

**Government General Degree College, Kalna-I**

**Department of English**

**Course Structure under CCFUP (NEP 2020)**

**for**

**Semester-II**

**B.A. 4 Year UG Honours with English Major**

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

**B.A. 3 Year UG with English Major**

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

## English (Major)

Course Code: ENGL2011

Course: Plays, Novels, and Literary Terms

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

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

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

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

### RECOMMENDED READING

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

**English (Major)**  
**Skill Enhancement Course (SEC)**

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

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

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

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

**RECOMMENDED READING:**

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

## Bengali (Minor)

Course Code: BENG2021

Course: বাংলা সর্ভত্বের ইতিহাসঃ প্রাচীন ও মধ্যযুগ

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

**Objective of the Course:** এই কোর্সের উদ্দেশ্য হল বাংলা ভাষা ও সাহিত্যের প্রাণাধুনিক কালের ধারাবাহিক ইতিহাস সম্পর্কে শিক্ষার্থীদের অবহিত করা। এই কোর্সের মাধ্যমে শিক্ষার্থী বাংলা সাহিত্যের প্রাচীন ও মধ্য যুগের বাংলা সাহিত্য সম্পর্কে সামগ্রিক ধারণা লাভের পাশাপাশি প্রাচীন ও মধ্যযুগের বাংলা সাহিত্যের প্রধান প্রধান ধারা, প্রধান প্রধান কাব্য ও প্রতিশিখি জ্ঞানীয় কবি/সাহিত্যিকদের পরিচয় লাভ করবে।

বাংলা সাহিত্যের ইতিহাস: প্রাচীন ও মধ্যযুগ

একক ১ (Lecture Hour: 15)

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

একক ২ (Lecture Hour: 15)

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

একক ৩ (Lecture Hour: 15)

মহাসামঞ্জল, চণ্ডীমঞ্জল ও ধর্মমঞ্জলের কাহিনীপরিচয় ও প্রধান প্রধান কবি (বিজয়গুপ্ত, কেতকাদাস কেশবদাস, মুকুন্দ চক্রবর্তী, ঘনরাম চক্রবর্তী), শিবায়ন (রামেশ্বর ভট্টাচার্য), ভারতচন্দ্রের কাব্যপরিচয় ও অন্নদামঞ্জল কাব্য

একক ৪ (Lecture Hour: 15)

প্রণয়োপাখ্যান (আলাওল, দৌলত কাজী), শাখধর্ম ও সাহিত্যের সংক্রান্ত পরিচয়, মরমশসিংহ পীতিকা, শক্তিসাধনা ও শাক্তসাহিত্য (রামপ্রসাদ, কমলাকান্ত),

**Outcome of the Course:** এই কোর্সটি পড়ার ফলে শিক্ষার্থী বাংলা সাহিত্যের প্রাচীন ও মধ্যযুগের লক্ষণ, বৈশিষ্ট্য, কবি ও কাব্য সম্পর্কে সামগ্রিক ধারণা লাভ করল।

## Sanskrit (Minor)

Course Code: SANS2021

Course: Sanskrit Drama

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

**COURSE OBJECTIVES:** Students will require to analyse the creations of great dramatist like Bhāsa, Aśvaghoṣa, Kālidāsa, Śūdraka, Viśākhadatta, Śrīharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa etc. Students will have to analyse the inner message of the drama Abhijñānaśakuntalam.

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

### LEARNING OUTCOMES:

Students will acquire basic knowledge of Sanskrit Literature. The dramatists like Bhāsa, Aśvaghoṣa, Kālidāsa, Śūdraka, Viśākhadatta, Śrīharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa etc. will be known to the students and their creations will be highlighted. They will be able to know the philosophical outlook of Kalidasa through the drama Abhijñānaśakuntalam. They will be able to gain different knowledge regarding the then society and culture. They will have the knowledge of poetic excellence reflected in Sanskrit Literature.

