

# Department of Bengali

## Syllabus

WBSU syllabus for Bengali BA under the UGC prescribed syllabus template for CBCS Semester.

## Courses offered

Honours Generic Elective MIL Skill Enhancement

## Course outcome

Importance of literature in present times has become more imperative than ever in life because it plays a pivotal role in the mental, psychological as well as spiritual evolution of mankind. Students studying Bengali literature and language not only understand its continuous evolution and subsequent transformation through the literary works of the authors and poets from the time this language has been used to compose literature till the present date but also learn to write answers in concise and analytical manner, which helps them during their higher studies as well as their research works. Using this literature as a tool, students not only develop sensitivity and empathy towards society but also become financially as well as socially independent and responsible citizens through different professions like teaching, publishing and editing, social writing, media related work, etc.

## Course specific outcome

Paper	Course specific outcome
Semester I, CC1	Students get acquainted with the continuous evolution and subsequent transformation of Bengali literature and language from 8th to 18th Century. During this period many poets have demonstrated diversity in their literary works. All these literary creations attributes to students understanding about the social, economic, political, cultural and religious scenario of the era mentioned above.
Semester I,CC2	Selected Verses from Vaishnava Padavali, Shaktya Padavali, Chandimangal authored by Mukunda Chakraborty and Chaitanya Bhagwat written by Vrindavan Das. The above-mentioned texts provide students the overall pattern and significance of Bengali Language and Literature of the Medieval Period.
Semester II, CC3	This Core Course syllabus consists of linguistics—the origin of Indian languages including Bengali, Semantics and the change of meaning, the reason and nature of changes, linguistic features of Old, Middle and Modern Bengali, Bengali dialects and Bengali vocabulary. A student of literature must know of his/her own language and its origin. The study of gradual changes of Bengali language and connection with the old linguistic family of world, the Indo-European or Aryan family of language, will rich students to know the heritage of Bengali language.

Paper	<p>Course specific outcome</p> <p>This course introduces students to the impact of 19th Century Renaissance in modern Bengali literature and emergence of Bengali prose. They come to know about the conversion of monk language to its colloquial form through the writings of Pramatha Choudhury.</p>
Semester II, CC4	<p>The syllabus consists of history of Bengali Dramaturgy, the practice of dramatic composition from mid-19th century to late 20th century. The syllabus shows the socio-cultural-political perspective of Bengali dramas and the connection with the history of colonial Bengal of that period and post-independent period.</p> <p>It also deals with the emergence and development of Bengali poetry from early nineteenth to mid twentieth century, the modern and post-independence poetry-trends along with its generic transformations from epic-narrative poetry to lyrical era.</p> <p>Students also learn about current trends and new emerging styles of the modern fiction writers, as well as the evolution of literary fiction from short stories to novels.</p>
Semester III, CC5	<p>Aim of this paper is to acquaint rhetoric and metre of poetry to fully reveal the form of Literature. In order to analyse the poems from different angles the students first need to learn the different rhetoric and metre used in literature.</p>
Semester III, CC6	<p>This core course consists of Bengali Drama and Bengal Theatre. The history of Bengal Theatre is associated with socio-political perspective of late 19th century. The texts prescribed are the first Bengali historical tragedy 'Krishnakumari' by Michael Madhusudan Dutt, Tagore's famous symbolic-allegorical drama 'Raja' and the pioneering work of the People's Theatre Movement 'Nabanna' by Bijan Bhattacharya.</p>
Semester III, CC7	<p>This paper has been designed to acquaint students with the variety and evolution of prose style and prose culture in Bengali literature from mid-19th to early 20th century through the works of such legendary authors as Bankimchandra Chattopadhyay, Rabindranath Tagore, Abanindranath Tagore, and Pramatha Choudhury. It helps students to acquire preliminary knowledge about sociology, economics, astrophysics, nineteenth century history and multifarious cultures of Bengali society, literature and tradition.</p>
Semester IV, CC8	<p>Twelve Selected poems from Sanchayita by Rabindranath Tagore help students understand the artistic techniques and philosophy of Tagore. Students are also introduced to the richness and variety of Bengali poetry and learn about its development trends through the study of the poetry of Michael Madhusudan Dutt, Rabindranath Tagore, Jibananda Das, and a host of modern and post-independence poets, including women poets.</p>
Semester IV, CC9	<p>This course deals with the greatest resource of Bengali literature and culture, Poet Laureate Rabindranath Tagore. His Russiar Chithi, the Letters from Russia, the unique travelogue evokes the communist political philosophy of Rabindranath inspired by his experiences of post-Bolshevik Russian socio-economical fabric in lucid epistolary style which will arouse the political consciousness and the</p>

Paper	<p>Course specific outcome</p> <p>perception of egalitarian society among the students. Chelebela, the childhood reminiscences of Rabindranath is a rich historical account of Jorasanko Tagore family and nineteenth century colonial Calcutta. Prachin Sahitya is the aesthetic – romantic criticism of Indian Sanskrit literature which throws light on Rabindranath’s Indological experiences too. Ghare-Baire is one of the most celebrated novels of Rabindranath, that reflects poet’s anti-colonial non-violent political consciousness along with a vibrant feminist thought.</p> <p>This course acquaints students with the various literary genres and their aesthetic and critical theories.</p>
Semester IV, CC10	<p>“Types of poetry” acquaints students about the preliminary knowledge of poetic divisions, which helps them analyse and to appreciate poetry. They are introduced to ancient critical treatises on poetics like ‘Kavyajigyasa’.</p> <p>Students also learn about the origin and evolution of Bengali theatre, the influence of western playwrights, the diversity in modern experimental theatre and its relevance in the context of modern Bengali drama.</p> <p>Students are also acquainted with types of Essay in Bengali.</p> <p>The students are introduced to the study of the growth of the Bengali novel as an art form.</p>
Semester V, CC11	<p>How the history of a nation, its social fabric, ethos and philosophy are all encompassed in the evolution of the novel is also pointed out.</p> <p>The novel, in its different forms such as regional, political, or historical help students develop their imagination and understanding of the world around them.</p> <p>Acquainting students with the development of the short story as a genre from its origin to its post-independence modern form, helps them understand the changing times.</p>
Semester V, CC12	<p>The form of the short story reveals to them the transition from the old-world order to the new.</p> <p>The aim of this course is to illustrate to the students that the study of changing society and its critical analysis is essential to the reading and proper appreciation of a short story.</p>
Semester V, DSE1	<p>This course includes trans-narration of Ramayana by Krittibas (Aranya Kand and Lanka Kand), Manashamangal by Vipradas Piplai, Mangalchandir Geet, by Dwijamadhav, Anandamangal (1st Canto) by Ray Gunakar Bharatchandra. Through these lucid poetry students learn the basic values and ethics like victory of good over evil, and are also exposed to socio-cultural and religious scenario of the then Bengal.</p>
Semester V, DSE2	<p>‘Muchiram Gurer Jibon Charit’ by Bankim Chandra Chattopadhyay makes the students understand the social and professional nepotism that was and is still in practice among the socially, financially, professionally acclaimed people because of their inflated and false ego.</p>

Paper Course specific outcome

In this discipline specific elective, the syllabus is based on Bengali Prose and Essay. Students are familiarised with the distinctive types of prose during late 19th century to early 20th centuries and the gradual enhancement of the style of Bengali prose. They can see through the writings of Bankimchandra Chattopadhyaya to Buddhadeb Bose, including Rabindranath Tagore and Swami Vivekananda, how Bengali prose become rationalistic, socialistic, contextual and relevant to Bengali society and culture.

The prose of Buddhadeb Bose, written in his inimitable style, particularly deserves mention, as it initiates the students to a unique aesthetic appreciation.

This course acquaints the learners with other literature, namely Sanskrit, English, Hindi and Assamese. The students are introduced to the following:

History of Sanskrit: Students learn about the inception and development of Sanskrit. They also gain knowledge about how Sanskrit has influenced the Bengali language.

History of English Literature: The various literary periods and the influence they had on modern Bengali Literature, are discussed here.

History of Hindi Literature: The students are acquainted with such writers as Munshi Premchand, Faniswarnath Renu, Mahadevi Barma, Suryakanta Tripathi, and their styles and outlook towards the society.

History of Assamese Literature: Assamese Literature and its history familiarises students with the varied regional cultures and arouses the spirit of kinship among them.

This core course deals with the Bengali Travelogue. Travelogue encompasses nature writing and travel memoirs by Krishnavamini Devi, Rabindranath Tagore, Syed Mujtaba Ali among others. Apart from learning the aesthetics and critical approaches to the genre, students also learn about the lifestyle, food habit, language-culture of far off places.

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This course looks at drama is audio-visual art as well as a politica-historical evidence of the times. It offers an overview of the Bengali stage, tracing the works of the thespian Shambhu Mitra, reflecting on the Nabyanatya Movement and his re-creation of Rabindra-natya on the Bengali stage. The other dramatists whose works are included are D L Roy, the torch bearer of the golden era of Bengali historical drama, and Utpal Dutt, whose play 'Ferari Fouj' reconstructs the militant nationalistic movement of Bengal during 1930s.

World wars, the Great Famine and the Partition take centre-stage in the study of the post-modern literary space. The students will focus on the breakdown of values, changing society and economic upheaval to understand the complexities of modern literature.

Semester VI, CC13

Semester VI, CC14

Semester VI, CC14

Semester VI, DSE1

Semester VI, DSE2

Paper Course specific outcome

Asani Sanket, a classic by Bibhutibhusan Bandyopadhyay based on the man-made famine (1943), depicts epidemic, importance of farming and value of essential items like oil, rice etc. which were hoarded during the Second World War.

Partition-narratives depict the apocalyptic partition and its unprecedented, unfortunate aftermath, the agony of refugees in their own land and the misfortune of those landless, humiliated women of the divided nation. The purpose this paper is to arouse the sense of fraternity and anti-communal, anti-violence nationhood among the students.

## **Department of Education**

### **Syllabus**

WBSU syllabus for Education BA under UGC prescribed syllabus template for CBCS semester

### **Courses Offered**

Honours

Generic Elective

### **COURSE OUTCOME:**

Education is an interdisciplinary subject. The pillars of which are Educational Philosophy, Educational Psychology, Educational Sociology, Research Methodology, Educational Administration and Management, Educational Policies, Mental Health and Hygiene, Pedagogy, Statistical Interpretation, ICT, Educational Tours, Curriculum Development, Environmental Awareness and various other Skill Enhancement courses. For an all-round development of individual education should be based on Ideals, Individual Differences and Societal Demands. Students are well aware of these three bases of education. To enhance and propagate scientific mentality this course includes different methodologies of research. Every educational institution can be managed through the principles taught in Educational Management and Administration. Constitutional Provision of Education, Educational Policies give an insight to the policy making side of the existing education system. 'A Sound Mind Resides in A Sound Body' ... goes the proverb, students can take up this paper and can have a chance of delving into the world of mental wellness and counselling. Pedagogy is for those who inspire to become teachers in future, it teaches them Science of Teaching and Learning. In order to strengthen students' computational skills, Statistics and ICT is given its due importance in this course. Students learn the stages, bases and process of Curriculum Development. Contemporary issues related to society; environment is also dealt with utmost relevance. Thus, it is truly opined that Education is a multidisciplinary subject.

## Course Specific Outcome

### Paper

### Course Specific Outcome

❖ To understand the meaning, nature. Scope of modern education

❖ To explain the different forms and functions of education

### Semester I

❖ To be acquainted with the different Indian and Western Philosophical thoughts

### CC1: Educational Philosophy

❖ To be able to inculcate values enshrined in Indian Constitution as well as be aware of the articles related to education

❖ To have knowledge about the contributions of some selected educators.

