

5.1.2

CAPACITY BUILDING & SKILL ENHANCEMENT

2018-2019

SWAMI DHANANJOY DAS KATHIABABA MAHAVIDYALAYA



UGC affiliated Govt Aided College
Under Bankura University
Estd. - 2009

VIII. + P.O. -Bhara, P.S.-Bishnupur, Dist. -Bankura, Pin -722157 (W.B.)

9883287434
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Report on Computer Training Courses- A City Bank Project Organized by Swami Dhananjoy Das Kathiababa Mahavidyalaya

The city Bank authority first approached to our Principal Madam. Then their proposal was discussed in our Governing Body and then finally approved this project. After that our placement cell has tied among students for participating this training course. Necessary documents regarding these courses are furnished below

1. Total no. of Student applied for:- 161
2. Registered Students with submission of fees:- 108
3. No of students successfully completed this courses:- 108
4. Duration of the courses:- 3Months
5. Copy of MOU with their authority and our College and one specimen certificate are attached herewith.



11.03.22
PRINCIPAL
Swami Dhananjoy Das Kathiababa
Mahavidyalaya, Bhara
P.O.-Bhara, Dist.-Bankura, W.B.
11.03.22

স্বামী ধনঞ্জয়দাস কাঠিয়াবাবা মহাবিদ্যালয়



সরকার অনুমোদিত কলেজ
(বর্ধমান বিশ্ববিদ্যালয়ের অন্তর্গত)

Phone No. : 03244-248586
E-mail Id. : princssddkm@gmail.com
Website : www.sddkm.in

স্থাপিত - ২০০৯

গ্রাম ও পোঃ - ভড়া, জেলা- বাঁকুড়া, পিন - ৭২২১৫৭ (পঃ বঃ)

পত্রাক নং.....

তার...১১.০৯.২০১৮

বিজ্ঞপ্তি

শ্রদ্ধাঙ্গী মহাবিদ্যালয়ের অধ্যক্ষ শিক্ষক শিক্ষাক্ষেত্রীদের
জ্ঞানার্থে যাচ্ছে যে, আগামী ২০.০৯.২০১৮ তারিখে
মহাবিদ্যালয়ে একটি "Workshop on CBES curriculum"
আয়োজিত হতে চলেছে। উক্ত Workshop টিকে অংশগ্রহণিত
করার জন্য আপনাদের অফিসে ৩ইদির অফিসে ১০ টি হতে
workshop কোর্স হওয়া একটি কার্ডের অংশগ্রহণের
স্বার্থে উপস্থিত শ্রদ্ধাঙ্গী নির্দেশ দেওয়া হইবে।



lyh

11/9/18.

PRINCIPAL

Swami Dhananjay Das Kathiababa
Mahavidyalaya, Bhara

P.O.-Bhara, Dist.-Bankura, W.B

11/09/18

Soham Pain 7/2/2023

IQAC Co-ordinator
S.D.K. Mahavidyalaya
Bhara, Bankura

SWAMI DHANANJOY DAS KATHIABABA MAHAVIDYALAYA



Govt. Aided College
Under Bankura University
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Ph. & Fax : 03244-248586
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P.O. - Bhara, Dist. - Bankura, Pin - 722157 (W.B.)

Date: 30.11.2018

Notice

This is to bring to your sincere attention that Swami Dhananjay Das Kathiababa Mahavidyalaya has taken the initiative to introduce a Spoken English Course spanning a duration of three months. Candidates are directed to register for the above mentioned course within 10th of December, 2018. The one time Registration Fee for the course is Rs. 500/-. Enrollment will be on first come first serve basis. Candidates enrolled in the course will be awarded certificates. You are directed to submit your name and phone number to the college office to Shyam Sundar Mandal (Damu Da) along with your UID no at the earliest.

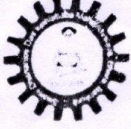
Soham Pain 7/2/2023
IQAC Co-ordinator
S.D.K. Mahavidyalaya
Bhara, Bankura



30.11.18

30.11.18
[Principal]
PRINCIPAL
Swami Dhananjay Das Kathiababa
Mahavidyalaya, Bhara
P.O.-Bhara, Dist.-Bankura, W.B.

SWAMI DHANANJOY DAS KATHIABABA MAHAVIDYALAYA



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Date: 08.02.2019

Notice

All students who have enrolled for the spoken English course are instructed to be present on the 13th of February 2019 at 12 noon in the virtual class room, and attend the inaugural lecture to be delivered by the Honorable Vice Chancellor, Bankura University.



hgh 08.2.19.
[Principal]

PRINCIPAL

Swami Dhananjoy Das Kathiababa
Mahavidyalaya, Bhara
P.O.-Bhara, Dist.-Bankura, W.B.

*2. 11
08.02.19*

Soken Pain 8/2/2019

IQAC Co-ordinator
S.D.D.K. Mahavidyalaya
Bhara, Bankura

SKILL ENHANCEMENT COURSE(SEC)

COURSE LIST

- 1. SOCIOLOGY**
- 2. PHILOSOPHY**
- 3. HISTORY**
- 4. BENGALI**
- 5. SANTALI**
- 6. POLITICAL SCIENCE**
- 7. GEOGRAPHY**
- 8. SANSKRIT**
- 9. EDUCATION**
- 10. PHYSICAL EDUCATION**
- 11. ENGLISH**

SL NO	SUBJECT	SEC PAPER WITH SEM	COURSE CODE	COURSE TITLE
1	SOCIOLOGY	3 rd (prog)	APSOC304/SEC-1	CONDUCTING SURVEY
		4 th (prog)	APSOC404/SEC-2	GENDER SENSITIZATION
		5 th (prog)	APSOC504/SEC-3	FRAMING QUESTIONNAIRE AND CONDUCTING INTERVIEW
		6 th (prog)	APSOC604/SEC-4	BESICS OF COUNSELLING
2	PHILOSOPHY	3 rd (prog)	APPHI304/SEC-1	YOGA PHILOSOPHY
		4 th (prog)	APPHI404/SEC-2	APPLIED ETHICS
		5 th (prog)	APPHI504/SEC-3	VALUE EDUCATION
		6 th (prog)	APPHI604/SEC-4	PHILOSOPHY OF HUMAN RIGHTS
3	HISTORY	3 rd hons	AHHST305/SEC -1	ARCHIVES AND MUSEUM
		4 th hons	AHHST405/SEC-2	UNDERSTANDING POPULAR CULTURE
		3 rd (prog)	APHST305/SEC-1	HISTORICAL TOURISM
		4 th (prog)	APHST405/SEC-2	MUSEUM AND ARCHIVES IN INDIA
		5 th (prog)	APHST504/SEC-3	DOCUMENTATION AND VISUAL CULTURE
		6 th (prog)	APHST604/SEC-4	AN INTRODUCTION TO ARCHAEOLOGY

4	BENGALI	3 rd hons	AHBNG305/SEC -1	BABOHARIK BANGLA CHORCHA O ANUBAD CHORCHA
		4 th hons	AHBNG405/SEC-2	BANGLA ROCHONA SHAKTIR NOIPUNNA
		3 rd (prog)	APBNG304/SEC-1	BANGLA BYAKARAN
		4 th (prog)	APBNG404/SEC-2	BABOHARIK BANGLA CHORCHA O ANUBAD CHORCHA
		5 th (prog)	APBNG404/SEC-3	ROCHONA SHAKTIR NOIPUNNA
		6 th (prog)	APBNG604/SEC-4	BIGYAPON O CHOLOCHHITRER VASA
5	POL SCIENCE	3 rd (prog)	APPLS-305/SEC-1	LEGISLATIVE SUPPORT
		4 th (prog)	APPLS-405/SEC-2	DEMOCRATIC AWARENESS WITH LEGAL LITERACY
		5 th (prog)	APPLS-504/SEC-3	PUBLIC OPINION & SURVEY RESEARCH
		6 th (prog)	APPLS-604/SEC-4	CONFLICT AND PEACE BUILDING

6	ENGLISH	3 rd hons	AH/ENG/305/SEC -1	ENGLISH LANGUAGE TEACHING
		4 th hons	AH/ENG/405/SEC-2	CREATIVE WRITING & BUSINESS COMMUNICATION
		3 rd (prog)	APENG-304/SEC-1	ENGLISH LANGUAGE TEACHING
		4 th (prog)	APENG-404/SEC-2	SOFT SKILLS
		5 th (prog)	APENG504/SEC-3	CREATIVE WRITING
		6 th (prog)	APENG-604/SEC-4	BUSINESS COMMUNICATION
7	EDUCATION	3 rd hons	AH/EDN/305/SEC -1	PRESENTATION OF TERM PAPER WITH POWER POINT
		4 th hons	AH/EDN/405/SEC-2	PROJECT WORK
		3 rd (prog)	APEDN-304/SEC-1	ELEMENTARY COMPUTER APPLICATION IN EDUCATION
		4 th (prog)	APEDN-404/SEC-2	PROJECT WORK
		5 th (prog)	APEDN-504/SEC-3	SCHOOL ACTIVITY SURVEY
		6 th (prog)	APEDN-604/SEC-4	CONSTRUCTION OF AN ACHIEVEMENT TEST

8	PHY. EDUCATION	3 rd (prog)	AP/PEDG/304/SEC-1	YOGASANA & GYMNASTICS
		4 th (prog)	AP/PEDG/-404/SEC-2	BALL GAME & RACKETGAME
		5 th (prog)	AP/PEDG-504/SEC-3	INDIGENOUS & MINOR GAME & EXCURSION/CAMPING PROGRAM
		6 th (prog)	AP/PEDG/-604/SEC-4	ADAPTED PHYSICAL EDUCATION & COMPUTER APPLICATION IN PHYSICAL EDUCATION

9	SANTALI	3 rd hons	AH/SNT/305/SEC -1	GROUP DISCUSSION & DEBATE COMPETITION
		4 th hons	AH/SNT/405/SEC-2	PROJECT WORK
		3 rd (prog)	APSNT-304/SEC-1	GROUP DISCUSSION & DEBATE COMPETITION
		4 th (prog)	APSNT-404/SEC-2	PROJECT WORK
		5 th (prog)	APSNT-504/SEC-3	TRANSLATION
		6 th (prog)	APSNT-604/SEC-4	SEMINAR/WORKSHOP
10	SANSKRIT	3 rd hons	AH/SNS/305/SEC -1	SPOKEN SANSKRIT & COMPUTER APPLICATION
		4 th hons	AH/SNS/405/SEC-2	SPOKEN SANSKRIT & COMMUNICATIVE ENGLISH
		3 rd (prog)	APSNS-305/SEC-1	SPOKEN SANSKRIT & COMMUNICATIVE ENGLISH
		4 th (prog)	APSNS-405/SEC-2	SPOKEN SANSKRIT & COMMUNICATIVE ENGLISH
		5 th (prog)	APSNS-504/SEC-3	SPOKEN SANSKRIT & COMPUTER APPLICATION
		6 th (prog)	APSNS-604/SEC-4	SPOKEN SANSKRIT & COMPUTER APPLICATION
11	GEOGRAPHY	3 rd hons	SHGEO/305/SEC-1	COMPUTER BASICS & APPLICATION
		4 th hons	SHGEO/405/SEC-2	GEOGRAPHICAL INFORMATION SYSTEM
		3 rd (prog)	SPGEO/304/SEC-1	COMPUTER BASICS
		4 th (prog)	SPGEO/404/SEC-2	COMPUTER APPLICATION
		5 th (prog)	SPGEO/504/SEC-3	REMOTE SENSING
		6 th (prog)	SPGEO/604/SEC-4	GEOGRAPHICAL INFORMATION SYSTEM



Skill Enhancement Courses.

SEC01

Conducting Survey

What is Survey Research? Application of Survey Research

2. Steps of survey: Formulating a topic, designing the research, sampling
3. Methods of data collection: interview, questionnaire
4. Data processing, Data analysis; limitations of Survey research.

Reading List:

Bryman, A. 2002. *Social Research Methods*. Oxford University Press: New York.

Goode, G and P.K. Hatt. 1952. *Methods in Social Research*. McGraw-Hill.

Moscr, A and Kalton, G. 1979. *Survey Methods in Social Investigation*

SEC02

Gender Sensitization

Sex, Gender and Sexuality

- 1.1 Introduction to debates on the social construction of sex and gender
- 1.2 Cultural construction of masculinity and femininity
- 1.3 Understanding sexual preference as a right

2. Gender, Family, Community and the State

3. Gender Rights and the Law

- 3.1 Right to property
- 3.2 Personal laws



3.3 Violence against women

3.3.1 Sexual harassment

3.3.2 Rape

3.3.3 Domestic violence.

References:

- 1) Anthony Giddens, 2013: Sociology (7th edition) Polity.
- 2) Macionis John, 2006: sociology, pearson.
- 3) Haralombos and Holborn, 2000, sociology themes and perspective, Collins.
- 4) Ram Ahuja, Social Problems in India. Rawat .

SEC – 3

Framing Questionnaire and conducting Interview.

1. Questionnaire and Interview Method: application; preparations before using these methods.
2. Types of questionnaire; steps of questionnaire Construction.
3. What is a Interview Schedule; difference between questionnaire and interview Schedule; format of the questionnaire and interview schedule; some practical concerns.
4. Types of interviews; preparing interview schedule.
5. Limitations of questionnaire and interview methods.

