8x4= 32              | 8x4= 32          | 6x4= 24          | 3x3=9            | 4x2= 8           | 3x4=12               | 4x2=8     | 1 x3= 3           | 125               |
| <b>Semester-1</b> | 1 x4= 4<br>3Th+1P/TU | 1x4=4<br>3Th+1TU |                  | 1x3=3<br>2Th+1TU | 1x2=2<br>2Th+0TU | 1 x4= 4<br>2Th+2P/TU | 2x2       |                   | 21                |
| <b>Semester-2</b> | 1 x4= 4<br>3Th+1P/TU | 1x4=4<br>3Th+1TU |                  | 1x3=3<br>2Th+1TU | 1x2=2<br>2Th+0TU | 1 x4= 4<br>2Th+2P/TU | 2x2       |                   | 21                |
| <b>Semester-3</b> | 1 x4= 4<br>3Th+1P/TU | 1x4=4<br>3Th+1TU | 1x4=4<br>3Th+1TU | 1x3=3<br>2Th+1TU | 1x2=2<br>2Th+0TU | 1 x4= 4<br>2Th+2P/TU |           |                   | 21                |
| <b>Semester-4</b> | 2 x4= 8<br>3Th+1P/TU | 2x4=8<br>3Th+1TU | 1x4=4<br>3Th+1TU |                  | 1x2=2<br>2Th+0TU |                      |           |                   | 22                |
| <b>Semester-5</b> | 2 x4= 8<br>3Th+1P/TU | 1x4=4<br>3Th+1TU | 2x4=8<br>3Th+1TU |                  |                  |                      |           |                   | 20                |
| <b>Semester-6</b> | 1 x4= 4<br>3Th+1P/TU | 2x4=8<br>3Th+1TU | 2x4=8<br>3Th+1TU |                  |                  |                      |           |                   | 20                |
| <b>Credits</b>    | 8x4= 32              | 8x4= 32          | 6x4= 24          | 3x3= 9           | 4x2= 8           | 3x4=12               | 4x2=8     |                   | 125+3 =128        |
| <b>Marks</b>      | 8x100= 800           | 8x100= 800       | 6x10 = 600       | 3x75=225         | 4x50=200         | 3x100= 300           | 4x50= 200 |                   | Total Marks =3200 |

Marks= 25 marks per credit

Total credit=125+3 {for summer internship} = 128.

Summer Internship: As in {G}

# **SOCIOLOGY CURRICULUM OBJECTIVE**

The courses offered in this curriculum are bachelor level courses in Sociology. After completion of the course, the students will be able to understand the key concepts in Sociology. They would develop keen insights to distinguish between the common-sense knowledge and Sociological knowledge. They will develop in-depth understanding of sociological concepts, thoughts and the knowledge and skill to conduct social research. These courses will also introduce the students to the emergence of Sociology as a discipline, and its development as a systematic scientific field of study. They will understand the basic features of the Indian social system and social problems and know about the traditional social institutions of Indian Society in context of continuity and change.

The student will develop a sense of how the pluralistic Indian society that is multi layered, multi-cultural has a tradition-modern continuum at play. This course reveals the networks in society, reflecting the closely intertwined relationships with the everyday lives of people in society. The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities.

## **General Objectives of the Program:**

1. Introduce the students to the basic concepts and processes in sociology to understand the social life.
2. Provide different perspectives of understanding the social life of people.
3. To introduce students to how society is studied by sociologists.
4. Update the students with different fields of Sociology and latest developments in the field.
5. Ability to examine, relate and connect theory with research

## **Program Outcomes:**

1. Think critically by exercising sociological imagination.
2. Question common wisdom, raise important questions and examine arguments.
3. Collect and analyse data, make conclusions and present arguments.
4. Think theoretically and examine the empirical data.

**SEMESTERS 1 & 2**  
**MULTIDISCIPLINARY CORE COURSES**

# Introductory Sociology

## Core Course

### SOC-MD-CC - 1

#### Course Objective:

The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.

#### 1. Sociology: Discipline and Perspective

1.1 Thinking Sociologically, Emergence of Sociology, Sociology as a science; Sociology and Common Sense.

1.2 Some Basic Concepts: Association; Community, Groups and its Forms; Status and Role; Norms and Values.

1.3 Individual and Society; Socialization: Concept and Agencies; Culture: meaning and characteristics; Types of culture – popular, elitist, folk, and consumer cultures; Pluralism and Multiculturalism, Culture and Personality

#### 2. Sociology and Other Social Sciences

2.1 Sociology and Social Anthropology

2.2 Sociology & Psychology

2.3 Sociology & History

#### 3. Human Society

3.1 Social Institutions and Social Processes

3.2 Conformity and Deviance.

3.3 Social control: meaning, agencies and mechanisms

3.4 Social Change, definition, factors, Social Mobility

#### Readings:

1. Allan G Johnson. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36 McGraw-Hill, Chapter 8, Pp. 185-209
2. Alex Inkeles: What Is Sociology?
3. Alex Thio: Sociology
4. Andre, Beteille, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
5. Anthony Giddens : Sociology
6. Anthony Giddens, Simon Griffiths · 2021 Sociology. Publisher Polity
7. Beteille, 2009: Sociology—Essays on Approach and Method (OUP)
8. Dan Woodman, Steven Threadgold . 2021. This is Sociology: A Short Introduction. SAGE Publications

10. G. Rocher: A General Introduction to Sociology
11. George Ritzer. Encyclopaedia of sociology
12. George Ritzer Edited 2007. THE BLACKWELL ENCYCLOPEDIA OF SOCIOLOGY. Blackwell Publishing Ltd.( available online)
13. Gilles Ferreol& Jean-Pierre Noreck: An Introduction to Sociology(PHI Learning)
14. Gordon Marshal. Dictionary of Sociology (OUP)
15. Harry M. Johnson Sociology
16. Henry Tischler. Introduction to Sociology
17. J Ross Eshleman& B.G. Cashion: Sociology an Introduction
18. John Solomos, Karim Murji, Sarah Neal. 2021. An Introduction to Sociology. SAGE Publications
19. M. Haralambas&R. M. Heald. 2015.Sociology Themes and Perspectives. Oxford University Press.
20. P. Worsely: New Introducing Sociology
21. T. Bottomore : Sociology—A Guide to Problems and Literature

## Reference:

1. Bêteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1-20
2. Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54
3. Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29
4. Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30
5. Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80
6. Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125-151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212.
7. Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567
8. Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97
9. Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'.
10. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210-229
11. MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 'Types of Social Groups', Pp. 213-237
12. Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp.345-368
13. Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, 'McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199
14. Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGrawHill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years',Pp. 13-46

# **Sociology of India**

## **Core Course**

### **SOC-MD-CC- 2**

#### **Course Objective:**

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

#### **1. India: An Object of Knowledge**

- 1.1 The Colonial Discourse
- 1.2 The Nationalist Discourse
- 1.3 The Subaltern Critique