❖ To understand the meaning of Educational Psychology and be acquainted with its different aspects

❖ To know the neuro-physiological perspectives

### CC2: Educational Psychology

❖ To be acquainted with different theories of Intelligence and Creativity

❖ To be aware of different patterns of human development

❖ To have knowledge about psychology of Learning

❖ To understand the relation between Sociology and Education, nature and scope of Educational Sociology

### Semester II

### CC3: Educational Sociology

❖ To explain the concept of Social Groups and Socialisation

❖ To enable the students to understand the concept of Social Change and Social Interaction in Education

❖ To become aware of social communication in Education

❖ To be informed about different social issues

❖ To become familiar with the concept of Sustainable Development

❖ To understand different perspectives of the Science of Teaching

**CC4: Pedagogy**

❖ To be able to learn to apply pedagogical implications

❖ To introduce varied bases Of Pedagogy

❖ To know the Development of Education in Ancient and Medieval India

**Semester III**

**CC5: Education in Pre-Independence India**

❖ To have knowledge about the development of Education under East India Company

❖ Explain the development of Education from 1854-1947

**CC6: Education in Post-Independence India**

❖ To know the development of Education from 1947 to 2009 through various commissions, Missions, Education Act

❖ To have an in-depth knowledge about some traditional issues like language problems, problems of Vocational and Technical education

❖ To be aware of different social issues like backward classes, adult and non-formal education

**CC7: Contemporary Issues**

**CC7: Field tour and Report Writing**

❖ To understand problems of equalisation of educational opportunities and National Curriculum Framework

❖ To accustom students to write field report on the basis of first-hand information gathered through Educational Tours

**Semester IV**  
**CC8: Educational Management**

- ❖ To be able to plan and execute an educational tour
- ❖ To develop a basic understanding of Educational Management, its types and needs
  
- ❖ To get an idea about Supervision and Management
  
- ❖ To orient students with the concepts of Total Quality Management and Management Information System
  
- ❖ To acquaint the students with specific agencies as MHRD, UGC, NCERT, SCERT, WBSCHE

**CC9: Basics of Educational Research and Evaluation**

- ❖ To have a clear idea about Planning and Management in Educational Institutions
- ❖ Learn about preliminary concepts on Research Methodology like nature, need and types of educational research
  
- ❖ Be aware about the types of sampling
  
- ❖ To understand the meaning, nature and types of Research Hypothesis
  
- ❖ To understand the basic difference between measurement and Evaluation
  
- ❖ To learn about principles and characteristics of evaluation and measurement
  
- ❖ To have a clear idea about various classifications of educational and psychological tests

**CC10: Statistics in Education**

**CC10: Statistics Practical**

- ❖ To acquire knowledge about Reliability and Validity
  
- ❖ To develop the concept of Statistics and to nurture skill in analysing descriptive measures

❖ To be acquainted with the concept of Normal Probability Curve and its uses in Education

❖ To develop a concept of measures of relationship

❖ To develop the ability to organise relevant educational data and to represent educational data through graphs and to develop skill in displaying and interpreting data

❖ Students are expected to collect data with the objective of describing the nature and characteristics of the two distributions, comparing the distributions and finding association between two sets of data by applying tabulation of data, determination of different measures of central tendency and variability

❖ To be able to draw frequency polygon, ogive

❖ Learn to write report on statistical practical

❖ To know the basic concept of guidance

❖ To know the basic concept of counselling

❖ To be aware of some mental disorders and how to cope with different situations

❖ To know the concept, nature and limitations of technology

❖ To have knowledge about communication

❖ To be informed about instructional technology

❖ To understand and have basic knowledge about computer and its components

**Semester V**  
**CC11: Guidance and Counselling**

**CC12: Educational Technology**  
**CC12: Basic ICT**

- ❖ To learn basic DTP operations
- ❖ To learn basic Excel Operation
- ❖ To learn how to make powerpoint file/slide presentation
- ❖ To know about the development of teacher education in pre independent and post independent India

**DSE2: Teacher Education**

- ❖ To make a clear concept of an ideal teacher
- ❖ To have the knowledge of some modern methodology of teaching
- ❖ To understand the meaning and characteristics of life skill

**DSE3: Life skill Education**

- ❖ To know the role of institutes, parents, teachers, government and NGOs in imparting life skill education

- ❖ To make aware about domestic violence act and pocso

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- ❖ To understand the concept of curriculum and to differentiate among curriculum and syllabus

- ❖ To know about the types and basic sources of curriculum

**Semester VI**

**CC13:**

- ❖ To have knowledge about the need to form aims and objectives of curriculum

- ❖ To know about CBCS model

- ❖ To be aware of some approaches and models of curriculum evaluation

- ❖ To know the development of special education in India

**CC14:**

- ❖ To know the concept nature and characteristics of special education

### **DSE5: Peace Education**

- ❖ To become familiar with the definition and characteristics of gifted children and slow learners
- ❖ To know the types of different impairments
- ❖ To know the concept and importance of peace education
- ❖ To become familiar with the barriers of peace education
- ❖ To understand the role of education to maintain peace
- ❖ To have the basic concept of ecosystem and role of education

### **DSE6: Environmental Education**

- ❖ To know the meaning, components of environmental education
- ❖ To understand the causes of various pollutions and the way out
- ❖ To know some environmental movements

## **Department of English**

### **Courses offered**

The following courses are offered under the Choice Based Credit System:

Honours

Generic Elective

Skill Enhancement

Modern Indian Language

### **Syllabus**

West Bengal State University [syllabus](#) for BA in English (designed following the UGC prescribed syllabus template for CBCS system)

## **Course Outcomes**

- Developing a knowledge base in a wide ranging socio-cultural-literary field that includes texts, histories and contexts from all around the world spanning a breadth from Ancient European to Postmodern literature
- Understanding and appreciating histories, cultures and texts (taught in English translation) of varied geographies like South Asia, America, Africa and Latin America.
- Learning critical reading and writing critical appreciation of texts
- Developing critical thinking, analytical skills and techniques of scholarly writing
- Acquaintance with critical theories and learning to apply them as analytical and critical lenses
- Understanding and critiquing the canon
- Getting to know fundamentals of research mythology and academic ethics
- Developing research abilities and presentation skills through writing research papers and project presentations
- Promoting a sympathetic understanding of human mind and a matured world-view, understanding the ways in which literature distills individual and universal truths
- Establishing a solid foundation for PG degree (in English or analogous disciplines in Liberal Arts like Comparative Literature, Linguistics, Theatre or Film Studies) and for later academic research
- Honing skills necessary for professions related to creative and critical writing, content developing, journalism, editing/publishing, public relations, advertisement and mass media, teaching and communication.

## **Course Specific Outcomes**

### **Core Courses**

As per the CBCS curriculum, there are fourteen core courses (6 credit each) in the English Honours syllabus. The scope of the syllabus is extensive, including representative texts from diverse cultures across the world.

### Classical Literature

CC 1 Indian Classical Literature (Sem I)

CC 2 European Classical Literature (Sem I)

The two courses familiarize students with the ancient classics from the Indian subcontinent and Europe and is a foundational course that bears reference to the later core courses. CC1 offers students critical readings of selected texts from ancient Indian literature along with their socio-cultural contexts. Simultaneously, students are also acquainted with classical literary theories for a more precise appreciation of the aesthetics of the ancient texts. CC 2 includes ancient European epics, narrative poems and dramas that are seen as important origins and influences for later European literatures. The learners get detailed insights into Platonic and Aristotelian theories that are considered fundamental for any student of Western literature.

### British Literature

CC 4 British Poetry and Drama (14<sup>th</sup> – 17<sup>th</sup> C) (Sem II)

CC 7 British Poetry and Drama (17<sup>th</sup> -18<sup>th</sup> C) (Sem III)

CC 8 British Literature (18<sup>th</sup> C) (Sem IV)

CC 9 British Romantic Literature (Sem IV)

CC 10 19<sup>th</sup> C British Literature (Sem IV)

CC 12 Early 20<sup>th</sup> C British Literature (Sem V)

Six core courses together cover the span of British literature from Medieval to Modern Age. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. Thus these courses help students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.

### CC 3 Indian writing in English (Sem II)

The course offers an in-depth knowledge about the socio-cultural history of colonial and postcolonial India through a selection of texts by Indians writing in English. Indians writing in English constitute a significant and thriving branch of English literature. Beginning with early writers like Derozio and Dutt and going on to current and modern ones like Bond and Rushdie, the course straddles a range of genres like poetry, fiction and drama in Indian English.

### CC 5 American Literature (Sem III)

Students get acquainted with the American dream, social realism, folklore, politics of race, gender and colour through a variety of texts including American poetry, fiction and drama. Through this course, they are initiated in a subsidiary branch of English literature.

### CC 6 Popular Literature (Sem III)

This unique course brings together texts and contexts outside the so-called canonical boundaries and invites the students to engage with a critical understanding of the contexts of popular or entertaining literature through readings of genres like comic books, crime fiction, fantasy and child-centric literature.

#### CC 11 Women's Writing (Sem V)

Studying seminal women-centric texts authored by women writers across ages and geographies, help to ground the students not only in comprehending of the politics of gender but also instills a knowledge of feminist perspectives and the possibilities of resistance and negotiations through literature. Through this paper, the students get an idea of the multivalent aspects of Feminism, a theoretical area closely allied with literature and criticism.

#### CC 13 Modern European Drama (Sem VI)

The course examines plays of key European playwrights from the 19th through 21st centuries, namely Ibsen, Brecht, Beckett, and Ionesco. A brief history of European theatre in the specified timeframe is also studied to initiate students to the socio-cultural background that shaped the dramatic works. The course allows the students to identify and critically analyze the key critical concepts and practices of modern European drama – from Realism to Epic theatre, from Problem plays to the Theatre of the Absurd.

#### CC 14 Postcolonial Literature (Sem VI)

The course deals with literatures from previously colonized spaces like the Caribbean countries and Latin America, Africa, India and Australia. Through representative texts this course familiarizes students with aspects of decolonization – hegemony, hybrid identities, postcolonial cultures and globalization. Going through the colonial histories and postcolonial texts from varied regions, the students also get an idea of the interconnections and commonality of the socio-culturally diverse writings.

### **Discipline Centric Elective Courses**

DSE01 Old English Literature, Philology and Rhetoric and Prosody (Sem V)

DSE02 Literary Types and Terms (Sem V)

DSE04 Literary Criticism (Sem VI)

DSE05 Partition Literature (Sem VI)

The DSE courses taught focus on specific areas to help students gain specialized knowledge in the corresponding domains, beyond the compulsory core courses. These courses thus provide diversified options for students to delve into allied branches of English literature. The Discipline Centric Elective Courses offered by our Department are mentioned above.

DSE01 focuses on Old English or Anglo Saxon history and literature, a brief section on the history of language and rhetoric and prosody. This course helps provide a base for history of origins and developments of English language and literature along with a knowledge of rhetorical devices and metrical scansion.

DSE02 concerns literary types and terms. The students are acquainted with the history, development and generic characteristics of Tragedy, Comedy and Novel along with frequently used literary terms. This course provides a solid foundation for appreciating a text within its generic tradition.

DSE04 concentrates on literary criticism – a branch of literary study that combines interpretation and aesthetics aiming for reasoned appreciation and evaluation of texts, genres, authors or literary tendencies. The function of this course is twofold. Firstly, the students sample some of the greatest works of literary criticism beginning with Wordsworth's 'Preface' to the *Lyrical Ballads* (1802) to Gerda Lerner's treatise on Patriarchy (1986). Secondly, it grounds them in reasoned and erudite argumentative literary opinions that are valuable tools for critical appreciation.

DSE05 introduces a momentous and painful episode in the history of India – the partition of the nation, through the literature that mourns the loss and records the trauma, dislocation and death of masses amidst fury, fear, violence and anarchy. The assigned texts address the pre-partition map of the undivided colonized nation as well as the horror and violence of partition as experienced on the personal front. The course presents several concerns related to the moment and its aftermath – mass-migration, loss of identity, trauma, ideas of home and exile, memoirs and memories as alternative histories – that combine to help students understand the painful and bloody chapter in Indian history from several perspectives.

### **Skill Enhancement Course**

Creative Writing (Sem III)

ELT (Sem IV)

The Skill Enhancement Courses (SEC) are practical programmes aiming to teach students skills related to literary professions. The Creative Writing course acquaints the students with the art and craft of creative writing and engages students in various creative assignments like writing for the media and writing for publication. ELT teaches the foundations of English Language Teaching, an upcoming and significant field of employment related to English language.

### **General Elective**

GEC01 The Individual and Society (Sem I)

GEC02 Poems and Short Stories (Sem II)

GEC03 Novels and Plays (Sem III)

GEC04 (Sem IV)

The GE courses focus on representative texts and contextual background studies from an extensive area including texts focusing on caste/class and gender, violence, colonization and war in a local as well as a global context. The students are closely acquainted with the varied sections of the culturally diverse Modern Indian Literature as well as with British canons like Shakespeare and Dickens. They study various genres in the process, drama, novel, poetry, short fiction and non-fictional prose by British, American and Indian authors.

### **Ability Enhancement Compulsory Course/Modern Indian Language**

English Communication (Sem II)

This basic level English course is one of the options available to students among Modern English Languages offered by the College. It aims to boost students' proficiency in English language by polishing their spoken, reading and writing skills in the language.

### **Core English for General Students**

LCC I (Sem I)

LCC 2 (Sem II)

These courses meant for students of the general stream, aim to teach language through literature and are meant for upgrading their basic skills in language and comprehension.

## **Department of History**

Syllabus

West Bengal State University Syllabus for History (Hons) (with effect from 2018-19)

Course Outcome

Ramakrishna Sarada Mission Vivekananda Vidyabhavan is an affiliate college of West Bengal State University and as a rule follows the syllabus drafted by the university for its colleges. Given the multiplicity and extreme diversities of the students coming from far flung areas of the district of North Twenty-Four Paraganas (to which the university caters), a common syllabus helps in bridging the gaps in developing a standardised knowledge about the various aspects of the syllabus. Thus the aim is to make available to the students both information and knowledge about the subject without discriminating them on grounds of merit and other resources. This allows the students to compete at par with the peers and pursue higher degree. The common syllabus serves the purpose of reaching out thereby upholding the principles of equal opportunity for all based on the ideal of social justice.

At a more subjective level, the history honours course has been designed in a way so that the students majoring in the subject form an overall idea and gain knowledge about the nature, scope and meaning of history. At the undergraduate level we strive to make the students realise the importance of interdisciplinary approach to the study of history by drawing references from literature, politics, sociology and geography. We want the students to treat history not just as a narrative depicting the unilinear developments of civilizations, the exploits of the brave and the able or few epoch making events that changed human lives but as the story of complex interaction between human beings and nature, the struggle for existence of the common people, the impact that the so called life changing events had on social, cultural and economic lives of the people. History no longer remains a dull memorization of dates, names and events but comes alive with the achievements and failures of people in shaping the world and the concomitant impact of those in shaping the present times. The more academically inclined students thus appreciate the historians' craft through reading and differentiating between primary and secondary sources and through macro and micro studies of regional developments.

