

### **6.2.1 Strategy Development and Deployment**

Sl. No.	Item
1	POs and Cos
2	Cover page of second ISBN volume of the Institution
3	Formation of non-statutory committees in accordance with GB resolution
4	Documents related to Institutional feedback
5	Front page of Institutional Audit
6	Front page of Green Audit
7	Policy decision related to implementation of e-governance



## **Course Outcome**

### **Introduction:**

It is understandable that while the Programme Outcomes ( PO) attempt to assess the learning outcomes of a student at the end of a full length degree programme offered by the affiliating University, the Course Outcomes ( CO ) are discipline specific and need to be assessed in connection with the contents of every course offered under a specific discipline. In this matter, we adhere to the Course Outcome provided by the affiliating University along with the revised syllabi under CBCS. However, the implications of such Cos are thoroughly discussed in the Teachers' Council for general understanding, and then Sample Cos are uploaded on the College website on the recommendations of the IQAC.

### **Objectives:**

1. To identify the learning goals prescribed for each course
2. To get the faculty and students focused as regards a practical attainment of such goals
3. To assess what sort of teaching technique and support aids are to be used for achieving the target outcome
4. To assess the learning capacity of the students and to arrange for supplementary learning aids accordingly

### **Methodology:**

The methodology followed regarding preparation of CO may be itemized as follows:

1. Obtaining the CO from the University
- ↓
2. Understanding the CO in Teachers' Council
- ↓
3. Forwarding the CO to the IQAC
- ↓
4. Resolution of IQAC for uploading CO on College website
- ↓
5. CO uploaded on College website for general access



# KHANDRA COLLEGE

Govt. Aided UG College  
Affiliated to Kazi Nazrul University  
NAAC Accredited 2nd Cycle  
Recognised by UGC under 2(f) & 12(B)

## Programme Outcome

### • Introduction:

The College, having experience of running UG Courses of study in the CBCS pattern under the Kazi Nazrul University for more than six (06) academic sessions, understands the need of defining the Programme Outcomes ( PO) for all the academic disciplines. While the University has already provided the Course Outcomes ( CO) along with the revised syllabi, the Teachers' Council of the College has initiated continuous discussions to frame the PO, keeping in mind the changing academic scenario and the wider use of technology in teaching- learning as proposed under NEP 2020. Such discussions ultimately proved productive for the Institution and the POs having been identifies, and having been endorsed by the IQAC, have been made available on the College Website ( [www.khandracollege.ac.in](http://www.khandracollege.ac.in)) for general access.

### • Objectives:

1. To identify the outcomes of the choice-based curriculum
2. To assess the productivity of teaching-learning in connection with job prospects
3. To identify the scope of multidisciplinary learning
4. To assess the scope of further research from within the prescribed curricula
5. To assess the impact of inducing technology in the existing pattern of teaching- learning in higher education

### • Methodology:

The methodology followed in the preparation of POs may be itemized as follows:

1. IQAC Resolution regarding preparation of PO  
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2. Meetings of the Teachers' Council regarding understanding and identification of PO  
↓
3. Preparation of draft PO by the Teachers' Council  
↓





4. Review of draft PO by the Teachers' Council



5. Finalization of PO in Teachers' Council meeting.



6. Recommendation of the Teachers' Council being forwarded to the IQAC



7. Approval of PO by the IQAC



8. Approved PO uploaded on Institutional website

### **Approved PO for B.A Programmes of Study**

PO1: Our graduates will understand the basic concepts, fundamental principles, and the theories related to various socio-economic phenomena and their relevance in the day-to-day life.

PO2: They will acquire the skill to design and conduct observation, organize, analyze, and interpret data.

PO3: They will realize how developments in any social science subject help in the development of other branches of the social science subjects and vice-versa and how interdisciplinary approach helps in providing better solutions and new ideas for sustainable development.

PO4: Our graduates will have the interpersonal and communication skills to function as team players on multidisciplinary areas.

PO5: Our graduates will acquire the knowledge related to social health and safety, sustainability and environmental dimensions.

PO6: Our graduates will be able to effectively communicate technical information in speech, presentation and in writing.

PO7: Our graduates will gain confidence for self-learning and ability for life-long learning.

PO8: Our graduates will be able to participate and succeed in competitive examinations, different institute or university entrance examinations for higher studies.

### **Approved PO for B.Com Programmes of Study**



PO1: Our graduates will be able to prepare the accounts of any firm as they will have acquired the knowledge about the different branches of accounting and their application.

PO2: They will realize the importance of the development of the subject and will contribute towards it. They will also know that interdisciplinary approach will help provide better solutions and new ideas for sustainable development.

PO3: Our graduates will possess good interpersonal and communication skills and will be able to play a key role as team players on multidisciplinary areas.

PO4: They will acquire managerial abilities and also gain knowledge about working as financial managers.

PO5: Our graduates will be able to guide a firm regarding taking wealth management and investment decisions as they will acquire basic knowledge of financial markets.

PO6: They will develop confidence for self learning and ability for life-long learning.

PO7: Our graduates will be capable enough to crack different institute and university examinations for higher education and participate and succeed in competitive examinations for jobs.

PO8: The students will be able to check unethical behaviour, falsification and manipulation of information in order to avoid debacles which can be seen rising persistently over the period of time.

PO9: They shall be able to gain insight into the need to balance the aspects of collaboration and competition for healthier delivery to society whose hallmark currently is fierce competition

PO10: They will be able to develop analytical reasoning through their active participation and involvement in teaching-learning process as envisioned in the student centric approach.

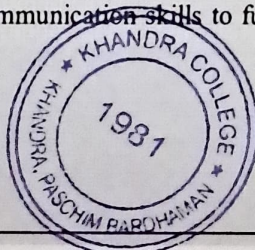
## **Approved PO for B.Sc Programmes of Study**

PO1: Our graduates will understand the basic concepts, fundamental principles, and the scientific theories related to various scientific phenomena and their relevance in the day-to-day life.

PO2: They will acquire the skill to design and conduct experiments, organize, analyze, and interpret data.

PO3: They will realize how developments in any science subject help in the development of other science subjects and vice-versa and how interdisciplinary approach helps in providing better solutions and new ideas for sustainable development.

PO4: Our graduates will have the interpersonal and communication skills to function as team players on multidisciplinary areas.





PO5: Our graduates will acquire knowledge related to social health and safety, sustainability and environmental dimensions.

