

3. Broad Answer Type (Around 400 Words), 1 out of 2 --- $1 \times 10 = 10$
4. Short Note in Arabic (Around 100 Words) 2 out of 4 --- $2 \times 5 = 10$

SEC- II: Comprehension and Composition-I

Marks- 40

1. Madinah Arabic Reader by Dr. V. Abdur Raheem, vol. VI
2. Abbreviations (Minimum nos. 100) may be provided by the Chairman of UGBOS
3. Paragraph writing:
 - a. Common animals
 - b. Great personalities
 - c. Important books
 - d. Historical places
 - e. Etc.

Probable Question Pattern:

1. Translation of Arabic text into English/Bengali (1 out of 2) --- $1 \times 10 = 10$
2. Translation from English (Based on Item No-I) to Arabic (1 out of 2) --- $1 \times 10 = 10$
3. Full form of Abbreviations (Arabic to English) 5 out of 7 - $5 \times 1 = 5$
4. Full form of Abbreviations (English to Arabic) 5 out of 7 - $5 \times 1 = 5$
5. Paragraph writing in Arabic (around 200 words) 1 out of 3 - $1 \times 10 = 10$

MDC-II Arabic Reading and writing-II

Marks: 40

Unit-I (Marks-10)

Arabic Grammar

1. Al-M'arifah & al-Nakirah, Al-Mausuf & Al-sifah, Al-Idaafah, Al-fi'l & al-faa'il and al-Mubtada & Al-Khabr
2. Types of sentences – Al-Ismiyyah, Al-Fi'liyyah & Al-Shartyyah
3. Al-Damaair and Al-Mafa'eel
4. Huruf al-Jar, Huruf al-Mushabbahatu bil-Fi'l and Al-Af'al an-Naqisah

Unit-II (Marks-15)

Madinah Arabic Reader by Dr. V. Abdur Rahim, Vol. I (Lesson 7-10)

Unit-III (Marks-15)

Qasasun Nabiyyeen by Abul Hasan An-Nadawi, Book-I (Page 06-26)

Probable Question Pattern:

1. Short Answer Type, (Unit- I) 3 out of 5 ----- $3 \times 5 = 15$
2. Translation from Arabic Text into English/Bengali (Unit- II), 2 out of 3 -- $2 \times 5 = 10$
3. Answer in one or two sentences (Unit- III), 5 out of 7 --- $5 \times 1 = 5$
4. Comprehension of text (Unit- III), 5 questions --- $5 \times 2 = 10$

IAPC: Internship/Apprenticeship/Project/Community Outreach

Marks- 25

List of topics etc. may be provided by the HOD, Arabic of concerned College after consultation with the Chairman of UGBOS.

	supply and demand; credit creation; tools of monetary policy Inflation: Inflation and its social costs; hyperinflation, inflationary gap, inflation targeting and the role of monetary policy in controlling inflation.		
III	Government Budget: Classification of expenditure and receipts, meaning, objectives and components of Government Budget, fiscal deficit, revenue deficit and primary deficit.	6	12
IV	Business Cycle: Concept, phases, causes, implications and policy response	6	12
V	Keynesian model of the income distribution: consumption function, Investment function, and I.S. curve, Asset market equilibrium and L.M. curve, Comparative study of Monetary and Fiscal Policies. Short run Classical and Keynesian systems, fiscal and monetary multipliers	8	12
	Semester end exam	40	60
	Internal Assessment	10	
	Total Marks(Semester end exam + Internal)	50	

Suggested Readings:

- Abel, A., Bernanke, B. Macroeconomics, 9th ed. Pearson Education.
- Blanchard, O. Macroeconomics, 7th ed. Pearson Education.
- Dornbusch, R., Fischer, S., Startz, R. Macroeconomics, 12th ed. McGraw-Hill.
- Jones, C. Macroeconomics, 4th ed. W. W. Norton.
- Mankiw, N. Macroeconomics, 9th ed. Worth Publishers.
- Errol D'Souza, Macroeconomics, Pearson Education, 2009.
- Paul R. Krugman, Maurice Obstfeld and Marc Melitz, International Economics, Pearson Education Asia, 9th edition, 2012.

Entrepreneurship Development and Start-up

MDC2.1

Credit: 3

Objective: The objective is to help students to understand the skills required for building enterprise and familiar with the process of developing enterprises.

Learning Outcomes: After successful completion of the course the student will be able to;

- Understand the concept of Entrepreneurship, its applications and scope.
- Know various types of financial institutions that help the business at Central, State and Local Level.
- Applies the knowledge for generating a broad idea for starting an enterprise/start up.