### Course Specific Outcome

As mentioned earlier the way university has drafted the history honours syllabus is extremely comprehensive and aimed at developing a sense of history by critical engagement with the raging historical debates dating back to the importance of Mesolithic period in human development, the Neolithic Revolution to the advent of Iron age and its significance in different parts of the world to debates centering around urbanisation in different periods of Indian history, whether there was an Indian feudalism, to collapse of feudalism and development of capitalist modes of production in modern Europe down to understanding key theories that shaped and concepts that shaped contemporary national and international events. Thus beginning with the study of prehistoric societies and cultures, the course culminates with the repercussion of 9/11 event, threat of terrorism and understanding the

impact of neo-imperialism in third world countries. It is a sweeping account of Indian history (ancient, medieval and modern), major developments and transformations that took place in Europe, understanding the end of colonialism in South East Asia and an in depth study of history of China and Japan till the end of the 1940s. In this way students develop their likings and niche for particular areas of study to be pursued at a later stage.

### Programme Outcome for CBCS Semester wise Courses in History Honours

Course	Course Detail	Remarks
Duration		
First Year	CC I: History of India-I (From Earliest Times to	The introductory papers follow chronology in terms of the rise and development of human societies from pre historic times globally as well as in India (with greater emphasis). For CC1 the
Semester 1	c.300 BCE)	
(July-December)		

		CC II: Social Formations and the Cultural Patterns of the Ancient World	course ends with the developments in 6BCE while CC2 ends with the study of classical Greece. The course helps in understanding the formation of a centralised state under the Mauryas, importance of Ashokan policies , emergence of a syncretic system through contact, confrontation, and conflict till the emergence of the Guptas and their decline leading to the feudalism debate in Indian history. A complete understanding of medieval Europe by studying the classical system developed by Rome till such developments like formation of Islamic empires, major cultural developments like rise of universities till the Crusades
	Semester 2 (January-June)	CC III: History of India- II (From c.300BCE – 750CE)	The course introduces the students to early medieval India, the emergence of decentralised political system along with cultural attainments in literature, art and religion leading to the Bhakti and Sufi movements
		CC IV: Social Formations & the Cultural Patterns of the Medieval World	This paper traces the emergence of modern European state system before the start of sea voyages, renaissance and reformation
Second year	Semester 3 (July-December)	CC V: History of India -III (750 CE-1206 CE)	
		CC VI: Rise of the Modern West-I	

Third Year

Semester 5 (July-  
December)

CC VII: History of India IV (1206 CE– 1526 CE)	Arab invasions, the political and cultural history of the establishment of Delhi Sultanate along with regional variations form the core of the paper.
CC VIII: Rise of the Modern West-II	Essential aspects of Renaissance, Reformation, Scientific revolution, Military revolution are taught in detail in this paper.
CC IX: History of India- V(1526 CE-1757 CE)	Detailed account of the establishment and significance of Mughal rule, its institutions and decline, debate on eighteenth century India and the coming of the British and battle of Plassey form the thrust of the paper.
CC X: History of India-VI (1757 CE-1857 CE)	Continuation of the earlier paper from battle of plassey and the ideological defence of the British rule in India, economic social and cultural reforms till the outbreak of the Revolt of 1857 form the bulk of the paper
CC XI: History of Modern Europe (1789 CE– 1919 CE)	From French Revolution till the outbreak of the First World war form the subject matter of this course introducing students to the implications of French Revolution, reactions to it, along with Industrial Revolution and the Russian Revolutions and the end of multinational empires in 1919.
CC XII: History of India VII (1858 CE-1947CE)	Mainly deals with the history of Indian nationalist struggle against British imperialism, rise of separatism and fundamentalism leading to

		Indian Independence in 1947 and Partition
	DSE1T Paper I: Aspects of the History of Modern South East Asia I	These two papers introduce the students to Southeast Asia forming the archipelago, establishment, struggle and ultimately gaining independence from various European states,
	DSE 2 Paper II: Aspects of the History of Modern South East Asia II	thereby completing the decolonising process. The making of the Indian State after 1947 through the adoption of the Constitution, planned economy and the fulfilment of the various dreams associated with the formation of the new state are some of the most important themes discussed. Allows students to form an impression about the Indian nation state and its advancements in the present times.
	CC XIII: History of India VIII (India since 1947 CE)	
Semester 6 (January –June)	CC XIV: Trends in World Politics (1919CE-2001 CE)	From the end of the WW 1 through the hey days of WW2, Cold war and its end, emergence of unipolar world to the impact of attack on twin towers are discussed in this paper.
	DSE 3: History of Modern East Asia I (1839 CE-1919 CE)	A very detailed introduction of pre modern China and Japan till the advent of the Europeans and differential impact of colonialism in the two states have been discussed. The papers trace the developments till 1939 that saw Japan emerging as a major military power while trying to understand the internal
	DSE 4: History of Modern East Asia II (1919 CE- 1939 CE)	

developments in China till Mao's emergence.

## Department of Journalism & Mass Communication

# SYLLABUS, COURSES & COURSE OUTCOMES

### Syllabus

WBSU syllabus for B.Sc. (both Honours & Generic Elective) under the UGC prescribed syllabus template for CBCS Semester system.

<https://wbsu.ac.in/Syllabus/UG%20Syllabus/JOURNALISM%20&%20MASS%20COMMUNICATION%20HONOURS%20CBCS%20Draft%20Syllabus.pdf>

#### Courses offered

Honours

Generic Elective

Skill Enhancement Course

#### Course outcome

Along with everyday's changing world, the communication technology & media industry has been changing breathlessly. Communication wise, we are in exciting times, the tradition of journalism has changed completely and OTT platform is already expanding its' roots. So, the Department of Journalism and Mass Communication aims to create creative, skilful, promising, knowledgeable professionals for tomorrow's media industry. **(REPEATED – NEED To Be DIFFERENT)**

#### Course specific outcome for JMC Honours

Paper	Course specific outcome
JORACOR01T:  INTRODUCTION TO JOURNALISM	This paper aims to familiarize with the meaning of news, different forms of print, different mediums, structure and construction of news and role of media in a Democracy.
JORACOR02T: INTRODUCTION TO MEDIA AND COMMUNICATION	This paper aims to provide the knowledge of different media and its role in everyday life, communication and its types, models and effects.

JORACOR03T: This paper helps to provide an overview of the organizational structure of the newsroom, functions of different newspaper journalists, interview techniques, editing of news.

REPORTING AND EDITING FOR PRINT

JORACOR04T: This paper provides the knowledge of culture, its types, media and culture, critical theories, representation, audience and media-technologies.

MEDIA AND CULTURAL STUDIES

Students will learn about concepts of soundscape, sound culture, sound design, usage and types of microphone, visual culture, visual design, audio format techniques, art of radio news writing, editing news based capsule.

JORACOR05T: INTRODUCTION TO

They will acquire knowledge about basics of camera shots, electronic news gathering, reporting for TV, editing software used, its techniques, private and public service broadcasting, radio/audio broadcast

BROADCAST MEDIA

This paper will help to develop concept about the history of print media of both pre and post independence era.

They will also learn about the development of the audio media, history of AIR, its evolution in programming, FM and its impact and the changes in audio format over time.

JORACOR06T: HISTORY OF THE MEDIA

They will get knowledge of the history of visual media, photography and cinema, the advent of television along with different government regulations. Methods applied in different regions, industrial location and their distribution, transportation systems with their regional distribution etc. about the country of India.

Students will learn the concepts of advertising, its types, and marketing, and different advertising mediums. They will recognize and interpret the legal, ethical and social aspect of advertising along with developing concepts of the social and ethical issues concerning advertising in society and the role of advertising agencies.

JORACOR07T: ADVERTISING AND PUBLIC RELATIONS

Students will learn the concepts and scope of public relations and will learn to prepare the PR tools, techniques applied for relationship building. They can analyze the role of PR in different

<p>JORACOR08T: INTRODUCTION TO NEW MEDIA</p>	<p>sectors and the role of corporate communications with PR. They will learn to debate the contemporary trends in PR and corporate communications.</p> <p>Students will recognize the need and importance of the internet for a journalist in the 21st century and will be able to explain new media and its regulatory mechanism.</p> <p>They will develop concepts of web based journalism, mobile journalism, social media in this emerging media landscape.</p> <p>They will also have an overview of web writing, website planning and visual design.</p> <p>Students will be able to understand the concept of development, its need, the effect of various forms of communication on social change.</p>
<p>JORACOR09T: DEVELOPMENT COMMUNICATION</p>	<p>They will also have a concept of rural journalism and the role of media in development.</p> <p>They will be able to critically analyze how much media can bring about social change sensitization along with having an understanding of the importance of social change campaigns.</p>
<p>JORACOR10T: MEDIA ETHICS AND LAW</p>	<p>Students will learn about the ethical issues, legal restraints placed upon media, along with various media laws, the context and framework of media regulation in India. They will develop a concept on reportage on marginalized sections.</p>
<p>JORACOR11T: GLOBAL MEDIA AND POLITICS</p>	<p>Students will acquire knowledge of media and international communication, media and super power rivalry, global conflict and global media and media in cultural globalization and in global market.</p>
<p>JORACOR12T: ADVANCED BROADCAST MEDIA</p>	<p>Students will acquire knowledge of public service broadcasting, private broadcasting model in India, broadcast genres, advanced broadcast production of radio, advanced broadcast production of television.</p>
<p>JORACOR13T: ADVANCED NEW MEDIA</p>	<p>Students will acquire knowledge of basics of New Media, sociology of internet and new media, critical new media- cyber security and issues of privacy, convergence and participatory culture of new media, digital production of new media: different vehicles of new media like: blog, vlog, microblogs, podcast, video, shorts etc.</p>
<p>JORACOR14T: COMMUNICATION AND RESEARCH METHODS</p>	<p>Students will acquire knowledge of basics of research, methods of media research, sampling in research, methods of analysis and report writing, ethnographies and other methods like textual analysis and discourse analysis</p>

JORADSE01T: MEDIA INDUSTRY AND MANAGEMENT	Students will acquire knowledge of concept and perspective of media management, media industry issues and challenges, structure of news media organization in India, understanding media economics, and case studies of media entrepreneurs.
JORADSE02T: PRINT JOURNALISM AND PRODUCTION	Students will acquire knowledge of specialized reporting, trends in print journalism, production of newspaper and design process, technology and print, advanced newspaper and magazine editing.
JORADSE03T: PHOTOGRAPHICAL APPRECIATION	Students will acquire knowledge of introduction to photography, understanding the mechanisms of photography, understanding light and shadow, and digital photography and editing
JORADSE04T: MEDIA, GENDER AND HUMAN RIGHTS	Make a clear vision of media and social world, conceptual frameworks in Gender Studies, Feminist Theory, media power and public sphere, theoretical perspectives of media and human rights.
JORADSE05T: MULTIMEDIA JOURNALISM	Gives an outline of multimedia and interactivity, process of print production, composition of photography, focuses on audio and video content, mobile journalism.
JORADSE06T: INTRODUCTION TO FILM STUDIES	Give a clear picture of language of film, film form and styles, alternative visions like third cinema and feminist film theory, Hindi cinema, The Indian new wave.

### **Course specific outcome for JMC General**

JORHGEC01T: BASICS OF JOURNALISM	Familiarize with the meaning of news, different forms of print, different mediums, structure and construction of news and role of media in a Democracy
JORHGEC02T: PHOTOGRAPHY	Photography lets students learn things about themselves. ... Photography also brings students closer to their culture and nature. Photography may involve traveling into various places which will help students learn the importance of these places and the culture of the people living in that place.
JORHGEC03T: FILM APPRECIATION	This course introduces students to the basics of film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form
JORHGEC04T: INTRODUCTION TO DOCUMENTARY	This lesson helps students understand that documentaries are a type of storytelling that explores factual stories and issues using film or video. By the end of the lesson students should know the difference between

	fact, fiction, and opinion and be prepared to watch documentaries in class.
JORGDSE01T: <b>MEDIA INDUSTRY AND MANAGEMENT</b>	Students will acquire knowledge of concept and perspective of media management, media industry issues and challenges, structure of news media organization in India, understanding media economics, and case studies of media entrepreneurs.
JORGDSE02T: <b>PRINT JOURNALISM AND PRODUCTION</b>	Students will acquire knowledge of specialized reporting, trends in print journalism, production of newspaper and design process, technology and print, advanced newspaper and magazine editing.
JORGDSE03T: <b>PHOTOGRAPHICAL APPRECIATION</b>	Students will acquire knowledge of introduction to photography, understanding the mechanisms of photography, understanding light and shadow, and digital photography and editing.
JORGDSE04T: <b>MEDIA, GENDER AND HUMAN RIGHTS</b>	Make a clear vision of media and social world, conceptual frameworks in gender studies, feminist theory, media power and public sphere, theoretical perspectives of media and human rights.
JORGGEC01T: <b>MULTIMEDIA JOURNALISM</b>	Give an outline of multimedia and interactivity, process of print production, composition of photography, focuses on audio and video content, mobile journalism.
JORGGEC02T: <b>INTRODUCTION TO FILMSTUDIES</b>	Give a clear picture of language of film, film form and styles, alternative visions like third cinema and feminist film theory, hindi cinema, The Indian New wave.
<b>SKILL ENHANCEMENT COURSE</b>	
SEC1: <b>RADIO PRODUCTION</b>	Students get an idea about the usage of microphone, sound recording, editing, mixing and all the technicalities of Radio Production.
SEC2: <b>DOCUMENTARY PRODUCTION</b>	Can learn the camera movements, shots, scriptwriting, editing and all the technicalities of documentary production.

## **Department of Philosophy**

### **Syllabus**

WBSU syllabus for Philosophy BA under the UGC prescribed syllabus template for CBCS Semester system. As per the academic autonomy MA syllabus is passed by the BOS of the PG Department of RKSMVV under the UGC prescribed syllabus template for CBCS Semester system.