PO6: Our graduates will be able to effectively communicate technical information in speech, presentation and in writing.

PO7: Our graduates will develop confidence for self-learning and ability for life-long learning.

PO8: Our graduates will be able to participate and succeed in competitive examinations, different institute or university entrance examinations for higher studies





# **Learning Outcome based Curriculum Framework (LOCF)**

**For**

**Choice Based Credit System (CBCS)**

**Syllabus**

**B.A. (Honours) in Political Science**

**With effect from Academic Session 2020-21**



**Kazi Nazrul University**

**Asansol, Paschim Bardhaman**

**West Bengal 713340**

## **Preamble**

The undergraduate course in political science has been design to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, access and explain the political phenomenon. Woven into a coherent structure, with a wide range of disciplinary, interdisciplinary and trans-disciplinary module and themes, daw course provides a solid Foundation to the students who can take forward their learned skills and knowledge for or higher research in the discipline and its associated domains. Like many other knowledge domains, political science also engaged with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and empirical research-driven modules, which would help them getting employment in the system. And above all, it would produce and active, participatory, and responsible citizen strengthening the functioning of the democratic system.



## B.A. Honours in Political Science

There will be six semesters in the Three Years B.A. Honours in Political Science. The Curriculum is consisting of 14 Core Papers (C), 2 Ability Enhancement Compulsory courses(AECC), 2 Skill Enhancement Papers (SEC) and 4 Discipline Specific Elective(DSE) and 4 Generic Elective (GE) Papers. Each paper is of 50 Marks (40 marks for End Semester Examination and 10 marks for internal assessment). There will be no Internal Assessment in Practical based subjects. For practical based subjects 30 marks will be for theory and 20 marks will be for practical.

### B.A Honours in Political Science: Semester-I

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Political Theory-1	C-1	5-1-0	6	50
	Comparative Politics	C-2	5-1-0	6	50
	Political Theory	GE-1	5-1-0	6	50
	Environment Studies	AECC-1	4-0-0	4	50
		SEMESTER	TOTAL	22	200

### B.A Honours in Political Science: Semester – II

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Political Theory-II	C-3	5-1-0	6	50
	Comparative Constitutional Systems	C-4	5-1-0	6	50
	Comparative Government and Politics	GE-2	5-1-0	6	50
	English / MIL	AECC-2	4-0-0	4	50
		SEMESTER	TOTAL	22	200

### B.A Honours in Political Science: Semester-III

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Western Political Thought I	C-5	5-1-0	6	50
	Indian Political Thought	C-6	5-1-0	6	50
	Political Sociology	C-7	5-1-0	6	50
	Nationalism in India	GE-3 (any one to be chosen)	5-1-0	6	50
	Feminism Theory and Practice				
	Democratic Awareness with Legal Literacy	SEC-1 (any one to be chose)	4-0-0	4	50
	Public Opinion and Survey Research				
		SEMESTER	TOTAL	28	250

### B.A Honours in Political Science: Semester-IV

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Western Political Thought-II	C-8	5-1-0	6	50
	Indian Government and Politics	C-9	5-1-0	6	50
	Basic Theories of International Relations	C-10	5-1-0	6	50
	Governance : Issues and Challenges	GE-3 (any one to be chosen)	5-1-0	6	50
	Politics of Globalization				
	Legislative Practices and Procedures	SEC-1 (any one to be chose)	4-0-0	4	50
	Peace and Conflict Resolution				
		SEMESTER	TOTAL	28	250

### B.A Honours in Political Science: Semester-V

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	World Politics: Organizations and Issues	C-11	5-1-0	6	50
	Basic Theories of Public Administration	C-12	5-1-0	6	50
	<b>Any two from Group A (Given below)</b>	DSE-1	5-1-0	6	50
	<b>DSE Group A</b>	DSE-2	5-1-0	6	50
	Human Rights: Theory and Practice				
	Social Movements in Contemporary India				
	Public Policy in India				
	Foreign Policy in a Globalizing World				
	Gender and Politics in India				
		SEMESTER	TOTAL	24	200

### B.A Honours in Political Science: Semester-VI

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
	Local Government in West Bengal	C-13	5-1-0	6	50
	Project	C-14	0-0-12	6	50
	<b>Any two from Group B (Given below)</b>	DSE-3	5-1-0	6	50
	<b>DSE Group B</b>	DSE-4	5-1-0	6	50
	Understanding Global Politics				
	Understanding South Asia				
	Citizenship in a Globalizing World				
	Politics in West Bengal				
	Environment Politics				
		SEMESTER	TOTAL	24	200
		GRAND	TOTAL	140	1300



**B.A Honours in Political Science**  
**Semester- I**  
**Course Name: Political Theory-1**  
**Course Code: BAHPLSC101**

Course Type: Core (Theory)	Course Details: CC-1			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

**Course Objectives**

1. To gather in-depth knowledge on different approach of Political theory.
2. To understand the nature of the state through theories.
3. To understand democracy.
4. To understand some concepts.

**Course Learning Outcomes:**

1. Students will be able to Learn key concepts and various approaches to understand politics.
2. They will come to know about the nature of various type of states and theories.
3. Students will come to know how liberal tradition look at and understand politics.
4. They will learn the concept of state Sovereignty and learn also various theories of sovereignty.

**Content: Unit wise course content distribution**

**Theory**

- Unit -1: What is Politics-Approaches to the study of politics: Normative, Behavioral & post- Behavioral and Feminist.
- Unit-2: Nature of State: Idealist, Liberal and Neo-liberal Theories.
- Unit -3: Concept of State Sovereignty: Monistic and Pluralistic Theories.
- Unit-4: Democracy: Basic Concept and Classification.
- Unit-5: Liberty, Equality Rights and Law: Concepts and their interrelation- Justice: Theory of Rawls.

**Suggested Readings**

1. R.Bharagava and A. Acharya eds. *Political Theory*(Delhi:Longman,2008).
2. O.P.Guaba. *Introduction to Political Theory*.(New Delhi:Macmillan,2011).
3. J.C.Johari .*Contemporary Political Theory*.(New Delhi: Advent Books).
4. S.Ramaswamy. *Political Theory:Ideas and Concept*.(New Delhi: Macmillan).
5. A.Roy and M.Bhattacharya. *Political Theory: Ideas and Institutions*.(Kolkata : WorldPress.
6. S.P.Verma. *Modern Political Theory*.(New Delhi: Vikash).
7. D.C. Bhattacharyya. *Political Theory*.(Kolkata: Vijoya Publishing House).