Exam duration: 2 hrs

Marks: 50

Lectures: 45

U	Contents of the Course	M	L
I	Introduction: Meaning, elements, determinants and importance of entrepreneurship and creative behaviour; Entrepreneurship and Micro, Small and Medium Enterprises, Role of family business in India; Conflict in family business and its resolution. The contemporary role models in Indian business: their values, business philosophy and behavioural orientations;	8	10
II	Dimensions of Entrepreneurship: Entrepreneurship, techno-preneurship, cultural entrepreneurship, international entrepreneurship, netpreneurship, ecopreneurship and social entrepreneurship. Types of Business Entities: Big, Micro, Small and Medium Enterprises (MSMEs), concept of business groups and role of business houses and family business in India.	8	10
III	Sources of business ideas and tests of feasibility: Significance of writing the business plan/ project proposal; Contents of business plan/ project proposal; Designing business processes, location, layout, operation, planning & control; preparation of project report	8	10
IV	Mobilizing Resources - Mobilizing resources for business. Accommodation and utilities; Preliminary contracts with the vendors, suppliers, bankers, principal customers;	8	6

V	Emerging Issues in Start-up in India: Basic start-up problems; Arrangement of funds; Traditional sources of financing, Loan syndication, Consortium finance, role played by commercial banks, appraisal of loan applications by financial institutions, Venture capital.	8	9
	Semester end exam	40	45
	Internal Assessment	10	
	Total Marks(Semester end exam + Internal)	50	

Suggested Readings:

- Desai, Vasant, "Dynamics of Entrepreneurial Development and Management", Himalaya Publishing House
- Desai, Vasant, "Management of Small Scale Industry", Generic
- Drucker, Perer, "Innovation and Entrepreneurship", Harper Business; Reprint edition
- Gupta, C.B. & Srinivasan, N.P., "Entrepreneurship Development", S. Chand
- Kenneth, P. Van, "Entrepreneurship and Small Business Management"
- Pareek, Udai & Ven, "Developing Entrepreneurship book on Learning System"
- Khanka, S.S. "Entrepreneurship Development", S. Chand & Company
- Burns, P. (2001). Entrepreneurship and small business. New Jersey: Palgrave.
- Drucker, P. F. (2006). Innovation and entrepreneurship: Practice and principles. USA: Elsevier.
- Gersick, K. E., Davis, J. A., Hampton, M. M., & Lansberg, I. (1997). Generation to generation: Life cycles of the family business. Boston: Harvard Business School Press.
- Hisrich, R., & Peters, M. (2002). Entrepreneurship. New Delhi: Tata McGraw Hill.
- Holt, D. H. (2004). Entrepreneurship new venture creation. New Delhi: Prentice Hall of India.
- Kaplan, J. (2004). Patterns of entrepreneurship. Wiley.
- Khandwalla, P. (2003). Corporate creativity. New Delhi: Tata Mc.Graw Hill.
- Mullins, J. (2004). New business road test. New Delhi: Prentice Hall.
- Nicholls, A. (Ed.). (2006). Social entrepreneurship new models of sustainable social change. Oxford University Press.
- Prahalad, C. K. (2006). Fortune at the bottom of the pyramid, eradicating poverty through profits. Wharton school Publishing.
- Scarborough & Zimmerer, Effective Small Business Management
- Stevenson, H. (Ed.). (2007). Perspective on entrepreneurship. Boston: Harvard Business Press.

Accounting using Tally ERP (Practical)

2COMMJ-SEC-02

Credit: 03

Course Objectives: The objective is to help the students to develop practical skills of computerised accounting through generating preliminary ability to run tally software in the practical field of business operation.

Learning Outcomes: The course will help students (i) To understand the concept of tally, its merits and demerits. (ii) To create the ability to record financial transactions through computerised mode. (iii) To analyse accounting information in an easy manner. (iv) To create a base for advanced study in computerised accounting systems.

Exam Duration: 2 hrs.

Marks: 50

Lectures: 45

U	Contents of the Course	M	L
I	Introduction & Basic concept: Concept of tally, Features, Usage, Advantages and Disadvantages, Version Histories, Comparison between various versions, Component of latest version of tally. Components of "Gateway of tally"	10	10
II	Accounts and inventory: Company: Company creation, Company alteration, Select and Shut Company Ledger: Ledger Creation (Single and Multiple), Ledger alteration, Displaying various ledger Inventory: Creation of Stock group, Stock items, Units of Measure, Displaying inventory	15	15
III	Invoicing, Voucher entry and Financial Reports: Invoice creation (Item invoice, Accounting invoice) Concept of voucher, Different types of vouchers Creation of various types of vouchers: Receipts, Payments, Contra,	15	20

MDC-2: (Gender Economics)

Unit 1: Role of Gender in Family

Patriarchy and underlying socio-cultural constraints for women, Household as Economic Unit: Gender division of Labour within Household, Allocation of resources between gender, Marriage and kinship, Care economics, Inheritance and property right of women.

Unit 2: Gender and Well Being

Combating gender in equality: SDGs, Women conferences, legislations etc., Indices of women empowerment (GEM, WEAI, GDI).

Unit 3: Women and Labour Market

Occupational Segregation & Wage Disparity in the labour market; Exploitation of women workers in various sectors: Formal and informal sector women workers, Factors affecting work force participation of women.

