



MC- 6

বাংলা সাহিত্যের ইতিহাস : উনিশ শতক

একক - ১

- ছাপাখানা ও বাংলা সাহিত্যিক গদ্য ও বাংলা শিশু শিক্ষা বিষয়ক পাঠ্যগ্রন্থ(বাংলা প্রাইমার)।

একক- ২

- রঙ্গমঞ্চের ইতিহাস :

- লেবেদফের বেঙ্গলি থিয়েটার, বিদেশি রঙ্গালয়, শখের থিয়েটার, বেলগাছিয়া নাট্যশালা, ন্যাশনাল থিয়েটার (প্রথম ও দ্বিতীয় পর্ব), নাট্যনিয়ন্ত্রণ আইন।

একক - ৩

- আধুনিক বাংলা কবিতার ধারায় আখ্যানধর্মী-কাব্য ও গীতিকাব্য।

একক - ৪

- বটতলার সাহিত্য-সংস্কৃতি ও প্রান্তজনের রুচির অধিকার সংক্রান্ত বিতর্ক।

ক্রেডিট- ৪ পূর্ণমান- ৫০

80(8×10)+ অ. মু.-১০= ৫০

১×১০= ১০

১×১০= ১০

১×১০= ১০

১×১০= ১০

MDC- 3

বাংলা সাহিত্যের ইতিহাস : উনিশ-বিশ শতক

(বাংলা ব্যতীত অন্য বিভাগের শিক্ষার্থীদের জন্য)

ক্রেডিট- ৩ পূর্ণমান- ৫০

80(8×10)+ অ. মু.-১০= ৫০

ক. বাংলা সাহিত্যের ইতিহাস- উনিশ শতক(প্রথমার্ধ)।

১×১০= ১০

- গদ্য সাহিত্য- বাংলা গদ্যের উদ্ভব, ফোর্টউইলিয়াম কলেজ, শ্রীরামপুর মিশন, সাময়িক পত্র, রাজারামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর।
- নকশা ও উপন্যাস- ভবানীচরণ বন্দ্যোপাধ্যায়, কালীপ্রসন্ন সিংহ।
- কাব্য-কবিতা- ঈশ্বরচন্দ্র গুপ্ত, রঙ্গোলাল বন্দ্যোপাধ্যায়।
- নাটক- মৌলিক নাটকের উদ্ভব, রামনারায়ণ তর্করত্ন।

খ. বাংলা সাহিত্যের ইতিহাস- উনিশ শতক(দ্বিতীয়ার্ধ)।

১×১০= ১০

- উপন্যাস ও ছোটগল্প- বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর।
- কাব্য-কবিতা- বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর।
- নাটক- মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ।
- প্রবন্ধ- অক্ষয়কুমার দত্ত, স্বামীবিবেকানন্দ।



গ. বাংলা সাহিত্যের ইতিহাস- বিশ শতক(প্রথমার্ধ)।

১×১০= ১০

- উপন্যাস ও ছোটগল্প- বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়।
- কাব্য-কবিতা- কাজী নজরুল ইসলাম, জীবনানন্দ দাস, প্রেমেন্দ্র মিত্র।
- নাটক- মন্থরায়, বিজন ভট্টাচার্য।
- প্রবন্ধ- বুদ্ধদেব বসু, সুনীতিকুমার চট্টোপাধ্যায়।

ঘ. বাংলা সাহিত্যের ইতিহাস- বিশ শতক(দ্বিতীয়ার্ধ)।

১×১০= ১০

- উপন্যাস ও ছোটগল্প- শিবরাম চক্রবর্তী, মহাশ্বেতা দেবী, অতীন বন্দ্যোপাধ্যায়।
- কাব্য-কবিতা- বিষ্ণু দে, শঙ্খ ঘোষ।
- নাটক- উৎপল দত্ত, বাদল সরকার।
- প্রবন্ধ- সুধীন্দ্রনাথ দত্ত।

MnC- 03(A)(যারা প্রথম পছন্দ হিসেবে মাইনর বাংলা নিয়েছে)

ক্রেডিট- ৪ পূর্ণমান- ৫০

ভাষাতত্ত্ব :

৪০(৪×১০)+ অ. মু.-১০= ৫০

একক- ১

১×১০= ১০

- বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ।
- বাংলা লিপির উদ্ভব ও বিকাশের ইতিহাস।
- শব্দার্থ পরিবর্তনের কারণ ও ধারা।
- শব্দভাণ্ডার।