## Courses offered

### BA

Honours

Generic Elective

### MA

A student who completes his/her education with a Bachelor's degree in Philosophy can generate ideas on a variety of problems and formulate and solve problems. By studying philosophy, students develop the capacity to interpret, analyze, and understand challenging texts. They learn to formulate clear definitions, to work effectively with concepts, and to organize their ideas logically. Moreover, the Philosophy develops in students a sense of the value and limits of philosophy, a reflective attitude and sensitivity to the subtleties and complexities of philosophical judgments, and a life-long commitment to learning and inquiry.

## Course Outcome

<b>Course No.</b>	<b>Course Name</b>	<b>Specific Outcome</b>
PHIACOR01T	History of Western Philosophy- I I	Students have a knowledge of western philosophers, issues and philosophical systems of the ancient and medieval era.
PHIACOR02T	Western Logic	Reasoning is an aptitude which goes to human being only. Logic is that system which inculcate this rationality.
<b>Semester-II</b>		
PHIACOR03T	Outlines of Indian Philosophy- I	Students will become aware of the Metaphysics and Epistemology of various schools such as Charvaka, Buddhism, Jainism and Nyaya – Vaishesika system.
PHIACOR04T	Western Logic-II	Symbolic logic -the value of special symbols, truth-functions, dagger and stroke functions, various kinds of statement-forms are the core areas of study

### Semester-III

PHIACOR05T	History of Western Philosophy-II	Students have a knowledge of western philosophers, issues and philosophical systems of the modern era
PHIACOR06T	Outlines of Indian Philosophy	Students will be familiar with the epistemology and Metaphysics of various schools such as Samkhya ,Mimamha and Vedanta.
PHIACOR07T	Western Ethics	The course introduces the moral concepts of good and bad, right and wrong. It helps to form a strong foundation of character and personality

### Semester-IV

PHIACOR08T	Social and Political Philosophy-Western	This particular course covers the primary concepts of social and political philosophy like society, community, family, caste and class. Emphasis is given on analyzing and clarifying the different theories of learning,
PHIACOR09T	Psychology and Philosophy of Mind	philosophical theories of mind, consciousness, intelligence and personality.
PHIACOR010T	Indian Logic	Study of logic helps to think logically and critically.

### Semester-V

PHIACOR11T	Philosophy of Language— Indian and Western	Philosophy of language concerns quite a large number of topics, including meaning, truth, content, reference, the syntax and semantics of various linguistic constructions, the nature and role of presupposition in
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		communicative interchange, speech acts, figurative uses of language.
PHIACOR12T	Ethical and Social Philosophy of India	Study of philosophy helps to develop an integrated and holistic view of life and world. Students show interest in critically reframing the ethical problems faced by us in everyday life. Through discussions of various real life situations and debating over the issues – the students are coming up with new standpoints in moral thinking.
PHIADSE02T	Practical Ethics	This course helps the students to understand the different religious traditions and their implications.
PHIADSE03T	Philosophy of Religion	

#### **Semester-VI**

PHIACOR13T	Western Epistemology & Metaphysics	This paper concentrates on the fundamental notions of knowledge and truth. By studying philosophy of modern Indian thinkers such as Swami Vivekananda, Sri Aurobinda, Gandhi and Ambedkar students will come to realize that philosophical thoughts are not mere ideals but can be achieved also.
PHIACOR14T	Some Modern Indian Thinkers	Students are introduced with Russell's way of thinking with a mixing of both abstract and practical logical approach.
PHIADSE05T	Russell, Problems of Philosophy	Students will be aware with The <i>philosophy</i> of David <i>Hume</i> : a critical <i>study</i> of its origins and central doctrines.
PHIADSE06T	Hume, An Enquiry Concerning Human Understanding	

#### **Elective/Interdisciplinary [GE]**

<b>Course No.</b>	<b>Course Name</b>	<b>Specific Outcomes</b>
Sem.-I PHIGCOR01T	Logic	The student not only gains knowledge of traditional Aristotelian logic but also of symbolic logic—the use of symbols, the truth-functions and using truth-tables for testing the validity of arguments and statement-forms. It helps to develop a critical and logical mental attitude.
Sem.-II.PHIGCOR02T	Western Epistemology and Metaphysics	The student can explore the important philosophical theories like Realism, Idealism, Phenomenalism, the concepts of cause and substance.
Sem.-III.PHIGCOR03T	Indian Epistemology and Metaphysics	Students will be familiar with major schools of Indian philosophy and Indian Intellectual traditions.
Sem.-IV. PHIGCOR04T	Ethics-Indian and Western	Study of Ethics helps to develop an integrated and holistic view of life and world.
<b>Generic Elective [GE]</b>		
The Philosophy of Self – Development	PHIGGEC01T	To develop a sense of value and firm personality
<b>Semester -VI</b>		
Critical Thinking	PHIGGEC02T	To develop the habit of clear, critical thinking.

## **Department of Political Science**

### **SYLLABUS, COURSES & COURSE OUTCOMES**

#### **Syllabus**

WBSU syllabus for Political science BA under the UGC prescribed syllabus template for CBCS semester

#### **Courses offered**

Honors Generic Elective MIL Skill Enhancement

## **Course Outcome**

This course in B.A. in Political Science enables the students to develop an overall understanding of political institutions, society, culture, politics and international relations. More specifically, it shall enable the students to evolve a critical understanding on Indian Politics and its nature and contemporary trends. It not only introduces the students to the structural and functional dimensions of political institutions but also a range of theories which equips them with a critical understanding of society and politics. Thus after studying the degree programme, the students shall be capable of joining academics, advanced research etc. They can be good political analysts on political parties, party systems, and models of democracy. Students can either opt for higher education such as a masters degree or prepare for various competitive examinations such as Civil services, law and other government jobs. Their training in Public Administrators may help them choose careers in the government sector. It will prepare the students to work in many governmental and other management careers, including health care administration, human resources management and even city management. The program on Comparative Government and Politics will enable the students to apply for jobs in various non-profit organizations, in the scientific and academic fields. in various research institutes or think-tanks, private companies including foreign corporations, educational institutions. Training in Human Rights, Public Policy can train them to take up news analysis and journalism as possible career prospects. It also allows them to take up a career in mass media – with mass communication and public relations.

## **Course Specific Outcome**

<b>Paper</b>	<b>Course Specific Outcome</b>
<b>Semester I</b>	
<b>CC1: Understanding Political Theory</b>	This course introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends and is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.
<b>CC2: Constitutional Government and Democracy in India</b>	This course acquaints students with the constitutional design of state structures and institutions, and their actual working over time. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.
<b>Semester II</b>	
<b>CC3: Political Theory- Concepts and Debates</b>	This course helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. It further introduces the students to the important debates in the subject.
<b>CC4: Political Process in India</b>	This course maps the working of ‘modern’ institutions, premised on the existence of an individuated society, in a context marked by

communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

### **Semester III**

#### **CC5: Introduction to Comparative Government and Politics**

This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

#### **CC6: Perspectives on Public Administration**

The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

#### **CC7: Perspectives on International Relations and World History**

This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system; then the students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro – centricism of International Relations by highlighting certain specific perspectives from the Global South.

### **Semester IV**

#### **CC8: Political Processes and Institutions in Comparative Perspective**

In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political arena

**CC9: Public Policy and Administration in India**

The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

**CC10: Global Politics**

This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. It imparts an understanding of the working of the world economy, while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues.

**Semester V**

**CC11: Indian Political Thought-I**

This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class.

**CC12: Modern Political Philosophy**

Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

**DSE 1: Reading Gandhi**

This course teaches students the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India. This covers a wide range of issues and subjects from politics to economy, social to religion. Gandhi responded the questions which were posed to him in his times but they continue to agitate the minds even today; whether it is Hindu-Muslim relations or critique of modern society; be it the idea of Swadeshi or the religious conversion which make Gandhi relevant in political discourses.

**DSE 2: Women, Power and Politics**

This is a highly informative course that mentions some very crucial issues related to women and introduces the learners with the understanding of patriarchy and feminism as social constructs. The students will understand various theories associated with Feminism and will gain knowledge about the history of women's struggle against discrimination and the actual position of women in contemporary India.

**Semester VI**

Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students

will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

**CC13: Modern Political Philosophy**

**CC14: Indian Political Thought-II**

Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of essential readings are meant for teachers as well as the more interested students.

**DSE3: Understanding Global Politics**

The course begins by historically contextualizing the evolution of the international state system; then the students are introduced to different theories in International Relations. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. It imparts an understanding of the working of the world economy, while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues.

**DSE 4: Public Policy in India**

The paper is designed to provide an understanding of public policy in India by analysing policy in the context of the theories of state. It helps understand the role of interest groups and social movements in the political economy of the country and its subsequent role in policy-making. The paper introduces various models of policy decision-making and goes deeper in translating the Nehruvian vision, economic liberalization and other recent developments to bring out the interface between public policy and ideology.

**Department of Sanskrit**

## Syllabus

### WBSU syllabus for Sanskrit BA under the UGC prescribed syllabus template for CBCS Semester system

[http://www.rbcec.in/wp-content/uploads/2018/07/SANSKRIT\\_HONOURS\\_CBCS\\_Draft\\_Syllabus.pdf](http://www.rbcec.in/wp-content/uploads/2018/07/SANSKRIT_HONOURS_CBCS_Draft_Syllabus.pdf)

#### Courses offered

Bachelor of Arts in Sanskrit

Honours

Generic Elective

Skill Enhancement.

#### Course outcome

This is undergraduate B.A. Sanskrit Honours course which is offered under the Choice Based Credit System (CBCS). After successful completion of this B.A. Sanskrit Honours course students will be able to get an outline of the Vedic Sanskrit literature, Rāmāyaṇa, Mahābhārata, Self-Management in the Gītā under three heads and Purāṇas.

- The three years' B.A. (Honours) Sanskrit CBCS syllabus prepared by WBSU and being followed by us since 2018 enables the students primarily to express themselves through Sanskrit Language in Devanagari Script.
- The students are exposed to a variety of extracts from the earliest texts i.e. the Vedas to the modern Sanskrit literature.
- Sanskrit literature does not merely comprise of religio-spirituality. This language was the medium of communication of the masses for centuries and thus we find a variety of secular subjects also being recorded with astounding precision till date even in the then absence of modern sophisticated equipment. This course thus provides a bird's eye-view of the multiple opportunities in which a student can dedicate the rest of her life even in this era via this ancient medium.
- This course delivers knowledge of the vast Indian treasure.
- From Semester V, the students have to write all the answers in Sanskrit language, and it will amplify their knowledge in Sanskrit.
- The project work included in every core course will enable the students to make dissertation in future as well as it enhance their knowledge.
- Sanskrit is the language most suited for the computer and by this course students will gain knowledge about it.
- Basic Computer awareness, typing in Unicode for preservation and digitalisation of Sanskrit Text will help them in future at the time of job.
- The B.A. (Hons) CBCS course will help the students to build up a professional carrier as teachers, researchers, translators, interpreters, inscription-reader etc.

#### Course Specific Outcome

Paper

Course Specific Outcome

SANACOR01T: · Students are exposed to the literary styles of Kalidasa (4th–5th century CE), Bharavi (6th century CE), Bhartrihari (5th century CE), Bana (7th century CE), Dandin (7th–8th century CE) etc. through selected extracts.

Classical

Sanskrit Literature(Poetry) · Students are introduced to various genres of this rich language like the Origin and Development of Sanskrit Mahākāvyas and Gītikāvyas as well.

· New-comers are introduced to the rich heritage of Sanskrit language.

· Paper CC1 has been designed to explain the students the enriched works of famous poet Kalidasa, Bhartrihari and Bharavi, the legends of Sanskrit literature.

SANACOR02T: · The syllabus contains Vedic Sanskrit literature, Rāmāyaṇa, Mahābhārata, and Purāṇas even critical survey of sciences like the Vyākaraṇa, Darśana and Sāhityaśāstra on the other hand.

Critical Survey of  
Sanskrit Literature

· CC2 gives them a critical survey of Sanskrit literature.

· It will help them to get a pen picture of Sanskrit Literature, Grammar and Indian Philosophy.

· CC3 includes Sukanasopodesa, Visrutacharitam and origin as well as development of prose romance and fable literature.

SANACOR03T:

· Students will learn our Classical Sanskrit Literature (Prose).

Classical

Sanskrit Literature(Prose) · This paper will help them to frame an idea of different types of Gadyakāvya.

· CC 4 focuses on Self-Management in the Gītā under three heads (cognitive and emotive apparatus, controlling the mind and self management through devotion).

SANACOR04T:

Self Management

in the Gītā

· Students will acquire knowledge of our sacred text the Srimadbhagavatgita.

· The texts selected in the syllabus will surely redouble their concentration.

· In CC5, there are two dramas by Classical playwrights Bhāsa and Kalidāsa.

· CC5 will help the students to gather knowledge about the classical Sanskrit drama and to cherish its essence.

SANACOR05T:

Classical

Sanskrit Literature(drama) · Moreover the students will get an idea about the difference of dramatic style and language of Kalidasa and Bhasa .

· Students are acquainted with the topics like Poetics, Literary criticism, Figures of speech and Metres according to Kāvya prakāśa (11th century), Sāhityadarpaṇa (14<sup>th</sup> – 15<sup>th</sup> century) and Chandomanjari.

SANACOR06T:

Poetics and Literary  
Criticism

· CC6 will enrich the students in Sanskrit Poetics and enable them to recognise figures of speech and meters in Sanskrit Literature.