Refs:

- 1.Barker,T.L. 1990. Doing Social Research. Mcgraw Hill.
- 2.Bryman,A. 2002. Social Research Methods. Oxford University press: New York.
- 3.Goode,G and P.K.Hatt. Methods in Social Research. Mcgraw Hill.
- 4.Ram Ahuja, Research Methods, Rawat pub.



- ❖ Value education changes a positive opinion about life in the student's mind.
- ❖ Values education is teaching and learning about the ideals that society considers important.
- ❖ The objective of the students is not only to recognize the values but also to reflect them in their behavior and attitudes.

Suggested Topics:

1. Meaning, Characteristics, Significance and objective of Value Education. (15 Hours)
2. Meaning and Characteristics of Peace Education. (15 Hours)
3. Peace and Value Education in Global Perspective. (15 Hours)

References:

- David P, Barash Belmont, Introduction to Peace Studies, OUP, 2010.
- (Ed.) Sisir Kumar Das, R. N. Tagore: International Relations in the English Writing of Rabindranath Tagore, New Delhi, Sahitya Academy, 2006.
- Charles Webel and Johan Galtung (Eds.): Handbook of Peace and Conflict Studies, Routledge, 2007.
- Muthuja, Babu, Peace and Value Education, 2009.
- Mohanty, Aditya, Philosophy of Value, Centre for Advance Studies in Philosophy, Utkal University, 2007.

**References:**

- Chakraborti, Sibapada, An Introduction to General Philosophy, Calcutta Kamala Book Deposit, 1964.
- Das, Roma Prasad & Sibapada Chakraborty, Paschatya Darsaner Ruparekha, Paschim Banga Rajya Pustak Parshad.
- Ramchandra Pal, Darsana Parichaya, Prograssive Publishers.
- Chakraborti, Niradbaran, Paschatya Darsaner Bhumika
- Pradip Sengupta, An Introduction to Philosophy.

SKILL ENHANCEMENT COURSE**COURSE TITLE: PEACE AND VALUE EDUCATION** (Marks: 50) (45 Hours)**COURSE CODE: APPHI504SEC - 3****CREDIT: 2****MODE OF EVALUATION:** Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.**PATTERN OF EVALUATION IN END SEMESTER EXAMINATION:** Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of three questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks.

(2x5=10, 5x4= 20 and 10x1=10; Grand total: 40 marks).

Course Objectives:

The objectives of this course are to process of increasing the overall character of a student, it also includes character development, personality development and spiritual development, and it develops a sensible person with strong character and values. It is an action that can take place in human society, during which the people are helped by others, who may be older.

Course Outcomes:

- ❖ It gives the students a progressive way for their future and also helps them to know the real purpose of their lives.
- ❖ Value education helps students to become more responsive and practical.
- ❖ It also helps in developing a strong relationship with family and friends.



References:

- Lillie, W., *An Introduction to Ethics*, Methuen & Co Ltd., London.
- Frankena, W.K., *Ethics*, OUP. Prentice Hall, Inc, New Jersey.
- Mackenzie, J.S., *A Manual of Ethics*, New York City: Hints & Noble.
- Chakraborty, Somnath, *Nīvidyār Tattvakathā*, Progressive Publishers.
- Chakraborty, Somnath, *Kathāy Karme Ethics*, Progressive Publishers.
- Mrinal Kanti Bhadra, *Nīvidya*, The University of Burdwan
- Gupta, Dikshit, *Nītiśāstra*, Paschimbanga Rajya Pustak Parshad.
- Satyanarayan, Y.V., *Ethics, Theory and Practice*, Pearson, 2010.
- Basu, Aurobindo, *Frānkenār Nītidarśan*, Paschimbanga Rajya Pustak Parshad.
- Russel and Daniel C., *Cambridge Comparison to Virtue Ethics*, Cambridge University Press.
- Aristotle, *Nechomechian Ethics*, Tr. By W. D. Ross, Batoche Books, Kitchner, 1999.
- Crisp, Roger, Slote, *Virtue Ethics*, Oxford.
- P. Singer, *Practical Ethics* 2nd Ed, Cambridge, 1999
- P. Singer, *Applied Ethics*, OUP, 1986

SKIL ENHANCEMENT COURSE

COURSE TITLE: APPLIED ETHICS (Marks: 50) (45 Hours)

COURSE CODE: APPHI404SEC - 2

CREDIT: 2

MODE OF EVALUATION: Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of three questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks.

(2x5=10, 5x4= 20 and 10x1=10; Grand total: 40 marks)



(1x5=05, 5x2= 10 and 10x1=10; total theory: 25 marks and Practical 15 marks; Grand total: 40 marks.)

Course Objective:

The objective of this course is to introduce the students with the different notions of Yoga in Indian philosophy like Basic concept of Yoga, *Jñāna Yoga*, *Bhakti Yoga*, *Rāj Yoga* and *Karma Yoga*, Yoga in Jainism, Yoga in Buddhism (*Vipassana*), Yoga in *Bhagavadgītā*. Students will practice exercises physically and mentally.

Course Outcome:

The course will be beneficial for the students because students will be benefited through exercising. They will be getting peaceful states of mind and also good health.

Suggested Topics:

UNIT I: (Theory) (25 Marks) (15 Hours)

1. The Definition and Essence of *Yoga*, concept of *Yama Niyama*, *Āsana* and *Prānāyāma* (05 Hours)
2. Basic Concept of four *Yoga*, *Jñāna Yoga*, *Bhakti Yoga*, *Raj Yoga* and *Karma Yoga*. (05 Hours)
3. *Yoga* in Jainism, *Yoga* in Buddhism (*Vipassana*), *Yoga* in *Bhagavadgita*. (05 Hours)

UNIT II: (Practical): To be conducted at home centers in presence of an external expert: (15 Marks) (30 Hours)

1. Practice of any five *Āsana-s* and viva-voce.

References:

- Abhishiktananda, Swami: (1974) *Guru and Disciple*, London: Society for the Promotion of Christian Knowledge,
- Aranya, H.: (1983) *Yoga Philosophy of Patanjali*, rev. ed. Trans. by P. N. Mukherji, Albany, New York: Suny Press,
- Dasgupta, S. N. (1930) *Yoga Philosophy in Relation to Other Systems of Indian Thought*, Calcutta: University of Calcutta.
- Gopalan S. (1974) *Outlines of Jainism*, John Wiley & Sons (Asia) Pte Ltd.
- D.M. Dutta and S.C.Chatterjee, *An Introduction to Indian Philosophy*, Calcutta, 1939.
- Swami Muktibodhananda, *Hathayoga Pradipika*, (4th ed., 2012), Yoga Publications Trust, Munger, Bihar.
- Srimad Hariharananda Aranya, *Pātañjala Yogdarśan*, University of Calcutta, 1967.

Skill Enhancement Course (SEC) (2)
Semester III
UG/HIST/305 SEC- 1: Archives and Museum

Objectives:

The course will teach students about the process of accumulation of historical records over the course of an individual or organisation's lifetime and the importance of displaying artistic and cultural resources of a country.

Outcome:

It will help the students to comprehend the study and practice of organizing, preserving and utilizing the objects preserved in archives and museums in a methodical manner.

Evaluation:

Internal Assessment- 10 marks.

4 marks x 5 = 20 (within 100 words).

10 marks x 2=20 (within 500 words)

Module I. Types of archives and museum: definitions and basic concepts, differences & similarities between Museums and Archives

Module II. Understanding the traditions of preservation in India, Methods of preservation: curatorial care, preventive conservation, chemical preservation and restoration.

Module III. Collection policies, ethics and procedures: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others

Module IV. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.

Module V. A Brief Study of Museums: The International Council of Museums, (ICOM).
 International – Louvre Museum, Paris. British Museum, London, Museum of Natural History, New York; National – Indian Museum, Kolkata, Salar Jung Museum, Hyderabad;

Local – Hazarduari Museum, Murshidabad, Acharya Jogesh Chandra Purakriti Bhaban, Bishnupur

Module VI. A Brief Study of Archives: The International Council on Archives (ICA), The National Archives of India, New Delhi, West Bengal State Archives, Kolkata

Module VII. Museums, Archives and Society: Education and Communication, Outreach Activities; Presentation and Exhibition.

Suggested Readings:

- Saloni Mathur, *India by Design: Colonial History and Cultural Display*, University of California Press, 2007.
- S. Sengupta, *Experiencing History through Archives*, Munshiram Manoharlal, 2004.
- Tapati Guha-Thakurta, *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India*, Columbia University Press, 2004.
- Yash Pal Kathpalia, *Conservation and Restoration of Archive Materials*. UNESCO, 1973.
- R.D. Choudhury, R.D. *Museums of India and Their Maladies*. Calcutta: Agam Kala Prakashan. 1988.
- Sandeep Nair, *Bio-Deterioration of Museum Materials*, Agam Kala Prakashan, 2011.
- O. P. Agrawal, *Essentials of Conservation and Museology*, Sandeep Prakashan, 2006.



- Module-I:** Historiographical Trends
Module-II: Education in Early and Medieval Times; Formal & Informal
Module-III: Colonial Period: Socio-Religious Reforms; Women & Education for females including Western Medical Education.
Module-IV: Role of School and Colleges in Colonial and Post Colonial Period.
Module-V: Contours of Female Literacy since 1950.
Module-VI: Present Scenario: Education as a Tool of Empowerment.

Suggested Readings:

Aparna Basu, Growth of Education and Political Development in India, 1898-1920, 1974
Aparna Basu, Bharati Ray, Women Struggle, A History of the All India Women's Conference, 2002
Ram Nath Sharma Rajender Nath Sharma, History of Education in India, Atlantic Publishers, 1996
Radha Kumar, A History of Doing Usha Sharma, Women Education in Modern India

1. Skill Enhancement Course IV- An Introduction to Archaeology:

- Module-I:** Definition & Components
Module-II: Historiographical Trends
Module-III: Research Methodologies
Module-IV: Definition of Historical Sites & Explorations
Module-V: Field Work & Tools of research
Module-VI: Documentation, Codification, Classification, Analysis of findings and publications

Suggested Readings:

John.A. Bintliff, A Companion to Archaeology
D.R. Chakrabarti, A History of Indian Archaeology: From the Beginning to 1947, New Delhi, Manohar, 1988
M. Hall & W.S.W. Silliman, Historical Archaeology, USA, Blackwell, 2006
Mathew Johnson, Archaeological Theory: An Introduction, Blackwell Publishing, New Edition, 2010 Published Works by ASI



Sushila Kaushik, Panchayati Raj in Action: Challenges to Women's Role, Delhi, 1996
Nivedita Menon, Gender & Politics in India, New Delhi, OUP, 1999 Women in Print –The change over the last half century in reporting on women & Gender Issues in Indian UNIFEM, by Shri Venkatram, 2003.

4. Skill Enhancement Course III- Documentation & Visual Culture:-

- I. Conceptual Framework
- II. Visual Culture: Colonial & Post-Colonial Contexts
- III. Politics of Documentation
- IV. Methods of Documentation: Photographs, Films, Videos and digital
- V. Fieldwork, Internship and Training

Suggested Readings:

Gayatri Sinha, ed, Art & Visual Culture in India: 1857-2007

Geeta Kapoor, When was Modernism-Essays on Cultural Practices in India, Delhi, Tullika Publications, 2000 Publications by Sarai, CSDS, Rajpur Road, Delhi



SEM-IV

1. Core Course in Modern Indian Language (MIL)/ English-II
2. DSC ID- Making of Contemporary India

Module I: Towards Independence and Emergence of the New State
Government of India Act 1935. Working of the GOI Act. Negotiations for Independence and Popular Movements. Partition: Riots and Rehabilitation.

Module II: Making of the Republic The Constituent Assembly;
Drafting of the Constitution Integration of Princely States

Module III: Indian Democracy at Work 1950- 1970s Language, Region, Caste and Religion Electoral Politics and the Changing Party System; Regional Experiences India and the World; Non Aligned Movement.

Module IV: Economy Society and Culture 1950-1970s
The Land Question, Planned Economy, Industry and Labour Science And Education The Women's Question: Movements and Legislation Cultural Trends: Institutions and Ideas, Literature, Media, Arts.

Suggested Readings:

- Bipan Chandra, et al (ed) India after Independence, New Delhi: Penguin Books, 1999
Appadurai, Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979. Rajni Kothari, Politics in India, New Delhi: Orient Longman, 1970.
Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.
Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004

3. DSC IID:- From Some Other Discipline.

4. Skill Enhancement Course II- Museum & Archives in India:-

- I. Definitions
- II. History of setting up of Museum and Archives: Some case studies
- III. Field Work; Studying of structures & Functions
- III. Training & Employment

Suggested Readings:

- G. Edson & Dean David, Handbook for Museum, London, Routledge, 1986
John Ridener, From Folders to Post Modernism: A Concise History of Archival Theory, 2009

Semester IV**UG/HIST/405 SEC-2: Understanding Popular Culture****Objectives:**

This course is designed to introduce the students to a variety of critical approaches used in the study of popular culture. Although this course will draw on their familiarity with popular culture, the course will approach the subject from a scholarly perspective. The overall objective is to explore how popular culture, in all its various forms, not only reflects the world around us but also how it influences the way we perceive the world. Every day we are exposed to thousands of images, sounds and experiences that we understand as natural. The course will examine a wide range of subjects (such as film, television, music, advertising and the internet) using a wide range of critical approaches (such as genre theory, gender studies, semiotics, and political economy), so we can better understand how contemporary Indian culture shapes our lives.