**Course Name: Comparative Politics**

**Course Code: BAHPLSC102**

Course Type: Core (Theory)	Course Details: CC-2			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

**Objectives of the Course**

1. To understand the difference between the Comparative Politics and Comparative Government.
2. To understand nature, scope, and approaches of Comparative Politics.
3. To understand relevant theories of Comparative Politics.
4. To understand Comparative Political System.

**Course Learning Outcomes:**

1. Students will be able to Learn key concepts of Comparative politics and Comparative Governments, distinction between them and development of Comparative politics.
2. They will come to know the purpose, Scope and methods of comparison and different approaches to the study of Comparative politics.
3. Students will come to know different theories of Political System.
4. They will learn the concept of Political Modernization and Political Development.
5. They will come to understand Dependency Theory.

**Content: Unit wise course content distribution**

**Theory**

Unit -1: Distinction between Comparative Politics and Comparative Government-Development of Comparative Politics.

Unit-2: Scope, Purpose and method of Comparison-Approaches to the study of Comparative Politics.

Unit -3: Theories of Political System. Easton, Almond and Powell.

Unit-4: Theories of Political Modernization and Political Development: Pye and Huntington.

Unit-5: Dependency Theory : Andre Gunder Frank.

**Suggested Readings**

1. Almond ,G and others Eds. *Comparative Politics Today: A World View*(New Delhi :Pierson).
2. Rakhahari Chatterjee. *Introduction to Comparative Political analysis*. (Kolkata:Sarat).
3. S.P.Verma. *Modern Political Theory*.(New Delhi: Vikash).
4. S.N.Roy. *Modern Comparative Politics*.(Delhi:PHI Learning).
5. S.Mukherjee and S.Ramaswamy.*Theoretical Foundations of Comparative Politics*.(Hyderabad:Orient Black Swan).

**Course Name: Political Theory**  
**Course Code: BAHPLSGE101**

Course Code: BAHN ESSE101					
Course Type: Core (Theory)	Course Details: GE-1			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

**Objectives of the Course**

1. To understand the basic theories of Political Science.
2. To understand nature and scope of Political Theory.
3. To understand the difference of the perceptions between Marxist and Non-Marxist Political Theories.

**Course Learning Outcomes:**

1. Students will be able to learn key concepts and theories of Political Science.
2. They will come to know the purpose, Scope and nature of Political Theory.
3. Students will come to know different theories of Political System.

**Course Contents:**

**GE-1 – Political Theory: 50 Marks**

Unit 1: What is Politics – Approaches to the study of Politics: Normative, Behavioural and Post-Behavioural, Marxist and Feminist.

Unit 2: Theories of the State (a) Origin: Social Contract Theory; (b) Nature: Idealist, Liberal and Neo-liberal theories.

Unit 3: Concept of State Sovereignty: Monistic and Pluralistic theories.

Unit 4: Liberty, Equality, Rights and Law: concepts and their interrelations – Justice: Meaning and Significance.

Unit 5: Democracy: Meaning and typology.

Unit 6: Theories of Revolution – Marx, Lenin and Mao.

**Suggested Readings:**

1. R. Bhargava and A. Acharya eds. Political Theory (Delhi : Longman, 2008)
2. O. P. Gauba. Introduction to Political Theory (New Delhi : Macmillan, 2011)
3. J. C. Johari. Contemporary Political Theory (New Delhi : Advent Books)
4. S. Ramaswamy. Political Theory: Ideas and Concept (New Delhi : Macmillan)
5. S.P. Verma. Modern Political Theory (New Delhi: Vikash)
6. A. Roy and M. Bhattacharya. Political Theory: Ideas and Institutions (Kolkata: World Press)
7. D.C. Bhattacharyya, Political Theory (Kolkata: Vijaya Publishing House)
8. Hoffman, J and Graham, P., Introduction to Political Ideologies (Noida: Pearson)

**SEMESTER - II**  
**Course Name: Political Theory-II**  
**Course Code: BAHPLSC201**

Course Type: Core (Theory)	Course Details: CC-3			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

**Course Objectives**

1. To understand the theoretical base of Marxism.
2. To understand various concepts of Marxism.
3. To understand some important debates of Marxism.

**Course Learning Outcomes**

1. Comprehend one of the major developments of the nineteenth and twentieth century period, when the Socialist tradition, known to the wider world as Marxism, appeared as one of the prominent alternative discourses opposed to the Liberal school of thought;
2. Assess the importance of the progress of mankind from the historical perspective of class phenomenon and its related notion of economic progression;
3. Grasp the key concepts of Marxism such as dialectic, labour, theory of surplus-value, alienation, revolution, the working class, the idea of party and communism.

**Course Content**

**Theory**

Unit-1: Marxist approach to the study of Politics: Dialectical Materialism, Historical Materialism and, Class and Class Struggle.

Unit-2: The question of relative autonomy of the State: Gramsci.

Unit-3: Freedom and Democracy: Socialist Perspective.

Unit-4: Theory of Revolution: Lenin and Mao.

Unit-5: Marxian theory of Party: Lenin's contribution; Lenin-Rosa Luxemburg Debate on Party.

**Suggested Readings**

1. David McLellan, *Marxism After Marx*, 4<sup>th</sup> Edition (Palgrave Macmillan).
2. Paul Le Blanc, *From Marx to Gramsci: A Reader in revolutionary Marxist Politics* (Haymet Books).
3. T. Bottomore, *A Dictionary of Marxist Thought* (Oxford: Blackwell).
4. O.P. Gauba, *Introduction to Political Theory* (New Delhi: Macmillan, 2011).
5. J.C. Johari, *Contemporary Political Theory* (New Delhi: Advent Books).
6. S. Ramaswamy, *Political Theory: Ideas and Concept* (New Delhi: Macmillan).
7. B.D. Mahajan, *Political Theory: Principles of Political Science* (New Delhi: S. Chand).
8. H. Abbas and R. Kumar, *Political Theory* (Delhi: Pearson).
9. Hoffman, J and Graham, P., *Introduction to Political Ideologies* (Noida: Pearson).
10. শোভনলাল দত্তগুপ্ত, *মার্ক্সীয় রাষ্ট্রচিন্তা* (কলকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ)

**Course Name: Comparative Constitutional Systems**  
**Course Code: BAHPLSC202**

Course Type: Core (Theory)	Course Details: CC-4			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		...	10	...	40

**Course Objectives**

1. To understand conceptual base of comparative constitutionalism.
2. To understand the role of legislature, executive, and judiciary of major countries.