#### **2. Indian Society: Concepts and Institutions**

- 2.1. Family: Features, Types and Changing Patterns
- 2.2. Marriage: Types and Changing Patterns
- 2.3. Kinship: Principle and Pattern
- 2.4. Caste: Concept and Critique
  - 2.4.1 Varna & Jati; Dominant Caste
  - 2.4.2 Jajmani System; Caste Mobility: Sanskritization

#### **3. Village: Structure and Change**

- 3.1 Village Solidarity
- 3.2 Internal Regulation
- 3.3. Agrarian Classes
  - 3.3.1 Nature of Agrarian Class: Pre and Post Independent India
- 3.4. Tribe
  - 3.4.1 Features
  - 3.4.2 Issues of Tribal Development: Pre and Post Independent India

#### **Readings:**

1. Amartya Sen. Argumentative India (Chs. 10, 11)
2. Aniruddha Choudhury. 2016. "Bharater Samaj Prasange" Chatterjee Publishers.
3. Bernard Cohn, Colonialism and its forms of knowledge, Princeton University Press
4. Beteille. A. 2000. Anatomies of Society: essay on Ideologies and Institutions. Oxford University Press, Pp.198-207
5. Beteille.A. Caste, Class and Power: Changing Patterns
6. David Mandelbaum – Society in India
7. Desai. A.R. Social Background of Indian Nationalism.
8. Desai. A.R. Rural sociology

9. Ghanshyam Shah. Caste and Democratic Politics in India
10. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8
11. Hemendorf. Tribes in India
12. K. L. Sharma – Social Stratification and Mobility
13. K. L. Sharma – Social Stratification in India
14. M. N. Srinivas – Caste – Its Twentieth Century Avatar
15. M. N. Srinivas – Social Change in Modern India
16. Nadeem Hashain. Tribal India Today (Chs. 4-8)
17. Neera Chandhoke et.al,(eds) : Contemporary Society in India
18. P. Oberoi (ed) - Family, Kinship and Marriage in India
19. Rajni Kothari (ed.) – Caste in Indian Politics
20. Ram Ahuja – Indian Social System
21. Ram Ahuja : Society in India
22. Ramanuj Ganguly and S. A. H. Moinuddin. Samakaleen Bharatiya Samaj. PHI. Learning
23. S. C. Dube – Indian Society
24. T. K. Oommen – Social Structure and Politics
25. T. N. Madan : Religion in India; Delhi: Oxford University Press.
26. Thaper : Tribe, Caste and Religion in India (Articles by Aran and Beteille)
27. Vandana Madan : The Village in India
28. Veena Das: Handbook of Indian Sociology: Oxford Companion to Sociology and Anthropology
29. Yogendra Singh – Culture Change in India
30. Yogendra Singh – Essays on Modernization in India
31. Yogendra Singh – Social Change in India
32. Yogendra Singh – The Modernization of Indian Tradition

## References:

1. Breman, J., 1999, “The Study of Industrial Labour in Post-Colonial India: The Formal Sector”, Contributions to Indian Sociology, 33(1&2), Pp.1-41
2. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171
3. Dhanagare, D.N., 1991, “The Model of Agrarian Classes in India”, in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press, Pp. 271-275
4. Haimendorf, C. V. F., 1967, “The Position of Tribal Population in India”, in P. Mason India and Ceylon: Unity and Diversity, New York: Oxford University Press, Chapter 9
5. Karve, I., 1994, „The Kinship Map of India\_”, in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73
6. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85- 126
7. Mencher, J., 1991, „The Caste System Upside Down\_”, in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press, Pp.93-109
8. Momin, A.R., 1977, „The Indo Islamic Tradition\_”, *Sociological Bulletin*, 26, Pp.242-258
9. Srinivas, M.N. and A. M. Shah, 1968, “Hinduism”, in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366
10. Srinivas, M.N., 1969, „The Caste System in India\_”, in A. Bêteille (ed.) Social Inequality: Selected Readings, Harmondsworth: Penguin Books, Pp.265- 272
11. Srinvas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59
12. Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism\_”, in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

**SKILL ENHANCEMENT COURSE**  
**(4 Credits each)**  
**SOC-MD-SEC**



# Gender Construct and Society

## SOC-MD- SEC

### Course Outcomes:

The course will help to understand the role of socialization as a constructor of gender roles and status. Appreciate the role of defining one's self identity in terms of gender. Identify the gender bias and discrimination present in everyday social structure. Take informed decisions about addressing gender justice issues.

### Unit 1. The concept of Gender

- 1.1 Gender as a category
- 1.2 Masculinity and Femininity
- 1.3 Private and public dichotomy

### Unit 2. Gender Construction

- 2.1 Beyond the gender binary
- 2.2 Ideas and Discrimination on LGBT

### Unit 3. Practices and Policies for Children

- 3.1 Gender Inequality
  - 31.1 Female Infanticide and Child Marriage
  - 3.1.2 Pocso Act: Overview and Awareness

### Unit 4. Practices and Policies for Women

- 4.1 Stereotypes and inequalities in Family and society
- 4.2 Eve teasing, Rape, Domestic violence
- 4.3 Gender and Workplace Harassment
  - 4.3.1 Sexual Harassment of Women at Workplace Act, 2013 (Prevention, Prohibition and Redressal i.e. "POSH Act")
  - 4.3.2 Vishakha judgment and Current situation

### Unit 5. Assignment

- 5.1. Assignment-1: Poster presentation/ Assignment writing (25 marks-1 credit)
- 5.2. Assignment-2: Group Discussion/ Paper presentation/ Viva (10 marks)

**{The above Assignments will be based on unit 2, 3 & 4}**

### Readings:

1. Aanchal Kapur, Sanjay Muttoo, Suman Bisht. 2004. from Thought to Action: Building Strategies on Violence against Women. Kriti,
2. Abbott, Pamela, Claire Wallace and Melissa Tyler. 2005. An Introduction to Sociology: Feminist Perspectives. London: Routledge.
3. Anil Dutta Mishar. 2002. Patterns of Gender Violence. Radha Publications,
4. Bhasin, Kamala. 1993. What is Patriarchy? New Delhi: Kali for Women.