Unit 4: Economics of Gender and Development

Economics of education and gender inequality, Economics of health: Nutrition, RCH etc., Vulnerability of women: Violence against women, crimes against women.

Suggested Readings:

1. Boserup, Ester. (1970) Women's role in economic development, New York: St Martin's Press • Irene Tinker. (1990), Persistent Inequalities: Women and world development, New York: Oxford University Press
2. Kabeer Naila, (1995) Reversed realities: Gender hierarchies in development thought, New Delhi: Kali for women
3. Jackobsen J.P. (2007). The Economics of Gender, Blackwell Publishing
4. Shahra Razavi (ed.) (2009.) "The gendered impacts of liberalization: Towards embedded liberalism?" New York: Routledge (for UNRISD).
5. Maria Mies. (1986), Indian women in subsistence and agricultural labour, New Delhi: Vistaar.
6. Mark McGillivray (Ed) (2007), Human Well-being: Concept and Measurement, Palgrave Macmillan: Basingstoke.
7. Robin Jeffrey,(2003), Politics, Women and Wellbeing: How Kerala became a 'Model', New Delhi: OUP.

8. Swapna Mukhopadhyay (2007) (ed.) *The Enigma of the Kerala Woman: The Failed Promise of Literacy*, New Delhi; Social Science Press.
9. Tessa Pollard and Susan Brin Hyatt, (1999) *Sex, Gender and Health* Cambridge: Cambridge University Press.
10. Karen Oppenheim Mason and An-Margritt Jensen, (1995) *Gender and Family Change in Industrialised Countries* Oxford: Oxford University Press.
11. Lesley Doyal. (2002) "Gender Equity in Health: Debates and Dilemmas", in *Gender Health and Healing: The Private-Public Divide*. Ed. Bendelow et al (London: Routledge) 91
12. Female Genital Cutting: Clitoridectomy, Female Circumcision, Female Genital Mutilation or Rite of Passage, in *Forsaken Females: The Global Brutalisation of Women*, Andrea Parrot and Nina Cummings, Oxford: Rowan and Littlefield, 2006.

Syllabus

Proposed MDC

Alternative Routes of Knowledge: a Guide to Self-Education

Course Objectives:

By the end of this course, learners will be able to:

- *Understand the importance of self-education in personal growth and lifelong learning.*
- *Apply effective strategies for self-directed learning and goal setting.*
- *Develop critical thinking and problem-solving skills to enhance learning outcomes.*
- *Foster self-awareness and self-reflection for continuous personal development.*
- *Utilize technology and online resources for self-education purposes.*
- *Enhance time management and organizational skills to optimize learning efficiency.*
- *Foster resilience, adaptability, and a growth mindset for effective learning and development.*
- *Establish effective learning networks and communities for collaborative learning.*
- *Apply effective study techniques, note-taking methods, and information retention strategies.*
- *Evaluate personal learning progress and adjust strategies for continuous improvement.*

Module:1 Introduction to Self-Education

- Importance of self-education for personal growth and lifelong learning
- Self-directed learning vs. traditional learning approaches
- Setting SMART goals for self-education
- Creating action plans to achieve learning goals

Module:2 Self-Awareness, Critical Thinking, and Problem-Solving

- Understanding self-awareness and its role in personal development
- Cultivating a growth mindset for continuous learning
- Introduction to critical thinking skills and their application in learning
- Problem-solving techniques for effective learning and development
- Analyzing and evaluating information critically

Module:3 Resilience and Adaptability

- Building resilience in the face of challenges and setbacks
- Adapting to different learning environments and situations
- Overcoming obstacles and maintaining motivation

Module:4 Time Management, Organization, and Learning Networks

- Techniques for effective time management in self-education
- Prioritization and scheduling strategies for optimal learning
- Building and participating in learning networks

Module:5 Utilizing Technology, and Online Resources

- Exploring online learning platforms, resources, and communities
- Effective use of technology tools for self-education
- Digital literacy and information evaluation skills

Module:6 Study Techniques, and Information Retention

- Effective study techniques and note-taking methods
- Memory improvement strategies for information retention
- Enhancing concentration and focus during learning activities

Reference Books

- Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Ballantine Books.
- Paul, R., & Elder, L. (2019). *Critical Thinking: The Nature of Critical and Creative Thought*. Pearson.
- Brown, B. (2015). *The Gifts of Imperfection: Let Go of Who You Think You're Supposed to Be and Embrace Who You Are*. Hazelden Publishing.
- Siemens, G., & Tittenberger, P. (Eds.). (2009). *Handbook of Emerging Technologies for Learning*. University of Manitoba Press.
- Covey, S. R. (2004). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Free Press.
- Duckworth, A. (2016). *Grit: The Power of Passion and Perseverance*. Scribner.
- Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating Communities of Practice: A Guide to Managing Knowledge*. Harvard Business Press.
- McDaniel, M. A., Howard, D. C., & Einstein, G. O. (2009). *Memory Fitness: A Guide for Successful Aging*. Yale University Press.