**Course Learning Outcomes**

1. Understand the importance of comparative analysis required for a proper assessment of the different constitutional systems;
2. Comprehend the various historical, political, social, cultural, economic and diplomatic aspects of UK, USA and PRC;
3. Assess the relation between the political systems of UK, USA and PRC and to understand the importance of their relative position in the world order.

**Course Content:**

**Theory**

Unit-1: Typology of Constitutional Systems: Unitary and Federal, Parliamentary and Presidential, Liberal and Socialist;

Unit-2: Legislature in UK and PRC: composition and functions – role of second chambers in UK and USA – role of speakers in parliamentary and presidential systems (UK and USA);

Unit-3: Executive in UK, USA and PRC – Prime Minister in UK, President in USA and State Council in PRC;

Unit-4: Relation between executive and legislature in UK, USA and PRC;

Unit-5: Judiciary in UK, USA and PRC (with special reference to the procuratorate);

**Suggested Readings**

1. Rod Hague, Martin Harrop and Shaun Breslin, *Comparative Government and Politics – An Introduction* (London: Macmillan).
2. J.C. Johari, *Major Modern Political Systems* (New Delhi: Sterling).
3. J.C. Johari, *Comparative Politics* (New Delhi: Sterling).
4. Rakhahari Chatterjee, *Introduction to Comparative Political Analysis* (Kolkata: Sarat Book House)
5. K.K. Ghai, *Major Governments* (New Delhi: Kalyani Publication)
6. S.N. Ray, *Modern Comparative Politics: Approaches, Methods and Issues* (Delhi: PHI)
7. A.C. Kapur and K.K. Mishra,
8. *Select Constitutions* (New Delhi: S. Chand)



**Semester- II**  
**Course Name: Comparative Government & Politics**  
**Course Code: BAHPLSGE301**

<b>Course Type: GE (Theory)</b>	<b>Course Details: GEC-2</b>			<b>L-T-P: 5-1-0</b>	
<b>Credit: 6</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
		<b>-</b>	<b>10</b>	<b>-</b>	<b>40</b>

**Course Objectives**

1. To understand the development of Comparative Politics.
2. To understand scope and purposes of Comparative Politics.
3. To understand typologies of Comparative Politics.
4. To understand comparative analysis of legislature, executive, and judiciary.

**Learning Outcome**

1. Students will be able to understand the development of Comparative Politics.
2. They will understand scope and purposes of Comparative Politics.
3. Students will gather typologies of Comparative Politics.
4. Students will acquire knowledge on comparative analysis of legislature, executive, and judiciary.

**Course Content:**

**Theory**

Unit 1: Distinction between Comparative Politics and Comparative Government: Development of Comparative Politics.  
Unit 2: Comparative Politics: Scope, purposes, and methods of comparison.  
Unit 3: Theories of Political Systems: Easton, Almond and Powell.  
Unit 4: Typology of Constitutional Systems: Unitary and Federal, Parliamentary, and Presidential, Liberal and Socialist.  
Unit 5: Executive, Legislature and Judiciary: UK, USA and PRC.  
Unit 6: Political Parties and Pressure Groups: UK and USA.

**Suggested Readings**

1. Almond, G and Others(eds.), *Comparative Politics Today: A World View* (New Delhi: Pearson).
2. Rakhahari Chatterjee, *Introduction to Comparative Political Analysis* (Sarat Book House: Kolkata).
3. S.N. Ray, *Modern Comparative Politics* (Delhi: PHI Learning).
4. Rod Hague, Martin Harrop and Shaun Breslin, *Comparative Government and Politics: An Introduction* (London: Macmillan).
5. S. Mukherjee and S. Ramaswamy, *Theoretical Foundations of Comparative Politics* (Hyderabad: Black Swan).
6. J.C. Johari, *Comparative Politics* (New Delhi: Sterling).
7. J.C. Johari, *Major Modern Political Systems* (New Delhi: Sterling).
8. A.K Kapur and K.K. Mishra, *Select Constitutions* (New Delhi: S. Chand).

**Semester- III**  
**Course Name: Western Political Thought I**  
**Course Code: BAHPLSC301**

Course Type: Core (Theory)	Course Details: CC-5			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### **Course Objectives**

1. The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of political Science in the Anglo- American tradition.
2. Developing a ‘just society’ and a ‘just state’ has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times.
3. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato, whose response to political questions vividly influenced political thinking. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times with different accentuation and nodes.
4. The course seeks to trace that ideas and tradition and examine them critically.

### **Learning Outcomes**

1. The students will know the key ideas of all the political philosophers given in the course.
2. They will be able to explain what was the justice according to Plato
3. They will be able to answer how Aristotle explain the concept of state and constitution.
4. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.
5. They will be able to answer how Bodin define state.

### **Course Content:**

#### **Theory**

Unit 1: Background of Western Political Thought: A brief outline with special emphasis on Stoics and Sophists.

Unit 2: Greek Political Thoughts:

A] Plato: Theory of justice

B] Aristotle: concepts of state and constitution.

Unit 3: Roman Political Thought: Law and jurisprudence Medieval Political Thought in Europe: Features.

Unit 4: Post Medieval Political Thought in Europe: Niccolò Machiavelli – Secularization of politics.

Unit 5: Jean Bodin: Theories of state and sovereignty.

## Suggested Readings

1. Annas, J. (1981). *An Introduction to Plato's Republic*. Clarendon Press, Oxford.
2. Barker, E. (1959). *The Political Thought of Plato and Aristotle*. New York: Dover Publications.
3. Burns, T. (2009). Aristotle. In Boucher, D. & Kelly, P. (Eds.), *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 81-99.
4. Coleman, J. (2000). Aristotle. In Coleman, J. (Ed.). *A History of Political Thought: From Ancient Greece to Early Christianity*. Oxford: Blackwell Publishers, pp.120- 186.
5. Femia, J. (2009). Machiavelli. In Boucher, D., & Kelly, P. (Eds.), *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184.
6. Machiavelli, N. (1961). *The Prince*. Harmondsworth: Penguin. (Translated by George Bull).
7. Mukherjee, S., & Ramaswami, S. (2004). *A History of Political Thought*. Delhi: Prentice Hall of India
8. Nelson, B. (2006). *Western Political Thought*, New Delhi: Pearson.
9. Reeve, C. (2009). Plato. In Boucher, D., & Kelly, P. (Eds.), *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press.
10. Skinner, Q. (2000). The Adviser to Princes. In: *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press.