5. Bhasin, Kamla, 2003. Understanding Gender, Kali for Women.
6. C. Chidambaranathan, I. Jenitta Mary, and M. D. Allen Selvakumar A FEMINIST ANALYSIS ON FEMALE INFANTICIDE; INTERNATIONAL JOURNAL OF BUSINESS POLICY AND ECONOMICS Vol. 4, No. 1, (2011) : 85-96
7. Chaudhuri, Maitrayee 2004. Feminism in India: Issues in Contemporary Indian Feminism Kali for Women, New Delhi.
8. Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19
9. Dyer.T., Gorshkov.M.K, Modi. Ishwar, Chunling.Li and Mapadimeng, 2018. Handbook of Sociology of Youth in BRIC COUNTRIES; World Scientific.
10. Ehrlich, Susan (eds). 2017. The Handbook of language, Gender and Sexuality, John Wiley & Sons
11. Fernandes, Leela.(ed). 2014. Handbook of Gender in South Asia. London: Routledge
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**Interdisciplinary Course**  
**SOC-MD- IDC- 3 Credits**

# Knowing Indian Society

## SOC-MD- IDC

### Course Objectives:

The course attempts to analyze the nature and direction of change in Indian society, from traditional to modern. Show some reflections on the Social Institutions of Indian society. Understand the indicators of change and participation in democratic process while critically looking at globalization and its impact on Indian society.

### 1. India as a Plural Society

- 1.1. Unity and Diversity
- 1.2. Problem of National Unity
- 1.3. Communalism and Secularism: Meaning and Nature.

### 2. Social Institutions and Practices

#### 2.1 Caste

- 2.1.1. Sanskritization
- 2.1.2. Changing aspects

#### 2.2 Tribe

- 2.2.1. Features
- 2.2.2. Tribes in contemporary India

#### 2.3 Class

- 2.3.1. Rural class
- 2.3.2. Urban class

#### 2.4 Family and Kinship

- 2.5.1. Types of family
- 2.5.2. Kinship in India

### 3. India in the Globalization Era

- 3.1. Globalizing Changes in India: Negotiating the Local
- 3.2. Culture of Consumption  
(Impact on Life Styles, Food Habits, Language, and Social Media)

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2. <https://www.intechopen.com/chapters/38348> Globalisation and Culture: The Three H Scenarios  
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# UNIVERSITY OF CALCUTTA

## Notification No. CSR/18/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of her powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 17.07.2023 approved the syllabus of the under mentioned subjects semester wise Four-year (Honours & Honours with Research) /Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF,2022, under this University, as laid down in the accompanying pamphlet.

| SL.NO. | NAME OF SUBJECTS   |
|--------|--|
| 1.     | ENVIRONMENTAL Science  |
| 2.     | Physics  |
| 3.     | French   |
| 4.     | Sanskrit (Honours)   |
| 5.     | Arabic   |
| 6.     | Library & Information Studies  |
| ✓ 7.   | Statistics   |
| 8.     | Electronics  |
| 9.     | Household Art (Minor/MDC)  |
| 10.    | Microbiology (Revised syllabus After incorporating some amendments, in the syllabus Published in CSR/13/23, Dt.12/07/2023) |
| 11.    | Psychology (Revised syllabus After incorporating some amendments, in the syllabus Published in CSR/13/23, Dt.12/07/2023)   |
| 12.    | Hindi (Revised syllabus After incorporating some amendments, in the syllabus Published in CSR/13/23, Dt.12/07/2023)        |
| 13.    | B.B.A. (Honours syllabus After incorporating some amendments, in the syllabus Published in CSR/13/23, Dt.12/07/2023)       |

The above shall be effective from the academic session 2023-2024.

SENATE HOUSE

KOLKATA-700 073

The 24<sup>th</sup> July, 2023

  
24<sup>7</sup>/<sub>2023</sub>

Prof. (Dr.) Debasis Das

Registrar

# UNIVERSITY OF CALCUTTA

## Syllabus for Four-year B.Sc. (Honours & Honours with Research) Courses of Studies

in

### STATISTICS

(Under Curriculum & Credit Framework, 2022)

#### COURSE STRUCTURE-CCF, 2022

|          | DSCC/ Core (Major)           | Minor (m1 & m2)                      | IDC                     | AEC                     | SEC        | CVAC       | Summer Internship | Dissertation/ Research work | Total Credit      |
|----------|------------------------------|--------------------------------------|-------------------------|-------------------------|------------|------------|-------------------|-----------------------------|-------------------|
| Semester | 22x4= 88                     | 8x4= 32                              | 3x3= 9                  | 4x2= 8                  | 3x4= 12    | 4x2= 8     | 1x3=3             | (1x4= 4)+<br>(1x8= 8) = 12  | 172               |
| 1        | 1x4= 4<br>3TH+1P/TU          | 1x4= 4 (m1)<br>3TH+1P/TU             | 1x3= 3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4     | 2x2= 4     |                   |                             | 21                |
| 2        | 1x4= 4<br>3TH+1P/TU          | 1x4= 4 (m1)<br>3TH+1P/TU             | 1x3= 3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4     | 2x2= 4     |                   |                             | 21                |
| 3        | 2x4= 8<br>2x(3TH+<br>1P/TU)  | 1x4= 4 (m2)<br>3TH+1P/TU             | 1x3= 3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4     |            |                   |                             | 21                |
| 4        | 4x4= 16<br>4x(3TH+<br>1P/TU) | 1x4= 4 (m2)<br>3TH+1P/TU             |                         | 1x2= 2<br>2TH<br>+0P/TU |            |            |                   |                             | 22                |
| 5        | 4x4= 16<br>4x(3TH+<br>1P/TU) | m1+m2<br>2x4= 8<br>2x(3TH+<br>1P/TU) |                         |                         |            |            |                   |                             | 24                |
| 6        | 3x4= 12<br>3x(3TH+<br>1P/TU) | 2x4= 8<br>m1+m2<br>2x(3TH+<br>1P/TU) |                         |                         |            |            |                   |                             | 20                |
| 7        | 4x4= 16<br>4x(3TH+1P/<br>TU) |                                      |                         |                         |            |            |                   | 1x4*                        | 20                |
| 8        | 3x4= 12<br>3x(3TH+1P/<br>TU) |                                      |                         |                         |            |            |                   | 1x8 *                       | 20                |
| Credits  | 22x4= 88                     | 8x4= 32                              | 3x3= 9                  | 4x2= 8                  | 3x4= 12    | 4x2= 8     |                   | (1x4)+(1x8)= 12             | 169+3= 172        |
| Marks    | 22x100= 2200                 | 8x100=800                            | 3x75= 225               | 4x50= 200               | 3x100= 300 | 4x50 = 200 |                   | 1x100+1x200= 300            | Total Marks =4300 |

Marks= 25 marks per credit.

\*Students who will not pursue Dissertation/ Research work then the candidate will have to study additional 1 DSC/Core paper of 4 credits in the 7<sup>th</sup> Semester & 2 DSC/ Core Papers of 4 Credits each in the 8<sup>th</sup> Semester.

Minor courses will come from two subjects of same broad discipline as Major (m1, m2).