### RECOMMENDED TEXTS:

- Saṃskṛtasāhityetiḥāsa by Ramchandra Mishra, Chowkhamba Vidyabhawan.
- Saṃskṛta Sāhityer Itihāsa by Dhirendranath Bandyopadhyay, Paschimanga Rajya Pustak Parsat.
- Saṃskṛta Sāhityer Itivṛtta by Gopendu Mukhopadhyay, United Book Agency.
- A History of Sanskrit literature by S.K. Dey & S. N. Dasgupta, The University of Calcutta.
- A History of Indian literature by M. Winternitz, The University of Calcutta.
- A Concise History of Sanskrit literature by Gourinath Sastri.
- History of classical Sanskrit literature by M. Krishnamachariar, MLBD.
- Saṃskṛta Vānmayasya Itihāsa by Dhirendranath Bandyopadhyay, Sanskrit Pustak Bhandar.
- Saṃskṛta Sāhitya kā Itihāsa (in Hindi) by Vacaspati Gairola, Chowkhamba, Vidya Bhawan .
- Abhijñānaśakuntalam of Kālidāsa by Anil Chandra Bose (Ed.), Sanskrit Book Depot.
- Abhijñānaśakuntalam of Kālidāsa edited by Satya Narayana Chakraborty, Sanskrit Pustak Bhandar.
- Abhijñānaśakuntalam of Kālidāsa edited by R. M. Bose, Modern Book agency Pvt. Limited.
- The Abhijñānaśakuntalam of Kālidāsa edited by M. R. Kale, MLBD.
- Śakuntalātattva by Chandranath Basu, Sanskrit Pustak Bhandar.

## Education (Minor)

Course Code: EDUC2021

Course: Educational Psychology

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

### COURSE OBJECTIVES:

1. Develop a comprehensive understanding of the field of educational psychology, including its meaning, nature, and scope.
2. Explore the relationship between education and psychology, and how psychological principles can inform educational practices.
3. Familiarize with the various research methods used in educational psychology and develop skills in conducting educational research.
4. Understand the concept of growth and development and its significance in the context of child development.
5. Identify and analyze the different stages of child development, including infancy, childhood, and adolescence.
6. Examine the various aspects of child development, including physical, intellectual, emotional, and social aspects.
7. Gain knowledge about personality development and understand the factors that influence its development.
8. Explore different approaches to understanding personality, such as types and traits.
9. Recognize and appreciate the individual differences among learners and understand their implications for education.
10. Gain insights into the concept of intelligence, including its definition, theories, and assessment methods.

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

### SUGGESTED REFERENCE:

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
- Woolfolk, A.E. (2011) Educational Psychology. Sterling Kinderslay (India) Pvt. Ltd.

**Philosophy (Minor)**

**Course Code: PHIL2021**

**Course : Philosophy: Indian and Western—II**

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

<b>Unit</b>	<b>Topic</b>	<b>No of Lecture</b>
<b>Unit I</b>	<ul style="list-style-type: none"><li>• Nyāya–Vaiśeṣika : pramāṇas (pratyakṣa, anumāna, upamāna and śabda), saptapadārtha</li><li>• Sāṃkhya: Concepts of puruṣa and prakṛti, satkāryavāda, pariṇāmavāda</li><li>• Yoga :cittavṛttinirodha, aṣṭāṅgayoga</li></ul>	15
<b>Unit II</b>	<ul style="list-style-type: none"><li>• Mīmāṃsā: pramāṇas</li><li>• AdvaitaVedānta: Brahman, jīva, jagat</li></ul>	15
<b>Unit III</b>	<ul style="list-style-type: none"><li>• Critical theory of Kant</li><li>• Theories of Causation : Regularity theory and Entailment theory</li></ul>	15
<b>Unit IV</b>	<ul style="list-style-type: none"><li>• Theories of Evolution</li></ul>	15

**RECOMMENDED TEXTS :**

M. Hiriyanna: Outlines of Indian Philosophy  
SāyanaMādhavācārya :Sarvadarśanasamgraha  
S. C. Chatterjee& D. M. Dutta :An Introduction to Indian Philosophy  
Haridas Bandyopadhyay :Bhāratīya Darśaner Marmakathā  
F. Copleston : A History of Philosophy  
Hospers: Philosophical Analysis  
Falkenberg : History of Western Philosophy  
Sibapada Chakraborty : General Philosophy



## History (Minor)

Course Code: HIST2021

Course: History of India (550 CE to 1206 CE)