**Semester-III**  
**Course Name: Indian Political Thought**  
**Course Code: BAHPLSC302**

Course Type: Core (Theory)	Course Details: CC-6			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### **Course Objectives**

1. This course intends to acquaint students with the vast repository of ideas and institutions produced by ancient Indian philosophers on politics and management of statecraft.
2. In India, academic sages and philosophers produced huge treasures of wisdom on politics, kingship, the functioning of government including the monarchy and bureaucracy, and their relationship with the people.
3. This course module will make them understand the ideas of some prominent ancient political thinkers of India.
4. This course has been designed to familiarize the students with key ideas of some of political thinkers of the modern India whose writings and ideas have impacted the society and polity significantly

### **Learning Outcomes**

1. The student will come to know about the ideas of individual sages and philosophers on politics and functioning of government.
2. They will be able to interlink the themes on the functioning of the Monarchy and its relationship with the people taking the cue from the ideas of individual thinkers.
3. Students will be able to explain the trajectory of ideas on key political questions and institutions of ancient India.
4. Students will be able to explain the key ideas of Raja Rammohan Roy.
5. They will come to understand how Bankim Chandra Chattopadhyay,

### **Course Content:**

#### **Theory**

Unit 1: Kautilya's Political Thought: Saptanga and Dandaniti.

Unit 2: Medieval Political Thought in India: A broad outline .

Unit 3: Raja Rammohan Roy : Rule of Law and Freedom of thought.

Unit 4: Bankim Chandra, Rabindranath Tagore, Swamy Vivekananda: Nationalism.

Unit 5: Gandhi: Swaraj and trusteeship.

Unit 6 : Ambedkar: Social justice.

## Suggested Readings

1. Ambedkar, B. R. (1946). Prospects of Democracy in India. In *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Dept., Government of Maharashtra, Mumbai*, pp. 519-523.
2. Basu, S. (2002). *Religious Revivalism as Nationalist Discourse: Swami Vivekananda and New Hinduism in Nineteenth-Century Bengal*. London: Oxford University Press.
3. Chatterji, B. C. (2006). In Roy, B. K. (translated) *Anandamath*. New Delhi: Orient Paperbacks.
4. Chakraborty, B and Pandey R.K , *Modern Indian Political Thought*, New Delhi, Sage.
5. Das, R., & Das, R. (2012), *The Nation and the Community: Hindus and Muslims in the Novels of Bankim Chandra Chatterjee. Proceedings of the Indian History Congress*, 73, pp. 578-587
6. Dhar, S. (1981). *Kautilya and the Arthashastra*. New Delhi: Marwah publication.
7. Dutt, M. N. (2003), *Manusmriti*. New Delhi. Vedic Books.
8. Halder, M. K. (1977). *Renaissance and Reaction in Nineteenth Century Bengal: Bankim Chandra Chattopadhyay (Translation of Bengali Essay)*. Calcutta: Minerva Associates.
9. Jolly, J. (1923). *Kautiliyam Arthashastram- Arthashastra of Kautilya*. New Delhi: Motilal Banarasi Dass.
11. Parekh, B. (1997). *The Critique of Modernity*. In: *Gandhi: A Brief Insight*. Delhi: Sterling Publishing Company, pp. 63-74.
12. Parel, A. J. (Ed.). (2002). *Introduction*. In: *Gandhi, freedom and Self Rule*. Delhi: Vistaar Publication.



**Course Name: Political Sociology**  
**Course Code: BAHPOLSC303**

<b>Course Type: Core (Theory)</b>	<b>Course Details: CC-7</b>			<b>L-T-P: 5-1-0</b>	
<b>Credit: 6</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
		<b>-</b>	<b>10</b>	<b>-</b>	<b>40</b>

### Course Objectives

1. To understand the difference between Sociology of Politics and Political Sociology.
2. To understand the concepts of Political Sociology and their applicability.

### Learning Outcomes

1. Students will be able to understand the difference between Sociology of Politics and Political Sociology.
2. This course will be helpful to understand the concepts of Political Sociology and their applicability.

### Content

#### Theory

Unit 1: Nature and scope of Political Sociology: Sociology of Politics and Political Sociology.  
Unit 2: Social Stratification and Politics: Caste, class and elite.  
Unit 3: Power, Influence, and Authority.  
Unit 4: Political Culture: Meaning and Types.  
Unit 5: Political Socialization: Meaning and Agencies.  
Unit 6: Social Mobility: concept and Typology.  
Unit 7: Political Parties and Pressure Groups.

### Suggested Readings

1. Bottomore, Tom, *Political Sociology* (New Delhi: B.I. Publication).
2. Chakraborty, Satyabrata(ed.), *Political Sociology* (New Delhi: Trinity).
3. Ashraf, Ali and Sharma, L.N., *Political Sociology: A New Grammar of Politics* (Hyderabad: University Press).
4. Mukhopadhyay, Amal Kumar, *Political Sociology* (Kolkata: K.P. Bagchi).
5. Bhattachariya, D.C., *Political Sociology* (Kolkata: Vijaya Publishing House).
6. Dasgupta, Samir, *Political Sociology* (New Delhi: Pearson).
7. Gupta, Dipankar, *Political Sociology in India* (Delhi: Orent Longman).

**Course Name: Nationalism in India**  
**Course Code: BAHPLSGE301**

Course Type: GE (Theory)	Course Details: GEC-3			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### Course Objectives

1. To understand the essence of Indian nationalism.
2. To understand the interpretation of Indian nationalism through the lance of Indian National Congress and Muslim league.

### Learning Outcomes

1. This course will provide adequate knowledge to the students on Indian nationalism.
2. This course will be helpful to understand the significance of ‘two nation theory’.

### Content

#### Theory

Unit 1: Nationalism in the colonial world: Difference with the nationalism in the West.

Unit 2: Emergence of nationalist Politics; Economic Nationalism: The ‘drain theory’.

Unit 3: Birth of Indian National Congress; Moderate-Extremist division.