Outcome:

The course shows the connection between popular culture and other parts of our cultural domain; improves communication skills by reading about, writing about, and discussing popular culture. It helps in understanding the role of popular culture and the way it reflects and influences society.

Evaluation:

Internal Assessment- 10 marks.

4 marks x 5 = 20 (within 100 words).

10 marks x 2=20 (within 500 words)

Module I: Introduction: Defining culture, folk culture and popular culture and understanding it historically,

Module II: Visual expressions; Bengal School of Art; Tanjore; Mysore; Patachitra;,Madhubani, Dokra, Terracota, Calendar Art, Photography

Module III: Performance: Theatre; music; folk tales/ folk dance/songs/ Nautanki/Jatra, Puppetry

Module IV. The audio-visual: Hindi, Bengali, Bhojpuri, Tamil and Malayali Films; Expressions of Popular Culture in Radio and Television,

Module V. Fairs, Festivals with special emphasis on tribal festivals and Rituals: Disentangling mythological stories, patronage, regional variations- Gajan-Charak

Module VI. Popular culture in a globalized world: Commercialization of folk and culture; The impact of the Internet and social media

Suggested Readings:

- K. Moti Gokulsing, Wimal Dissanayake, *Indian Popular Cinema: A Narrative of Cultural Change*, Trentham Book, 2004.
- John Storey, *Cultural theory and popular culture: An introduction*, Routledge, 2021.
- Patricia Oberoi, *Freedom and Destiny: Gender, Family and Popular Culture in India*, OUP, 2009.
- Christopher Pinney, *Camera Indica: The Social Life of Indian Photographs*, The University of Chicago Press, 1998.
- Pankaj Rag, *Dhuno Ki Yatra*, Rajkamal Prakashan, 2006 (Hindi).
- A.K. Ramanujan, *Folktales from India A Selection of Oral Tales from Twenty-two Languages*, Penguin

✓ SB+JD+RSM

APBNG-303C-MIL-2 সংস্কৃত ও ইংরাজি সাহিত্যের ইতিহাস, ছন্দ-অলঙ্কার

- একক ১ : সংস্কৃত সাহিত্যের ইতিহাস : ভাস, কালিদাস, ভবভূতি, বাণভট্ট, শ্রীহর্ষ, শূদ্রক, জয়দেব
একক ২ : ইংরাজি সাহিত্যের ইতিহাস : চসার, শেক্সপীয়র, ওয়াডসওয়ার্থ, শেলী, কীটস্, ডিকেন্স, স্কট, বার্নার্ড
শ, ইয়েটস, এলিয়ট, এডগার, অ্যালান-পো
একক ৩ : ছন্দ - ছন্দ সম্পর্কে সাধারণ আলোচনা, ছন্দোলিপি প্রস্তুত, অক্ষরবৃত্ত, মাত্রাবৃত্ত, স্বরবৃত্ত, সনেট,
অমিত্রাক্ষর, মুক্তক, গদ্যছন্দ
একক ৪ : অলঙ্কার - অলঙ্কার সম্পর্কিত সাধারণ আলোচনা, অলঙ্কার নির্ণয়, অনুপ্রাস, যমক, শ্লেষ,
বক্রোক্তি, উপমা, রূপক, উৎপ্রেক্ষা, নিশ্চয়, সন্দেহ, ব্যতিরেক, অতিশয়োক্তি, ব্যাজস্ততি,
বিরোধভাস, বিভাবনা, বিশেষোক্তি, অসঙ্গতি

APBNG-304C-SEC-1

বাংলা ব্যাকরণ

✓ ML+JD+ML+RSM

- একক ১ : বাংলা ধ্বনির উচ্চারণ স্থান, বাগযন্ত্রের ভূমিকা
একক ২ : ধ্বনি পরিবর্তনের কারণ ও ধারা ML
একক ৩ : শব্দভাণ্ডার ও শব্দার্থ তত্ত্ব ML
একক ৪ : বাংলা বাক্যতত্ত্ব

সেমিস্টার - ৪

(I.A.-10, ESE-40, TOTAL- 50)

APBNG-401C-1D

রবীন্দ্রসাহিত্য

Objectives:

Rabindranath Tagore stands as the most important and most influential figure in the history of Bengal. He influenced Bengali thought and literary-artistic productions irreversibly and continues to be the most important reference point even in contemporary Bengali culture. This course aims at offering detail study of selected Tagore-writings from various genres in the perspective of his philosophical-aesthetic positions.

Course learning outcomes:

This course will enable students to understand Tagore's contribution in various genres along with an understanding of the themes and styles of selected texts.

- একক ১ : সঞ্চয়িতা : মেঘদূত (মানসী), জীবন দেবতা (চিত্রা), আগমন (খেয়া), সবলা (মহুয়া), ছেলেটা (পুনশ্চ), বলাকা (বলাকা), হারিয়ে যাওয়া (পলাতকা), যাবার সময় হল বিহঙ্গের (প্রান্তিক), ঐকতান (জন্মদিনে), প্রথম দিনের সূর্য (শেষ লেখা)
একক ২ : গল্পগুচ্ছ : দেনাপাওনা, শান্তি, ছুটি, গুণ্ডন, অতিথি, নষ্টনীড়, বদনাম, অপরিচিতা, শেষকথা
একক ৩ : দুইবোন
একক ৪ : বিসর্জন

AP-402C-2D Discipline 2

ACP-403C-E-2 English - 2

APBNG-404-SEC-2

ব্যবহারিক বাংলা ও অনুবাদচর্চা

AHBNG-402C-9

উনিশ ও বিশ শতকের কাব্য ও নাটক

একক ১ : মেঘনাদবধ কাব্য (১ম, ৪র্থ এবং ৯ম সর্গ) : মধুসূদন দত্ত

M.L - সুকুমার বাসুদেবপাঠ্য

একক ২ : নির্বাচিত বাংলা কবিতা

আত্মবিলাপ - মধুসূদন দত্ত

ML

চম্পা - সত্যেন্দ্রনাথ দত্ত

R.S.M

বাবরের প্রার্থনা - শঙ্খ ঘোষ

R.S.M

আন্তিগোনে মঞ্চ : কলকাতা - অলোকরঞ্জন দাশগুপ্ত

* চাবনজেরি (বেদ) ময় (ময়) -
ত্রিগো -
J.D

একক ৩ : শীলদর্পণ : দীনবন্ধু মিত্র

S.B

একক ৪ : চাঁদ বহিকের পালা : শম্ভু মিত্র

J.D

(S.B)

AHBNG-403C-10

বাংলা জীবনীসাহিত্যের ধারা

একক ১ : রবীন্দ্র জীবনকথা : প্রভাতকুমার মুখোপাধ্যায়

R.S.M

একক ২ : জীবনস্মৃতি : রবীন্দ্রনাথ ঠাকুর

J.D

একক ৩ : আপনকথা : অবনীন্দ্রনাথ ঠাকুর

R.S.M

একক ৪ : আত্মকথা : প্রমথ চৌধুরী

S.B

AHBNG-404-GE-4

রবীন্দ্র-সাহিত্য

একক ১ : সঙ্কল্পিতা : মেঘদূত, বাঁশ, মুক্তি, সাধারণ মেয়ে

(M.L+TD) ML ML

একক ২ : সঙ্কল্পিতা : নৈশীত, বন্দনাম, শুভকন

R.S.M

একক ৩ : সঙ্কল্পিতা : AP TD

একক ৪ : সঙ্কল্পিতা : J.D

AHBNG-405-SEC-2

বাংলা রচনাশক্তির নৈপুণ্য

একক ১ : প্রতিবেদন রচনা

S.B

একক ২ : পত্র রচনা : ব্যক্তিগত ও ব্যবহারিক

R.S.M JD

একক ৩ : প্রফ সংশোধন

S.B

একক ৪ : কাল্পনিক সাক্ষাৎকার রচনা

R.S.M TD

সেমেস্টার : ৫

(I.A-5,ESE-45,TOTAL-50)

ML+SB+ML+SB+RSM
SB+RSM+JD+SB+RSM
+TD+RSM+TD+RSM

AHBNG-501C-11

সাহিত্যতত্ত্ব

একক ১ : প্রাচীন ভারতীয় সাহিত্যতত্ত্ব : ধ্বনিবাদ, রসবাদ, রীতিবাদ

J.D

একক ২ : কাব্যতত্ত্ব : অ্যারিস্টটল (ট্রাজেডির সংজ্ঞা ও বৈশিষ্ট্য, উপাদান, অনুকরণ তত্ত্ব)

SB

একক ৩ : সাহিত্য (নির্বাচিত প্রবন্ধ : সাহিত্যের তাৎপর্য, সাহিত্যের বিচার, সাহিত্যের উদ্দেশ্য) : রবীন্দ্রনাথ ঠাকুর

ML

একক ৪ : পাস্তাত্য সাহিত্যতত্ত্ব : ক্লাসিসিজম, রোমান্টিসিজম, সিম্বলিজম, গঠনবাদ, উত্তর আধুনিকতা

SB

(জ্ঞানদাসের নির্বাচিত পদ : কি মোহন নন্দকিশোর, চূড়াটি বাঁধিয়া উচ্চ, আলো মুঞি জানো না, রূপ লাগি আঁখি বুঝে
গুনে মন ভোর, সুখের লাগিয়া এ ঘর বাঁধিনু
গোবিন্দদাসের নির্বাচিত পদ : নীরদ নয়নে নীর ঘন সিঞ্চনে, ঢল ঢল কাঁচা অঙ্গের লাবণি, কন্টক গাড়ি কমল-সম
পদতল, মন্দির বাহির কঠিন কপাট, নামহি অক্রুর ক্রুর নাহি যা সম)

- একক ৩ : ধর্মমঙ্গল - ঘনরাম চক্রবর্তী
একক ৪ : পদ্মাবতী - সৈয়দ আলাওল

রবীন্দ্র-সাহিত্য

- একক ১ : প্রান্তিক (নির্বাচিত কবিতা : দেখিলাম- অবসন্ন চেতনার গোধূলিবেলায়, রঙ্গমঞ্চে একে
একে নিবে গেল যবে দীপশিখা, নাগিনীরা চারিদিকে ফেলিতেছে বিষাক্ত নিশ্বাস) : রবীন্দ্রনাথ ঠাকুর
একক ২ : শেষের কবিতা — ২৭ শ্র. ১৫
একক ৩ : তিনসঙ্গী
একক ৪ : ডাকঘর

কথাসাহিত্য

- ✓ একক ১ : রজনী - বঙ্কিমচন্দ্র চট্টোপাধ্যায় — SB
✓ একক ২ : মালঞ্চ - রবীন্দ্রনাথ ঠাকুর — TD
✓ একক ৩ : শেষপ্রশ্ন - শরৎচন্দ্র চট্টোপাধ্যায় — ML
একক ৪ : নির্বাচিত গল্প (ফসিল, অযাত্ৰিক, চতুর্থ পানিপথের যুদ্ধ) - সুবোধ ঘোষ — RSM

নাট্যসাহিত্য

- একক ১ : নটরত্ন : বৃহ, চরিত্র, কোরাস, ট্রাজেডি, কমেডি, মেলোড্রাম, ট্রি & একা
একক ২ : বাংলা রঙ্গমঞ্চের ইতিহাস : বেঙ্গলী থিয়েটার, সখের নাট্যশালাগুলি: পরিচয়, ন্যাশন্যাল থিয়েটার
একক ৩ : নটী বিনোদিনী : চিত্তরঞ্জন ঘোষ
একক ৪ : এবং ইন্দ্রজিৎ : বাদল সরকার

APBNG-602-DSE-2B

Discipline-2

APBNG-603-GE-2

সাহিত্যতত্ত্ব ও বাংলা সমালোচনা সাহিত্য

- একক ১ : কাব্যজিজ্ঞাসা (ধ্বনিবাদ, রসবাদ) : অতুলচন্দ্র গুপ্ত / S.B ✓
একক ২ : ✓ বিবিধ প্রবন্ধ (নির্বাচিত প্রবন্ধ : বিদ্যাপতি ও জয়দেব, শকুন্তলা-মিরা বা
ও দেসদিমোনা) : বঙ্কিমচন্দ্র চট্টোপাধ্যায় / T.D / J.D ✓
একক ৩ : ✓ সাহিত্য (নির্বাচিত প্রবন্ধ : সাহিত্যের তাৎপর্য, ঐতিহাসিক উপন্যাস) রবীন্দ্রনাথ ঠাকুর / R.S.M M.L
একক ৪ : ✓ কবিতার কথা (নির্বাচিত প্রবন্ধ : কবিতার কথা, রবীন্দ্রনাথ ও আধুনিক বাংলা
কবিতা) : জীবনানন্দ দাশ / S.S / M.L / RSM.