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

Unit	Topic	No of Lecture
Unit I	Emergence of New Powers and the Age of Decentralisation <ul style="list-style-type: none"><li>Decline of the Gupta Power and the emergence of new powers in the 2nd half of the 6th Century C.E</li><li>Pushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha.</li><li>Maukharis of Kanauj</li><li>Sasanka, the King of Gauda – Political achievements and administration.</li></ul>	12
Unit II	Decentralisation and emergence Regional Powers <ul style="list-style-type: none"><li>North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements.</li><li>North-Eastern India : Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements</li></ul>	12
Unit III	Emergence of Regional Powers in Central and Northern India <ul style="list-style-type: none"><li>Origin of the Rajputs : Various theories – Pratiharas – Gahadavalas – Chahamana – Chandella – Kalachuri – Paramara – their political and cultural achievements</li></ul>	12
Unit IV	Regional Powers of the Deccan and South India <ul style="list-style-type: none"><li>Chalukyas of Vatapi – Origin – History – Art and Architecture Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture Pallavas of Kanchi – History – Art and Architecture - Cholas of Tanjore – History – Administration – Art and Architecture</li></ul>	12
Unit V	Decline of Rajputs and north India until 1206 CE <ul style="list-style-type: none"><li>Tripartite Struggle</li><li>Fall of Rajput Power and the coming of the Arabs and Turks</li><li>Culture of Pre-Medieval India</li><li>Society and Religion till 12th century</li><li>Architecture, Sculpture and paintings till 1206 CE</li></ul>	12

### SUGGESTED READINGS:

- R.C.Majumdar, H.C.Raychaudhuri, K.K.Datta , An Advanced History of India  
R.C.Majumdar and A.D Pusalkar (ed.), The History of Indian People, Vol V & VI  
K.A.Nilkanta Sastri, History of South India (From Pre-historic times to the Fall of Vijaynagar), OUP, 1955  
A.K.Majumdar, A Concise History of Ancient India, Vol I (1977) and Vol.II(1980),Delhi  
B.D.Chattopadhyaya, The Making of Early Medieval India, Delhi, 1994  
R.S.Sharma, Early Medieval Indian Society – A study in Feudalisation, Calcutta, 2001  
Romila Thapar, A History of India, Vol I, Harmondsworth, 1974  
Upinder Singh, A History of Early Medieval India, From Stone Age to Early Medieval India  
ৰণবীৰ চক্ৰৱৰ্তী, প্ৰাচীন ভাৰতৰ অৰ্থনৈতিক ইতিহাসৰ সন্ধান.  
Chattopadhyay, Rupasree: Gourio Sanskriti Bikha

**Interdisciplinary Course**

**(If you opt for 4yr course)**

**COMP 2032: Introduction to Internet  
[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]**

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

**SUGGESTED REFERENCE:**

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

## Multidisciplinary Course

(If you opt for 3yr course)

### Environmental Science

Course Code: ENVSC2031

Course: Biodiversity Conservation & Ecotourism

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

#### LEARNING OBJECTIVES

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

#### LEARNING OUTCOME

- Understand the concepts of biodiversity and conservation
- Understand the factors impacting biodiversity loss in India and the World
- Major conservation strategies taken in India
- Ideas on ecotourism with special emphasis on home-stay tourism

#### Unit 1: Biodiversity & its distribution (Lectures – 15)

- Definition & Concept of biodiversity
- Levels and types of biodiversity
- Biodiversity in India and the World
- Biodiversity hotspots and Megadiversity countries

#### Unit 2: Threats to biodiversity: (Lectures – 10)

- Types & causes of biodiversity loss
- Land use and Land cover changes
- Commercial exploitation of species, invasive species, fire, disaster and climate change

#### Unit 3: Conservation policies (Lectures – 10)

- Importance & major policies – in situ and ex situ conservation
- Major protected areas; National & International instruments for biodiversity conservation;
- Role of traditional knowledge for conservation;
- Community-based conservation, concept of Zoo management

#### Unit 4: Tourism & Leisure (Lectures – 10)

- Types of Tourism
- Ecotourism – Concept, Growth and Developments
- Impacts and management of ecotourism
- Home stay tourism