Unit 4: Rise of Gandhian Leadership in Congress: Non-cooperation, Civil Disobedience and Quit India movement.

Unit 5: Muslim League and Hindu Mahasabha.

Unit 6: Left Politics: Foundation and development of the CPI – Socialists and Forward Block.

Unit 7: Conflict between the Congress and the Muslim League – emergence of ‘two nations’ theory and demand for Pakistan.

### Suggested Readings

1. Chandra, Bipan, *Nationalism and Colonialism in Modern India* (New Delhi: Orient Black Swan).
2. Chatterjee, Partha, *The Nation and Its Fragments* (New Delhi: Oxford).
3. Chatterjee, Partha, *Nationalist Thought and the Colonial World: A Derivative Discourse?* (London: Zed Books).
4. Desai, A.R., *Social Background of Indian Nationalism*, 6<sup>th</sup> Edition (New Delhi: Popular Prakashan).
5. Bandyopadhyay, Sekhar, *From Plassey to Partition* (Hyderabad: Orient BlackSwan)
6. Sarkar, Sumit, *Modern India: 1885-1947* (New Delhi: Macmillan).

**Course Name: Feminism: Theory and Practice**  
**Course Code: BAHPLSGE302**

Course Type: GE (Theory)	Course Details: GEC-3			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### Course Objectives

1. To understand the theories of Feminism.
2. To Understand social reforms movements in India.
3. To understand women's rights in India.

### Learning Outcomes

1. This course will be helpful to understand the theories of Feminism.
2. This course will be helpful to understand social reforms movements in India.
3. This course will be able to understand women's rights in India.

### Content

#### Theory

Unit 1: Feminist theorizing of the sex/gender distinction – Biologism versus social constructivism - Waves of Feminism.

Unit 2: Understanding Patriarchy and Feminism – Liberal, Socialist, Marxist, Radical feminism, and Postmodern Schools/Traditions.

Unit 3: Feminism in India: Social Reforms Movements – Sati, widow marriage and child marriage; Feminist issues and women's participation in anti-colonial and national liberation Movements.

Unit 4: Family in contemporary India – patrilineal and matrilineal practices; Gender Relations in the Family; entitlements and bargaining; Property Rights.

### Suggested Readings

1. Geetha, V. *Gender*. (Calcutta: Stree)
2. Geetha, V. *Patriarchy*. (Calcutta: Stree)
3. Chaudhuri, Maiyatee, 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge* (New Delhi: Sage)
4. Desai, Neera & Thakkar, Usha, *Women in Indian Society* (New Delhi: National Book Trust)
5. Ray, Suranjita. *Understanding Patriarchy*.

Available at: [http://www.du.ac.in/fileadmin/DU/Academics/course\\_material/hrge\\_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf)

**Course Name: Democratic Awareness with Legal Literacy**

**Course Code: BAHPLSSE301**

Course Code: BMM1B02001					
Course Type: SE (Theory)	Course Details: SEC-1			L-T-P: 4-0-0	
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

**Course Objectives**

1. To understand the fundamental rights and duties and other constitutional rights of citizens of India.
2. To understand anti-terrorist laws, dowry system, sexual harassment and violence against women.
3. To understand the role of the judiciary in protection of women.

**Learning Outcomes**

1. This course will be helpful to understand the fundamental rights and duties and other constitutional rights of citizens of India.
2. This course will be helpful to understand anti-terrorist laws, dowry system, sexual harassment and violence against women.
3. The students will be able to understand the role of the judiciary in protection of women.

**Content**

**Theory**

Unit 1: Constitution – fundamental rights, fundamental duties, other constitutional rights.

Unit 2: Laws relating to dowry, sexual harassment and violence against women – laws relating to consumer rights and cybercrimes.

Unit 3: Anti-terrorist laws: Implication for security and human rights.

Unit 4: System of courts/ tribunals and their jurisdiction in India – criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.

Unit 5: Alternate dispute such as Lok Adalats, non-formal mechanisms.

**Suggested Readings**

1. Basu, D. D, *Introduction to the Constitution of India* (Nagpur: Lexis Nexis)
2. Kashyap, S, *Our Constitution*, (New Delhi: National Book Trust)
3. Gender Study Group, (1996) *Sexual Harassment in Delhi University*, A Report, Delhi: University of Delhi.
4. D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.
5. J. Kothari, (2005) 'Criminal Law on Domestic Violence', *Economic and Political Weekly*, Vol. 40(46), pp. 4843-4849.

**Course Name: Public Opinion and Survey Research**  
**Course Code: BAHPLSSE302**

Course Type: SE (Theory)	Course Details: SEC-1		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### **Course Objectives**

1. To understand the effectiveness of public opinion.
2. To understand various models of sampling of public opinion.

### **Learning Outcomes**

1. This course will be helpful to understand the effectiveness of public opinion.
2. Students will be able to understand various models of sampling of public opinion.

### **Content**

#### **Theory**

- Unit 1: Definition and Characteristics of Public Opinion.
- Unit 2: Measuring Public Opinion: Methods and Types of Sampling.
- Unit 3: Interviewing: Types- structured, unstructured, focused.
- Unit 4: Questionnaire: Question wording; fairness and clarity.
- Unit 5: Prediction in polling research: possibilities and pitfalls.

### **Suggested Readings**

1. R. Erikson and K. Tedin *American Public Opinion*, 8th edition (New York: Pearson Longman Publishers).
2. G. Gallup, *A Guide to Public Opinion Polls* (Princeton: Princeton University Press).
3. Kothari, C. R., *Research Methodology* (New Delhi: PHI).
4. Ahuja, Ram, *Research Methods* (New Delhi: Rawat Publications).



**Semester- IV**  
**Course Name: Western Political Thought-II**  
**Course Code: BAHPOLSC401**

Course Type: C (Theory)	Course Details: CC-8			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### Course Objectives

1. The main objective of this course is to introduce to the students some modern political thinkers from the West who shaped the ideas and key concepts of Political Science in Anglo American tradition.
2. This course examines the ideas of some of the prominent modern thinkers beginning from Thomas Hobbes to Karl Marx whose response to political questions vividly influenced political thinking. The course seeks to trace that ideas and tradition and examine them critically.