APBNG-604-SEC-4

বিজ্ঞাপনের ভাষা ও চলচ্চিত্রের ভাষা

- একক ১ : বিজ্ঞাপনের ভাষা - মুদ্রণ সাহিত্য — SB ✓
একক ২ : বিজ্ঞাপনের ভাষা - বৈদ্যুতিন মাধ্যম — R.S.M ✓
একক ৩ : চলচ্চিত্রের ভাষা - চলচ্চিত্রের ভাষা — T.D / J.D ✓
একক ৪ : চলচ্চিত্রের ভাষা - সাম্প্রতিক ভাষার পরিবর্তন — M.L ✓

বিদ্যাপতির নির্বাচিত পদ : অব মথুরাপুর মাধব গেল, এ সখি হামারি দুখের নাহি ওর, আজু রজনী হাম ভাগে পোহায়লু,
মাধব বহুত মিনতি করি তোয়, তাতল সৈকত বারিবিন্দু সম)

একক ৩ : মনসামঙ্গল - বিজয় গুপ্ত

একক ৪ : চণ্ডীমঙ্গল (বণিক খণ্ড) : কবিকঙ্কণ মুকুন্দ চক্রবর্তী

রবীন্দ্র-সাহিত্য

একক ১ : সোনার তরী : সোনার তরী, মানসসুন্দরী, বসুকরা, বৈষ্ণব কবিতা

একক ২ : চতুরঙ্গ

একক ৩ : চার অধ্যায়

একক ৪ : আত্মপরিচয় (প্রথম দুটি প্রবন্ধ)

কথাসাহিত্য : উপন্যাস

একক ১ : বিষবৃক্ষ - বঙ্কিমচন্দ্র চট্টোপাধ্যায়

একক ২ : ঘরে বাইরে - রবীন্দ্রনাথ ঠাকুর

একক ৩ : শ্রীকান্ত (প্রথম পর্ব) - শরৎচন্দ্র চট্টোপাধ্যায়

একক ৪ : পদ্মানদীর মাঝি - মানিক বন্দ্যোপাধ্যায়

নাট্যসাহিত্য

একক ১ : শর্মিষ্ঠা - মুধুসুদন দত্ত

একক ২ : মুক্তধারা - রবীন্দ্রনাথ ঠাকুর

একক ৩ : সাজাহান দ্বিজেন্দ্রলাল রায়

একক ৪ : চিনের তলোয়ার - উৎপল দত্ত

AP-502-2A

Discipline - 2

APBNG-503-GE-1

আধুনিক কবিতা

একক ১ : (নির্বাচিত কবিতা : আকাশলীনা, সমারুঢ়, রাত্রি) : জীবনানন্দ দাশ

একক ২ : (নির্বাচিত কবিতা : যযাতি, মন্ত্রীমুশাই, ইন্দ্র ধরেছে কুলিশ) : শঙ্কর ঘোষ

একক ৩ : (নির্বাচিত কবিতা : আমি দেখি, হেমন্তের অরণ্যে আমি পোষ্টম্যান, চতুরঙ্গ) : শক্তি চট্টোপাধ্যায়

একক ৪ : (নির্বাচিত কবিতা : প্রবাস যাত্রা, চল্লিশ চাঁদের আয়ু, আত্মপালী) : মল্লিকা সেনগুপ্ত

APBNG-504-SEC-3

রচনাশক্তির নৈপুণ্য

একক ১ : প্রতিবেদন রচনা

একক ২ : সম্পাদকীয় রচনা

একক ৩ : বিজ্ঞাপনের খসড়া রচনা

একক ৪ : পত্র রচনা : ব্যক্তিগত ও ব্যবহারিক

সেমেস্টার ৬

(I.A-5,ESE-45,TOTAL-50)

APBNG-601-DSE-2

যে কোনো একটি বেছে নিতে হবে

মধ্যযুগের বাংলা সাহিত্য

একক ১ : শ্রীকৃষ্ণবিজয় - মালাধর বসু

একক ২ : বৈষ্ণব পদাবলী : জ্ঞানদাস ও গোবিন্দদাসের পদাবলীর সম্যক পরিচয়

AHBNG-304-GE-3

ভাষাবিজ্ঞান

TD + JD + SB + JD

Objectives:

Basic knowledge of the linguistic features of a language is essential for understanding the literature of that language. This course aims to introduce students with the basic concept of Linguistics with special reference to the linguistic features of the Bengali language.

Course learning outcomes:

It is strongly believed that the course will help the students to understand features of Bengali language in linguistic terms

একক ১ : প্রাচীন ভারতীয় আৰ্যভাষা থেকে নব্য ভারতীয় আৰ্যভাষার উদ্ভব ও ক্রমবিকাশ — JD

একক ২ : বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ — TD

একক ৩ : ধ্বনিতত্ত্ব — TD

একক ৪ : রূপতত্ত্ব — SB

AHBNG-305SEC-1

ব্যবহারিক বাংলা সাহিত্য, গবেষণার পদ্ধতি বিজ্ঞান ও অনুবাদচর্চা

JD + SB + TD + SB + TD + TD

Objectives:

Basic knowledge of the linguistic features of a language is essential for understanding the literature of that language. This course aims to introduce students with the basic concept of Linguistics with special reference to the linguistic features of the Bengali language.

Course learning outcomes:

It is strongly believed that the course will help the students to understand features of Bengali language in linguistic terms

একক ১ : বানান সংস্কার (পঃ বঃ বাংলা আকাদেমির বানান বিধি) — ~~TD~~ TD

একক ২ : যতিচিহ্ন, পাদটীকা, তথ্যসূত্র প্রণয়ন বিধি, গ্রন্থপঞ্জি ও নিঘন্ট প্রণয়ন বিধি — SB

একক ৩ : গবেষণার রীতি ও নির্মাণ পদ্ধতি, গবেষণার আদর্শ বিন্যাসক্রম — TD

একক ৪ : অনুবাদ চর্চা : অনুবাদের শৈলী, অনুবাদ চর্চার সমস্যা — JD

সেমিস্টার - ৪**AHBNG-401C-8**

বাংলার লোকসংস্কৃতি ও লোকসাহিত্য

একক ১ : লোকসংস্কৃতির সংজ্ঞা, প্রকৃতি ও বৈশিষ্ট্য, ম্যাজিক, ট্যাবু, টোটেম, অ্যানিমিজম, অ্যানিমিটিজম ও ট্রান্সফর্মেশনের সঙ্গে সম্পর্ক

একক ২ : ছড়া, ধাঁধা, প্রবাদ-প্রবচন, গীতি (ঝুমুর, টুসু, ভাদু, ভাটিয়ালি)

একক ৩ : মৈমনসিংহ, গীতিকা : মছয়া, চন্দ্রাবতী

একক ৪ : লোককথা : (ক) ঠাকুমার বুলি - দক্ষিণারঞ্জন মিত্র মজুমদার (কলাবতী রাজকন্যা, সাত ভাই চম্পা, নীলকমল আর লালকমল, ডালিমকুমার)

(খ) টুনটুনির বই - উপেন্দ্রকিশোর রায়চৌধুরী (আখের ফল, কুঁজো বুড়ির কথা, টুনটুনি আর নাপিতের কথা, পান্তাবুড়ি)



SEMESTER- VI

Course Title (Skill Enhancement Course): Conflict and Peace Building

Course Code: APPLS-604/SEC-4

Credit: 02

Contact Hours/week: 02

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 2 Hours

Course Objectives: This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels.

Course Outcome: The course enhances the idea of peaceful resolution of conflicts with different methodical practices through diversified measurements. The course will make the students aware of different types and proto- types of conflicts with intricate nuances. It has the potential to make the students be efficient in learning world politics better with the implementation and implications of domestic intercourse as well.

Unit I: Basic Concepts on War and Peace:

- a. Causes of War
- b. Just war: Meaning
- c. Approaches to Peace.

Unit III: Dimensions of Conflict:

- a. Conflict: meaning, causes and types
- b. Sites of conflict: local, regional and global
- c. Ideology: Ideologies and Conflict since the Cold War.
- d. Socio-Cultural Conflicts: Ethnic and Religious

Unit III: Conflict Resolution:

- a. Conflict resolution and conflict management: meaning and difference
- b. Methods of Conflict resolution: amicable (Mediation, Negotiation and Diplomacy Track- I, Track- II and Multi Track).& non-amicable (economic sanctions, blockade and war)
- c. Alternative method of Conflict resolution: Nonviolence
- d. Peace Studies and Peace Research



SEMESTER- V

Course Title (Skill Enhancement Course): Public Opinion and Survey Research

Course Code: APPLS-504/SEC-3

Credit: 02

Contact Hours/week: 02

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 2 Hours

Course Objective: This course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarise the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilisation of quantitative data.

Course Outcome: The course is a conjoint of public opinion related matters and methodical understanding of making such information. Classified understanding of survey methods would not only prepare the students for research but also it will make them ethically sensitive towards people's opinions, life and would be careful about dealing with them.

I. Introduction to the course: D.S

Public Opinion: Definition and characteristics.

Debates about its role in a democratic political system, uses for opinion poll.

II. Measuring Public Opinion with Surveys— Representation and sampling: T.R

a. What is sampling? Why do we need to sample? Sample design.

b. Sampling error and non-response.

c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified.

III. Survey Research: C.A

a. Quantitative and Qualitative methods: an overview

b. Interviewing: Interview techniques pitfalls, different types of and forms of interview.

c. Questionnaire: Question wording; fairness and clarity.

d. Observation: Participatory & Non-Participatory



SEMESTER- IV

Course Title (Skill Enhancement Course): Democratic Awareness with Legal Literacy

Course Code: APPLS-405/SEC-2

Credit: 02

Contact Hours/week: 02

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 2 Hours

Course Objective: The Proposed course aims to acquaint student with the structure and manner of functioning of the legal system in India.

Course Outcome: The student should be aware of the institutions that comprise the legal system - the courts, police, jails and the system of criminal justice administration. Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons.

Unit I: Outline of the Legal system in India

System of courts/tribunals and their jurisdiction in India--- criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila Courts and tribunals.

Role of the police and magistracy in criminal law administration.

Alternate dispute resolution mechanism: Lok Adalat

Unit II: Brief understanding of the laws applicable in India

Laws relating to criminal jurisdiction: provision relating to filing an FIR, arrest, bail search and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.



Bankura University

B.A. (Honours) Education

CBCS w.e.f. 2017-18

SEMESTER-IV

Course Title: Project Work

Course Code: AHEDN/405/SEC-2B

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

After completion the course the learners will be able to:

2. Conduct project and report on this.

Course Contents:

The project work will have to be completed according to following steps and be submitted:

1. Identification of the problem/topic
2. Writing the Objectives/questions/hypotheses (wherever possible).
3. Field identification – scope and delimitations.
4. Nature of information /data required- their sources.
5. Collection and organisation of data, analysing and drawing inferences.
6. Reporting.

Or

Visit to a place of educational importance and writing a report (within 2000 words) on the following and be submitted:

1. Selection of place
2. Educational Importance of the place
3. Planning for visit
4. Documenting and noting down the visit with important features
5. Concluding remarks

Note : The project may either be a theoretical critical study or an empirical study



SEMESTER-III

Course Title: Computer Application in Education

Course Code: AHEDN/305/SEC-1A

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

1. To understand the basic knowledge of computer
2. To apply Word, Excel, and Power Point

Course Contents:

1. Basic knowledge of Computer
2. Uses and Applications of Word, Excel, Power Point, and Statistical Software

SEMESTER-III

Course Title: Presentation of Term Paper with Power Point

Course Code: AHEDN/305/SEC-1B

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

1. To write the term paper
2. To present the term paper

Course Contents:

1. Select a topic from the syllabus and write a term paper within 1000 words. Student is required to present the paper with the help of Power point projection (presentation 8 min. and interaction 2 min.).