Total credit=169+3 (for summer internship) = 172

## Structure of Statistics Honours Courses

| Semester | Course / Paper Code   | Course Name   |
|----------|---|---|
| 1        | STAT-H-CC1-1-Th / P   | Descriptive Statistics I & Probability I  |
|          | STAT-H-SEC1-1-Th / P  | Numerical Computations with C   |
| 2        | STAT-H-CC2-2-Th / P   | Descriptive Statistics II & Probability II  |
|          | STAT-H-SEC2-2-Th  | Artificial Intelligence for Everyone  |
| 3        | STAT-H-CC3-3-Th / TU  | Real Analysis I   |
|          | STAT-H-CC4-3-Th / P   | Statistical Inference I   |
|          | STAT-H-SEC3-3-Th / P  | Introduction to R   |
| 4        | STAT-H-CC5-4-Th / P   | Linear Algebra  |
|          | STAT-H-CC6-4-Th / P   | Probability III   |
|          | STAT-H-CC7-4-Th / P   | Sampling Distributions and Statistical Inference II                                 |
|          | STAT-H-CC8-4-Th / P   | Design of Experiments I and Sample Survey I   |
| 5        | STAT-H-CC9-5-Th / P   | Multivariate Analysis I   |
|          | STAT-H-CC10-5-Th / P  | Statistical Inference III   |
|          | STAT-H-CC11-5-Th / P  | Linear Models   |
|          | STAT-H-CC12-5-Th / P  | Demography  |
| 6        | STAT-H-CC13-6-Th / P  | Applied Multivariate Analysis   |
|          | STAT-H-CC14-6-Th / P  | Index Numbers and Psychometry   |
|          | STAT-H-CC15-6-Th / P  | Time Series Analysis  |
| 7        | STAT-H-CC16-7-Th / P  | Real Analysis II  |
|          | STAT-H-CC17-7-Th / P  | Statistical Inference IV  |
|          | STAT-H-CC18-7-Th / P  | Design of Experiments II  |
|          | STAT-H-CC19-7-Th / P  | Sample Survey II  |
|          | STAT-H-CC20-7-P<br>OR<br>STAT-H-CC20-D-7-P                                      | Project Work<br>OR<br>Dissertation  |
| 8        | STAT-H-CC21-8-Th / P  | Multivariate Analysis II  |
|          | STAT-H-CC22-8-Th / P  | Regression Analysis   |
|          | STAT-H-CC23-8-Th / P  | Statistical Quality Control   |
|          | STAT-H-CC24A-8-Th / P<br>OR<br>STAT-H-CC24B-8-Th / P<br>OR<br>STAT-H-CC24-D-8-P | Operations Research<br>OR<br>Development Statistics<br>OR<br>Dissertation           |
|          | STAT-H-CC25A-8-Th / P<br>OR<br>STAT-H-CC25B-8-Th / P<br>OR<br>STAT-H-CC25-D-8-P | Statistical Computing with Python<br>OR<br>Reliability Theory<br>OR<br>Dissertation |

### Structure of Statistics Minor Courses

| <b>Semester</b> | <b>Course / Paper Code</b> | <b>Course Name</b>                          |
|-----------------|----------------------------|---|
| 1               | STAT-H-MC1-1-Th / P        | Descriptive Statistics I & Probability I    |
| 2               | STAT-H-MC2-2-Th / P        | Descriptive Statistics II & Probability II  |
| 3               | STAT-H-MC1-3-Th / P        | Descriptive Statistics I & Probability I    |
| 4               | STAT-H-MC2-4-Th / P        | Descriptive Statistics II & Probability II  |
| 5               | STAT-H-MC3-5-Th / P        | Statistical Inference I                     |
| 6               | STAT-H-MC4-6-Th / P        | Design of Experiments I and Sample Survey I |

### Structure of Statistics Interdisciplinary Course

| <b>Semester</b> | <b>Course / Paper Code</b> | <b>Course Name</b>           |
|-----------------|----------------------------|------------------------------|
| 1               | STAT-H-IDC1-1-Th / P       | Statistics for Practitioners |
| 2               | STAT-H-IDC2-2-Th / P       |                              |
| 3               | STAT-H-IDC3-3-Th / P       |                              |

**STAT-H-CC1-1-Th / STAT-H-MC1-1-Th / STAT-H-MC1-3-Th**

**3 Credits**

**(Descriptive Statistics I & Probability I)**

**THEORY**

Statistics: Definition and scope. Concepts of statistical population and sample. Data: quantitative and qualitative, cross-sectional and time-series, discrete and continuous. Scales of measurement: nominal, ordinal, interval and ratio. Presentation of data: tabular and graphical. Frequency distributions, cumulative frequency distributions and their graphical representations. Stem and leaf displays. (10)

Measures of Central Tendency: Mean, Median, Mode. Measures of Dispersion: Range, Mean deviation, Standard deviation, Coefficient of variation, Gini Coefficient, Lorenz Curve. Moments, skewness and kurtosis. Quantiles and measures based on them. Box Plot. Outliers. (15)

Probability: Introduction, random experiments, sample space, events and algebra of events. Definitions of Probability: classical, statistical, and axiomatic. Conditional Probability, laws of addition and multiplication, independent events, theorem of total probability, Bayes' theorem and its applications. (20)

**STAT-H-CC1-1-P / STAT-H-MC1-1-P / STAT-H-MC1-3-P**

**1 Credit**

**(Descriptive Statistics I & Probability I)**

**PRACTICAL**

**List of Suggested Practical**

- Diagrammatic representation of data.
- Problems based on construction of frequency distributions, cumulative frequency distributions and their graphical representations, stem and leaf plot.
- Problems based on measures of central tendency.
- Problems based on measures of dispersion.
- Problems based on combined mean and variance and coefficient of variation.
- Problems based on moments, skewness and kurtosis.
- Problems related to quantiles and measures based on them, construction of box plot.
- Application problems based on Classical Definition of Probability.
- Application problems based on Bayes' Theorem.

### **Reference Books:**

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- Feller, W. (1968): An Introduction to Probability Theory & its Applications, John Wiley.
- Goon, A.M., Gupta, M.K. & Dasgupta, B. (1994): An Outline of Statistical Theory (Vol-1), World Press.
- Parzen, E. (1972): Modern Probability Theory and its Applications, John Wiley.
- Uspensky, J.V. (1937): Introduction to Mathematical Probability, McGraw Hill.
- Cacoullos, T. (1973): Exercises in Probability, Narosa.
- Rahman, N.A. (1983): Practical Exercises in Probability and Statistics, Griffin.
- Ross, S. (2002): A First Course in Probability, Prentice Hall.