### Course Learning Outcomes

1. The students will know the ideas of all the political philosophers given in the course.
2. Students will be able to make a distinction among Hobbes, Locke and Rousseau on the state of nature, law of nature, nature and form of contract and emergence of state from the contract.
3. Students will be able to understand the theory of dialectical and historical materialism of Marx and Engels.
4. Students will be able to understand the meaning of utilitarianism and how Bentham and Mill differ from each other.

### Content

#### Theory

Unit 1: Thomas Hobbes: Materialism, Human nature, and Sovereignty.

Unit 2: John Locke: Natural rights, and Property; & J.J. Rousseau: Concept of General Will.

Unit 3: Hegel: Dialectics and State.

Unit 4: Karl Marx and Frederick Engels: Dialectical and Historical Materialism.

Unit 5: Jeremy Bentham: Utilitarianism; & J.S. Mill: Utilitarianism and Liberalism.

### Suggested Readings

1. G.H. Sabine, *A History of Political Theory*, (USA: Wadsworth Publishing Co. Inc.)
2. S. Mukherjee and S. Ramaswamy, *A History of Political Thought* (New Delhi: PHI)
3. Shefali Jha, *Western Political Thought* (Delhi: Pearson)
4. C.B. Macpherson, *Political Theory of progressive individualism: from Hobbes to Locke*, (Canada: Oxford)
5. অমল কুমার মুখোপাধ্যায়, রাষ্ট্রদর্শনের ধারা, (কলকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ)
6. শোভনলাল দত্তগুপ্ত (সম্পাদিত), পাশ্চাত্য রাষ্ট্রভাবনা, (কলকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ)
7. শোভনলাল দত্তগুপ্ত, মার্কসীয় রাষ্ট্রচিন্তা, (কলকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ)

**Course Name: Indian Government and Politics**  
**Course Code: BAHPOLSC402**

Course Type: C (Theory)	Course Details: CC-9			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### **Course Objectives**

1. The main purpose of the course is to familiarize the student with the key elements of Indian constitution and enable them to critically access the working of government institutions in the broader framework of constitutionally and factors and forces which attempts to influence them.
2. The course has been designed to cover the journey of the map of India that emerge from partition to subsequent integration of princely states and how the decision on the key significant symbols such as national flag, national anthem, national song, etc. of the Constitution was arrived at through comprehensive debate in the Constituent Assembly.
3. Students also understand the fundamental rights and duties of the citizens, directive principles of State policy, nature of Indian federalism and other institution as described by the Constitution of India.

### **Course Learning Outcomes**

1. Students will be able to know the importance of the preamble in the constitutional design of India.
2. Students will be able to know the fundamental rights and duties of the Indian citizens.
3. Students also know about the nature of the Indian federalism and all about the the union state relationship in India.
4. Student will be able to know the legislative process of India.
5. Students also able to answer the questions about the functions and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature.

### **Content**

#### **Theory Paper**

Unit 1: Framing of the Indian Constitution: Role of the Constituent Assembly; the Preamble

Unit 2: Fundamental rights and duties; Directive principles of State policy.

Unit 3: Nature of Indian Federalism: Union state relations.

Unit 4: Union executive: President and vice President- election power and position. Prime Minister- power and position; Council of Ministers; Relationship of President and Prime Minister.

Unit 5: Union legislature: Rajya Sabha and Lok Sabha: composition and functions: Speaker.

Unit 6: The judiciary: Supreme Court and high courts- compositions and functions.

Unit 7: Constitutional amendment: Procedures.

### **Suggested Readings**

1. D.D. Basu, *Introduction to the Constitution of India*, (Nagpur: Lexis Nexis).
2. S.C. Kashyap, *Our Constitution*, (New Delhi: National Book Trust).
3. S.C. Kashyap, *Our Political System*, (New Delhi: National Book Trust).
4. G.C. Hiregowder, et al., *The Indian Constitution: An Introduction*, (New Delhi: Orient Black Swan).
5. J.C. Johari, *Indian Government and Politics, Vol. I & II* (New Delhi: Vikash Publication).
6. Madhab Khosla, *The Indian Constitution*, (New Delhi: Oxford).

**Course Name: Basis Theories of International Relations**  
**Course Code: BAHPLSC403**

Course Type: C (Theory)	Course Details: CC-10			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### Course Objectives

1. To understand the theories to the study of International Relations.
2. To understand the basic concepts of International Relations.
3. To Understand the major approaches to the study of International Relations.

### Learning Outcomes

1. This course will be helpful to understand the theories to the study of International Relations.
2. The students will be able to understand the basic concepts of International Relations.
3. They will understand the major approaches to the study of International Relations.

### Content

#### Theory

Unit 1: Basic concepts of International Relations: (a) National power, (b) Balance of power, (c) Collective security, (d) Bipolarity, (e) Unipolarity, (f) Multipolarity, (g) National interest, and (h) Globalization.

Unit 2: Realism: As an approach to the study of International Relations.

Unit 3: Liberalism: As an approach to the study of International Relations.

Unit 4: World System: As an approach to the study of International Relations.

Unit 5: Techniques of implementation of Foreign Policy: Diplomacy, Propaganda and Foreign Aid.

### Suggested Readings

1. Burchill, S. et al. (eds.), *Theories of International Relations*.
2. Bandyopadhyaya, Jayantanuja, *A General Theory of International Relations*.
3. Reus-Smit, Christian and Duncan Snidal (eds.), *The Oxford Handbook of International Relations*.
4. Sterling-Folker, Jennings (ed.), *Making sense of International Relations Theory*.
5. Waltz, Kenneth, *Theory of International Politics*
6. Wendt, Alexander, *Social Theory of International Politics*.
7. চক্রবর্তী, বিশ্বনাথ ও নন্দী, দেবশীষ সম্পাদিত, *ভারতের বিদেশ নীতি ও সম্পর্কের গতি প্রকৃতি*, প্রগ্রেসিভ, কলকাতা।

**Course Name: Legislative Practices and Procedures**

**Course Code: BAHPLSSE401**

Course Type: SE (Theory)	Course Details: SEC-2		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

**Course Objectives**

1. To learn about legislative procedures and functions of the governments.
2. To learn about law-making procedure.
3. To understand different types of media and their significance for legislators.

**Learning Outcomes**

1. This course will be helpful to learn about legislative procedures and functions of the governments.
2. This course will be helpful to understand about law-making procedure.
3. Students will be able to know about different types of media and their significance for legislators.