একক- ২

১×১০= ১০

- ধ্বনি, বর্ণ, অক্ষরের সংজ্ঞা ও স্বরূপ।
- উচ্চারণের স্থান ও প্রকৃতি অনুযায়ী বাংলা স্বর ও ব্যঞ্জন ধ্বনির পরিচয়।
- বাংলা ধ্বনি পরিবর্তনের কারণ ও প্রধান প্রধান ধারা।

একক- ৩

১×১০= ১০

কবিতা :

- লুই পা- কাআ তরুর পঞ্চ বি ডাল।
- বড়ু চণ্ডীদাস- কে না বাঁশী বাএ বড়ায়ি কালিনী নই কূলে।
- বিদ্যাপতি- এ সখি হামারি দুখের নাহি ওর।
- লালন ফকির- সব লোকে কয় লালন কি জাত সংসারে।
- সুকুমার রায়- একুশে আইন।
- জীবনানন্দ দাশ- বনলতা সেন।

15. *English Social and Cultural History: An Introductory Guide and Glossary*, by Bibhash Choudhury, PHI, 2010
16. *A History of English Literature: Traversing the Centuries*, by Aditi Chowdhury and Rita Goswami, Orient Black Swan, 2014
17. *English literature in Context*, Edited by Paul Poplawski, Cambridge University Press, 2018

## **MULTIDISCIPLINARY COURSE**

### **MDC-3: Soft Skills**

**[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]**

#### Unit 1:

##### Conceptual Overview

Difference between Hard Skills and Soft Skills; Emotional Intelligence; IQ and EQ; Adaptability; Time Management; Goal Setting; Disruptive Technologies and Soft Skills; Negotiation Skills

#### Unit-2:

##### Soft Skills in Career Prospects

Exploring the Role of Soft Skills in Career Success; Implications and Benefits of Incorporating Soft Skills; Coordinating Conceptual and Practical Aspects of Soft Skill Development; Human Values and Work Ethics as Integral Soft Skills

#### Unit-3:

##### Applying Soft Skills

SWOT for personal development; Leadership; Managing Social Media Image; Team Building; Dealing with Conflicts

#### Unit-4:

##### Understanding Soft Skills through Literature

Whitewashing the Fence (From Tom Sawyer) - Mark Twain

(Negotiation) The Mountain and the Squirrel - Ralph Waldo

Emerson (Teamwork)

Out of Business - R. K. Narayan (Adaptability)

**Instructions:**

Unit1: Students shall answer 1 essay type question, out of 3, in about 300 words, carrying 10 marks each(10x1=10).

Unit2: Students shall answer 1 essay type question, out of 3, in about 300 words, carrying 10 marks each(10x1=10).

Unit3: Students shall analyse and record their response to given situations (2 out of 5), carrying 5 markseach (5x2=10).

Unit4: Students shall answer 1 essay type question, out of 3, in about 300 words, carrying 10 marks each(10x1=10).

**Recommended Reading:**

1. *English and Soft Skills* by S.P. Dhanavel. Orient BlackSwan 2013
2. *The Ace of Soft Skills: Attitude, Communication and Etiquette for Success* by Gopaldaswamy Ramesh, Pearson, 2013
3. *Personality Development and Soft Skills* by BarunMitra, 2nd ed, Oxford University Press, 2016
4. *Communication Skills* by Sanjay Kumar and PushpLata, Oxford University Press, 2015
5. *Leadership + Teamwork = Success* by Aarti Gaurav, Buzzingstock Publishing House, 2014
6. *Early Poems of Ralph Waldo Emerson*. New York, Boston, Thomas Y. Crowell & Company: 1899.
7. *Malgudi Days* by R.K. Narayan, Penguin Classics, 2006.
8. *Adventures of Tom Sawyer* by Mark Twain, OUP, 2007

**Minor Course: ENGMN-3: Introducing British Drama**

**[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]**

Unit1: William Shakespeare: *The Merchant of Venice*

Unit 2: William Congreve: *The Way of the World*

Unit 3: Oliver Goldsmith: *She Stoops to Conquer*

Unit 4: George Bernard Shaw: *Arms and the Man*

Instructions: Two short essay-type questions (with internal choice) shall be set from each of the four units. Students shall answer four (04) short essay-type questions out of eight in about threehundred fifty (350) words each carrying ten (10) marks each.