### **STAT-H-SEC1-1-Th**

**(Numerical Computations with C)**

**2 Credits**

**THEORY**

Approximation of numbers and functions. Absolute and Relative errors. Interpolation: Polynomial approximation, Weierstrass Theorem (Statement). Difference Table, Newton's Forward and Backward interpolation formulae and Lagrange's general interpolation formula, Error terms. Numerical Differentiation and its applications. Numerical Integration: Trapezoidal and Simpson's 1/3rd rules. Numerical solution of equations: method of fixed point iteration and Newton-Raphson method in one unknown, conditions of convergence (statement only). (15)

Components, basic structure programming, character set, C/C++ tokens, Keywords and Identifiers and execution of a C/C++ program. Data types: Basic data types, enumerated data types, derived data types. Constants and variables: declaration and assignment of variables, symbolic constants, overflow and underflow of data. Operators and expressions: library functions. Managing input and output operations: reading and printing formatted and unformatted data. Decision making and

branching - if...else, nesting of if...else, else if ladder, switch. Looping in C/C++: for, nested for, while, do...while, and jumps in and out of loops. Arrays: Declaration and initialization of one-dim and two-dim arrays. User-defined functions. (15)

**STAT-H-SEC1-1-P**

**(Numerical Computations with C)**

**2 Credits**

**PRACTICAL**

**List of Suggested Practical**

- Finding values of a function  $y = f(x)$  for given values of  $x$ .
- Roots of a quadratic equation (with imaginary roots also).
- Sorting of an array and hence finding median.
- Mean, median and mode of a grouped frequency Data.
- Variance and coefficient of variation of a grouped frequency data.
- Preparing a frequency table.
- Numerical methods: Interpolation by Lagrange's formula, Solving one-variable equations using Newton-Raphson and iteration methods.
- Trapezoidal and Simpson's 1/3rd rule for numerical integration with convergence.
- Storing the C output in a file.

**Reference Books:**

Kernighan, B.W. and Ritchie, D.(1988): C Programming Language, 2nd Edition, Prentice Hall.

Balagurusamy, E. (2011): Programming in ANSI C, 6th Edition Tata McGraw Hill.

Gottfried, B.S. (1998): Schaums Outlines: Programming with C, 2nd Edition, Tata McGraw Hill.

Jain, M. K., Iyengar, S. R. K. and Jain, R. K. (2003): Numerical methods for scientific and engineering computation, New age International Publisher, India.

Mukherjee, Kr. Kalyan (1990): Numerical Analysis, New Central Book Agency.

Sastry, S.S. (2000): Introductory Methods of Numerical Analysis, 3rd edition, Prentice Hall of India Pvt. Ltd., New Del.

Scarborough, J.B. (1966): Numerical Mathematical Analysis, Oxford and IBH Publishing.

**STAT-H-CC2-2-Th / STAT-H-MC2-2-Th / STAT-H-MC2-4-Th**

**3 Credits**

**(Descriptive Statistics II & Probability II)**

**THEORY**

Bivariate data: Definition, scatter diagram, simple correlation, linear regression, principle of least squares, fitting of polynomial and exponential curves, correlation ratio, correlation index, intraclass correlation. Rank correlation: Spearman's and Kendall's measures. (15)

Analysis of Categorical Data: Contingency table, independence & association of attributes. (5)

Random Variables: Definition of discrete and continuous random variables, cumulative distribution function (c.d.f.) and its properties (without proof), probability mass function (p.m.f.) and probability density function (p.d.f.). Expectation and Variance. Standard probability distributions: Discrete Uniform, Binomial, Poisson, and Normal. (25)

**STAT-H-CC2-2-P / STAT-H-MC2-2-P / STAT-H-MC2-4-P**

**1 Credit**

**(Descriptive Statistics II & Probability II)**

**PRACTICAL**

**List of Suggested Practical**

- Problems based on analysis of bivariate data.
- Problems based on measures of rank correlation.
- Problems based on analysis of categorical data.
- Finding expectation, variance from a given probability distribution.
- Fitting of binomial distributions for  $n$  and  $p = q = 1/2$ .
- Fitting of binomial distributions for given  $n$  and  $p$ .
- Fitting of binomial distributions after computing mean and variance.
- Fitting of Poisson distributions for given value of mean.
- Fitting of Poisson distributions after computing mean.
- Application problems based on binomial distribution.
- Application problems based on Poisson distribution.
- Problems based on area property of normal distribution.
- To find the ordinate for a given area for normal distribution.
- Application based problems using normal distribution.
- Fitting of normal distribution when parameters are given.
- Fitting of normal distribution when parameters are not given.



### **Reference Books:**

- Goon, A.M., Gupta, M.K. and Dasgupta, B. (2002): Fundamentals of Statistics, Vol. I & II, 8th Edn. The World Press, Kolkata.
- Miller, Irwin and Miller, Marylees (2006): John E. Freunds Mathematical Statistics with Applications, (7th Edn.), Pearson Education, Asia.
- Mood, A.M., Graybill, F.A. and Boes, D.C. (2007): Introduction to the Theory of Statistics, 3<sup>rd</sup> Edn. (Reprint), Tata McGraw-Hill Pub. Co. Ltd.
- Tukey, J.W.(1977): Exploratory Data Analysis, Addison-Wesley Publishing Co.
- Agresti, A. (2010): Analysis of Ordinal Categorical Data, 2nd Edition, Wiley.
- Freedman, D., Pisani, R. and Purves, R. (2014): Statistics, 4th Edition, W. W. Norton & Company.
- Chung, K.L. (1983): Elementary Probability Theory with Stochastic Process, Springer / Narosa.
- Feller, W. (1968): An Introduction to Probability Theory & its Applications, John Wiley.
- Goon, A.M., Gupta, M.K. & Dasgupta, B. (1994): An Outline of Statistical Theory (Vol-1), World Press.
- Parzen, E. (1972): Modern Probability Theory and its Applications, John Wiley.
- Uspensky, J.V. (1937): Introduction to Mathematical Probability, McGraw Hill.
- Cacoullos, T. (1973): Exercises in Probability, Narosa.
- Rahman, N.A. (1983): Practical Exercises in Probability and Statistics, Griffin.
- Ross, S. (2002): A First Course in Probability, Prentice Hall.
- Hogg, R.V., Tanis, E.A. and Rao J.M. (2009): Probability and Statistical Inference, Seventh Ed, Pearson Education, New Delhi.
- Myer, P.L. (1970): Introductory Probability and Statistical Applications, Oxford & IBH Publishing, New Delhi.
- Rohatgi, V. K. and Saleh, A.K. Md. E. (2009): An Introduction to Probability and Statistics. 2<sup>nd</sup> Edn. (Reprint) John Wiley and Sons.

**STAT-H-SEC2-2**

**4 credits**

**(Artificial Intelligence for Everyone)**

Offered centrally by the University.