Bankura University

B.A.(Programme) Education

CBCS w.e.f. 2017-18

SEMESTER-VI

Course Title: Construction of Achievement Test

Course Code: AP/EDN/604/SEC-4

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Format will be prepared before implementation of the syllabus



Bankura University

B.A.(Programme) Education

CBCS w.e.f. 2017-18

SEMESTER-IV

Course Title: Project Work

Course Code: AP/EDN/404/SEC-2

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

After completion the course the learners will be able to:

1. Conduct Tour and report on this.

Course Contents:

Visit to a place of educational importance and writing a report (within 2000 words) on the following:

1. Selection of place
2. Educational Importance of the place
3. Planning for visit
4. Documenting and noting down the visit with important features
5. Concluding remarks



Bankura University

B.A.(Programme) Education

SEMESTER-V

Course Title: School Activity Survey ✓

Course Code: AP/EDN/504/SEC-3

CBCS w.e.f. 2017-18

Contact Hours per week: 2
Examination Duration: 2 hours

Maximum Marks: 50
Internal: 10
ESE: 40

Format will be prepared before implementation of the syllabus



Bankura University

B.A.(Programme) Education

CBCS w.e.f. 2017-18

SEMESTER-III

Course Title: Elementary Computer Application in Education

Course Code: AP/EDN/304/SEC-1

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

1. To understand the basic knowledge of computer
2. To apply Word, Excel, and Power Point

Course Contents:

1. Basic knowledge of Computer
2. Uses and Applications of Word, Excel, and Power Point



SEMESTER- VI

Course Title (Skill Enhancement Course): Business Communication
Course Code: APENG -604/SEC-4

Credit: 02

Contact Hours/week: 02

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 2 Hours

- | | |
|--|----|
| 1. Introduction to the essentials of Business Communication: Theory and practice | 10 |
| 2. Writing a project report | 10 |
| 3. Writing reports on field work/visits to industries, business concerns etc. /business negotiations. Writing minutes of meetings. | 10 |
| 4. E-correspondence | 10 |

Internals

1. Spoken English for business communication
(Viva for internal assessment)
2. Making oral presentations (Viva
for internal assessment)

Suggested Readings:

1. Bovee, and Thill, *Business Communication Essentials*, Pearson Education
2. Shirley Taylor, *Communication for Business*, Pearson Education
3. Locker and Kaczmarek, *Business Communication: Building Critical Skills*, McGraw Hill Education
4. Herta A Murphy, Herbert W Hildebrandt, Jane P. Thomas, *Effective Business Communication (SIE)*, McGraw Hill Education
5. Dona Young, *Foundations of Business Communication: An Integrative Approach*, McGraw Hill Education
6. Raymond V. Lesikar, Marie E. Flatley, Kathryn Rentz, Paula Lentz, and Neerja Pande, *Business Communication: Connecting in a Digital World (SIE)*, McGraw Hill Education



Credit: 06

Contact Hours/week: 06

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 2 Hours

- | | |
|--|----|
| 1. Charles Dickens: Oliver Twist | 10 |
| 2. R.K.Narayan: A Library Without Books | 15 |
| Charles Lamb: The Superannuated Man | |
| Bertrand Russell: The Functions of a Teacher | |
| 3. Guy de Maupassant: My Uncle Jules | 15 |
| O Henry: After Twenty Years | |
| Ismat Chughtai, 'Lihaaf' /'The sacred Duty' | |

SEMESTER- V

Course Title (Skill Enhancement Course): Creative Writing

Course Code: APENG -504/SEC-3

Credit: 02

Contact Hours/week: 02

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 2 Hours

(10x4)

- Unit 1. What is Creative Writing
- Unit 2. The Art and Craft of Writing
- Unit 3. Modes of creative Writing
- Unit 4. Writing for the Media

Suggested Readings:

- Anjana Neira Dev and Others, *Creative writing: A Beginner's Manual* (Delhi: Pearson, 2009).
- Mary Lee Marksberry. *Foundation of Creativity* (NewYork : Harper and Row, 1963)



- | | |
|--|----|
| 2. T.S.Eliot: Preludes | |
| W.B. Yeats: The Lake Isles of Innisfree | 15 |
| Auden : Musée de Beaux Arts | |
| 3. Dylan Thomas: Do not go gentle into the Night | 10 |
| Seamus Heaney: Digging | |

SEMESTER IV

Course Title (Skill Enhancement Course): Soft Skills

Course Code: APENG -404/SEC-2

Credit: 02

Contact Hours/week: 02

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 2 Hours

Teamwork.
Emotional Intelligence.
Adaptability
Leadership.
Problem Solving.

(10x4)

*Six Long Questions & Ten Short Questions of 02 marks to be set from the above components

Suggested Readings:

1. *English and Soft Skills*. S.P. Dhanavel. Orient BlackSwan 2013
2. *English for Students of Commerce: Precis, Composition, Essays, Poems eds.*
Kaushik, et al.



SEMESTER- III

Course Title (Skill Enhancement Course): English Language Teaching

Course Code: APENG -304/SEC-1 Credit: 02

Contact Hours/week: 02

Maximum Marks: 50

(ESE-40; IA-10)

Examination Duration: 2 Hours

1. Structures of English Language: (10+5)
 - a) Tenses
 - b) Clause types (Noun clause, Adj. clause, Adv. Clause, Finite Clause, Non-finite Clause)
 - c) Subordination, Coordination, Embedding, Co joining
2. Methods of Teaching English Language and Literature (10+5)
 - a) Traditional Method / Grammar Translation Method
 - b) Communicative language teaching method / Audio-Lingual Method
3. Writing Ability Assessment (10)
 - a) Paragraph Writing
 - b) Letter Writing
 - c) Précis
 - d) Report Writing

Suggested Readings

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).
3. Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).
4. *Business English* (New Delhi: Pearson, 2008).
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).
6. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).



1. Theories and demonstrations of acting: Stanislavsky, Brecht
2. Bharata

Topics for Student Presentations:

- a. Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives

4. Theatrical Production

1. Direction, production, stage props, costume, lighting, backstage support. (10)
2. Recording/archiving performance/case study of production/performance/impact of media on performance processes.

Topics for Student Presentations:

- a. All aspects of production and performance; recording, archiving, interviewing performers and data collection.

SEMESTER- IV

Course Title (Skill Enhancement Course): Creative Writing & Business Communication

Course Code: UG-ENG-405/SEC-2 Credit: 02

Contact Hours/week: 02

Maximum Marks: 50

(ESE-40; IA-10)

Examination Duration: 2 Hours

1. Creative Writing. Modes of Creative Writing. (10+5)
2. Essentials of Business Communication (10+5)
3. Writing a Project Report: (10)
eg. Report on a book you have read / a film you have watched / any other related topic(s)

Writing for the Media: Content Developing / Blog Writing / Articles for Newspapers, etc.

Suggested Reading

1. Anjana Neira Dev and Others, *Creative writing: A Beginner's Manual* (New Delhi, Pearson, 2009.)



SEMESTER- III

Course Title (Skill Enhancement Course): Legislative Support**Course Code: APPLS-305/SEC-1****Credit: 02****Contact Hours/week: 02****Maximum Marks: 50 (ESE-40; IA-10)****Examination Duration: 2 Hours**

Course Objective: Peoples' representatives need support for the multiple tasks they are supposed to undertake. This course highlights complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications.

Course Outcome: To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team.

I. Legislative Process:

Question: Rules of Putting Questions to the Minister: Types of Questions (written and verbal; supplementary).

Others: Rules Relating to Calling Attention, Mention, Adjournment, Resolution, Discussion including Short Discussion, Censure and No-Confidence.

Business advisory Committee, role of the Standing committee in reviewing a bill, How a bill becomes law

II. Supporting the Legislative Committees:

Types of committees, role of financial committees in reviewing government finances, policy, programmes, and legislation.



B.A Program in Physical Education

SEMESTER - VI

Skill Enhancement Course (SEC-4) Course Code: AP/PHE /604/SEC-4

Course Title: Adapted Physical Education and Computer Application in Physical Education

Total Marks:= 50 (*{Theory Marks: 25 :: Practical Marks:15 :: Internal Marks(Practical: 10}*)

Contact Hours per week: 2

Examination Duration- 1:15 Hours

COURSE OUTCOMES-

- 1) *The knowledge would enable the students to understand the activity requirements of various levels of physically challenged persons.*
- 2) *The knowledge would thus enable the students to prepare and organize worthwhile activity programs for various levels of physically challenged persons.*
- 3) *The student will be oriented with the basic knowledge of computer applications.*
- 4) *The student will be able to apply the knowledge in the framing of training programs.*
- 5) *The outcome of this course will help him in gathering, storage and processing of huge information in relation to inputs, outputs and feedback of sports training programs.*

THEORY PART: (Total Marks -25)

UNIT-I: INTRODUCTION TO ADAPTED PHYSICAL EDUCATION AND SPORTS

1. Meaning, Definition and Objectives of Adapted Physical Education.
2. Otherwise Equally Ability: Meaning, Definition and Type
3. Otherwise Equally Ability and Health Related Condition
4. Physical exercise program for different type of Otherwise Equally Abled Person
5. Risk factors and preventive measures of Physical Exercise Program for Otherwise Equally Abled.
6. Otherwise Equally Ability and Sports – Para Olympics

UNIT-II: COMPUTER APPLICATION IN PHYSICAL EDUCATION

1. Computer and its accessories, Function of various accessories.
2. Concept of Hardware, Software, Operating System and Anti Virus
3. Function of Key Board – Ctrl Key, Shift Key, Cap Lock, Enter, Delete, Backspace, Arrow Key, Esc Key
4. Function of Mouse – Right Click, Left Click, Single Click, Double Click, Scrolling.
5. Need of Computer Application and internet browsing in Physical Education at modern society.
6. **MS Word – Concept and use**
 - 6.1 New File Create, File save, File Open, File Rename, File Delete
 - 6.2 Copy, Paste, Cut, Clipart, word art, Insert table & Image



B.A Program in Physical Education

SEMESTER – V

Skill Enhancement Course (SEC-3) Course Code: AP/PHE /504/SEC-3

Course Title: Indigenous & Minor Games and Excursion- Camping Program

Total Marks:= 50 (Practical Marks:40 :: Internal Marks(Practical: 10)

Contact Hours per week: 2

Examination Duration- N.A.

COURSE OUTCOMES-

- 1) To know about the minor games and indigenous games and the rules of play
- 2) To know the importance of leadership training camp
- 3) To know about the importance of minor games and the importance it holds along with the other main frame events.
- 4) Able to organize recreational camp and activities.

PRACTICAL PART: Total marks - 40 (Preparation of Record Book is Compulsory which will be evaluated by Internal and External Examiner Both)

UNIT – 1 INDIGENOUS GAMES

Kabaddi

- 1.1.1 Skills and Raiding: Touching with hands, Use of Leg, toe touch, squat leg thrust, side kick, mule kick, arrow fly kick, crossing of baulk line. crossing the bonus line.
- 1.1.2 Skills of Holding the Raider: Various formation; catching from particular position, different catches, catching formation and techniques.
- 1.1.3 Additional Skills in Raiding: Escaping from various holds, techniques of escaping from chain formation offence.
- 1.1.4 Game practice with application of rules and regulations.

Kho- Kho

- 1.2.1 Skills in Chasing: Sit on the box (parallel & Bullet toe methods), Get up from the box (proximal & Distal foot method), Give Kho (Simple, early, late and judgment), Pole turn, pole drive, Trapping , Hammering, Rectification of foul.
- 1.2.2 Skills in Running: Chain play, Ring play, Ring play and chain & ring mixed play.
- 1.2.3 Game Practice with Applications of Rules and regulations.

UNIT – 2 MINOR GAMES AND INDIAN TRADITIONAL GAMES

- 2.1 Meaning of Different Terminology- Minor Game, Recreational Game, Traditional Game Lead up Activity, Folk games.
- 2.2 Need, Importance and benefit of Minor games in present society as well as Physical Education Curriculum.
- 2.3 Practice of any Five Minor Games and any 6-8 Indian Traditional Games in accordance with the available facilities, local tradition and climatic condition.

UNIT – 3 EXCURSIONS CUM CAMPING PROGRAM

Minimum 3 days (excluding traveling date) Lead up Camping Program to nearby feasible place.

**B.A Program in Physical Education****SEMESTER – IV**

Skill Enhancement Course (SEC-2) Course Code: AP/PHE/404/SEC-2

Course Title: Ball Game and Racket Game

Total Marks: = 50 (Practical Marks: 40 :: Internal Marks(Practical: 10)

Contact Hours per week: 2

Examination Duration: N.A

COURSE OUTCOMES-

- 1) To learn the basic skills related to the different ball games and also the racket games.
- 2) Improvement of physical attributes along with the mental capacity of an individual leading towards the ultimate goal of overall development.
- 3) To enhance the neuro-muscular coordination along with other physical factors.
- 4) To learn about the rules and regulation of different ball and racket games.

PRACTICAL PART: Total marks - 40 (Preparation of Record Book is Compulsory which will be evaluated by Internal and External Examiner Both)

UNIT-1 BALL GAME (ANY TWO)

15X2=30

1.1 FOOTBALL

- 1.1.1 Kicking : Instep kick, Inside kick, Lofted kick (Half volley and Full volley) in-swing and out-swing kicks.
- 1.1.2 Receiving : With Sole of the foot, Inside and Outside of the foot, with Thigh and Chest.
- 1.1.3 Dribbling : Inside dribbling, Outside dribbling and Zig-zag dribbling.
- 1.1.4 Heading: Standing and Jumping and Throw-in: In Standing and in Running Condition
- 1.1.5 Goal keeping – Static and Dynamics Condition
- 1.1.6 Game practice with application of rules and regulations.

1.2 HANDBALL

- 1.2.1 Gripping/Catching/Receiving Technique/ Ball Control
- 1.2.2 Passing Techniques: Shoulder Pass, Chest Pass, Under Hand Pass, Over Head Pass, Bounce Pass, Reverse Pass.
- 1.2.3 Goal shooting: Side shot, Jump shot, Bounce shot, Dive shot, Reverse shot.
- 1.2.4 Dribbling : High and Low.
- 1.2.5 Blocking and Goal keeping.
- 1.2.6 Game practice with application of rules and regulations

1.3 VOLLEYBALL

- 1.3.1 Service: Under arm service, Over Head service, Side arm service, Floating service
- 1.3.2 Pass: Under Arm Pass, Over Head Pass
- 1.3.3 Spiking and Blocking

B.A Program in Physical Education**SEMESTER - III**

Skill Enhancement Course (SEC-1) Course Code: AP/PHE /304/SEC-1

Course Title: Yoga and Gymnastics**Total Marks:= 50 {Practical Marks:40 :: Internal Assessment (Practical): 10}**

Contact Hours per week: 2

Examination Duration: N.A

COURSE OUTCOMES-

- 1) To know how to perform yoga and pranayama specially its steps, technique and Proper body alignment.
- 2) To learn how to perform Gymnastics events like Forward Roll, backward Roll, Drive Roll, T-Balance, Frog Balance, Arching, Cart wheel, Somersault, Head spring etc proper technique and aesthetic posture.