# Empowering Women towards Sustainable Progress

## Objectives:

- To establish a practical understanding of women's empowerment.
- To critically assess historical approaches to women's empowerment, learning from successes and failures.
- To recognize the urgency and significance of women's empowerment in the Indian context.
- To provide practical strategies for addressing socio-cultural dynamics that impact women's lives.
- To explore legal frameworks and practical implementation strategies for women's rights.
- To develop practical solutions to address women's health and well-being issues.
- To equip students with the skills and knowledge necessary to bridge the gender gap in education and economics.
- To prepare students for leadership roles and active political participation.

## **Module 1: Introduction to Empowering Women and its Socio-Cultural Strategies (8 hours)**

- ↻ Defining empowerment in practical, actionable terms.
- ↻ Analyzing historical approaches to women's empowerment, identifying successful strategies and lessons from failures.
- ↻ Emphasizing the pressing need for women's empowerment in India today.
- ↻ Deconstructing patriarchy and proposing actionable strategies for change.
- ↻ Recognizing and addressing challenges and opportunities in women's roles within family and society.

## **Module 2: Legal Foundations for Empowerment (7 hours)**

- ↻ Leveraging the Indian Constitution as a practical tool for gender equality.
- ↻ Addressing violence against women: Legal remedies and practical challenges.
- ↻ Implementing women's rights in the workplace through actionable strategies.
- ↻ Extracting practical empowerment strategies from landmark legal cases.

## **Module 3: Women's Health and Well-being (8 hours)**

- Proposing practical solutions to women's health issues in India.
- Empowering women through reproductive health and family planning.
- Implementing healthcare initiatives to bridge the gap and ensure access for all.

- Providing hands-on approaches to addressing mental health and offering psychosocial support.

#### **Module 4: Education and Economic Empowerment (8 hours)**

- Implementing practical solutions to bridge the gender gap in education.
- Equipping women with vocational skills through experiential learning.
- Showcasing real-world success stories to foster entrepreneurship among women.
- Promoting practical empowerment tools like microfinance and self-help groups.

#### **Module 5: Political Participation and Leadership (8 hours)**

- Navigating the political landscape with actionable insights.
- Understanding the practical implications of reservation for women in local governance.
- Developing practical leadership skills through real-world applications.
- Implementing grassroots movements and advocacy strategies for tangible change.

#### **Module 6: Communication and Advocacy for Women's Empowerment (8 hours)**

- Equipping students with practical communication tools for effective advocacy.
- Mobilizing support through hands-on action planning.
- Executing practical advocacy campaigns for women's rights.
- Leveraging social media and digital techniques for tangible results.

### **Suggested Readings**

- Sen, A. (2001). "The Argumentative Indian: Writings on Indian History, Culture, and Identity." Penguin Books India, New Delhi.
- Nariman, F. S. (2017). "Before Memory Fades: An Autobiography." Hay House India, New Delhi.
- Duggal, R. (2018). "Mental Health in India: Narratives of Madness." SAGE Publications India Pvt Ltd, New Delhi.
- Rao, R. N. (2016). "Education and Socio-Economic Development." Concept Publishing Company, New Delhi.
- Desai, N. (2019). "Women in Indian Politics: Empowerment of Women through Political Participation." Atlantic Publishers and Distributors, New Delhi.
- Sharma, R. R. (2015). "Social Media: A Tool of Effective Advocacy." Gyan Publishing House, New Delhi.

49. ජාතික සමාජවාදීන්ගේ, අධ්‍යයන මාලාවේ ලිපිපිටපත් නිකුත් කිරීමේ ක්‍රමය
50. අධ්‍යයන මාලාවේ ලිපිපිටපත් - අනුමැතිය (ed).
51. අධ්‍යයන මාලාවේ ලිපිපිටපත් - සමාජවාදීන්ගේ
52. අධ්‍යයන මාලාවේ ලිපිපිටපත් - නිකුත් කිරීමේ ක්‍රමය
53. මානව සම්පත් වැඩිදියුණු කිරීමේ ක්‍රමය, (මාලාව : -මිනිස් මනසේ වැඩිදියුණු කිරීම, 2010)
54. මානව සම්පත් වැඩිදියුණු කිරීමේ ක්‍රමය, (මාලාව : -පාසල් සම්පත්, 2011)
55. අනුමැතියේ වැඩිදියුණු කිරීමේ ක්‍රමය, (මාලාව : සමාජවාදීන්ගේ වැඩිදියුණු කිරීම, 2010)
56. සමාජවාදීන්ගේ, අධ්‍යයන මාලාවේ ලිපිපිටපත්, (මාලාව : සමාජවාදීන්ගේ මානව සම්පත්, 2006)
57. අනුමැතියේ, අධ්‍යයන මාලාවේ ලිපිපිටපත්, (මාලාව : සමාජවාදීන්ගේ මානව සම්පත්, 2019)
58. සමාජවාදීන්ගේ, අධ්‍යයන මාලාවේ ලිපිපිටපත්, (මාලාව : සමාජවාදීන්ගේ මානව සම්පත්, 2006)