#### SUGGESTED READINGS

1. Gore, A. 2009. Our Choice: A Plan to Solve the Climate Crisis, Rodale Books
2. Girardet, H. 2007. Surviving the Century: Facing Climate Chaos and Other Global Challenges, Earth Scan
3. Plimer, I. 2005. Heaven and Earth: Global Warming – The Missing Science, Connor Court Publishing.
4. Thunberg, G. 2022. The Climate Book, Penguin Random House.
5. World Meteorological Organization (2012). Greenhouse Gas Bulletins.
6. Lawson, N. 2008. An Appeal to Reason: A Cool Look at Global Warming, Overlook Duckworth (UK).
7. Cambridge University (2013). Climate Change: Action, Trends and Implications for Business. IISD, UNITAR & UNEP (2009).
8. IEA Training Material: Vulnerability and Climate Change Impact Assessment for Adaptation.
9. IPCC (2013). Climate Change 2013. The Physical Science Basis - Summary for Policymakers.
10. OECD (2009): Guidance on Integrating Climate Change Adaptation into Development Co-operation. 11. UNEP (2009). Climate Change Science Compendium

## Ability Enhancement Course (AEC)

### English

Course Code : ENGL2041

Course : Functional English

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

**COURSE OBJECTIVE:** The importance of functional English at the present moment cannot be over-emphasized. Recognizing this importance, the course seeks to acquaint students with the various uses of English in today's world, with particular focus on developing one's conversational and writing skills together with the ability to comprehend English speech and writing.

Topic
<ul style="list-style-type: none"><li>• What is functional English? (LH: 1)</li><li>• Aims and objectives of functional English (LH: 1)</li><li>• Functional English and formal English/ literary English (LH: 1)</li><li>• Types and modes of Communication (LH: 1)</li><li>• Language of communication (LH: 1)</li><li>• Conversational skills (LH: 1)</li><li>• Verbal and Non-verbal communication(LH: 1)</li><li>• Personal, social and business communication (LH: 1)</li><li>• Understanding English language films, songs, documentaries, news bulletins, sports commentaries (LH: 4)</li><li>• Comprehension skills (LH: 2)</li><li>• Paraphrasing difficult passages (LH: 2)</li><li>• Analysis and Interpretation (LH: 1)</li><li>• Writing for classified advertisements (LH: 2)</li><li>• Using idioms and phrases (LH: 2)</li><li>• One-word substitution (LH: 1)</li><li>• Figures of speech: simile, metaphor, irony, personification, hyperbole (LH: 3)</li><li>• Reading online content (LH: 1)</li><li>• George Bernard Shaw: "Spoken English and Broken English" (LH: 4)</li></ul>

**COURSE OUTCOME:** Besides developing the student's ability to comprehend the English that one hears and reads, the course will also enhance the student's skills at using English in speech and in various forms of writing. Thus, the course shall fulfil to a large extent an intensely felt need in today's professional world.

### RECOMMENDED READINGS:

- Graham Lock, Functional English Grammar: An Introduction for Second Language Learners (Cambridge University Press, 1996).
- Bikram K Das, Functional Grammar and Spoken and Written Communication in English: Student-friendly Edition(Orient Blackswan, 2006).
- Ramzi Marrouchi, Functional English for Potential Achievers (Scholars' Press, 2020).
- Caroline Coffin, Ann Hewings and Kieran O'Halloran (eds.), Applying English Grammar: Functional and Corpus Approaches (Routledge, 2014).
- Cortland L. Bovee and John V. Thill, Business Communication Essentials (Pearson Prentice Hall, 2010).
- Vathana Fenn, R. Brindha and P. Suganya, English Workbook: Business English and Functional English (Cengage Learning India, 2016).
- MatthukuttyM. Monippally, Business Communication: From Principles to Practice (McGraw Hill, 2013).
- Girish Jain and Manzoor Moideen,Decoding Communication: A Complete Handbook for Effective Communication (Notion Press, 2021).
- Ben Francis and Dilys Parkinson, Oxford Idioms: Dictionary for Learnersof English (Oxford, 2006).
- T. Sriraman (ed.), Macmillan College Prose (Laxmi Publications, 2015).