SEMESTER-II

MDC/IDC2: Contemporary Environmental Issues (Theory) [For all students]

Total Credit	03 Credits
Credit Hours	03 hours per week (Lectures/ Tutorials)
Total Marks	50 Marks
Course Objectives	
<ul style="list-style-type: none">• To introduce students towards contemporary environmental issues at local, national, and global levels.• To raise awareness about climate change and its associated issues as well as to highlight the importance of biodiversity and various threats it faces.• To gain insight into various natural hazards and disasters and to pertain knowledge and information about environmental pollution issues.	
Course Outcomes	
<ul style="list-style-type: none">• Learners will be able to recognize the interdisciplinary nature of environmental issues and foster an integrated approach towards addressing environmental challenges.• Learners will acquire knowledge about climate change, its impact on global and local levels and will be able to identify and analyse natural hazards and disasters- regionally and globally.• Learners will be competent enough in understanding biodiversity conservation, threats, and management strategies.• Learners will gain the critical thinking and analytical abilities to evaluate environmental issues and propose informed solutions and policies.	
• Semester End Examination	40 Marks Mode: Written Examination Exam duration: 2 Hours Question Pattern: Students shall answer Two questions carrying 10 marks out of Four given questions; Four questions carrying 5 marks each out of given Eight questions. Questions carrying 10 marks will have at least three parts and questions carrying 5 marks will have at least two parts.
• Internal Assessment	10 Marks Mode: Preparation of assignment.

Contemporary Environmental Issues

1. Introduction to contemporary environmental issues: Defining environmental issues, historical context, and evolution of environmental concerns.
2. Climate change and associated issues: Global warming, sea-level rise, glacial retreat, cloudburst and flash flood, heat, and cold waves.
3. Natural hazards and disasters: Flood and droughts, tropical cyclone (Sundarbans- India); Riverbank erosion (Lower Ganga); Soil erosion (Rarh Bengal); Landslide (Darjeeling Himalaya).
4. Biodiversity and conservation issues: Threats to biodiversity (habitat loss, poaching of wildlife, man-wildlife conflicts with special reference to West Bengal): Wetland biodiversity (importance, threats, and management with special reference to West Bengal).
5. Pollution issues: Air pollution (industrial regions and mega cities of India), water pollution (River Ganga), groundwater (arsenic and fluoride contamination in West Bengal), urban solid waste (Indian mega cities).

Suggested Readings:

1. Carson, R. (2002): Silent Spring. Houghton Mifflin Harcourt.
2. Cunningham, W.P., Cooper, T.H., Gorhani, E & Hepworth, M.T. (2001): Environmental Encyclopaedia, Jaico Publ. House, Mumbai, 1196p
3. Cunningham, W.P., Cunningham, M.A. (2004): Principles of Environmental Science: Inquiry and Applications, Tata McGraw Hill.

4. Erach B. (2002): The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India.
5. Gleeson, B. and Low, N. (ed.) (1999): Global Ethics and Environment, London, Routledge.
6. Goudie, A. (2001): The Human Impact on the Natural Environment: Past, Present, and Future, 7th ed, Wiley-Blackwell.
7. Groom, M J., Meffe G.K., and Carroll C.R. (2006): Principles of Conservation Biology. Sunderland: Sinauer Associates.
8. McCully, P. (1996): Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.
9. McNeill, John R. (2000): Something New Under the Sun: An Environmental History of the Twentieth Century.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. (2011): Environmental and Pollution Science. Academic Press.
11. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. (2012): Environment. 8th edition. John Wiley & Sons.
12. Sengupta, R. (2003): Ecology and economics: An approach to sustainable development. OUP.
13. Singh, J.S., Singh, S.P. and Gupta, S.R. (2014): Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
14. Thapar, V. (1998): Land of the Tiger: A Natural History of the Indian Subcontinent.
15. Warren, C. E. (1971): Biology and Water Pollution Control. WB Saunders.
16. Wilson, E. O. (2006): The Creation: An appeal to save life on earth. New York: Norton.
17. Holdgate, M. W. (1987): Our Common Future: The Report of the World Commission on Environment and Development. Oxford University Press, Oxford & New York.
18. Ministry of Environment, Forest, and Climate Change: www.envfor.nic.in
19. United Nations Environment Programme: www.unenvironment.org
20. United Nations Environment Programme- The Global Environment Outlook <https://www.unep.org/geo/>

MDC-2 History of Medieval Bengal (1206 A.D. – 1757 A.D.)

Unit 1 PRIMARY SOURCES AND HISTORIOGRAPHY

- I. Archaeological,
- II. Literature and Literary source,
- III. Foreign Travellers' Accounts
- IV. Different approaches

Unit 2 THEORY OF KINGSHIP AND REGIONAL STATE BUILDING PROCESS

- i. Discovering archaeological sites and features: ground reconnaissance, aerial reconnaissance, Aims and methods of exploration
- ii. Excavation: purposes and methods; non-destructive methods.
- iii. Recording the context of excavated remains, preparation of sections and plans; three-dimensional recording.