· A new interesting addition is CC7 where the students are given a rough idea about Indian Social Institutions and Polity through relevant extracts from Ṛgveda, Atharvaveda, Satapatha Brahmana, Mahabharata, Dirgha Nikaya, Arthasastra (2<sup>nd</sup> century BC), Manusmṛiti, Yājñavalkya Smṛiti (3<sup>rd</sup>-5<sup>th</sup> century CE), Sukraniti, Apastamba Dharmasutra (1<sup>st</sup> century BC), Baudhāyana Dharmasūtra, BrihatSaṃhitā (6<sup>th</sup> century AD), Nitivakyamrita (10<sup>th</sup> century AD), Satyagraha Gitā (1932), Gāndhi Gitā(1949) and others.

SANACOR07T:

Indian Social Institution  
and Polity

· CC7 highlighting Indian social institutions, structure of society and values of life will help the students to make an idea of the then society.

· Moreover, they will get an idea of the philosophy of Gāndhi(Gāndhibād)

SANACOR08T:

Indian Epigraphy,  
Paleography and  
Chronology

- In the paper CC-8, students learn Indian Epigraphy, Paleography and Chronology, another new dimension of Sanskrit studies at an introductory level.
- Students are made aware about the history of Epigraphical Studies in India, decipherment of Ancient Indian Scripts, antiquity of the art of writing, study of selected inscriptions and so on.
- It will help the students to further study in Epigraphy.
- CC9 depicts survey of modern Sanskrit Literature in Bengal.

SANACOR09T:

Modern  
Sanskrit Literature

- Survey of Modern Sanskrit Literature in Bengal makes them aware about the prose and plays written by Bengali authors in modern times like Yatindravimal Choudhury (-1964), Srijiiv Nyayatirtha (1893-1992) and so on.
- Now the modern Sanskrit literature is fast emerging as an independent branch of learning in the field of Indology and students will learn gradually that the modern Sanskrit literature has variety of forms and subject-matters
- In CC10, Sanskrit World literature is illustrated.
- CC10 extends their knowledge to the Sanskrit Studies by Western and Eastern scholars.

SANACOR010T:

Sanskrit and World  
Literature

- [Students will know that Sanskrit](#) has been studied by Western scholars since the late 18th century and in the 19th century, Sanskrit studies played a crucial role in the development of the field of [comparative linguistics](#) of the [Indo-European languages](#).

SANACOR011T:

Vedic Literature

- CC11 includes Vedic Hymns from Rgveda, Atharvaveda and so on along with Vedic Grammar.
- They will know the rich tradition of India when they learn and utter Vedic hymns.

	<ul style="list-style-type: none"> <li>· They will learn Vidya and its varieties from the famous Upanisads and the extracts from Brahmanas will teach them the famous legend of Manumatsya Kotha.</li> </ul>
SANACOR012T:	<ul style="list-style-type: none"> <li>· CC12 highlights Sanskrit Grammar (with special reference to Bhattoji Dikshit circa 17<sup>th</sup> century) and Philology.</li> <li>· Students will learn Case-endings and compounds which will help them immensely while writing Sanskrit.</li> </ul>
Sanskrit Grammar	<ul style="list-style-type: none"> <li>· The study of philology will help the students to establish the authenticity of literary texts and their original form and with this the determination of their meaning as it is a branch of knowledge that deals with the structure, historical development and relationships of a language or languages.</li> </ul>
SANADSE01T	<ul style="list-style-type: none"> <li>· Students come to know about the various schools of Vedic literature (Rgveda, Shuklayayurveda, Taittiriya Upanisada, Aitareya Brahmana) from the syllabus of Veda.</li> </ul>
Veda and Vyakarana	<ul style="list-style-type: none"> <li>· It will help them to get an idea of Vedic Grammar and they will be able to compare Vedic literature to Classical Sanskrit Literature.</li> <li>· The students get the philosophical knowledge of transmigration of soul (Brihadaranyakopanisada) from the syllabus of Darshana.</li> </ul>
SANADSE02T	<ul style="list-style-type: none"> <li>· . The Saptapadarthi, a text book of Vaishesika, enable our students to gain knowledge about Vaishesika Darshana.</li> </ul>
Darshana	<ul style="list-style-type: none"> <li>· The students will get the essence of Indian spiritual knowledge and Upanishadic Truths</li> </ul> <p>from this paper.</p>
SANADSE03T	<ul style="list-style-type: none"> <li>· Here the students come to know simultaneously the theory of Alankar Shastra (Sahityadarpana), poetical merit of Magha</li> </ul>
Kavya	

(Shishupalbadham) and philosophical poetry (Yugajivanam by Rama Choudhury).

· This paper will help them to ascertain the figure of speech of any slokas.

· The masterpiece of Magha will make them realize that why the statement is popular

“ Maghe santi trayagunah”.

SANACOR013T:

Ontology and Epistemology

· CC-13 consists of Nyaya System of Indian Philosophy Ontology and Epistemology (according to Tarka-samgraha circa 17<sup>th</sup> century).

· Students of Sanskrit should have an idea of Indian philosophy. In this respect CC13 will be a helpful one.

· In this paper students are directed to write Sanskrit Composition and to translate Bengali/ English passage into Sanskrit.

SANACOR014T:

Sanskrit Composition and Communication

· CC14 will enhance the writing skills of the students in Sanskrit language.

· They will learn two most important topics of Sanskrit Grammar. One is voice change and the another one is case-endings.

· Our students are enriched with the flavour of ancient India and grammatical explanation of Vedic literature as they cover the Vedic syllabus (Vedic Vakhyapaddhati)

SANADSE04T

Veda and Vyakarana

· Students will get an idea of computational linguistics which will help them in future at the time of studying Linguistics.

· The study of Bhattikavya (2nd Canto) will make them strong in grammar.

SANADSE05T

Darshana

· The students are enriched with the Indian philosophical aspects and views from Bongiya Darshana Chinta (Gouriya Vaishnav, Ramakrishna-Vivekananda and Shakta Darshana).

	<ul style="list-style-type: none"> <li>· Being a student of Sanskrit the students must have an idea about Bongiyadarshan. This paper will help them to get an idea about it.</li> <li>· From the comparative studies of Indian and Western logic the students will be enriched enough to understand both.</li> <li>· The syllabus of Kavya (Bhattikavyam by Bhartrihari) gives the students a depth of poetical values of literary works of famous poet and essence of grammar through the view of Kavya .</li> </ul>
SANADSE06T	
Kavya	<ul style="list-style-type: none"> <li>· Vamana's Kavyalankarsutravritti will make clear conception of Kavya, different kinds of poets, riti etc.</li> <li>· Students get the idea of the nature of Mahakavya, the social, political and economic reflection of contemporary India from "Rqaghuvansham" and "Kumarsambhabam".</li> </ul>
SANHGECO1T	
Sanskrit Poetry	<ul style="list-style-type: none"> <li>· The students will understand that Sanskrit literature is rich enough like others when they read the masterpieces of Kalidasa.</li> <li>· The study of Nitisatakam will help the students to get knowledge in <i>nīti</i>, roughly meaning ethics and morality.</li> <li>· Students come to know about the vivid area of historical kavya through the novel "Shivrajvijaya".</li> </ul>
SANHGECO2T	
Sanskrit Prose	<ul style="list-style-type: none"> <li>· The study of history of Prose literature will develop the knowledge of the students about the great works of Dandi, Subandhu and Banabhatta.</li> </ul>
SANHGECO3T	
Sanskrit Drama	<ul style="list-style-type: none"> <li>· Students get the essence of Sanskrit drama as they read the two famous creations. One is the masterpiece "Avijnanashakuntalaam" by Kalidasa and the other one is fantastic "Svapnavasavadattam" by Bhasa.</li> </ul>
SANHGECO4T	
	<ul style="list-style-type: none"> <li>· Students enrich their knowledge of grammar by the detail explanation of sutras of sajna, sandhi and vibhakti.</li> </ul>

Sanskrit Grammar

- The study of grammar will help them to write Sanskrit sentences without any mistake.

SANSAECO1M

AECC/MIL

- Students get the idea of Shabdaroop (declension) and Dhaturoop (conjugation) and it will help them to make sentences in Sanskrit.

- Students will learn the basic Sanskrit here.

SEC1

- They will learn to write paragraph and letter in Sanskrit.

(SKILL BASED)

- Doing translation from Bengali to Sanskrit will make them eligible to write Sanskrit properly.

- Spoken Sanskrit included in this paper will help the students to communicate in Sanskrit.

- The computer awareness for Sanskrit will be useful for the students in future.

SEC1

- They will know basic computer awareness and typing in Unicode.

(SKILL BASED)

- The knowledge of web publishing and digitalization of Sanskrit texts will help them to build up a professional carrier in future.

## **Department of Sociology**

### **Syllabus**

WBSU syllabus for Sociology BA under the UGC prescribed syllabus template for CBCS Semester.

### **Courses offered**

Honours

Generic Elective

**Programme Specific Outcomes (PSOs)**

The undergraduate BA Sociology Honors course as offered under the Choice Based Credit System (CBCS) is aimed at helping students develop a critical sociological acumen, understand and articulate sociological theories and learn and apply sociological methods to understand the social worlds they live in. The specific learning outcomes are detailed as follows:

1. **Sociological Imagination:** Sociology offers a perspective to understand and evaluate social worlds. Its debunking motive, often termed as the ‘sociological imagination’, prepares the student to dive beneath the taken-for-granted and normalized social structures and question how norms and institutions operate in society. A well-formed sociological imagination helps the students locate the ‘social’ as against the historical, the political, the psychological and the economic. Sociological Imagination also has an applied angle and allows students to evaluate the social structures they find themselves in, thus paving a way for informed civic engagement.
2. **Social Structure, Social Process and the Individual:** On completing the Sociology undergraduate course, students will be able to identify and understand the universal social institutions which form the framework of any society. They will also be able to comprehend the processes through which social structures respond to change and evolve with time. The macro- and micro perspectives in Sociology help students understand the interconnections between institutions and individuals and locate how social institutions shape individuals and, are in turn, shaped by individuals through collective action.
3. **Sociological Theory:** The undergraduate course will help students get acquainted with classical and contemporary sociological thought. The course prepares students to apply sociological theory to make sense of the social issues around them. While the functional and structural-functional perspectives help them to understand the role of institutions in society, critical and conflict perspectives help them in comprehending the entrenched power structures and inequalities endemic in many of the primary social institutions.
4. **Sociological Research Methods:** Students will be trained in quantitative and qualitative research methods which will help them apply their theoretical knowledge in Sociology to study events and processes in their lived worlds. Two core courses on research methods will acquaint students with the nature of sociological research, its relationship with theory-building, qualitative and statistical research methods pertaining to the collection and analysis of empirical data as well as techniques of secondary data analysis. This will

also help in inculcating a scientific temper in students necessary for following up on unfolding social issues within the boundaries of a disciplinary rigor.

5. **Social Problems:** The knowledge of sociological theory along with a generalized sociological imagination will help students in developing the ability to identify issues that are construed as ‘problems’ in a society by uncovering the social processes and underlying power structures that are instrumental in ‘creating’ them. Thus, students will be able to tackle a range of issues, from race, ethnicity, class and caste, to those of gender, child socialization, queer rights and the like, globally as well as in the specific context of India. This has the potential to inculcate in students the vision of a just and egalitarian social world, where lives are lived with dignity, honor and equity.

### **Course Specific Outcome**

<b>Paper</b>	<b>Course Specific Outcome</b>
<b>SEM 1</b>	
CC1: Introduction to Sociology I Code: SOCACORT01T	With this introductory paper, students will come to understand sociology as a discipline and have a firm foundation on all its basic concepts and its relationship with other disciplines.
CC2: Sociology of India I Code: SOCACOR02T	In this paper students will learn about the major discourses related to India and will be better in understanding the Indian society and its various cultural institutions.
GE1: Introduction to Sociology Code: SOCHGEC01T	This paper introduces the students to the basic concepts of sociology and its various social institutions, social movements, social stratification and social change
<b>SEM 2</b>	
CC3: Introduction to Sociology II Code: SOCACOR03T	Through this paper students are introduced with sociological theory and will increase their sociological knowledge as they come to look at society through the four major perspectives of functionalism, interpretive perspective, conflict and feminist perspective
CC4: Sociology of India II Code: SOCACOR04T	This paper enhances the knowledge of students on Indian society as they learn about the various movements of resistance, mobilisation, change and about its state and society. The students are also introduced to the various thinkers who contributed to Indian Sociology.
GE2: Sociology of India Code: SOCHGEC02T	This general paper aims at making the students grasp about the Indian Society, its cultural institutions and its various practices. Students will also come to learn about the movements that led to social change and about the challenges to state and society.
<b>SEM 3</b>	

<p>CC5: Political Sociology Code: SOCACOR05T</p>	<p>This paper aims at making the students understand the relationship between the state and society. This course introduces the students to the various concepts of political socialization, political culture, power, elites and such which will enable the students to see how major social factors affect the political processes.</p>
<p>CC6: Sociology of Religion Code: SOCACOR06T</p>	<p>Students shall be able to understand key concepts &amp; identities of religion. Students will also come to learn the three thinker's (Marx, Weber &amp; Durkheim) concepts of religion and basic issues of religion.</p>
<p>CC7: Sociology of Gender Code: SOCACOR07T</p>	<p>Students will be able to understand Gender as a social construct. Students will also have an idea about gender discrimination and inequalities and gender, power and resistance.</p>
<p>GE3: Sociological Theories Code: SOCHGEC03T</p>	<p>In this paper students will come to learn about the three main thinkers in Sociology, that is, Karl Marx, Max Weber and Emile Durkheim from the three main perspectives of Sociology- Conflict, Interpretive and Functionalist Perspective.</p>
<p>SEM 4</p>	
<p>CC8: Economic Sociology Code: SOCACOR08T</p>	<p>This course provides an understanding of the interrelation between Economy and Society. It defines globalization and describes its manifestation in modern society. Studying this course students will gather knowledge on a)Forms of Exchange b)Systems of Production, Circulation and Consumption c)Some Contemporary Issues in Economic Sociology.</p>
<p>CC9: Sociology of Kinship Code: SOCACOR09T</p>	<p>Students will acquire deep knowledge of the key terms and various approaches regarding kinship. Students will also be able to understand about family, household and marriage. It will help students to get ideas about re-casting kinship.</p>
<p>CC10: Social Stratification Code: SOCACOR10T</p>	<p>It will help students to get a basic idea about Sociological Stratification. It also explains the dimensions of Social differentiation. Students will also come to learn the theoretical perspectives of social stratification.</p>
<p>GE4: Methods of Sociological Enquiry Code: SOCHGEC04T</p>	<p>Through this paper students will acquire the knowledge of what consists of sociological research, its significance and its practices. The students will also learn the methods of doing research, analysing data and the relationship between theory and research.</p>
<p>SEM 5</p>	
<p>CC11: Sociological Thinkers I Code: SOCACOR11T</p>	<p>The course aims to provide a general introduction to sociological theory and thought. It provides the students an opportunity to introduce themselves to the classical theories of Sociology.</p>
<p>CC12: Sociological Research Methods I Code: SOCACOR12T</p>	<p>It will help students to get a basic idea about sociological research and the importance of research design and formulation. From this course students will able to learn about: a) What is Sociological Research?</p>

- b) Perspectives towards study of social phenomenon
- c) Modes of Enquiry

DSE(H)1 Urban  
Sociology Code:  
SOCADSE01T

This is a highly informative course that mentions some important perspectives in Urban Sociology and Politics of Urban Space.