## Value Added Course (VAC)

Course Code: CVA2061

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

[4 Cr, Full Marks: 100 (60 +20+20= 100), LH: 45(Theory)+30(Practical)= 75 hrs]

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none"><li>• Concepts of Wellness and Illness</li><li>• Concept of health (Modern and Ancient View);</li><li>• Concept of Wellness and Illness (Modern and Ancient View);</li><li>• Concept of Body (Pancha Kosha according to Taittiriya Upanisada);</li><li>• Potential causes of illness according to Yoga Vasishtha- Concept of Adhi and Vyadhi and their consequences on the body</li></ul>	15
Unit II	<ul style="list-style-type: none"><li>• Yogic Concept on Holistic Health</li><li>• Total Human Development through Yogic practices for Pancha Kosha (Annamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vijnanamaya Kosha and Ananda Maya Kosha) and its integration with Ashtanga</li><li>• Yoga of Patanjali.</li></ul>	15
Unit III	<ul style="list-style-type: none"><li>• Yoga as Preventive Health Care</li><li>• Concept of stress according to modern science and yoga;</li><li>• Stress as the cause for illness;</li><li>• Role of Yoga in</li><li>• Stress Management: Holistic approach of catering to moderation in eating (yogic Diet), Sleeping (rhythm of the nature), Working ( the sense of duty as per BG), Entertainment (moderation), Change in life style</li></ul>	15
Unit IV	<ul style="list-style-type: none"><li>• Asana</li><li>• Pranayama: Anulome-Vilome, Suryabhidana, Chancrabhedana, Ujjai, Sitali</li><li>• Meditation: A-U-M Meditation, Yog Nidra</li></ul>	30

### REFERENCE BOOKS:

1. Ajith 'Yoga Pravesh' Rastrotana Paruhad Bangalore.
2. Bachelor of Sports Management Syllabus (Revised) 2008.
3. B. C. Rai Health Education and Hygiene, Published by Prakashana Kendra, Lucknow.
4. B.K.S. Iyenger 'Yoga The Path of Holistic Health', Dorling Kindersley, Delhi 2001.
5. Dixit Suresh (2006) Swasthya Shiksha Sports Publication, Delhi.
6. Puri, K. Chandra, S.S (2005) Health and Physical Education, New Delhi, Surjeet Publication.
7. A Text Book on Physical Education & Health Education Fitness, Wellness and Nutrition, Dr. A. K. Uppal, Dr. P. P. Ranganathan.
8. Warner W. K. Oeger & Sharon A. Hoeger, Fitness & Wellness, Morton Publishing Co., 1990
9. Robert Malt. 90 day Fitness Plan, D. K. Publishing, Inc. 95, Madison Avenue, New York 2001.

## LESSON PLAN

### English (Major)

Course Code: ENGL2011

Course: Plays, Novels, and Literary Terms

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

#### Unit-1

##### Plays:

- George Bernard Shaw: *Major Barbara*
- J. M. Synge: *Riders to the Sea*

##### Module Objective:

This module aims to explore the thematic and stylistic complexities of modern plays, focusing on George Bernard Shaw's *Major Barbara* and J. M. Synge's *Riders to the Sea*. Students will critically analyze the plays' engagement with social, moral, and existential questions, examining how Shaw and Synge use drama to critique societal structures, spiritual dilemmas, and human resilience in the face of adversity. By the end of the module, students will develop an understanding of the cultural and historical contexts of early 20th-century European drama and its enduring relevance.

Lecture Serial	Topics of Discussion	Description
1-2	Introduction to George Bernard Shaw and <i>Major Barbara</i>	Discuss Shaw's background, themes, and style. Introduction to the socio-political context of <i>Major Barbara</i> .
3-6	Major Themes in <i>Major Barbara</i>	Analyze major themes such as morality, wealth, religion, and capitalism.
7-8	Character Study in <i>Major Barbara</i>	In-depth analysis of key characters: Barbara, Andrew Undershaft, and others.
9-11	Plot Structure and Literary Devices in <i>Major Barbara</i>	Discuss the play's structure, use of satire, irony, and symbolism.
12-14	Introduction to J. M. Synge and <i>Riders to the Sea</i>	Overview of Synge's life and works. Introduce the setting, themes, and context of <i>Riders to the Sea</i> .
15-17	Themes and Symbolism in <i>Riders to the Sea</i>	Discuss the play's exploration of fate, nature, and death, and the role of symbolism.
18-19	Character Study and Plot Analysis of <i>Riders to the Sea</i>	Analyze characters and the structure of the play, focusing on its minimalist approach.
20	Comparative Discussion: <i>Major Barbara</i> and <i>Riders to the Sea</i>	Compare and contrast the themes, styles, and characters of the two plays.