### POLSMDC03: E-Governance in India

Unit-I:	Governance: Meaning, nature, scope and significance; E-Governance and Good-Governance- global trends in the growth of E-Governance	8 Lectures
Unit - II:	E-Governance in India: National E-Governance Plan (NeGP)- National Informatics Centre- Strategies for E-Governance- E-Governance implementations; Required Infrastructure of Network, Computing, Cloud- governance, Data System, Human Resources, Legal and Technological Infrastructure	10 lectures
Unit-III:	Role of Information and Communication Technology in Administration, Effective delivery of Public Utility Services- Online Filing of Complaints, Application Registration, Issuance of Certificates, Issuance of Land Records, Online Payment of Fees etc., E- Tendering, Bio-Metric Authentication through Aadhar.	15 lectures
Unit - IV :	Governance under Information Technology Act- Legal Status for Digital Transactions, E-Governance- Transparency and Accountability	10 Lectures

### Reading List:

1. B.Sreenivas Raj, E-Governance Techniques-Indian and GlobalExperiences, New Century Publications, New Delhi,2008
2. Subhash Bhatnagar, Unlocking E-Government Potential-Concepts, Cases and Practical Insights, Sage Publications, New Delhi,2009
3. Y. Parthasaradhi, E-Governance and Indian Society, Kanishka Publications, New Delhi, 2009
4. R.P. Sinha, E-Governance in India, Initiatives and Issues in India, Centre for Public Policy, 2006. Anil Kumar Dhiman, E-Governance-Good Governance using ICTS, S.K. Book Agency, New Delhi,2017.
5. Ashok Aggarwal, Governance-Case Studies, University Press India Pvt. Ltd, Hyderabad,2017.
6. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

### **POLSMN03: Understanding Comparative Government and Politics**

<b>Unit-I:</b>	<b>Understanding Comparative Politics</b> a. Nature and scope b. Methods of comparative study	<b>8 lectures</b>
<b>Unit-II</b>	<b>Historical context of modern government</b> a. Capitalism: meaning and development: globalization b. Socialism: meaning, growth and development c. Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization	<b>16 lectures</b>
<b>Unit-III</b>	<b>Themes for comparative analysis (24 lectures)</b> A comparative study of constitutional developments and political economy in the following Countries: Britain and China.	<b>24 Lectures</b>



**SYLLABUS - PHYSICAL EDUCATION (4 Years)**  
**BACHELOR OF PHYSICAL EDUCATION & SPORTS (BPES)**  
**UNIVERSITY OF GOUR BANGA**

**SEMESTER 3/Interdisciplinary/ Multidisciplinary**

<b>Unit</b>		<b>Contents</b>
<b>Course Title: Physical Education and Sports Management</b>		
<b>Course Type: Interdisciplinary/ Multidisciplinary (IDC/MDC) (Code: MDC-3), Credit: 3</b>		
<b>Full Marks- 50 (Theory: 40 &amp; Internal Assessment: 10), Examination Duration - Two Hours</b>		
<b>Objectives:</b>		
<ol style="list-style-type: none"> <li>Students may understand the historical development and the concept of Physical Education and Sports Management</li> <li>Students may learn the Relationship among Physical Education and Sports Management</li> </ol>		
<b>Outcomes:</b>		
<ol style="list-style-type: none"> <li>Students may know the strong background of Physical Education and Sports Management</li> <li>This subject may generate vibration for further development o Physical Education and Sports Management</li> </ol>		
<b>UNIT- 1</b>		<b>Introduction (L. Hours- 10)</b> <ol style="list-style-type: none"> <li>Concept and definition of Sports Management.</li> <li>Important of Sports Management.</li> <li>Purpose of Sports Management.</li> <li>Principles of Sports Management</li> </ol>
<b>UNIT- 2</b>		<b>Tournaments (L. Hours- 10)</b> <ol style="list-style-type: none"> <li>Tournaments: Meaning and definition and types of tournaments (Knock-out, League, Combination, Challenge).Procedure of drawing fixture.</li> <li>Method of organizing Annual Athletic Meet and Play Day.</li> <li>Method of organizing of Intramural and Extramural competition.</li> </ol>
<b>UNIT- 3</b>		<b>Facilities and Equipments (L. Hours- 10)</b> <ol style="list-style-type: none"> <li>Method of calculation of Standard Track &amp; Field events (any one).</li> <li>Care and maintenance of play ground.</li> <li>Care and maintenance of sports equipments.</li> <li>Time Table: Meaning and importance of time table.</li> </ol>
<b>UNIT- 4</b>		<b>Leadership. (L. Hours- 10)</b> <ol style="list-style-type: none"> <li>Meaning and definition of leadership.</li> <li>Qualities of good leader in Physical Education.</li> <li>Principles of leadership activities.</li> <li>Hierarchy of Leadership in School, College and University level.</li> </ol>