Unit 3 POLITICAL ISLAM IN BENGAL

- I. Period of Virtual Independence and Dubious Vassalage,
- II. Independent Kingdoms, Afghans,
- III. Rise of Mughals, Mughal Culture and Its Diffusion,
- IV. Articulation of Political Authority,
- V. Sufis in the Delta.
- VI. The Nawabs of Bengal.

Unit 4 CONVERSION AND ISLAMIZATION IN BENGAL,

- a. Accommodation and Assimilation,
- b. Problematizing the study of the 'Hindu-Muslim encounter',
- c. Religion and Eclecticism.

Suggested Readings for

History of Medieval Bengal (1206 A.D. – 1757 A.D.)

1. Jadunath Sarkar (ed), The History of Bengal, Vol. II
2. R. C. Mazumdar (ed), The Delhi Sultanate
3. Wolsely Haig (ed), The Cambridge History of India, Vol. III.
4. Habib and Nazimi (ed), A Comprehensive History of India, Vol. V. pts.
5. A.B.M. Habibullah, the Foundations of Muslim Rule in India
6. Sukhomay Bandyopadhyay, Banglar Ltihaser Dusho Bachhar
7. Abdul Karim, Muslim Inscriptions of Bengal
8. Richard M. Eaton (31 July 1996). The Rise of Islam and the Bengal Frontier, 1204–1760. University of California Press
9. J.N. Sarkar, Islam in Bengal
10. Asgar Ali Engineer, Sufism and Communal harmony

11. Sushil Kumar Dey, Vaisnavism in Bengal
12. Ramakanta Chakrobarty, Growth of Vaisnavism in Bengal
13. M.R. Tarafdar, Trade, Technology and Society in Medieval India
14. Irfan Habib, Agrarian System of Mughal India (Second revised edition)
15. O.P. Singh, Town, Market, Mint and Port in the Mughal Empire
16. H.K. Naqvi, Urbanization and Urban Centres under the Great Mughals
17. N.K. Bhattasali, Coins and Chronology of the Early Independent Sultans of Bengal
18. J.F. Richards, the Imperial Monetary System of Mughal India
19. A. Karim, Social History of the Muslims in Bengal
20. J.N. Dasgupta, Bengal in the sixteenth century
21. Ahmed Sharif, Madhyajuger Sahitey Samaj O Sanskritir Rup
22. Sjukumar Sen, History of Bengali Literature
23. A. Roy and R. Chatterjee (ed), madhyajuger Bangla Samaj O Sanskriti.
24. A.H. Dani, Muslim Architecture in Bengal
25. Abid Ali, Meoirs of Gaur and Pandua
26. Bangladesh Asiatic Society, Gawar Lakhnawati
27. Abid Ali Khan, M. History and Archeology of Bengal, or Memoirs of Gaur and Pandua, Edited and revised by H. E. Stapleton. Calcutta: Bengal Secretariat, 1931. Re-print. New Delhi: Asian Publication Services, 1980
28. Ali, Muhammad Mohar, History of the Muslims in Bengal, Vol. 1A-B. Riyadh: Imam Muhammad Ibn SA'ud Islamic University, 1985
29. Ray, Niharranjan. "Medieval Bengali Culture" , Visva-Bharati Quarterly 11, no. 2 (August-October 1945)
30. Sarkar, Jagadish Narayan, Hindu-Muslim Relations in Bengal (Medieval Period). Delhi: Idarah-i Adabiyat-i Delli, 1985
31. Datt, Kalikinkal, Studies in the History of the Bengal Subah, 1740-70. Vol. 1, Society and Economy. Calcutta: University of Calcutta, 1936
32. Askari, S. H., "The Mughal-Magh Relations Down to the Time of Islam Khan Mashhadi", In Indian History Congress, Proceedings, 22d session (Gauhati, 1959), 201-13. Bombay: Indian History Congress, 1960.
33. Md. Akhtaruzzaman, Society and Urbanization in Medieval Bengal, Asiatic Society of Bangladesh, Dacca, 2019
34. <https://banglapedia.org>
35. বন্দ্যোপাধ্যায় রাখালদাস, বাঙ্গালার ইতিহাস, অখণ্ড সংস্করণ, দেশপাবলিকেশন, কলকাতা
36. চট্টোপাধ্যায় ভাস্কর, গৌড়বঙ্গের ইতিহাস ও সংস্কৃতি দ্বিতীয় ভাগ, গ্রন্থমিত্র, কলকাতা, ২০০৫
37. মজুমদার রমেশচন্দ্র, বাংলাদেশের ইতিহাস, ২য় খণ্ড (মধ্যযুগ), কলকাতা ১৯৭৪
38. বন্দ্যোপাধ্যায় অনিলচন্দ্র, মধ্যযুগে বাংলা ও বাঙালি, কে পি বাগচী এন্ড কোম্পানি, কলকাতা, ১৯৯৯
39. রায় অনিরুদ্ধ ও চট্টোপাধ্যায় রত্নাবলী, মধ্যযুগে বাংলার সমাজ সংস্কৃতি, কে পি বাগচী এন্ড কোং, কলকাতা, ১৯৯২।