**STAT-H-IDC1-1-Th / STAT-H-IDC2-2-Th / STAT-H-IDC3-3-Th**

**2 Credits**

**(Statistics for Practitioners)**

**THEORY**

Understanding univariate data: Variable, notion of population and sample, different types of data, methods of collecting primary and secondary data, presentation of data, summary measures on data with central tendency (arithmetic mean, median, mode), dispersion (range, quartile deviation, standard deviation, coefficient of variation), ideas of skewness and kurtosis (only through diagrams), Exploratory Data Analysis. (8)

Understanding bivariate data: Paired data and ideas (without mathematical details) of different measures of associations, primarily Pearson's correlation coefficient, Spearman's Rank correlation (no tie), measures of association of attributes through contingency table, two-variable linear regression and multiple (three-variable only) linear regression (without derivation of the regression coefficients' formulae). (8)

Statistical Inference (testing of hypothesis): Basic idea of binomial and normal populations (graphical idea only, derivation of the properties excluded). Concepts of hypotheses, knowledge on test statistic and decision making in terms of critical value and p-value for some standard testing problems like test for proportion/proportions, mean based on single (normal) sample, test on comparing means based on two-sample and paired sample data. (7)

Miscellaneous discussion: Applications of one-way and two-way ANOVA with one observation per cell (without derivation and details) assuming normality, Kruskal-Wallis test (without derivation and details), sample size determination, estimation of population mean and variability for finite population, idea and application of logistic regression for binary response data. (7)

**List of Suggested Practical**

- Measures of mean, median, mode, range, QD, SD, CV for univariate data case.
- Fitting of linear regression on bivariate and on three-variable multivariate data, measures of Pearson's correlation coefficients, Spearman's Rank correlation, measures of association of attributes through contingency table.
- Tests for proportion/proportions, tests of means for single sample, two-sample, and paired sample data on normal response using p-value approach.
- Applications of ANOVA and Kruskal-Wallis test.
- Sample size determination, estimation of population mean and variability for finite population.
- Fitting of logistic regression for binary response data.

**Reference Books:**

Gun, A.M., Gupta, M.K. and Dasgupta, B. (2008): Fundamentals of Statistics, Vol. I, 9<sup>th</sup> Edition World Press, Kolkata.

Das, N.G.: Statistical Methods, Vol I, Tata McGraw Hill Pub. Co. Ltd.

Johnson, R.A. and Wichern, D.W.: Applied Multivariate Statistical Analysis, PHI.

Hardle W. and Simar, L.: Applied Multivariate Statistical Analysis.

Kutner, M.H. et.al.: Applied Linear Statistical Models.

Belsley D.A. et.al.: Regression Diagnostics.

Draper N.R. and Smith, H.: Applied Regression Analysis.

**UNIVERSITY OF CALCUTTA**  
**Syllabus for Three-year B.Sc. Multidisciplinary Courses of Studies**  
**in**  
**STATISTICS**  
**(Under Curriculum & Credit Framework, 2022)**

COURSE STRUCTURE-MDC

|                 | CC1                           | CC2                         | Minor                       | IDC                    | AEC                     | SEC               | CVAC             | Summer Internship | Total Credit             |
|-----------------|-------------------------------|-----------------------------|-----------------------------|------------------------|-------------------------|-------------------|------------------|-------------------|--------------------------|
| <b>Semester</b> | <b>8x4= 32</b>                | <b>8x4= 32</b>              | <b>6x4= 24</b>              | <b>3x3=9</b>           | <b>4x2= 8</b>           | <b>3x4=12</b>     | <b>4x2=8</b>     | <b>1x3= 3</b>     | <b>128</b>               |
| 1               | 1x4= 4<br>3TH+<br>1P/TU       | 1x4= 4<br>3TH+<br>1P/TU     |                             | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4            | 2x2=4            |                   | 21                       |
| 2               | 1x4= 4<br>3TH+<br>1P/TU       | 1x4= 4<br>3TH+<br>1P/TU     |                             | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4            | 2x2=4            |                   | 21                       |
| 3               | 1x4= 4<br><br>(3TH+<br>1P/TU) | 1x4= 4<br>3TH+<br>1P/TU     | 1x4= 4<br>3TH+1P/<br>TU     | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4            |                  |                   | 21                       |
| 4               | 2x4=8<br>4x(3TH+<br>1P/TU)    | 2x4= 8<br>2x(3TH+<br>1P/TU) | 1x4= 4<br>(3TH+1P/<br>TU)   |                        | 1x2= 2<br>2TH<br>+0P/TU |                   |                  |                   | 22                       |
| 5               | 2x4= 8<br>2x(3TH+<br>1P/TU)   | 1x4= 4<br>3TH+<br>1P/TU     | 2x4= 8<br>2x(3TH+<br>1P/TU) |                        |                         |                   |                  |                   | 20                       |
| 6               | 1x4= 4<br>(3TH+<br>1P/TU)     | 2x4= 8<br>2x(3TH+<br>1P/TU) | 2x4= 8<br>2x(3TH+<br>1P/TU) |                        |                         |                   |                  |                   | 20                       |
| <b>Credits</b>  | <b>8x4= 32</b>                | <b>8x4= 32</b>              | <b>6x4= 24</b>              | <b>3x3= 9</b>          | <b>4x2= 8</b>           | <b>3x4= 12</b>    | <b>4x2= 8</b>    | <b>1x3= 3</b>     | <b>128</b>               |
| <b>Marks</b>    | <b>8x100= 800</b>             | <b>8x100= 800</b>           | <b>6x100= 600</b>           | <b>3x75= 225</b>       | <b>4x50= 200</b>        | <b>3x100= 300</b> | <b>4x50= 200</b> | <b>3x25= 75</b>   | <b>Total Marks =3200</b> |

Marks= 25 marks per credit.

Total credit=125+3 (for summer internship) = 128

Summer Internship: As mentioned in clause no. 8 (G)

Structure of Core Courses in Statistics for MDC

| Semester     | Course / Paper Code                                | Course Name                                  |
|--------------|--|--|
| 1            | STAT-MD-CC1-1-Th / P                               | Descriptive Statistics I & Probability I     |
| 2            | STAT-MD-CC2-2-Th / P                               | Descriptive Statistics II & Probability II   |
| 3            | STAT-MD-CC3-3-Th / P                               | Statistical Inference I                      |
| 4            | STAT-MD-CC4-4-Th / P                               | Design of Experiments I and Sample Survey I  |
|              | STAT-MD-CC5-4-Th / P                               | Descriptive Statistics III & Probability III |
| 5            | STAT-MD-CC6-5-P                                    | Project Work                                 |
| 5<br>OR<br>6 | STAT-MD-CC7-5-Th / P<br>OR<br>STAT-MD-CC7-6-Th / P | Applications of Statistics I                 |
| 6            | STAT-MD-CC8-6-Th / P                               | Applications of Statistics II                |