## Unit-2

- **Novels:**
- **R. K. Narayan: *The Guide***
- **Thomas Hardy: *The Mayor of Casterbridge***

### Module Objective:

This module examines the interplay of fate, free will, and moral dilemmas in the novels *The Guide* by R. K. Narayan and *The Mayor of Casterbridge* by Thomas Hardy. Students will explore the themes of personal transformation, societal expectations, and the consequences of past actions. Through comparative analysis, the module will emphasize the cultural and philosophical differences in how Narayan and Hardy depict the individual's journey toward self-awareness and redemption. By the end, students will gain deeper insights into narrative structure, character development, and the role of destiny in shaping human lives across different cultural contexts.

Lecture Serial	Topics of Discussion	Description
1-2	Introduction to R. K. Narayan and <i>The Guide</i>	Discuss R. K. Narayan's background, style, and his place in Indian English literature. Introduction to <i>The Guide</i> .
3-7	Themes in <i>The Guide</i>	Analyze the novel's themes of identity, transformation, and spirituality.
8-10	Character Study: Raju, Rosie, and Marco	In-depth analysis of the major characters and their development.
11-12	Plot Structure and Narrative Techniques in <i>The Guide</i>	Discuss the novel's structure and use of narrative techniques like flashbacks.
13-14	Introduction to Thomas Hardy and <i>The Mayor of Casterbridge</i>	Overview of Hardy's life, philosophy, and literary style. Introduction to <i>The Mayor of Casterbridge</i> .
15-19	Themes in <i>The Mayor of Casterbridge</i>	Discuss themes of fate, guilt, and social mobility.
20-22	Character Study: Michael Henchard, Donald Farfrae, and others	Detailed analysis of key characters and their significance in the plot.
23-24	Plot Structure and Hardy's Narrative Style	Examine the plot structure, use of irony, and Hardy's pessimistic worldview.
25-26	Symbolism and Setting in <i>The Mayor of Casterbridge</i>	Explore Hardy's use of symbolic elements and the significance of the setting.
27-28	Comparative Discussion: <i>The Guide</i> and <i>The Mayor of Casterbridge</i>	Compare the themes of fate, identity, and personal transformation in both novels.
29-30	Revision and Class Discussion	Recap of major themes, characters, and discussions on both novels.

### Unit-3

#### Literary Terms:

- **Literary terms related to poetry: heroic couplet, image, symbol, caesura, blank verse, carpe diem**
- **Literary terms related to drama: soliloquy and aside, hamartia and hubris, conflict, comic relief, protagonist and antagonist, Freytag's Pyramid**
- **Literary terms related to fiction: story and plot, round character and flat character, point of view, stream-of-consciousness, foil, author and narrator**

#### Module Objective:

This module focuses on enhancing students' understanding of key literary terms across poetry, drama, and fiction. Through the study of specific terms like heroic couplet, soliloquy, hamartia, and stream-of-consciousness, students will develop the analytical tools necessary to interpret and critique literary texts. The module aims to equip students with the ability to recognize and apply these terms in their reading and writing, fostering a deeper comprehension of how literary techniques shape meaning, character development, narrative structure, and thematic expression across genres.

Lecture Serial	Topics of Discussion	Description
1-3	Literary Terms Related to Poetry	Discuss and define terms like heroic couplet, image, symbol, caesura, blank verse, carpe diem with examples.
4-5	Literary Terms Related to Drama	Analyze terms like soliloquy, aside, hamartia, hubris, conflict, comic relief, protagonist, antagonist, and Freytag's Pyramid with examples from major plays.
6-7	Literary Terms Related to Fiction	Explore terms like story, plot, round character, flat character, point of view, stream-of-consciousness, foil, author, and narrator. Use examples from novels studied in the course.
8	Application of Literary Terms in Plays	Application of drama-related literary terms to <i>Major Barbara</i> and <i>Riders to the Sea</i> .
9	Application of Literary Terms in Novels	Application of fiction-related literary terms to <i>The Guide</i> and <i>The Mayor of Casterbridge</i> .
10	Revision and Class Discussion on Literary Terms	Recap and discussion of literary terms across all genres with student participation.