PRACTICAL PART: Total marks - 40 (Preparation of Record Book is Compulsory which will be evaluated by Internal and External Examiner Both)

- **Record Book content** - Concept of Yoga, (Asanas, Kriya, Pranayama and Astanga yoga)
 - Details of Two Pranayama and Two Asana from each position (Total 10 Asana)
 - Concept of Gymnastics and details of any five Gymnastics skills from syllabus.

UNIT-I: YOGASANA**1. Standing Position:**

- 1.1 ArdhaChandrasana
- 1.2 ArdhaChakrasana
- 1.3 Padahasana
- 1.4 Brikshasana
- 1.5 Natarajasana

3. Supine Lying Position:

- 3.1 Halasana
- 3.2 Matsyasana
- 3.3 Setubandhasana
- 3.4 Naukasana
- 3.5 Karnapidasana

5. Inverted Position

- 5.1 Sarvangasana
- 5.2 Shirshasana
- 5.3. Byaghrasana
- 5.4 Bakasana
- 5.5 Kopotasana

2. Sitting Position:

- 2.1 Paschimothanasana
- 2.2 Gomukhasana
- 2.3 Ustrasana
- 2.4 Supta Vajrasana
- 2.5 Vakrasana

4. Prone Lying Position

- 4.1 Bhujangasana
- 4.2 Salavasana
- 4.3 Dhanurasana
- 4.4 Bhekasana
- 4.5 Mayurasana



SEMESTER- III

Course Title (Skill Enhancement Course): English Language Teaching

Course Code: UG-ENG-305/SEC-1

Credit: 02

Contact Hours/week: 02

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 2 Hours

1. Structures of English Language:
 - a) Tenses (10+5)
 - b) Clause Types (Noun Clause, Adj. Clause, Finite Clause, Non-finite Clause)
 - c) Subordination, Coordination, Embedding, Co joining

2. Methods of Teaching English Language and Literature (10+5)
 - a) Traditional Method / Grammar Translation Method
 - b) Communicative Language teaching Method / Audio-Lingual Method

3. Writing Ability Assessment (10)
 - a) Paragraph Writing
 - b) Letter Writing
 - c) Precis Writing
 - d) Report Writing

Suggested Readings

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).
3. Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).
4. *Business English* (New Delhi: Pearson, 2008).
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).
6. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).
7. M L Tickoo, *English Language Teaching*. Orient Blackswan. 2003

**UGSNT- 604SEC
SEMINAR/WORKSHOP**

Marks: IA-20 + ESE=30 =50

Credits: 02

[This Course will have an **Internal Assessment** of 20 marks & **End semester examination** 30 marks.

Question Pattern :

Internal Assessment : Total Marks – 20 (viva- voice)

End semester examination : Total Marks – 30 (Project Paper)

Course Objectives: The objective of this course thought this subject students will be able to match their thoughts and feelings in different ways and present their words and opinions.

Course Learning Outcomes: At the completion of this course this will help student develop the ability to speak, the ability to Writing skills and the ability to present & future plan in own life.

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**AHSNT-405SEC
PROJECT WORK**

Marks:30+20=50

Credits: 02

[This Course will have an **Internal Assessment** of 20 marks & **End semester examination** 30 marks.

Question Pattern :

Internal Assessment : Total Marks – 20 (viva- voice)

End semester examination : Total Marks – 30 (Project Paper)

Course Objectives: The objective of this course thought this subject students will be able to match their thoughts and feelings in different ways and present their words and opinions.

Course Learning Outcomes: At the completion of this course this will help student develop the ability to speak, the ability to Writing skills and the ability to present & future plan in own life.

Contents:

Unit: 1

ප්‍රවෘත්තික ලේඛන ඉටු කිරීමේ ක්‍රමය
(Methodology of Project writing)

Unit: 2

ලේඛන ක්‍රමයේ තේරීම
(Selection of Topic)

Unit: 3

ලේඛන ක්‍රමයේ සාරාංශය
(Preparation of synopsis)

Unit: 4

ලේඛන ක්‍රමයේ පිටුපස ලේඛන
(Preparation of Bibliography)

Objectives:

- This course aims to increase interest in learning *devnāgarī* Script.
- This course aims to develop professional skill of the students in future.

Learning Outcomes:

- **Spoken Sanskrit** – This course removes all misnomers and fears related to Sanskrit conversation and helps students speaking Sanskrit confidently.

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COURSE CODE	COURSE TITLE	COURSE TOPIC	CREDIT	MARKS			NO. OF HOURS		
				IA	ESE	Total	Lect.	Tu	Pr.
APSNS 305SEC-1	Spoken Sanskrit & Writing Skill Enhancement in Sanskrit		2	10	40	50	2	0	-

Reading/ Reference Lists:

1. पानिनीय शब्दशास्त्र, सत्यनारायण चक्रवर्ती, संस्कृत पुस्तक भाणार।
2. संस्कृत व्याकरण ओ अनुवाद शिखा, अध्यापक विश्वरञ्जन पाणुा, संस्कृत पुस्तक भाणार।
3. A Higher Sanskrit Grammar And Composition - Paniniyam, Dr. Lahiri & Shastri, Dhaka Student's Library
4. रचनानुवादकौमुदी, कपिलदेव द्विवेदी, सम्पूर्णानन्द विश्वविद्यालय।
5. बृहदनुवादचन्द्रिका, चक्रधर नौटियाल, मोतीलाल बनारसीदास।

SEMESTER-IV**RĀJDHARMA AND BRAHMATATTWAM****Objectives:**

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed

**AHSNS405SEC-2**

Objective: This course aims to increase in learning Devnagari Script . This course aims to develop professional skill of the students in future.

Course Learning Outcome: Spoken Sanskrit –This course removes all misnomers and fears related to Sanskrit conversation and help students speaking Sanskrit confidently..

Course Code	Course Title	Course Topic	Credit	Marks			No. of Hou□rs		
				I.A.	ESE	Total	Lec	Tu.	Pr.
AHSNS 405SEC-2	Spoken Sanskrit & Writing Skill Enhancement in Sanskrit		4	10	40	50	2	-	-
Total in Semester – IV			28	50	200	250	22	4	-

Question Pattern :

All Question are MCQ types
1×40=40

Suggested Readings :

1. संस्कृतनिबन्धमञ्जूषा, ड० उमाशङ्कर झा, चौखम्बासुरभारतीप्रकाशनम्।
2. संस्कृत व्याकरण ओ अनुवाद-शिक्षा, अध्यापक विश्वरङ्गन पाण्डा, संस्कृत बुक डिपो।
3. A Higher Sanskrit Grammar And Composition - Paniniyam, Dr. Lahiri & Shastri, Dhaka Student's Library

AHSNT-305SEC
ଭେଦବିତରଣ ଓ ଉପସଂହାର ପ୍ରତିଯୋଗିତା
(Group discussion and debate competition)

Marks:30+20=50

Credits: 02

[This Course will have an **Internal Assessment** of 20 marks & **End semester examination** 30 marks.

Question Pattern :

Internal Assessment : Total Marks – 20 (viva- voice)

End semester examination : Total Marks – 30 (Project Paper)

Course Objectives: The objective of this course thought this subject students will be able to match their thoughts and feelings in different ways and present their words and opinions.

Course Learning Outcomes: At the completion of this course this will help student develop the ability to speak, the ability to discuss and the ability to present themselves

Unit-1 ଭେଦବିତରଣ ଗୋଷ୍ଠୀର ଗଠନ, ଉପସଂହାର ପ୍ରତିଯୋଗିତା, ଏବଂ ଭେଦବିତରଣ ଗୋଷ୍ଠୀର ଗଠନ (Group formation of Student for Group Discussion)

Unit-2 ଉପସଂହାର ବା ଉପସଂହାର ଉପସଂହାର ଉପସଂହାର (Group Discussion on topic Selected by the Faculty)

Unit-3 ଉପସଂହାର ବା ଉପସଂହାର ଉପସଂହାର (Choice Debate topic by the Faculty)

Unit-4 ଉପସଂହାର ଉପସଂହାର ଉପସଂହାର, ଏବଂ ଉପସଂହାର ଉପସଂହାର (Presentation One Group Practive & Other Group Negative thought by student on debate topic.)

- **Spoken Sanskrit:** It removes all misnomers and fears related to Sanskrit conversation and helps students speaking Sanskrit confidently.
- **Computer Application:** It will be beneficial definitely for students to enhance their academic and professional performance.

COURSE CODE	COURSE TITLE	COURSE TOPIC	CREDIT	MARKS			NO. OF HOURS		
				I.A	ESE	Total	Lect.	Tu	Pr.
APSNS 604SEC-4	Spoken Sanskrit and Computer Application		2	10	40	50	1	-	2

Reading/ Reference Lists:

1. A Higher Sanskrit Grammar And Composition - Paniniyam, Dr. Lahiri & Shastri, Dhaka Student's Library
2. संस्कृत व्याकरणं ओ अनुवाद-शिक्षा, अध्यापक विश्वरत्न पाण्डे, संस्कृत बुक डिपो।
3. पाणिनीय शब्दशास्त्र, सत्यनारायण चक्रवर्ती, संस्कृत पुस्तक भण्डार।
4. Computer fundamentals : concepts, systems & applications, Pradip K. Sinha & Priti Sinha, BPB Publication.

SNSK=Sanskrit (Subject Code) C= Core Course, AECC= Ability Enhancement Compulsory Course, SEC= Skill Enhancement Course, GE= Generic Elective, DSE= Discipline Specific Elective, IA= Internal Assessment, ESE= End-Semester Examination, Lect.= Lecture, Tu.= Tutorial, and Pr.= Practical

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed

- **Spoken Sanskrit:** It removes all misnomers and fears related to Sanskrit conversation and helps students speaking Sanskrit confidently.
- **Computer Application:** It will be beneficial definitely for students to enhance their academic and professional performance.

COURSE CODE	COURSE TITLE	COURSE TOPIC	CREDIT	MARKS			NO. OF HOURS		
				I.A	ESE	Total	Lect.	Tu	Pr.
APSNS 504SEC-3	Spoken Sanskrit and Computer Application		2	10	40	50	1	-	2

Reading/ Reference Lists:

1. A Higher Sanskrit Grammar And Composition - Paniniyam, Dr. Lahiri & Shastri, Dhaka Student's Library
2. संस्कृत व्याकरणं ओ अनुवाद-शिक्षा, अध्यापक विश्वरङ्गन पाठो, संस्कृत बुक डिपो।
3. पानिनीय शब्दशास्त्र, सत्यनारायण चक्रवर्ती, संस्कृत पुस्तक भण्डार।
4. Computer fundamentals : concepts, systems & applications, Pradip K. Sinha & Priti Sinha, BPB Publication.

SEMESTER-VI

KĀVYA AND PHILOSOPHY

Objectives:

- This course (*kāvya*) aims at getting the students acquainted with the outlines of classical Sanskrit Drama through classical text.
- This course (*kāvya*) will help the students develop a fair idea of works of great Sanskrit Drama. They will be able to appreciate the styles and thoughts of the dramas focusing on the dramatic, artistic cultural and historical aspects of the works.

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed



Bankura University

B.A.-(Honours) Sanskrit

CBCS w.e.f. 2022-23

AHSNS305SEC—1

Objective: In this paper Spoken Sanskrit and Computer application are included.

Course Learning Outcome: This paper tries to enable students in speaking Sanskrit and also they would learn some basics of computer application. In this age of technology it is necessary to know how to operate computer.

AHSNS 305SEC —1	Spoken Sanskrit & Computer Application		2	10	40	50	1	-	2
Total in Semester – III			26	50	220	250	21	4	2

Question Pattern: All Question are MCQ types

(2x10=20)Spoken Sanskrit

(2x10=20)Computer Application.

Suggested Reading:

1. Computer fundamentals : concepts, systems & applications, Pradip K. Sinha & Priti Sinha, BPB Publication.
2. संस्कृत व्याकरणं ओ अनुवाद-शिक्षा, अध्यापक विश्वरङ्गन पाण्डु, संस्कृत बुक डिपो।
3. पाणिनीय शब्दशास्त्र, सतानारायण चक्रवर्ती, संस्कृत पुस्तक भाण्डार।
4. रचनानुवादकौमुदी, कपिलदेव द्विवेदी, सम्पूर्णानन्द विश्वविद्यालय।
5. बृहदनुवादचन्द्रिका, चक्रधर नौटियाल, मोतीलाल बनारसीदास।

5.4 SPGEO/604/SEC-4: Geographic Information System

Geographic Information System

2 Credits

- 1 G.I.S: Basic Concepts, Components,
- 2 GIS Data structure: Raster and vector.
- 3 Dereferencing, Digitization
- 4 Map Composition and Layout

References

- JatinPandey and DarshanaPathak, 2013, Geographic Information System, TERI Publishing House.
- Chor Pang Lo, 2009, Concepts and Techniques of Geographic Information System, Prentice Hall.
- Michael N. Demers, 2012, Fundamentals of Geographic Information Systems, Willy.
- Chairman, N. 1992. Exploring Geographical Information Systems, John
- Willey and Sons Inc., new York, 198p

5.3 SPGEO/504/SEC-3: Remote Sensing

Remote Sensing

2 Credits

Unit-1: Remote Sensing: Basic Concepts

- 1 Basic Concepts: Energy Sources, Interactions with Atmosphere, Sensing Systems, Data Products,
- 1 Principles of preparing Standard False Colour Composites
3. Principles of image interpretation and feature extraction. Preparation of inventories of land use land cover (LULC) features from satellite images.