Structure of Minor Courses in Statistics for MDC

| Semester | Course / Paper Code  | Course Name                                  |
|----------|----------------------|--|
| 3        | STAT-MD-MC1-3-Th / P | Descriptive Statistics I & Probability I     |
| 4        | STAT-MD-MC2-4-Th / P | Descriptive Statistics II & Probability II   |
| 5        | STAT-MD-MC3-5-Th / P | Statistical Inference I                      |
|          | STAT-MD-MC4-5-P      | Project Work                                 |
| 6        | STAT-MD-MC5-6-Th / P | Design of Experiments I and Sample Survey I  |
|          | STAT-MD-MC6-6-Th / P | Descriptive Statistics III & Probability III |

Structure of Skill Enhancement Courses in Statistics for MDC

| Semester | Course / Paper Code    | Course Name          |
|----------|------------------------|----------------------|
| 1        | STAT-MD-SEC1-1-Th / TU | An Introduction to R |
| 2        | STAT-MD-SEC2-2-Th / TU |                      |
| 3        | STAT-MD-SEC3-3-Th / TU |                      |

Structure of Interdisciplinary Courses in Statistics for MDC

| Semester | Course / Paper Code   | Course Name                  |
|----------|-----------------------|------------------------------|
| 1        | STAT-MD-IDC1-1-Th / P | Statistics for Practitioners |
| 2        | STAT-MD-IDC2-2-Th / P |                              |
| 3        | STAT-MD-IDC3-3-Th / P |                              |

**STAT-MD-CC1-1-Th / STAT-MD-MC1-3-Th**

**3 Credits**

**(Descriptive Statistics I & Probability I)**

**THEORY**

Statistics: Definition and scope. Concepts of statistical population and sample. Data: quantitative and qualitative, cross-sectional and time-series, discrete and continuous. Scales of measurement: nominal, ordinal, interval and ratio. Presentation of data: tabular and graphical. Frequency distributions, cumulative frequency distributions and their graphical representations. Stem and leaf displays. (10)

Measures of Central Tendency: Mean, Median, Mode. Measures of Dispersion: Range, Mean deviation, Standard deviation, Coefficient of variation, Gini Coefficient, Lorenz Curve. Moments, skewness and kurtosis. Quantiles and measures based on them. Box Plot. Outliers. (15)

Probability: Introduction, random experiments, sample space, events and algebra of events. Definitions of Probability: classical, statistical, and axiomatic. Conditional Probability, laws of addition and multiplication, independent events, theorem of total probability, Bayes' theorem and its applications. (20)

**STAT-MD-CC1-1-P / STAT-MD-MC1-3-P**

**1 Credit**

**(Descriptive Statistics I & Probability I)**

**PRACTICAL**

**List of Suggested Practical**

- Diagrammatic representation of data.
- Problems based on construction of frequency distributions, cumulative frequency distributions and their graphical representations, stem and leaf plot.
- Problems based on measures of central tendency.
- Problems based on measures of dispersion.
- Problems based on combined mean and variance and coefficient of variation.
- Problems based on moments, skewness and kurtosis.
- Problems related to quantiles and measures based on them, construction of box plot.
- Application problems based on Classical Definition of Probability.
- Application problems based on Bayes' Theorem.

### **Reference Books:**

- Goon, A.M., Gupta, M.K. and Dasgupta, B. (2002): Fundamentals of Statistics, Vol. I & II, 8th Edn. The World Press, Kolkata.
- Miller, Irwin and Miller, Marylees (2006): John E. Freunds Mathematical Statistics with Applications, (7th Edn.), Pearson Education, Asia.
- Mood, A.M., Graybill, F.A. and Boes, D.C. (2007): Introduction to the Theory of Statistics, 3<sup>rd</sup> Edn. (Reprint), Tata McGraw-Hill Pub. Co. Ltd.
- Tukey, J.W. (1977): Exploratory Data Analysis, Addison-Wesley Publishing Co.
- Freedman, D., Pisani, R. and Purves, R. (2014): Statistics, 4th Edition, W. W. Norton & Company.
- Chung, K.L. (1983): Elementary Probability Theory with Stochastic Process, Springer / Narosa.
- Feller, W. (1968): An Introduction to Probability Theory & its Applications, John Wiley.
- Goon, A.M., Gupta, M.K. & Dasgupta, B. (1994): An Outline of Statistical Theory (Vol-1), World Press.
- Parzen, E. (1972): Modern Probability Theory and its Applications, John Wiley.
- Uspensky, J.V. (1937): Introduction to Mathematical Probability, McGraw Hill.
- Cacoullos, T. (1973): Exercises in Probability, Narosa.
- Rahman, N.A. (1983): Practical Exercises in Probability and Statistics, Griffin.
- Ross, S. (2002): A First Course in Probability, Prentice Hall.

### **STAT-MD-CC2-2-Th / STAT-MD-MC2-4-Th**

#### **(Descriptive Statistics II & Probability II)**

**3 Credits**

**THEORY**

Bivariate data: Definition, scatter diagram, simple correlation, linear regression, principle of least squares, fitting of polynomial and exponential curves, correlation ratio, correlation index, intraclass correlation. Rank correlation: Spearman's and Kendall's measures. (15)

Analysis of Categorical Data: Contingency table, independence & association of attributes. (5)

Random Variables: Definition of discrete and continuous random variables, cumulative distribution function (c.d.f.) and its properties (without proof), probability mass function (p.m.f.) and probability density function (p.d.f.). Expectation and Variance. Standard probability distributions: Discrete Uniform, Binomial, Poisson, and Normal. (25)

**List of Suggested Practical**

- Problems based on analysis of bivariate data.
- Problems based on measures of rank correlation.
- Problems based on analysis of categorical data.
- Finding expectation, variance from a given probability distribution.
- Fitting of binomial distributions for  $n$  and  $p = q = 1/2$ .
- Fitting of binomial distributions for given  $n$  and  $p$ .
- Fitting of binomial distributions after computing mean and variance.
- Fitting of Poisson distributions for given value of mean.
- Fitting of Poisson distributions after computing mean.
- Application problems based on binomial distribution.
- Application problems based on Poisson distribution.
- Problems based on area property of normal distribution.
- To find the ordinate for a given area for normal distribution.
- Application based problems using normal distribution.
- Fitting of normal distribution when parameters are given.
- Fitting of normal distribution when parameters are not given.

**Reference Books:**

Goon, A.M., Gupta, M.K. and Dasgupta, B. (2002): Fundamentals of Statistics, Vol. I & II, 8th Edn. The World Press, Kolkata.

Miller, Irwin and Miller, Marylees (2006): John E. Freund's Mathematical Statistics with Applications, (7th Edn.), Pearson Education, Asia.

Mood, A.M., Graybill, F.A. and Boes, D.C. (2007): Introduction to the Theory of Statistics, 3<sup>rd</sup> Edn. (Reprint), Tata McGraw-Hill Pub. Co. Ltd.