**References/Suggested Readings:**

- Broyles, F. J. & Rober, H. D. (1979). Administration of sports, Athletic programme: A Managerial Approach. New York: Prentice hall Inc.
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- Kozman, H.C. Cassidy, R. & Jackson, C. (1960). Methods in Physical Education. London: W.B. Saunders Co.
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- Singh, A. et al. (2010) Essential of Physical Education. Kalyayani Publishers.
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**Question Pattern for Evaluation**

<b>End Semester Examination –Descriptive type</b>			<b>Internal Marks*</b>	<b>Total Marks</b>
<b>Number of question to be answered</b>			<b>*(Attendance + Assignment**)</b>	
02 Marks Question	05 Marks Question	10 Marks Question	<b>**Classroom Test, Project Work, Assignments &amp; Presentations.</b>	
5 out of 7	4 out of 6	1 out of 2	<b>10</b>	<b>50</b>
5*2=10	4*5=20	10*1=10		
<b>Total</b>			<b>40</b>	

# Multidisciplinary Course

## Understanding Gender

### Objectives:

The student shall understand the role of socialization in the construction of gender and shall be able to take informed discussions about how to address gender roles, status and gender justice.

### Course Outcome:

The course introduces gender as a critical lens of enquiry by problematizing commonsensical notions of gender. It also helps the student to juxtapose gender with other forms of stratifications and identities.

### Unit I:

#### Basic Concepts:

- What is gender?
- Masculinity
- Femininity
- Queer
- LGBTQ
- Patriarchy

### Unit II:

#### Gender Construction and Practices:

##### Family and Gender:

- Gender socialization
- Gender Inequality
- Gender Discrimination in Family

##### Work and Gender:

- Paid and Unpaid Work
- Occupational Segregation and Work
- Gender Discrimination and Work
- Gender Stereotyping and Harassment in Workplace

##### Caste and Gender:

- Brahminical Patriarchy; Dalit Patriarchy

### Unit III:

#### Power and Resistance:

Concept of Power and Resistance in India; Women's movements; LGBTQ movements, Vishakha Judgment and current situation; POCSO Act; Domestic Violence Act; Dowry Prohibition Act

### Unit IV:

#### Policies and Programmes in India:

- Gender Mainstreaming

Gender Sensitization  
Gender Budgeting  
Gender Auditing

## Reference:

S. Jackson and S Scott (Ed), 2002: *Gender: A Sociological Reader*, London: Routledge

L. Dube, 1988: 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, 23 (18), WS 11-WS19

P. Uberoi, 1990: 'Feminine Identity and National Ethos in Indian Calendar Art', *Economic and Political Weekly* vol. 25 No. 17 April 28, WS41-WS48

L. Dube, 1996: 'Caste and Women', In M.N. Srinivas edited *Caste: Its 20<sup>th</sup> Century Avatar*, New Delhi: Penguin

S. Rege, 1998: 'Dalit Women Talk Differently: A Critique of Difference and towards a Dalit Feminist Standpoint Position', *Economic and Political Weekly*, Vol.33, No, 44, October 31-November 6, P- 39-48

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K. Bhasin, 2003: *Understanding Gender*, New Delhi: Kali for Women

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U. Chakraborty, 1993: 'Conceptualizing Brahminical Patriarchy in Early India: Gender Caste and State', *Economic and Political Weekly*, April 3