Reference Books

- ▶ Campbell J. B., 2007: Introduction to Remote Sensing, Guildford Press.
- ▶ Jensen J. R., 2004: Introductory Digital Image Processing: A Remote Sensing Perspective, Prentice Hall.
- ▶ Joseph, G. 2005: Fundamentals of Remote Sensing, United Press India.
- ▶ Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition).
- ▶ Nag P. and Kudra, M., 1998: Digital Remote Sensing, Concept, New Delhi.
- ▶ Rees W. G., 2001: Physical Principles of Remote Sensing, Cambridge University Press.
- ▶ Singh R. B. and Murai S., 1998: Space-informatics for Sustainable Development, Oxford and IBH Pub.
- ▶ Wolf P. R. and Dewitt B. A., 2000: Elements of Photogrammetry: With Applications in GIS, McGraw- Hill.
- ▶ Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi



5.2 SHGEO/405/SEC-1: Geographical Information System and GPS

Geographical Information System and GPS

2 Credits

Unit-1: Geographical Information System

- 1 G.I.S: Basic Concepts
- 2 Components of GIS
- 3 Development of GIS Technology
- 4 GIS Data structure: Raster and Vector

Unit-2: Global Positioning System

- 1 Basic Concept: GPS and GNSS, Segments, PRN Code, Waypoints and Tracks
- 2 Distance Calculation, Open and Closed Traverse.
- 3 Plotting in Microsoft Excel
- 4 GPS data downloading in software and mapping.

Unit 3: Mapping in GIS

- 1 Geo-referencing, Digitization
- 2 Attribute data creation and uses
- 3 Map Composition
- 4 Layout

References

- Jatin Pandey and Darshana Pathak, 2013, Geographic Information System, TERI Publishing House.
- Chor Pang Lo, 2009, Concepts and Techniques of Geographic Information System, Prentice Hall.
- Michael N. Demers, 2012, Fundamentals of Geographic Information Systems, Willy.
- Chairman, N. 1992. Exploring Geographical Information Systems, John
- Willey and Sons Inc., New York, 198p



5. Skill Enhancement Subjects Syllabus

5.1 SHGEO/305/SEC-1: Computer Basics and Applications

Computer Basics and Applications

2 Credits

Concepts in Theory

1. Computation, Storing and Formatting Spreadsheets: Computation of Rank, Mean, Median, Mode, Standard Deviation, Moving Averages, Sample Variation; Derivation of Correlation, Covariance and regression; Selection of technique and interpretation.
2. Preparation of Annotated Diagrams: Scatter diagram and Histogram; selection of technique and interpretation of diagrams
3. Internet Surfing: generation and extraction of information. Cloud computing and drive sharing.

Reference Books

- ▶ Bartee, Thomas C. (1977): Digital Computer Fundamental; McGraw Hill.
- ▶ Chauhan, S.; Chauhan, A. and Gupta, K. (2006): Fundamental of Computer; Firewall Media.
- ▶ Flake, L.J.; McClintock, C.E. and Turner, S. (1989): Fundamental of Computer Education; Wordsworth Pub. Co.
- ▶ Leon, A. and Leon, M. (1999): Introduction to Computer, USB Publishers' Distributors Ltd.
- ▶ Malvino, A.P. and Leach, D.P. (1981): Digital Principles and Applications; Tata McGraw Hill.
- ▶ Mano, Moris M. and Kime, Charles R. (2004): Logic and Computer Design Fundamental; Prentice Hall.
- ▶ Rajaraman, V. (2003): Fundamentals of Computer, Prentice Hall Publisher
- ▶ Sarkar, A. and Gupta, S.K (2002): Elements of Computer Science, S Chand and Company, New Delhi
- ▶ Blissmer (1996): Working with MS Word; Houghton Mifflin Co.
- ▶ Johnson, Steve (2007): Microsoft Power Point 2007; Pearson Paravia Bruno.

5.5 SPGEO/404/SEC-2: Computer Applications

Computer Applications

2 Credits

1. Computation, Storing and Formatting Spreadsheets: Computation of Rank, Mean, Median, Mode, Standard Deviation,
2. Preparation of Annotated Diagrams: Line, Bar, Pie, Histogram and Scatter diagram;
3. Internet Surfing: generation and extraction of information from important academic sites

Reference Books

- ▶ Bartee, Thomas C. (1977): Digital Computer Fundamental; McGraw Hill.
- ▶ Chauhan, S.; Chauhan, A. and Gupta, K. (2006): Fundamental of Computer; Firewall Media.
- ▶ Flake, L.J.; McClintock, C.E. and Turner, S. (1989): Fundamental of Computer Education; Wordsworth Pub. Co.
- ▶ Leon, A. and Leon, M. (1999): Introduction to Computer, USB Publishers' Distributors Ltd.
- ▶ Malvino, A.P. and Leach, D.P. (1981): Digital Principles and Applications; Tata McGraw Hill.
- ▶ Mano, Moris M. and Kime, Charles R. (2004): Logic and Computer Design Fundamental; Prentice Hall.
- ▶ Rajaraman, V. (2003): Fundamentals of Computer, Prentice Hall Publisher
- ▶ Sarkar, A. and Gupta, S.K (2002) Elements of computer Science, S Chand and Company, New Delhi
- ▶ Blissmer (1996): Working with MS Word; Houghton Mifflin Co.
- ▶ Johnson, Steve (2007): Microsoft Power Point 2007; Pearson Paravia Bruno.
- ▶ Leon, A. and Leon, M. (1999): Introduction to Computer, USB Publishers' Distributors Ltd.
- ▶ Leon, A. and Leon, M. (1999): A beginners Guide to Computers, Vikas

- Spoken Sanskrit – This course removes all misnomers and fears related to Sanskrit conversation and helps students speaking Sanskrit confidently.

COURSE CODE	COURSE TITLE	COURSE TOPIC	CREDIT	MARKS			NO. OF HOURS		
				I.A	ESE	Total	Lect.	Tu	Pr.
APSNS 405SEC-2	Spoken Sanskrit & Writing Skill Enhancement in Sanskrit		2	10	40	50	2	0	-

Reading/ Reference Lists:

1. पाणिनीय शब्दशास्त्र, सत्यनारायण चक्रवर्ती, संस्कृत पुस्तक भाण्डार।
2. संस्कृत व्याकरण ओ अनुवाद शिक्षा, अध्यापक विश्वरञ्जन पाण्डे, संस्कृत पुस्तक भाण्डार।
3. A Higher Sanskrit Grammar And Composition - Paniniyam, Dr. Lahiri & Shastri, Dhaka Student's Library
4. रचनानुवादकौमुदी, कपिलदेव द्विवेदी, सम्पूर्णानन्द विश्वविद्यालय।
5. बृहदनुवादचन्द्रिका, चक्रधर नौटियाल, मोतीलाल बनारसीदास।

SEMESTER – V

KĀVYA & PHILOSOPHY

Objectives:

- This course aims to teach students here the forms, types and *alankāra* of poetry.
- This course helps students to explore new ideas through analytical study.
- This course helps students to learn to articulate and defend their own views and aims to provide students knowledge of truth on the one hand and concept of realizing state of goodness on the other.

Learning Outcomes:

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed

5. Skill Enhancement Subjects Syllabus

5.2 SPGEO/304/SEC-1: Computer Basics

Computer Basics

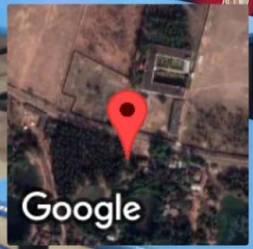
2 Credits

1. Knowing computer: What is Computer, Basic Applications of Computer
Computer Memory, Concepts of Hardware and Software; Operating System; Running an Application, Viewing of File, Folders and Directories, Creating and Renaming of files and folders,
2. Understanding Word Processing
3. Using Spread Sheet: Basics of Spreadsheet; Manipulation of cells; Formulas and Functions; Editing of Spread Sheet, printing of Spread Sheet.
4. Concept of Internet; Applications of Internet; World Wide Web; Email;
5. Making Small Presentation: Microsoft Power point

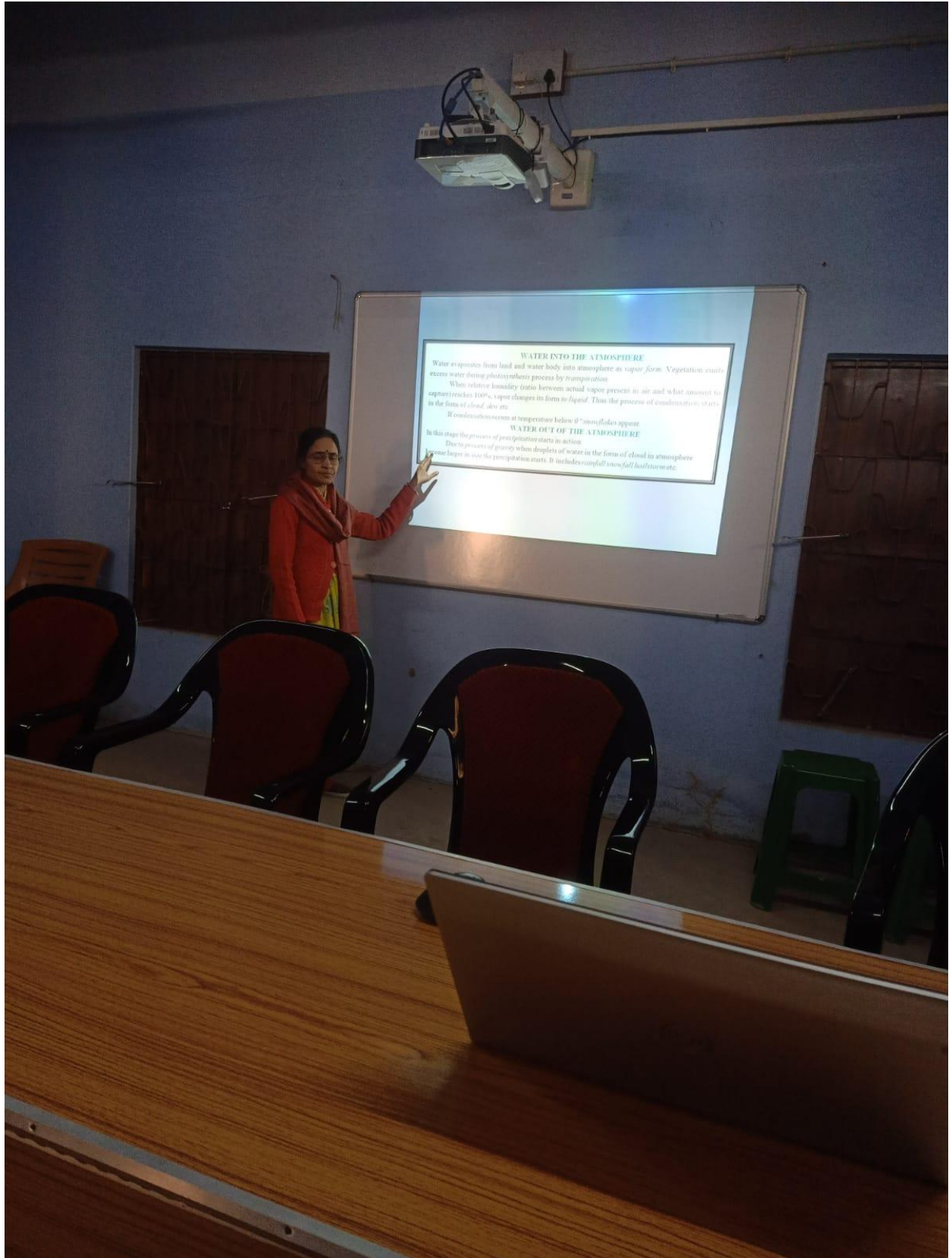
ICT CLASS



 GPS Map Camera



Bankura, West Bengal, India
597V+M3G, Bhora - Birsingha Road, Bhara, West Bengal 722157, India
Lat 23.16389°
Long 87.39238°
13/12/23 11:49 AM GMT +05:30