40. রায়অনিরুদ্ধ, মধ্যযুগের বাংলা ১২০০-১৭৬৫, প্রোগ্রেসিভ পাবলিশার্স, কলকাতা ২০১২
41. মুখোপাধ্যায় সুখময়, বাংলা ইতিহাসের দুশো বছর: স্বাধীন সুলতানদের আমল (১৩৩৮-১৫৩৮), কলকাতা ভারতী বুক স্টল ১৯৯৬।
42. রায়নীহাররঞ্জন, বাঙালির ইতিহাস, কলকাতা, ১৪২৪
43. রহিম মুহাম্মদ আব্দুর, বাংলার সামাজিক ও সাংস্কৃতিক ইতিহাস ১২০৩-১৫৭৬, বাংলা একাডেমি, ঢাকা, ২০০৮
44. মুরশিদগোলাম, হাজার বছরের বাঙালি সংস্কৃতি, অবসর, ঢাকা, ২০১৪
45. সলিম গোলাম হোসায়ন, বাংলার ইতিহাস, অবসর, ঢাকা, ২০০৮
46. করিম আব্দুল, বাংলার ইতিহাস, মুসলিম বিজয় থেকে সিপাহী বিপ্লব পর্যন্ত (১২০০-১৮৫৭ খ্রিস্টাব্দ), বড়াল প্রকাশনী, ঢাকা, বাংলাদেশ, ১৯৯৯।

Semester III

MC-5 History of India: 1200 AD to 1526 AD (Socio-Cultural and Economic history)

UNIT I

a. Society and economy in north India

- i. Environmental context; agricultural production; technology.
- ii. Rural society: revenue system.
- iii. Urbanization, technology and agricultural production.
- iv. Monetization, market regulations; and trade.

b. Religion and Culture:

- i. Sufism: doctrines Silsilas; and practices.
- ii. Bhakti movements: Nathpanthis; Kabir; Nanak; and the Saint tradition.
- iii. Sultanate architecture and coinage
- iv. Literature: Persian and indigenous.
- v. Consolidation of regional identities : regional art, architecture and literature

Unit II

- i. Historiographical issues: sources: regional chronicles; bardic narratives; Sufi and Bhakti texts; and travelogues.
- ii. Societies and Political Formations: A Regional Perspective:-
 - a) Bengal: Bengal under the Delhi Sultans -- emergence as an independent Kingdom - the rule of the Illus Sahi dynasty and the Hussain Sahi dynasty with special reference to society, economic and culture of the region.
 - b) Vijayanagar & Bahamani.
 - c) Warfare and Society.
 - d). Society and Economy; a regional Perspective:-
 - i. Vijayanagar.
 - ii. Vaisnavism in Bengal and its impact on the Bengal society- the nature of the Hindu- Muslim understanding during the Sultanate period- an assessment.
 - iii. Trade and urbanization with special reference to South India.
 - iv. Indian Ocean Trade.
 - d. Religion, Culture and Regional Identities:-
 - i. Religious Cults. Vaishnavite movements in eastern India Regional art and architectural forms; regional literature. (Eastern India).

47. -che;luZ -j;cL, l;øÊ p;S l;SeŁca p;ÇfĚcaL i;he; (LmL;aj : HLŸ-n fĚL;ne, 2018)
48. L;ĉne;b Lu;jm J afeLŸj;l h-Ÿac;f;dĚ;u, fĚp%o l;S°eĉaL ašĀ, (LmL;aj : fĚNĉanf;m fĚL;nL, 2015)
49. ĉqj;Qm Qe²haŃĚ, l;øÊĉh”je (fĚbj Mä), (LmL;aj : -c hĉL Len;eŃ,2015)
50. L«aĚĉfĚu -O;o, l;øÊašĀ, (LmL;aj : fĉÖQjh%o l;SĚ fĉÜ¹L foŃv, 2006)
51. AjaŃĚ -pe, Eæue J ūr;aj, (LmL;aj : Be³ac f;hĉmn;ipŃ, 2016)
52. AjaŃĚ -pe, eĚĉa J eĚ;kĚa; (LmL;aj : Be³ac f;hĉmn;ipŃ, 2016)
53. Se lmpÚ, eĚ;kĚa; pÇfĉLŃa ašĀ, (LmL;aj : Hhw jĉ-nu;lj, 2012)
54. j;lŃph;c- pĉĉSa -pez
55. BC-Xĉ³VĉV J ĉhnĀ;ue - ĉhfĖh;j;SĚ z(ĉcu; f;hĉm-Lne)z
56. C-L;-gĉjĉeS, e;lĚh;c J a«aĚĚu cĉĉeu;lĚĚ;ĉ;¹L e;lĚ - ĉhfĖh;j;SĚ(-L;imL;aj B”mĚ f;ĉhĖn;ipŃ)z
57. Ešl - BdĉĉeLa; pñ;he; J iĉhoĚv - ĉhfĖh;j;SĚ (-L;imL;aj A”mĚ f;ĉhĖn;ipŃ)z
58. p;ÇfĚĉ;ĉuLa; J djŃĉel-fra; :l;SeŁcaL ĉXp-L;ipŃ - Cu;ĉpe M;e
59. j;eh;dĚL;l;:e;e; ĉcL - Cu;ĉpe M;e (pÇf;ĉca) z