DSE(H) Agrarian  
Sociology Code:  
SOCADSE02T

With this course students will get a complete knowledge about agrarian societies and agrarian studies, issues in agrarian sociology, themes in agrarian sociology of India and agrarian future.

GDSE (G) Marriage,  
Family and Kinship  
Code: SOCGDSE02T

Students will learn about the key terms and various approaches to understanding kinship. They will also learn about the institutions of family, household and marriage as well as new issues in the sociology of kinship.

GGE (G) Polity and  
Society in India Code:  
SOCGGEC01T

This course provides an understanding of the interrelation between Polity and Society in India. This course aims to draw attention mainly to the problems, policies and programmes taken for the upliftment of the backward sections of Indian society and overviews of Indian constitution, separations etc.

#### SEM 6

CC13:  
Sociological Thinkers  
II Code:  
SOCACOR13T

The course aims to provide a general introduction to sociological theory and thought. The paper acknowledges the contributions of western thinkers in the development of sociology. It provides the students an opportunity to define sociological theory, understand its features and describe and illustrate the role of theory in building sociological knowledge.

CC14: Sociological  
Research Methods II  
Code: SOCACOR14T

This course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both quantitative and qualitative research. This paper aims to acquaint students with empirical field data collection, analysis and writing analytical and standard dissertation or research report in sociology.

DSE(H) Sociology of  
Work Code:  
SOCADSE04T

Students will be able to acquire knowledge about work and industry, forms of industrial culture and organization. It will also help students to learn about dimensions of work and work in informal sector. Students will get to know about industrial hazards and disasters.

DSE(H)6- Indian  
Sociological Traditions  
Code: SOCADSE06T

Students will gain in-depth knowledge about eminent Indian sociologists.

GDSE (G) Social  
Stratification Code:  
SOCGDSE04T

This paper allows students to learn about concepts and approaches of social stratification, its forms and social mobility.

GGE (G) Economy and  
Society Code:  
SOCGGEC02T

This course provides an understanding of the interrelation between Economy and Society. It defines globalization and describes its

manifestation in modern society. Students will learn about reciprocity, gift exchange, and the various modes of production through in society.

## **Department of Economics**

### Syllabus

WBSU syllabus for Economics BSc under the UGC prescribed syllabus template for CBCS Semester system

<http://wbsubregistration.org/syllabus/economins-honours-cbcs-draft-syllabus.pdf>

<http://wbsubregistration.org/syllabus/economics-general-cbcs-draft-syllabus.pdf>

### **Courses offered**

Bachelor of Science in Economics

Honours

Generic Elective

Skill Enhancement.

### **Course outcome**

This is undergraduate B.A./B.Sc. Economics Honors course which is offered under the Choice Based Credit System (CBCS). After successful completion of this B.Sc. Economics Honors course students will be able to:

- Understand economic terms, methodologies, tools and analytical processes.
- Understand the economic theories and their applicability.
- Understand the uses of mathematical, statistical and econometric tools in solving economic problems.
- Develop knowledge about application of micro economics for the policy formulations and the respective planning.
- Analyze macroeconomic policies including fiscal and monetary policies.
- Understand the activities of financial and money markets.
- Develop knowledge about growth prospects of economy through specialization and exploration of market by means of trade.
- Make sound financial understanding and application in daily life and also make an economic perspective of thinking.

- Understand the consequences of government policies and to evaluate the impact of the policies on the groups involved.
- To predict the future path of changes and development with the help of their knowledge about policies and planning made by the governments and other development agencies.
- Understand international relation by the terms of economic co-operation.
- Get an idea of the characteristics and behavior of the Indian and World economy.
- Calculate and evaluate the real situation of the economy including the rate of development in income pattern and the pattern of savings and investments along with social security measures adopted in the country.
- Interpret large sets of data as well as develop theoretical models.
- Use Econometric Software like SPSS or E – VIEWS or STATA.
- Address various economic problems like unemployment, poverty, inflation etc.
- Determine economic variables like Gross Domestic Product, Balance of Payment etc.
- Apply economic theories and concepts to current social issues, as well as evaluation of policies.
- Learn to do some basic research work in the final semester.
- Develop an awareness of various career options and also the choices for higher studies.
- Build up a professional carrier as economists, teachers, researchers, financial advisors, economic planners, policy makers, business administrators, entrepreneurs etc.

#### Course specific outcome

#### **Paper**

#### **Course specific outcome**

This paper will help the students to

ECOACOR01T:

INTRODUCTORY  
MICROECONOMICS

ECOACOR02T:  
MATHEMATICAL  
METHODS FOR  
ECONOMICS-I

- Introduce with the basic problem of the economy and optimal allocation of resources accordingly.

- Understand basic microeconomic concepts like demand, supply, production, cost, revenue and profit and the theories explaining their determination.

- Learn how the various economic agents like consumers, firms behave rationally to optimize their goals given the economic resources.

- Understand market clearing process with the help of demand supply apparatus and the role of the government.

After the completion of this course students will be able to

- Get aware about the increased use of mathematical tools in solving economic problems.

- Use various mathematical techniques like differentiation, integration, matrix algebra etc. for understanding basic economic theories.
- Understand constrained and unconstrained optimization problem for local and global optimization in relation with consumption and production.

In this paper students will learn:

- The nature and basic concepts of Macroeconomics.
- The concept and measurement of different components of national income and its importance as an indicator of economic welfare.
- The construction and measurement of aggregate macroeconomic variable like savings, investment, GDP, balance of payment, unemployment, money and inflation.
- The income determination in the closed economy in short run in Classical and Keynesian system, with essential impacts of fiscal and monetary policy variables, IS-LM model, concept of multipliers.

**ECOACOR03T:  
INTRODUCTORY  
MACROECONOMICS**

In this paper students will learn:

- The basic concepts of statistical methods like population, sample, primary and secondary data, frequency distribution, diagrammatic representation of data etc.
- The computation of central tendency, dispersion, skewness and kurtosis, Correlation and Regression Analysis
- The concept of ANOVA table. The concept and measurement of time series, index numbers and vital statistics.

**ECOACOR04T:  
STATISTICAL METHODS  
FOR ECONOMICS – I**

The goal of this course is

- To train in microeconomic theory to formally analyze the behaviour of individual agents.

**ECOACOR05T:  
INTERMEDIATE  
MICROECONOMICS**

- To use mathematical tools for the analysis of the optimizing behavior of different individual units like consumer, firm;
- To learn about the concept of risk and how to deal with risk and to reduce risk;
- To analyse the short run and long run behavior of firm and industry under different market structure such as perfect competition and imperfect competition.

This course will help the students

- To introduce various macro-economy models to use them as analysing tools;
- To derive aggregate demand and aggregate supply curves;
- To explain different theories of output and employment determination in a closed economy in short run and medium run;
- To use policies in this context;
- To introduce the concept of Inflation, its causes and effects, the inflation- unemployment trade-off,

Different policies regarding inflation;

- To learn about various theoretical issues related to open economy.

After successful completion of this paper students will be able to

- Understand concepts of functions and graphs used in economic theories.
- Learn to determine micro level market adjustments and macro level scenarios in dynamic models with the help of difference and differential equations.
- Apply knowledge to solve the problems on theory of consumer and firm, intertemporal choice theory, behaviour under uncertainty and comparative statics,
- Understand interaction between economic agents in static game theoretic framework.

ECOACOR06T:  
INTERMEDIATE  
MACROECONOMICS

– I

ECOACOR07T:  
MATHEMATICAL  
METHODS FOR  
ECONOMICS -II

ECOACOR08T:  
INTERMEDIATE  
MICROECONOMICS

– II

- Use of linear programming problem and interdependent industry relations.

After successful completion of this paper students will be able to

- Identify different oligopoly market forms in real life.
- Learn outcomes of the variable factor markets.
- Recognise the reasons for market failure.
- Learn about general equilibrium and welfare and topics under information economics.

This paper will help students

ECOACOR09T:  
INTERMEDIATE  
MACROECONOMICS

– II

- To introduce the long run dynamic issues like growth and technical progress;

- To provide the micro-foundations to the various aggregative concepts with alternative theories;

- To discuss the different schools of Macroeconomic thoughts

This course will enable students

- To discuss basic statistical terminologies for statistical analysis and inference;

- To introduce random variable, probability, probability distributions;

ECOACOR10T:  
STATISTICAL METHODS  
FOR ECONOMICS – II

- To discuss joint distributions of random variables;

- To discuss on sampling techniques used to collect survey data;

- To introduce some concepts on statistical inference that include point of interval estimation;

- To practice sums related to all concepts

ECOACOR11T:  
INTRODUCTORY  
ECONOMETRICS

This course will provide the knowledge

- To introduce to basic econometric concepts and techniques. It covers statistical concepts of
- To discuss the concept of hypothesis testing, estimation;
- To illustrate the methods of diagnostic testing of simple and multiple regression models.
- To discuss the covers consequences of and tests for misspecification of regression models.

After studying this paper the students will be able to

ECOACOR12T:  
DEVELOPMENT  
ECONOMICS

- Understand and justify the alternative concepts of development.

- Analyse various demographic concepts and their evolution with the help of different theories and models

- Discuss different aspects of international trade and know the structure and functions of different international financial and trade organisations.

- Learn the different measures of poverty and inequality and interpret the linkages between growth and inequality

After studying this paper the students will be able to

ECOACOR13T:  
INDIAN ECONOMY

- Decipher the structural changes of the Indian economy in the plan period considering the backward nature of the economy

- Identify the key issues related to Indian agriculture, industry, unemployment and poverty in both pre and post reform periods and their policy relevance.

- Comprehend the objectives, success and failures of India's five year plans and the recent changes in the emphasis

- Realize and economically interpret the alterations in the government policies related to financial market, public economics and foreign trade

After studying this paper the students will be able to

ECOACOR14T:  
INTERNATIONAL  
ECONOMICS

- Assess the Classical and Neo-classical theories of trade through the concepts of gains from trade, terms of trade, and absolute and comparative advantage

- Compare among various trade restriction policies and their welfare implications

- Relate international trade with factor income and country size with gains from trade

- Identify the policies for ensuring internal and external balance in a nation

In this paper students will learn:

- The research methodology, the fundamental steps in primary data collection, the analysis of data in terms of charts, diagrams both for primary and secondary data, estimation of descriptive statistics.

ECOADSE01T: APPLIED  
ECONOMETRICS

- The Linear Econometric Model with deep understanding of the problems of Multicollinearity, Heteroscedasticity, Auto-correlation and Dummy variables.

- The econometric software package SPSS or E-VIEWS or STATA.

In this paper students will learn:

- The nature and scope of Public Economics illustrating the role of state in a mixed economy.

ECOADSE02T:  
PUBLIC ECONOMICS

- Concept and deep understanding of the theory of public good.

- Different principles of government taxation and its impact on saving, risk bearing and work effort of economic agents.

- Different concepts of deficit in government budget and effects of public debt on a society.

In this paper students will learn:

- The importance of education and health in human development.
- The microeconomic foundations of Health economics, like, uncertainty in health insurance market, market failure and public intervention, inequality aspect etc.

ECOADSE03T: ECONOMICS  
OF HEALTH & EDUCATION

- The evaluation of different health programs.
- Different aspects of Economics of Education, like, Rate of return to education as an investment in human capital, quality of education, theories of different types of discriminations in education sector in India etc.
- An overview of health and education in India.

This goal of this paper is

- To impart extended knowledge of different development indices like HDI, hpi, Inequality etc.;

ECOADSE04T:  
CONTEMPORARY  
DEVELOPMENT  
ECONOMICS

- To discuss alternative institutional trajectories and their relationship with economic performance;
- To elaborate individual behavior with social environment, individual responses to organizational inefficiency;
- To discuss the concept of sustainable development in consideration with environment

This course targets

- To give the idea on theory of interest and different concepts related to interest like interest rate sensitivity, yield curves, immunization etc.,

ECOADSE05T: FINANCIAL  
ECONOMICS

- To discuss the asset returns, portfolio analysis, risk-free assets, capital market ;

- To explain the contracts , future prices, stock index futures, the principle of arbitrage, and financing in the corporate sector;
- To develop comprehensive knowledge on the role of finance in the operation of an economy.