Tukey, J.W. (1977): Exploratory Data Analysis, Addison-Wesley Publishing Co.

Agresti, A. (2010): Analysis of Ordinal Categorical Data, 2nd Edition, Wiley.

Freedman, D., Pisani, R. and Purves, R. (2014): Statistics, 4th Edition, W. W. Norton & Company.

Chung, K.L. (1983): Elementary Probability Theory with Stochastic Process, Springer / Narosa.



Feller, W. (1968): An Introduction to Probability Theory & its Applications, John Wiley.

Goon, A.M., Gupta, M.K. & Dasgupta, B. (1994): An Outline of Statistical Theory (Vol-1), World Press.

Parzen, E. (1972): Modern Probability Theory and its Applications, John Wiley.

Uspensky, J.V. (1937): Introduction to Mathematical Probability, McGraw Hill.

Cacoullos, T. (1973): Exercises in Probability, Narosa.

Rahman, N.A. (1983): Practical Exercises in Probability and Statistics, Griffin.

Ross, S. (2002): A First Course in Probability, Prentice Hall.

Hogg, R.V., Tanis, E.A. and Rao J.M. (2009): Probability and Statistical Inference, Seventh Ed, Pearson Education, New Delhi.

Myer, P.L. (1970): Introductory Probability and Statistical Applications, Oxford & IBH Publishing, New Delhi.

Rohatgi, V. K. and Saleh, A.K. Md. E. (2009): An Introduction to Probability and Statistics. 2<sup>nd</sup> Edn. (Reprint) John Wiley and Sons.

**STAT-MD-IDC1-1-Th / STAT-MD-IDC2-2-Th / STAT-MD-IDC3-3-Th**

**2 Credits**

**(Statistics for Practitioners)**

**THEORY**

Understanding univariate data: Variable, notion of population and sample, different types of data, methods of collecting primary and secondary data, presentation of data, summary measures on data with central tendency (arithmetic mean, median, mode), dispersion (range, quartile deviation, standard deviation, coefficient of variation), ideas of skewness and kurtosis (only through diagrams), Exploratory Data Analysis. (8)

Understanding bivariate data: Paired data and ideas (without mathematical details) of different measures of associations, primarily Pearson's correlation coefficient, Spearman's Rank correlation (no tie), measures of association of attributes through contingency table, two-variable linear regression and multiple (three-variable only) linear regression (without derivation of the regression coefficients' formulae). (8)

Statistical Inference (testing of hypothesis): Basic idea of binomial and normal populations (graphical idea only, derivation of the properties excluded). Concepts of hypotheses, knowledge on test statistic and decision making in terms of critical value and p-value for some standard testing problems like test for proportion/proportions, mean based on single (normal) sample, test on comparing means based on two-sample and paired sample data. (7)

Miscellaneous discussion: Applications of one-way and two-way ANOVA with one observation per cell (without derivation and details) assuming normality, Kruskal-Wallis test (without derivation and details), sample size determination, estimation of population mean and variability for finite population, idea and application of logistic regression for binary response data. (7)

**STAT-MD-IDC1-1-P / STAT-MD-IDC2-2-P / STAT-MD-IDC3-3-P**  
**(Statistics for Practitioners)**

**1 Credit**  
**PRACTICAL**

**List of Suggested Practical**

- Measures of mean, median, mode, range, QD, SD, CV for univariate data case.
- Fitting of linear regression on bivariate and on three-variable multivariate data, measures of Pearson's correlation coefficient, Spearman's Rank correlation, measures of association of attributes through contingency table.
- Tests for proportion/proportions, tests of means for single sample, two-sample, and paired sample data on normal response using p-value approach.
- Applications of ANOVA and Kruskal-Wallis test.
- Sample size determination, estimation of population mean and variability for finite population.
- Fitting of logistic regression for binary response data.

**Reference Books:**

Gun, A.M., Gupta, M.K. and Dasgupta, B. (2008): Fundamentals of Statistics, Vol. I, 9<sup>th</sup> Edition World Press, Kolkata.

Das, N.G.: Statistical Methods, Vol I, Tata McGraw Hill Pub. Co. Ltd.

Johnson, R.A. and Wichern, D.W.: Applied Multivariate Statistical Analysis, PHI.

Hardle W. and Simar, L.: Applied Multivariate Statistical Analysis.

Kutner, M.H. et.al.: Applied Linear Statistical Models.

Belsley D.A. et.al.: Regression Diagnostics.

Draper N.R. and Smith, H.: Applied Regression Analysis.

**STAT-MD-SEC1-1-Th / STAT-MD-SEC2-2-Th / STAT-MD-SEC3-3-Th**

**3 Credits**

**(An Introduction to R)**

**THEORY**

Introduction to R: Installation, command line environment, overview of capabilities, brief mention of open source philosophy. R as a calculator: The four basic arithmetic operations. Use of parentheses nesting up to arbitrary level. The power operation. Evaluation of simple expressions. Quotient and remainder operations for integers. Standard functions, e.g., sin, cos, exp, log. (10)

The different types of numbers in R: Division by zero leading to Infor -Inf. NaN. NA. No need to go into details. Variables. Creating a vector using c(), seq() and colon operator. How functions map over vectors. Functions to summarise a vector: sum, mean, sd, median etc. Extracting a subset from the vector (by index, by property). R as a graphing calculator: Introduction to plotting. Plot(), lines(), abline(). No details about the graphics parameters except colour and line width. Barplot, Pie chart and Histogram. Box plot. (15)

Matrix operations in R: Creation. Basic operations. Extracting submatrices. Loading data from a file: read.table() and read.csv(). Mention of head=TRUE and head=FALSE. Dataframes. Mention that these are like matrices, except that different columns may be of different types. (8)

Numerical Integration in R: Trapezoidal and Simpson's 1/3rd rules. Numerical solution of equations in R: Method of fixed point iteration and Newton-Raphson method in one unknown. Simulation in R: Simulating a coin toss, a die roll and a card shuffle. Finding probabilities of events related to such experiments using simulation. (12)

**STAT-MD-SEC1-1-TU / STAT-MD-SEC2-2-TU / STAT-MD-SEC3-3-TU**

**1 Credit**

**(An Introduction to R)**

**TUTORIAL**

**Reference Books:**

Gardener, M (2012) Beginning R: The Statistical Programming Language, Wiley Publications.

Braun W J, Murdoch D J (2007): A First Course in Statistical Programming with R. Cambridge University Press. NewYork.

A simple introduction to R by Arnab Chakraborty (freely available at <http://www.isical.ac.in/~arnabc/>)

R for beginners by Emmanuel Paradis (freely available at [https://cran.r-project.org/doc/contrib/Paradisrdebuts\\_en.pdf](https://cran.r-project.org/doc/contrib/Paradisrdebuts_en.pdf))