POLSMDC02: **Understanding Gandhi and Ambedkar**

Unit-I	Philosophy of Gandhi: Satyagraha and Ahimsa; Trusteeship; views on Caste	12 Lectures
Unit-II	Gandhi on Modern Civilization and Ethics of Development: Critique of Modern Civilization; Views on Alternative Modernity- Swaraj, Swadeshi; Vision of State	12 Lectures
Unit-III	Philosophy of Ambedkar: Caste and Religion- Views on Caste and Untouchability; Critique of Hindu Social Order; Religion and Conversion, Rights and Representations- Constitution as an Instrument of Social Transformation	12 Lectures
Unit-IV	Gandhi and Ambedkar Debates on: Untouchability and Caste question, Separate Electorate; Modernity	12 Lectures

Reading Lists:

1. Anthony J Pare led., Hind Swaraj and Other Writings, Cambridge: Cambridge University Press, 1997.
2. Bidyut Chakrabatty ed., Nonviolence: Challenges and Prospects, New Delhi: Oxford University Press, 2014.
3. Bidyut Chakrabatty, Confidence of Thought: Mahatma Gandhi and Martin Luther King Jr. Oxford University Press, New York. 2013
4. Bidyut Chakrabatty, Social and Political Thought of Mahatma Gandhi, Routledge, New York, 2006
5. BR Nanda, In Search of Gandhi: Essays and Reflections, New Delhi: Oxford University Press, 2022
6. Claude Markovits, The UnGandhian Gandhi: the Life and Afterlife of the Mahatma, London: Anthem Press, 2002
7. David Hardiman, Gandhi in His Time and Ours, New Delhi: Permanent Black, 2003.
8. EMS Namboodiripad, The Mahatma and the Ism, New Delhi: PPH, 1959.
9. Erik H Erikson, Gandhi's Truth: on the Origins of Militant Nonviolence, New York: WW Norton & CO, 1969.
10. Hiren Mukherjee, Gandhiji: a study, New Delhi: PPH, 1991 (4th edition).
11. Joan V Bondurant, Conquest of Violence: The Gandhian Philosophy of Conflict, Berkeley: University of California Press, 1971.
12. Lloyd I Rudolph and Susanne Hoeber Rudolph, Post-modern Gandhi and Other Essays: Gandhi in the World and at Home, Oxford University Press, New Delhi, 2006.
13. Martin B Steger, Gandhi's Dilemma: Nonviolent Principles and Nonviolent Power, New York: St. Martin Press, 2000.
14. MK Gandhi, An Autobiography or the Story of My Experiments with Truth, Ahmedabad: Navajivan, 1948.
15. MK Gandhi, Satyagraha in South Africa, Ahmedabad: Navajivan, 1972.
16. B.K. Ambedkar, Dr. Ambedkar and the Hindu Code Bill, Babasaheb Ambedkar writing and Speeches. Vol.14, Part I, II, Maharashtra: Education Department Government of Maharashtra, 1995.
17. B.R. Ambedkar, Who Were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society? Vol. 7 The Untouchable: Who were They and Why they Became Untouchables? Babasaheb Ambedkar Writing and Speeches, Education Department Government of Maharashtra, Vol.1, 1990.
18. B.R. Ambedkar, Buddha and His Dhamma, Babasaheb Ambedkar Writing and Speeches, Vol.11. Maharashtra: Education Department Government of Maharashtra, 2010.
19. B.R. Ambedkar, Castes in India: Their Mechanism, Genesis and Development. New Delhi: Critical Quest, 2013.
20. Brajranjan Mani, De-brahmanising History: Dominance and Resistance in Indian Society, Delhi: Manohar, 2011.
21. G Aloysius, Nationalism without a Nation in India. Delhi: Oxford University Press, 2014.
22. Gail Omvedt, Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order,

Delhi: Navyana Publication 2013

23. Gail Omvedt, Seeking Begampura, Delhi: Navyana Publication, Delhi, 2011.

24. Gail Omvedt, Understanding Caste: From Buddha to Ambedkar and Beyond, Delhi: Orient Black Swan, 2011.

25. M.S. Gore, The Social Context of an Ideology: Ambedkar's Political and Social Thought, Delhi: Sage Publication, 1993.

26. Pandita Ramabai, The High Caste Hindu women, New Delhi: Critical Quest, 2013.

27. Ronki Ram, Dr. Ambedkar, Neo Liberal Market-Economy and Social Democracy in India, Human Rights Global Focus,5 (384), pp, 12-38, available at roundtableindia.co.in (Part-I,II) 2010.