In this paper students will prepare:

ECOADSE02P: PROJECT/  
DISSERTATION

- A brief and precise research work.
- Research analysis on contemporary socio-economic issues by applying research methodology.
- Data presentation, economic analysis and preparation of dissertation using statistical and simple econometric tools.
- The concise form of presentation and this concept will be helpful in their future academic and job assignments.

Course specific outcome Geography General

After studying this paper the students will be able to

ECOHGEC01T:  
INTRODUCTORY  
MICROECONOMICS

- Illustrate how microeconomic concepts can be applied to analyze real-life situations.
- Decipher the optimisation techniques of the consumer and producer and cost pattern of the firms
- Realise the differences between competitive and imperfectly competitive market structures on the basis of pricing policies, features and assumptions

ECOHGEC02T:

- Comprehend the factor pricing techniques
- After studying this paper the students will be able to

## INTRODUCTORY MACROECONOMICS

- Grasp the basic foundations of Banking structure and Financial markets by which they can comprehend different banking, fiscal, and monetary events of the economy.
- Differentiate Gross Domestic Product and Gross National product and compare national income with personal income
- Determine equilibrium income in a Keynesian two-sector model and equilibrium employment and income in the Classical Model
- Realize the causes, types and consequences of inflation in an economy and the relevant anti-inflationary policies.

After studying this paper the students will be able to

## ECOHGEC03T: DEVELOPMENT ECONOMICS

- Distinguish between growth and development and gather a fair idea about the growth indicators and HDI
- Understand and interpret the complementary role and the inter-linkage of agriculture and industry
- Assimilate the basic themes and facets of the gender discrimination
- Comprehend the two way relationship between population growth and economic development.

After studying this paper the students will be able to

## ECOHGEC04T: INDIAN ECONOMY

- Decipher the sectoral changes in the distribution of national income in the plan period considering the basic features of Indian economy
- Acknowledge various agricultural, industrial issues and development in the pre and post-reform era

- Identify and compare the role of commercial banks and central bank (Reserve bank of India) and analyse the paradigm shift in the monetary policy of RBI

- Understand the debate regarding centre-state financial relationships and gather information about the sources of revenue and expenditure of state and central governments.

- Assess the volume and direction of Indian foreign trade in the post-reform era

In this paper students will come to know about

- Different methods of survey.

- Process of sampling and data collection/

- Practical methods of sample handling which will help them in project work.

ECOSSEC01M: SURVEY  
METHODOLOGY

ECOSSEC02M:

INDIAN OFFICIAL  
STATISTICS

The goal of this paper is to make students aware of different sources of official data. They will know about different types of statistics and how to use them for any research work.

## Department of Geography

### SYLLABUS, COURSES & COURSE OUTCOMES

#### *Syllabus*

WBSU syllabus for B.Sc. (both Honours & Generic Elective) under the UGC prescribed syllabus template for CBCS Semester system.

<https://www.wbsubregistration.org/syllabus/geography-cbcs-draft-syllabus.pdf>

#### *Courses offered*

Honours

Generic Elective

Skill Enhancement Course.

#### *Course outcome*

Geography is a robust academic subject rich in skills, knowledge and understanding. Geography mainly concerns changes in spatial attributes in a temporal perspective. The Honours programme in geography is tailored to meet the students' specific educational and professional goals in mind. It focuses on spatial studies, qualitative as well as quantitative, and emphasizes on human-environment relationship. During the first year of the programme, the students are trained on advanced concepts of physical and human geography. The third year allows them to concentrate on specific areas of the subject, on which they complete their field reports. After completing the course, the students will be amply prepared for professional careers in geography and allied disciplines like GIS and Remote Sensing. They will also be able to pursue M.A. /M.Sc. Course in Geography. Some common outcome of Geography Honours Course may be summarized as:

1. Acquiring Knowledge from Socio-Cultural Geography:

Students will acquire an understanding of and appreciation for the relationship between Geography and Culture.

2. Acquiring Knowledge from Physical Geography:

Students will have a general understanding about the geomorphological and geotechnical process and formation. They will be able to correlate the knowledge of physical geography with human geography.

3. Acquiring Knowledge from Human Geography:

They will be able to acquire knowledge from Human Geography and will correlate it with their practical life.

4. Ability to Interconnect among community:

Students will understand through lectures and also local, regional, and/or international travel, the interconnection between people and places and have a general comprehension of how variations in culture and personal experiences may affect our perception and management of places and regions.

*Course specific outcome*

**Paper**

GEOACOR01:

GEOTECTONICS AND  
GEOMORPHOLOGY

**Course specific outcome**

This paper aims to provide an in-depth knowledge about the physical features of the earth. It focuses on various aspects of the earth's surface, especially the lithosphere. Through this paper students will gain knowledge about the topographic and surficial characteristics of the earth surface, in addition to this it also aims to make the students aware of the dynamic geomorphic processes responsible for the development of landforms of varied types and nature. This paper also focuses on the creation, evolution, structure, and destruction of various landforms of the earth.

On the other side, the practical portion of this core course aims to train the students with the ability to read measure and construct maps explaining the physical characteristics of the topography of the earth and preparation of various profile drawings to explain the geomorphic processes of the earth in a better way.

This paper aims to provide an in-depth knowledge about the theoretical understanding of the science of map making. Various concepts are taught in this paper regarding various kinds of maps, their scales, uses, utilities etc.

**GEOACOR02:  
CARTOGRAPHIC  
TECHNIQUES**

Practical portion mainly deals with the equipment to construct various types of maps, based on various projections. Also, different surveying techniques are there with both manual and digital tools as well as methods are taught so that the students are capable of using such techniques in the practical field.

This paper provides knowledge about the human aspects of geography. Through this paper students can easily understand the relationship between human beings and the natural world. Also, various philosophical contents are there to provide the philosophical background of the subject.

**GEOACOR03:  
HUMAN GEOGRAPHY**

Although there is no practical portion in this core course, sometimes various quantitative techniques, indexes, formulas are taught to depict, interpret and represent the human geographic data.

This paper deals with theoretical knowledge regarding art and science of thematic map making. Students can construct maps of various regions depicting various themes.

**GEOACOR04:  
CARTOGRAMS AND  
THEMATIC MAPPING**

In the practical field there are a lot of opportunities to make thematic maps with the help of various geographical data based on primary or secondary surveys.

This paper provides the knowledge of the dynamics of earth's atmosphere and global climate. Theoretical concept, explanation and classification of world climates are there based on various approaches and practical observation of climatologists. Students can easily relate the causes and consequences of worldwide global climatic change.

**GEOACOR05:  
CLIMATOLOGY**

GEOACOR06: GEOGRAPHY OF INDIA	<p>Different weather-related techniques and tools are used in its practical portion like Hythergraph and Climograph to make this field more up to date with daily life. They are also capable of interpreting and analyzing the weather map of pre-monsoon, monsoon and post-monsoon period..</p> <p>This paper intends to provide the students with the knowledge about the diversity of India. Students can learn about the physical environment, locational pattern, population size, shape and characteristics, agricultural distribution with different methods applied in different regions, industrial location and their distribution, transportation systems with their regional distribution etc. about the country of India.</p>
GEOACOR07: STATISTICAL METHOD IN GEOGRAPHY	<p>Statistics play an important role in real life, especially in large industries, where data is computed in bulk. It helps to collect, analyse and interpret the data. Also, with the help of statistical graphs, charts and tables we can easily present the data. The types of statistics are categorized based on these features: Descriptive and inferential statistics. Based on the representation of data such as using Bar graphs, Pie charts or tables, we analyse and interpret it.</p>
GEOACOR08: REGIONAL PLANNING AND DEVELOPMENT	<p>From this chapter we understand the importance of improving the distribution pattern of human activity and reducing the disparities between rich and poor regions of the country. We also focus on region-wise environmental, social and economic issues.</p>
GEOACOR09: ECONOMIC GEOGRAPHY	<p>Students taking this course study the nature and use of areas of the Earth's surface, relating and interpreting interactions of physical and cultural phenomena. They conduct research on physical aspects of a region, including landforms, climates, soils, plants, and animals, and on the spatial implications of human activities within a given area, including social characteristics, economic activities, and political organization, as well as researching interdependence between regions at scales ranging from local to global.</p>
GEOACOR010: ENVIRONMENTAL GEOGRAPHY	<p>Environmental Geography combines these subjects to provide a much-needed capability to study and understand interactions between people, and the environments in which they live. Environmental Geographers have expert knowledge and skills to research, analyze and communicate how the changing environment affects our lives. Their ability to visualize geographical issues at</p>

different spatial scales, from global to local and to offer solutions to some of our most pressing environmental problems, ensures that graduates in Environmental Geography are highly sought after by a wide range of employers.

GEOACOR011:  
FIELDWORK AND  
RESEARCH METHOD

Fieldwork is an essential ingredient of geography because it provides a ‘real-world’ opportunity for students to develop and extend their geographical thinking; it adds value to classroom experiences. Field studies are learning experiences outside of the classroom. Field studies allow students to gather their own (primary) data, provide opportunities to extend classroom learning through direct observation and experience, and allow for scientific research through field experiments. Field study trips can range from short walks in the schoolyard or nearby neighborhood to vehicle excursions over some distance for several hours to a full day.

GEOACOR012:  
REMOTE SENSING  
AND GIS

Remote sensing helps people acquire information about the Earth. It is thus essential to hazard assessment as well as the monitoring of land degradation and conservation. Remote sensing is also useful in oceanography as it tracks ocean circulation, temperature, and wave heights to understand ocean resources better. Remote sensing technique has emerged as an effective tool for systematic survey, analysis, and better management of natural resources (land, soil, water, forests, mountains) along with the monitoring of desertification, flood, drought, and landform change. Satellite remote sensors can serve as major sources of data on the effects of human behavior within the biosphere, enabling the establishment of the spatial scale and extent of the direct interaction of humans with the global land cover.

GEOACOR013:  
DISASTER  
MANAGEMENT

Disaster is a serious disruption of the functioning of a community or society, which involves widespread human, material, economic or environmental impacts that exceed the ability of the affected community or society to cope using its own resources. Disaster management is how we deal with the human, material, economic or environmental impacts of said disaster, it is the process of how we “prepare for, respond to and learn from the effects of major failures”. Though often caused by nature, disasters can have human origins. The combination of hazards, vulnerability and inability to reduce the potential negative consequences of risk results in disaster.

From this course students will learn how to prepare the society to face certain kind of disaster, what are the different mitigative measures for both different natural and man-made disaster, what kind of response of the affected people will be during the occurrence of a particular disaster and in what way we will be able to manage and recover the loss caused at the time of disaster.

GEOACOR014:  
GEOGRAPHICAL  
THOUGHT

Geographical Thought provides a clear and accessible introduction to the key ideas and figures in human geography. It provides an essential introduction to the theories that have shaped the study of societies and space; opening with an exploration of the fundamental concepts of human geography in the nineteenth century academia, the range of theoretical perspectives that have emerged within human geography over the last century from feminist and Marxist concepts, through to post-colonial and non-representational theories.

“Geographic thought” encompasses the development of geographic knowledge in particular places, times, and contexts. Accordingly, it has traditionally been approached from a historical perspective. A brief history of geographic thought portrays the evolving modes of perception in geographies.

From the content of this core course students will learn how to protect soils, plants and animals. One-quarter of all living things live in the soil for some part of their lives. Soil is the foundation of basic ecosystem function. Soil filters our water, provides essential nutrients to our forests and crops, and helps regulate the Earth’s temperature as well as many of the important greenhouse gases.

GEOADSE01T: SOIL &  
BIOGEOGRAPHY

Biogeography has an important role in managing the world’s biodiversity. Students will gain knowledge about geographical distribution of organisms, and the information about how and when species may have evolved. Fossils provide evidence of long-term evolutionary changes, documenting the past existence of species that are now extinct.

They will be able to understand and forecast changes to species distributions caused by environmental changes, both natural and anthropogenic, such as widespread vegetation clearance and shifts in climate.

The importance of a spatial perspective for demographic research has received considerable attention over the past few decades. Population geography addresses demographic issues and population processes in an explicitly spatial manner, with a focus on the connection between people and places.

GEOADSE02T:  
SETTLEMENT  
GEOGRAPHY

Population Geography is the study of the demography from a geographical perspective. This course helps to understand the various facets pertaining to the spatial variation in the distribution of the human population across the Earth with reference to the physical, cultural and socio-economic environment

GEOADSE03T:  
POPULATION  
GEOGRAPHY

The importance of a spatial perspective for demographic research has received considerable attention over the past few decades. Population geography addresses demographic issues and population processes in an explicitly spatial manner, with a focus on the connection between people and places.

Population Geography is the study of the demography from a geographical perspective. This course helps to understand the various facets pertaining to the spatial variation in the distribution of the human population across the Earth with reference to the physical, cultural and socio-economic environment

Hydrology has evolved as a science in response to the need to understand the complex water systems of the Earth and help to solve water problems. It is the study of the Earth's water, particularly of water on and under the ground before it reaches the ocean or before it evaporates into the air. Hydrology provides guidance for undergoing proper planning and management of water resources. Calculates rainfall, surface runoff, and precipitation. It determines the water balance for a particular region. It mitigates and predicts flood, landslide and drought risk in the region.

GEOADSE04T:  
HYDROLOGY &  
OCEANOGRAPHY

Oceanography applies chemistry, geology, meteorology, biology, and other branches of science to the study of the ocean. It is especially important today as climate change, pollution, and other factors are threatening the ocean and its marine life.