WATER INTO THE ATMOSPHERE

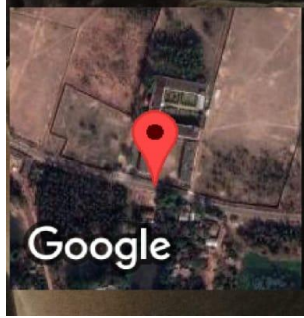
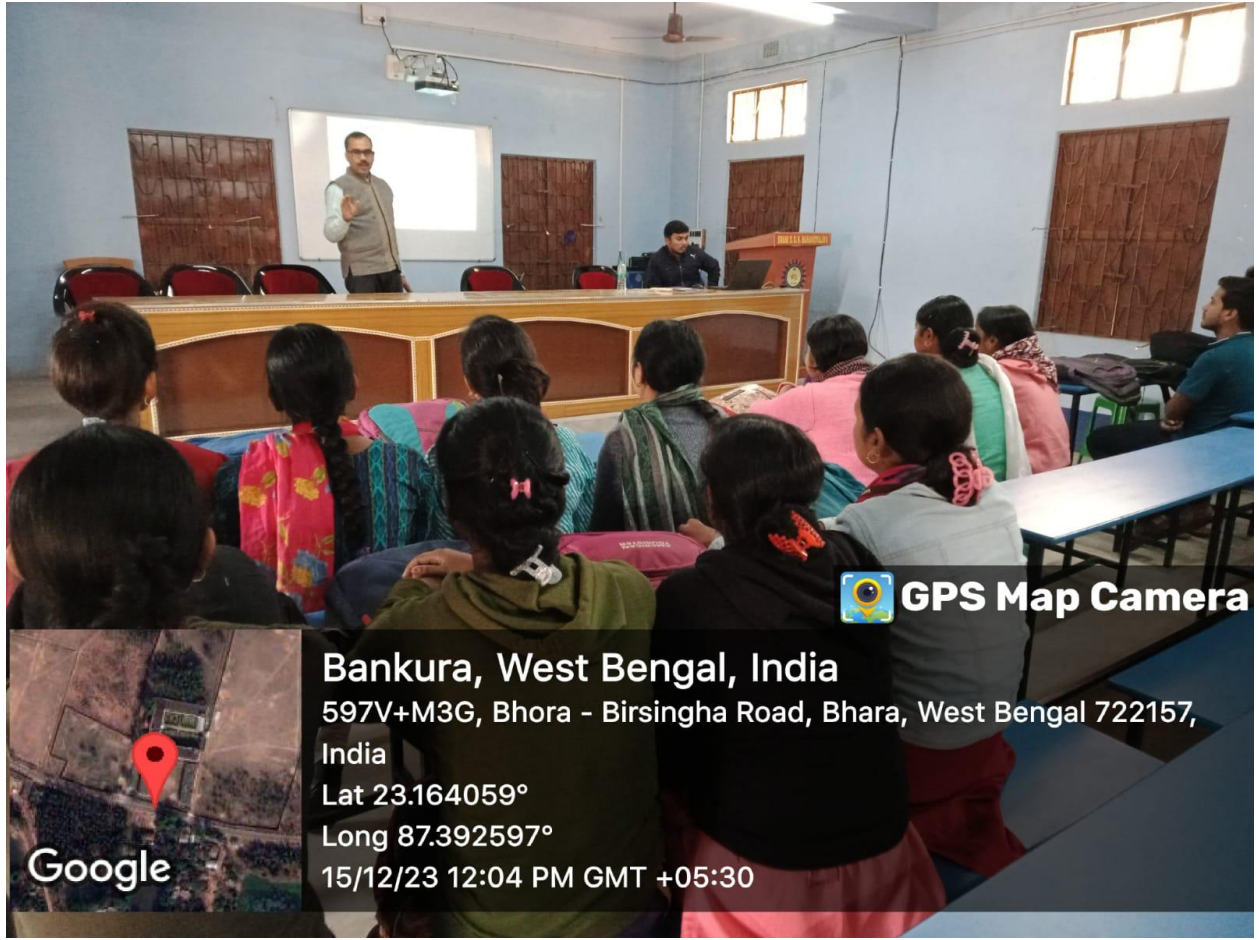
Water evaporates from land and water body into atmosphere as vapor form. Vegetation emits excess water during photosynthesis process by *transpiration*.

When relative humidity ratio between actual vapor present in air and what amount to capture reaches 100%, vapor changes its form to *liquid*. Thus the process of condensation starts in the form of *cloud, dew* etc.

If condensation occurs at temperature below 0° *snowflakes* appear.


WATER OUT OF THE ATMOSPHERE

In this stage the process of *precipitation* starts in action. Due to process of *gravity* when droplets of water in the form of cloud in atmosphere become larger in size the precipitation starts. It includes *rainfall, snowfall, hailstorm* etc.

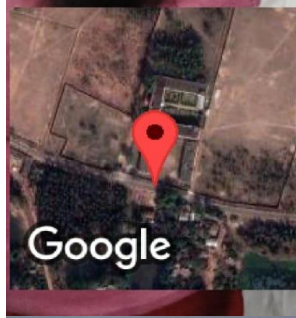
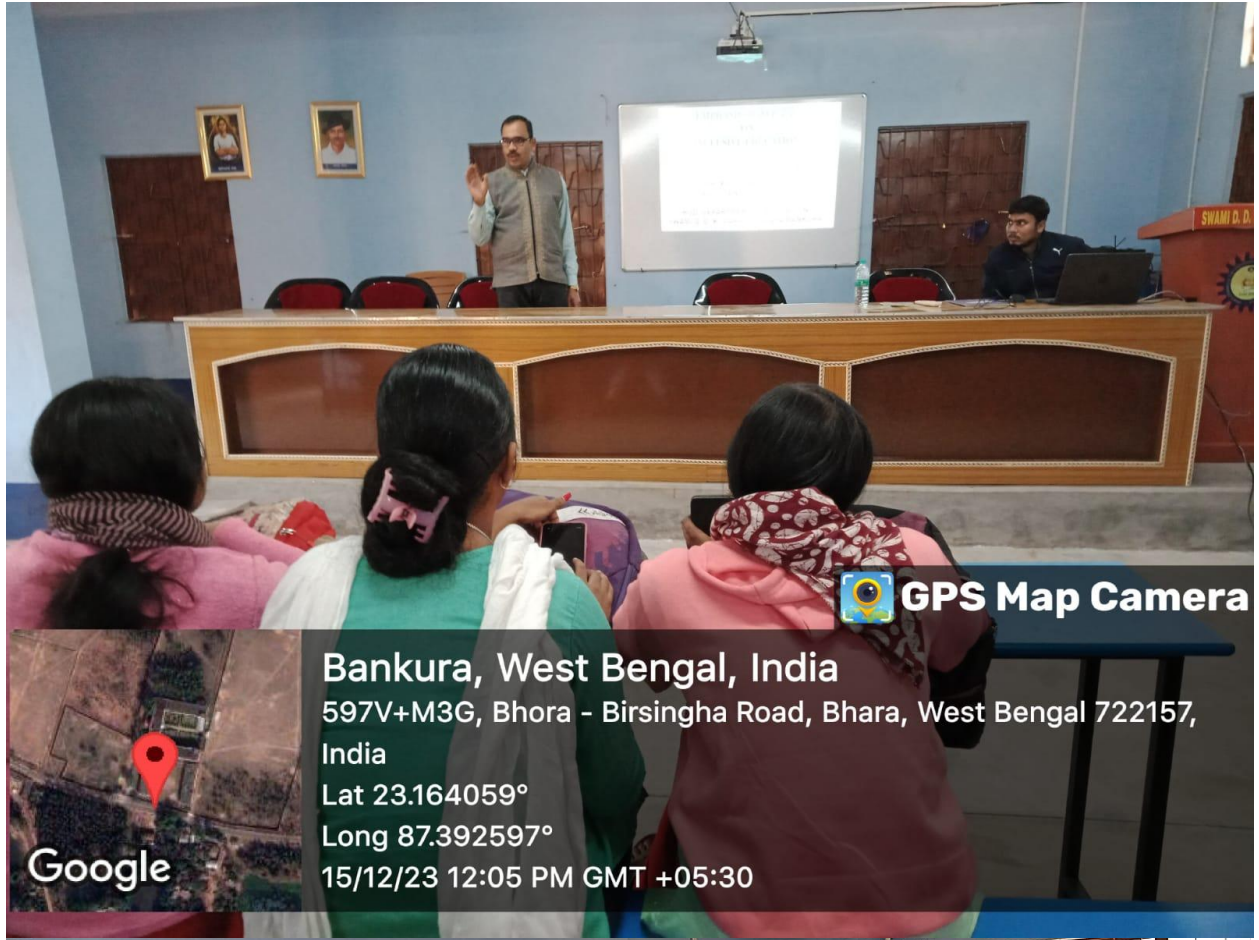


Bankura, West Bengal, India
597V+M3G, Bhora - Birsingha Road, Bhara, West Bengal 722157,
India
Lat 23.164059°
Long 87.392597°
15/12/23 12:04 PM GMT +05:30

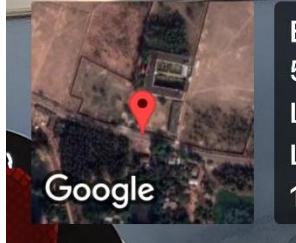
Google

 **GPS Map Camera**





Bankura, West Bengal, India
597V+M3G, Bhora - Birsingha Road, Bhara, West Bengal 722157, India
Lat 23.164059°
Long 87.392597°
15/12/23 12:05 PM GMT +05:30



Bankura, West Bengal, India
597V+M3G, Bhora - Birsingha Road, Bhara, West Bengal 722157, India
Lat 23.164002°
Long 87.392509°
16/12/23 01:25 PM GMT +05:30



Bankura, West Bengal, India
597V+M3G, Bhora - Birsingha Road, Bhara, West Bengal 722157, India
Lat 23.164022°
Long 87.392506°
16/12/23 01:22 PM GMT +05:30



Bankura, West Bengal, India
597V+M3G, Bhora - Birsingha Road, Bhara, West Bengal 722157, India
Lat 23.163923°
Long 87.39245°
16/12/23 12:51 PM GMT +05:30

SWAMI DHANANJAY DAS KATHIABABA MAHAVIDYALAYA

STUDENTS' ICT ATTENDANCE SHEET

Session- 2022-2

DEPARTMENT:	Geography			
PRESENTED BY:	Dr. Mahuya Bandyopadhyay			
TOPIC:	Hydrological cycle			
DATE:				TIME:

SL.	ROLL	SEM	NAME	SIGNATURE
1	235	7th	Kankana Chatterjee	Kankana Chatterjee
2	217	5th	Souvik Chakraborty	Souvik Chakraborty
3	189	5th	Babulona Lahar	Babulona Lahar
4	44	5th	Lakhinda Munmu	Lakhinda Munmu
5	135	1st	Bansha Roy	Bansha Roy.
6	247	5th	Sumit Karmakar	Sumit Karmakar
7	250	5th	Rakesh Pan	Rakesh Pan
8	253	5th	Riya Patra	Riya Patra
9	241	5th	Puja Mondal	Puja Mondal
10	174	5th	Priyanka Mukherjee	Priyanka Mukherjee
11				
12				
13				
14				
15				

SWAMI DHANANJAY DAS KATHIABABA MAHAVIDYALAYA

STUDENTS' ICT ATTENDANCE SHEET

Session- 2023-24

DEPARTMENT:	HISTORY			
PRESENTED BY:	Bipul Chandra Mondal			
TOPIC:	16 Mahajanapadas			
DATE:	16/12/2023		TIME:	12:30 pm
SL	ROLL NO	SEM	NAME	SIGNATURE
1	45	3 rd	Sathi Bagde	Sathi Bagde
2	44	3 rd	Rani Hembaram	Rani Hembaram
3	200	3 rd	Riya Mukherjee	Riya mukherjee
4	35	5 th	Chaitali Majhi	Chaitali Majhi
5	151	5 th	Nisha Dey	Nisha Dey
6	129	5 th	Sathi Lohar	Sathi Lohar
7	115	5 th	Puja Hazra	Puja Hazra
8	48	5 th	Sujayee Das	Sujayee Das
9				
10				
11				
12				
13				
14				
15				

SWAMI DHANANJAY DAS KATHIABABA MAHAVIDYALAYA

STUDENTS' ICT ATTENDANCE SHEET

Session- 2022-23

DEPARTMENT:		HISTORY		
PRESENTED BY:		Bipul Chandra Mondal		
TOPIC:		16 Mahajanapadas		
DATE: 16/12/23		TIME: 12.30 pm		
SL	ROLL NO	SEM	NAME	SIGNATURE
1	206	1st	Mistu Ghosh.	Mistu Ghosh.
2	226	1st	Mousumi Lohar	Mousumi Lohar
3	145	1st	Anjali Mandi	Anjali Mandi
4	204	1st	Susmita Kar	Susmita Kar
5	205	1st	Koyel Kar	Koyel Kar
6	218	1st	Sathi Chowdhury	Sathi Chowdhury
7	219	1st	Tumpa Chakraborty	Tumpa Chakraborty
8	211	1st	Subhadra Bagdi	Subhadra Bagdi
9	212	1st	Swathi Bagdi	Swathi Bagdi
10	213	1st	Beauti Bagdi	Beauti Bagdi
11	209	1st	Suman Mehta	Suman Mehta
12	207	1st	Swajit Duary	Swajit Duary
13	210	1st	SOUVIK DHIBAR	Souvik Dhibar
14				
15				