POLSMN02: Understanding Political Theory

Unit-I:	Introducing Political Theory 1. What is Politics: Theorizing the 'Political' 2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative 3. Approaches to Political Theory: Normative, Historical and Empirical 4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern 5. Concept of State Sovereignty: Monistic and Pluralistic Theories – Critiques of Theory of sovereignty: Globalization and crisis of Sovereignty. 6. Political Obligation – Right of Resistance (Locke, Laski, Green and Barker's views)	40 Lectures
Unit-II:	Political Theory and Practice-The Grammar of Democracy 1. Democracy: The history of an idea 2. Procedural Democracy and its critique 3. Deliberative Democracy 4. Participatory and Representative Democracy	30

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

SEMISTER 2/Interdisciplinary/ Multidisciplinary

Course Title: Yoga Education	
Course Type: Interdisciplinary/ Multidisciplinary (IDC/MDC) (Code: MdC-2), Credit: 3	
Full Marks- 50 (Theory: 40 & Internal Assessment: 10), Examination Duration - Two Hours	
Objectives:	
<ol style="list-style-type: none"> 1. Students may understand the historical development and the concept of Yoga Education 2. Students may learn the Biological, Psychological and Sociological foundation of this subject 	
Outcomes:	
<ol style="list-style-type: none"> 1. Students may know the strong background of Yoga Education, Exercise and Sports. 2. This subject may generate vibration for further development of Yoga Education, Exercise and Sports. 	
Unit	Contents
UNIT- 1	Introduction to Yoga and Yogic Practices (L. Hours- 10)
	<ol style="list-style-type: none"> 1. Concept and Principles of Yoga&Definition, Aim, Objectives, and Classification of Yoga, Importance of Yoga 2. Classical Approach to Yoga Practices: Kriyas, Yama, Niyama, Asana, and Pranayama 3. Bandha, Mudra & Dhyana as per Yogic Texts and Research-Based Principles of Yoga 4. General guidelines for performing yoga practices
UNIT- 2	Ancient systems of Indian Philosophy and Yoga System (L. Hours- 10)
	<ol style="list-style-type: none"> 1. Ancient Systems of Indian Philosophy - Shad-Darshanas 2. Jainism, Buddhism, Ajnana, Ajivika, Charvaka and Lokayata 3. Yoga and Sankhya philosophy and their relationship
UNIT- 3	Historical Aspect of Yoga(L. Hours- 10)
	<ol style="list-style-type: none"> 1. Historical Aspect of the Yoga Philosophy. 2. Ancient Period/Indus Valley Civilization, Vedic Period, Pre-classical Era, Classical Era, Post-classical Period, Modern Period 3. Yoga as reflected in Bhagwat Gita
UNIT- 4	Introduction to Yogic (L. Hours- 10)
	<ol style="list-style-type: none"> 1. Significance of Yogic Texts in the Context of Schools of Yoga 2. Patanjali Yoga Shastra: Ashtanga Yoga and Kriya Yoga in Sadhana Pada 3. Hatha Yogic Texts: Hatha Yoga Pradipika, Gheranda Samhita, Shiva Samhita 4. Complementarities Between Patanjali Yoga and Hatha Yoga, Meditational Process in Patanjali Yoga Sutras.
Yoga and Health (L. Hours- 10)	
<ol style="list-style-type: none"> 1. Need of yoga for positive health for the modern man 2. Concept of health and disease: medical and yogic perspectives, Concept of disease 3. Concept of Panch Kosh for an integrated and positive health 4. Utilitarian value of yoga in modern age 	
References:	
<ol style="list-style-type: none"> 1. Brown, F. Y.(2000). How to use yoga. Delhi:Sports Publication. 2. Gharote, M. L. &Ganguly, H. (1988). Teaching methods for yogic practices.Lonawala: Kaixydamhoe. 3. Rajjan, S. M. (1985). Yoga strentheningofrelexation for sports man. New Delhi:Allied Publishers. 4. Shankar,G.(1998). Holistic approach of yoga. New Delhi:Aditya Publishers. 5. Shekar,K. C. (2003). Yoga for health. Delhi: KhelSahitya Kendra. 	

Question Pattern for Evaluation

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

MDC-2.10: Introduction to Indian Philosophy

Course Code	Course Title and Course Topic	L-T-P	Credits	Instructions to be Provided	Marks
SAN MDC - 02	Introduction to Indian Philosophy (Objectives: To Develop a General concept on Indian Philosophy) [For the students other than Sanskrit Major]	3	3		40+10=50 (Th. + IA)
	<u>Unit-I</u> <i>ĀstikaDarśana</i> A) Nyāya B) Vaiśeṣika C) Sāṃkhya D) Yoga E) Mimāṃsā F) Vedānta			Total 30 hrs.	20+5=25 (Th. + IA)
	<u>Unit-II</u> <i>NāstikaDarśana</i> A) Cārvāka B) Bauddha C) Jaina			Total 15 hrs.	20+5=25 (Th.+ IA)