From the knowledge obtained from oceanography, one can predict future changes in the temperature of the planet, and also to give warning of sea level changes, which could devastate low lying countries and coral reefs

GEOADSE05T: SOCIAL  
GEOGRAPHY

In a nutshell, social geography focuses on the scientific study of the relationship of society and space (spatial components) as it studies relationships between people, natural resources and animal life, and their spatial distribution over geographical locations. It is interested in answering the questions of how societal processes determine space and its structures and how spatial conditions determine the existence of societies.

GEOADSE06T:  
RESOURCE  
GEOGRAPHY

In this branch the emphasis is given on the study of resource, regional distribution of resource, factors associated with the production and exploration of resource. Resources are important for us as we utilize them to satisfy our wants. Many minerals like iron, copper, mica etc. are used in industries for manufacturing various goods. Minerals like coal and petroleum are used for the generation of electricity.

From this core course students will be able to understand about the nature of resources. Realizing the basic characteristics of resources i.e., utility, limited availability and potentiality for depletion or conservation, students will realize the importance of resources for overall economic development of a country and this realization will lead them towards a goal of sustainable development.

*Course specific outcome Geography General*

**GEOGCOR01: PHYSICAL GEOGRAPHY** Natural processes of Earth affect the distribution of resources (from carbon dioxide in the air to freshwater on the surface to minerals deep underground) and the conditions of the human settlement. Physical Geography helps us to understand the basic physical systems or natural processes that affect our everyday life. These are important systems to monitor and predict in order to help lessen the impact of disasters. Land forms, soils, climate, water, natural vegetation and diverse flora and fauna are the elements of Physical Geography.

**GEOGCOR02: HUMAN GEOGRAPHY** Human geography is a wide-ranging discipline that draws together many of the strands important for understanding the world today. It examines human societies and how they develop, their culture, economy and politics, all within the context of their environment. Students will acquire knowledge about the interrelationship between the physical environment and socio-cultural environment. They will be well-acquainted with the power of adaptation of human being with different types of environment whether it is adverse or favourable. Gradual development of human society with time also provides information about growth and composition of population.

**GEOADSE05T: SOCIAL GEOGRAPHY** In a nutshell, social geography focuses on the scientific study of the relationship of society and space (spatial components) as it studies relationships between people, natural resources and animal life, and their spatial distribution over geographical locations. It is interested in answering the questions of how societal processes determine space and its structures and how spatial conditions determine the existence of societies.

**GEOGCOR03: GENERAL CARTOGRAPHY** Cartography is a very important part of Geography and most relevant in preparation of maps. Without maps, we would be “spatially blind.” Knowledge about spatial relations and location of objects are most important to learn about space, to act in space, to be aware of what is where and what is around us, or simply to be able to make good decisions.

<p>GEOGCOR04: ENVIRONMENTAL GEOGRAPHY</p>	<p>Environmental geography represents a critically important set of analytical tools for assessing the impact of human presence on the environment by measuring the result of human activity on natural landforms and cycles.</p>
<p>GEOGDSE01:</p>	<p>This course helps to understand the current environmental problems through the knowledge of physical, chemical, biological, and social processes. It provides the skills necessary to obtain solutions to environmental problems.</p> <p>Soils provide anchorage for roots, hold water and nutrients. Soils are home of numerous micro-organisms that fix nitrogen and decompose organic matter and also earthworms and termites. We build on soil as well as with it and in it. Soil plays a vital role in the Earth's ecosystem.</p>
<p>SOIL &amp; BIOGEOGRAPHY</p>	<p>Biogeography is important as a branch of geography that sheds light on the natural habitats around the world. It is also essential in understanding why species are in their present locations and in developing protecting the world's natural habitats.</p> <p>Harmonized regional development is a very important target in economic policy-making. It is important to realize a good balance between regions to secure political stability and to stimulate the active participation of the people.</p>
<p>GEOGDSE02: REGIONAL DEVELOPMENT</p>	<p>Regional development is the provision of aid and other assistance to regions which are less economically developed. Regional development may be domestic or international in nature.</p>
<p>GEOGDSE03: DISASTER MANAGEMENT</p>	<p>Disaster management efforts aim to reduce or avoid the potential losses from hazards, assure prompt and appropriate assistance to the victims of a disaster, and achieve a rapid and effective recovery. It is crucial that hospitals remain safe and functional during and after disasters.</p>
<p>GEOGDSE04: FIELD WORK &amp; PROJECT REPORT</p>	<p>This course on Disaster Management will help the students address these crises with their knowledge, self-confidence, and survival skills in lesser times, and build a better, stronger and resilient nation.</p>
<p>GEOGDSE04: FIELD WORK &amp; PROJECT REPORT</p>	<p>Field reports facilitate the development of data collection techniques and observation skills and they help you to understand how theory applies to real world situations.</p>

Field work enables students and researchers to examine the way of how scientific theories interact with real life. Field work is important in both the social and natural sciences. Social sciences, such as economics or history, focus on people, culture, and society.

Project reports are valuable tools to both project teams and stakeholders. It provides several benefits. Through these reports, all those involved are able to track the current progress of the project and compare it against the original plan. They can identify risks early on, and take corrective action.

## **Department of Psychology**

### **SYLLABUS, COURSES & COURSE OUTCOMES**

#### **Syllabus**

WBSU syllabus for Psychology BA under the UGC prescribed syllabus template for CBCS

Semester.

#### **Courses offered**

BA

Generic Elective

Skill Enhancement

#### **Course Objectives**

##### **General Course**

PSYHGEC01T/PSYGCOR01T/ PSYHGEC01P/PSYGCOR01P -Provide an overview of the basic concepts in Psychology to help in better communication and enhance adjustment in life and work.

PSYHGECO2T/PSYGCOR02T/ PSYHGEC02P/PSYGCOR02P -To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface. To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

PSYHGECO3T/PSYGCOR03T/ PSYHGEC03P/PSYGCOR03P-To understand the spectrum of health and illness for better health management.

PSYHGECO4T/PSYGCOR04T PSYHGEC04P/PSYGCOR04P-To understand the meaning and theoretical foundations of I/O Psychology to develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings.

PSYGGEC01T/PSYGGEC01P-To understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms.

PSYGGEC02T/PSYGGEC02P-To understand the significance of healthy inter-group relations for the society and learn the strategies of resolving intergroup conflicts.

PSYGDSE01T/PSYGDSE01P-To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

PSYGDSE02T/PSYGDSE02P-To help students understand the various processes and issues inherent in organization related to human resources.

PSYGDSE03T/PSYGDSE03P-To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

PSYGDSE04T/PSYGDSE04P-To understand the role of culture in understanding behavior and exploring psychological insights in the Indian thought traditions.

PSYSSEC01M-In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

PSYSSEC02M-Students will learn various strategies which will enable them to make good decision in life.

### **Course Specific Outcome**

#### **General Papers**

PSYHGEC01T/PSYGCOR01T/ PSYHGEC01P/PSYGCOR01P –In this paper students learn about Orientation to Psychology, Psychology of individual differences, understanding developmental processes, applications of psychology & this theoretical topic related practical.

PSYHGECO2T/PSYGCOR02T/ PSYHGEC02P/PSYGCOR02P –In this paper students learn about Introduction of youth, gender & identity, youth & identity, gender & identity, issues related to youth, gender & identity and theoretical topic related practical.

PSYHGECO3T/PSYGCOR03T/ PSYHGEC03P/PSYGCOR03P-In this paper students learn about Illness, health & well-being, Stress & coping, Health management, Human strength & life enhancement and theoretical topic related practical.

PSYHGECO4T/PSYGCOR04T PSYHGEC04P/PSYGCOR04P-In this paper students learn about Introduction to I/O Psychology, Job satisfaction & Work Motivation, Communication in organizations, Leadership and theoretical topic related practical.

PSYGGEC01T/PSYGGEC01P-In this paper students learn about Media & user, Media & advertising, Audio-visual media and print media, Developmental issues and theoretical topic related practical.

PSYGGEC02T/PSYGGEC02P-In this paper students learn about Nature of intergroup relations, Social categorization & conflict, Cultural aspect of intergroup relations, Resolving intergroup conflict and theoretical topic related practical.

PSYGDSE01T/PSYGDSE01P-In this paper students learn about Clinical Psychology and related practical.

PSYGDSE02T/PSYGDSE02P-In this paper students learn about Human resource management and related practical.

PSYGDSE03T/PSYGDSE03P-In this paper students learn about Health & wellbeing and related practical.

PSYGDSE04T/PSYGDSE04P-In this paper students learn about Developmental psychology contemporary approaches and related practical.

PSYSSEC01M-In this paper students learn about Stress management.

PSYSSEC02M-In this paper students learn about Effective decision making.

## **Department of Human Rights**

SYLLABUS, COURSES AND COURSE OUTCOMES

### **Syllabus**

WBSU syllabus for Human Rights BA under the UGC prescribed syllabus template for CBCS

Semester.

### **Courses offered**

BA

Generic Elective

Skill Enhancement

**Course Outcome:**

The main objective of this course is to make awareness among the students regarding different aspects of Human Rights. At the initial stages they are informed regarding the historical & philosophical background of human rights, along with that different aspects of meaning & concept are also provided. Students gain knowledge regarding United Nation, UDHR, ICCPR, ICESCR and different social movements, such as Tribal movement, Dalit movements, women movement, & different ecological movement are also included in this course. Students can able to understand the importance of internalizing Human Rights and Duties especially about the urgent needs of the society. There are various concepts regarding the theories of Human Rights where different philosophers like John Locke, Jeremy Bentham, J.S.Mill, and Mary Wollstonecraft have depicted the classical, natural, moral theories through rights. There are various Indian concepts like “Rajneeti, Dandaneeti, Lokneeti, Nyaya, Dharma” where they can relate about the term “Democracy, Indian Penal Code and Justice”. There are various perspectives regarding feminist and religious through which they gain knowledge of various aspects. During this course student also get concepts regarding different conventions which are associated with the development of human rights, such as ICERD, CEDAW, CRC, CAT CRPD etc. Students are also encouraged to know regarding different important international conferences of Human Rights, such as -Tehran conference (1968),Vienna conference (1993),Beijing Conference (1995) etc. They also understand about the Separation of Powers (Legislative, Judiciary and Executive) and Law enforcing agencies. Apart from theory classes, practical classes are also conducted, where students are encouraged to do different practical takes, such as- documentation, case study, power point presentation etc.

**Course Specific Outcome:**

<b>Semester GE and DSE</b>	<b>Units</b>	<b>Outcomes</b>
Semester 1 Hurhgec01t/ Hurgcor01t	Introduction To Human Rights	<b>Theory:</b> To Gain Knowledge Regarding Conceptual Background Of Human Rights And Duties, Importance Of Internalizing Human Rights And Duties, Right To Peace.  <b>Practical:</b> Project Report <b>Theory:</b> To Enhance The Knowledge Of Philosophical And Ideals Of The Constitution And Landmark ,Fundamental Rights, DPSP, Fundamental Duties, Articles, Judgements, Parliament, Supreme Court, High
Semester 2 Hurhgec02t/Hurgcor02t	Constitution Vision Of Justice	

			Court, Law Enforcing Agencies, CAPF, ITBP, BSF, CBI,ITD ,DRI, NCB, Military
Semester 3	Hurhgec03t/Hurgcor03t	International Human Rights Mechanism And Instruments	<p><b>Practical:</b> Case Study</p> <p><b>Theory:</b> To Study About United Nation System And Human Rights, CEDAW, DEDAW, DEVAW, CRC, And CAT.</p> <p><b>Practical:</b> Documentation</p> <p><b>Theory:</b> To Study International Human Rights Movement And Social Stratification, Amnesty International, PUCL, PUDR</p> <p><b>Practical:</b> PowerPoint Presentation On Various Cases</p> <p><b>Theory:</b> To Understand About The Various Important International Conferences And International Humanitarian Laws, Geneva Convention, Additional Protocol</p> <p><b>Practical:</b> Documentations</p> <p><b>Theory:</b> To Gain Knowlwdge Regarding The Concept Of Social Research, Methodology, Data Collection, Intellectual Property Rights, TRIPS, TRIMS, GATS, AOA.</p> <p><b>Practical:</b> Chart Presentation And Viva.</p>
Semester 4	Hurhgec04t/Hurgcor04t	Human Rights Movement	
Semester 5	Hurhgec05t/Hurgcor05t	Conferences And Development/Regional Human Rights Regime And Democracy	
Semester 6	Hurhgec06t/Hurgcor06t	Research Methodology /Growth Models And Human Rights	

Semester	Skill Enhancement Course(SEC)	Units	Outcomes
Semester 3	Hurssec01m	Introduction And Theories Of Human Rights	<p><b>Theory:</b> To Study About All The Theories Of Natural, Legal, And Utilitarian.</p> <p><b>Practical:</b> Project On Various Theories</p> <p><b>Theory:</b> To Understand About The Peace And Security Through</p>
Semester 4	Hurssec02m	United Nation Systems	<p>United Nations System With Its Specialised Organs</p> <p><b>Practical:</b> Documentations</p>

Semester 5	Hurssec03m	Indian Constitution And Human Rights	<b>Theory:</b> To Know About The Constitution Of India, Supreme Court, High Court, And Parliament. <b>Practical:</b> Project On Various Cases Through Landmark Judgements
Semester 6	Hurssec04m	Conferences And Globalizations	<b>Theory:</b> To Study About All The Sustainable Developments. Globalizations ,Conferences <b>Practical:</b> Documentations