**Content**

**Theory**

Unit 1: Powers and functions of people's representative at different tiers of governance: Members of Parliament, State Legislative Assemblies - functionaries of rural and urban local governance.

Unit 2: Legislative Process: Making of a law.

Unit 3: Legislative Committees: Types and role.

Unit 4: Overview of Budget Process.

Unit 5: Media monitoring and communication: Types of media and their significance for legislators.

**Suggested Readings**

1. Jayal, N.G., and Mehta, P (eds), *The Oxford Companion to Politics in India* (New Delhi: Oxford)
2. B. Jalan, (2007) *India's Politics* (New Delhi: Penguin)
3. Bhambhri, P.C., *Parliamentary Control over State Enterprise in India* (Delhi: Delhi Metropolitan Book)
4. H. Kalra, (2011) *Public Engagement with the Legislative Process* PRS, Centre for Policy Research, New Delhi, Available at:  
<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>

**Course Name: Peace and Conflict Resolution**  
**Course Code: BAHPLSSE402**

Course Type: SE (Theory)	Course Details: SEC-2		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### **Course Objectives**

1. To understand conflict resolution.
2. To gather knowledge on theories of conflict resolution.
3. To understand current perspective of conflict resolution.

### **Course Learning Outcomes**

1. Understand the concept of peace and conflict.
2. Understand relationship between countries.
3. Understand the international rules and regulations to resolve conflict and implement peace among countries.
4. Understand the current status of War and Peace in the world.

### **Content**

Unit-1: International Peace and Conflict Resolution: Basic concepts.

Unit-2: Theories of International Conflict Resolution: Johan Galtung, Joseph Montville, Morton Deutsch.

Unit-3: Cross border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions).

Unit-4: Current perspective of peace and conflict resolution: Grass - roots level perspective on war and peace.

### **Suggested Readings**

1. Kriesberg, Louis, Constructive Conflicts from Escalation to Resolution (Maryland: Rowman & Littlefield).
2. Starkey, Boyer, and Wilkenfield, Negotiating a complex World (Maryland: Rowman & Littlefield).
3. Levy, Jack, "Contending theories of International Conflict: A Levels -of -Analysis Approach" in Crocker et al, Managing Global Chaos, USIP.
4. Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security (Nottingham: Spokesman).

**Course Name: – Governance: Issues and Challenges**

**Course Code: BAHPLSGE401**

Course Type: GE (Theory)	Course Details: GEC-4			L-T-P: 5 -1 - 0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

**Course Objectives**

1. To explain the changing nature of state and its Institution.
2. To highlight the relevance of governance for successful Political setup.
3. To evaluate the performance of the democratic government.

**Course Learning Outcomes**

1. Historical Evaluation of the concept of Governance
2. Challenges face by the modern day administration regarding Governance
3. Changing Nature of the Democratic Institution
4. Role of International Institution like World bank in bringing Governance Reform

**Content**

**Theory**

Unit -1: Governance: Meaning and evolution of the concept.

Unit-2: Good governance: Basic components.

Unit-3: Forms of governance: Democratic governance, e-governance and corporate governance.

Unit -4: Law, Policy and governance: Scope and Challenges.

Unit -5: Environmental governance.

**Suggested Readings**

- 1.Chakrabarty, B and Bhattacharya (eds.), M., *The Governance Discourse* (New Delhi: Oxford).
- 2.Smith, B.C., *Good Governance and Development* (Palgrave).
- 3.Evans, J. P., *Environmental Governance* (Routledge).
- 4.Rosenau, J. and Czempiel, E., (eds.) *Governance without Government: Order and Change in World Politics* ,(Cambridge: Cambridge University Press).
- 5.Mander, H. and Asif, M., *Good Governance* (Bangalore: Books for Chance).
- 6.Bevir, Mark(ed) *Handbook of Governance* (Sage).



**Course Name: Politics of Globalization**  
**Course Code: BAHPLSGE402**

Course Type: GE (Theory)	Course Details: GEC-4		L-T-P: 5 -1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

**Course Objectives**

1. To understand meaning and debates of globalization.
2. To understand impact of globalization on economy.
3. To understand the impact of globalization on international order.

**Learning Outcome**

1. The students will be able to understand meaning and debates of globalization.
2. The students will be able understand impact of globalization on economy.
3. They will understand the impact of globalization on international order.

**Content**

**Theory**

Unit 1: Globalization: Meaning and debates.

Unit 2: Impact of Globalization on Indian Economy.

Unit 3: Globalization and Terrorism.

Unit 4: Globalization and new international order.

Unit 5: Globalization and Localization: Dimensions of cultural change.

**Suggested Readings:**

1. Baylis, J. And S. Smith (eds.), *The Globalization of World Politics: An Introduction*.
2. Nayyar, Deepak (ed.), *Governing Globalisation: Issues and Institutions*, Oxford University Press.
3. Keohane, Robert and Nye, Joseph S., *Globalisation: What is new, what is not*.
4. O'Meara, Patrick and others, *Globalization and the Challenges of a New Century: A Reader*, Indiana University Press.
5. আমিও কুমার বাগচী, *বিশ্বায়ন: ভাবনা ও দুর্ভাবনা*, (খন্ড: ১ ও ২, )ন্যাশনাল বুক এজেন্সী, কলকাতা।

**Semester-V**  
**Course Name: World Politics: Organizations and Issues**  
**Course Code: BAHPLSC501**

<b>Course Type: C (Theory)</b>	<b>Course Details: CC-11</b>			<b>L-T-P: 5 - I – 0</b>	
<b>Credit: 6</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
		<b>-</b>	<b>10</b>	<b>-</b>	<b>40</b>

**Learning Objectives**

1. To understand global politics.
2. To understand international financial organizations.
3. To understand the importance of international organizations.
4. To understand major issues of contemporary international politics.

**Learning Outcomes**

1. This course will be helpful to the students to understand the global politics in the Cold War era.
2. The students will be able to understand about the UNO and other international financial organizations.
3. The students will be able to understand the functions and importance of the regional organizations.
4. They will gather in-depth ideas on major international issues.

**Course Content**

**Theory**

Unit 1: The Cold War: A Broad Outline.

Unit 2: The United Nations: General Assembly, and Secretary Council-Reform of the UN.

Unit 3: International Financial Institutions: World Bank, and IMF.

Unit 4: Regional Organizations: SAARC, AU, Gulf Cooperation Council, BIMSTEC, Shanghai Cooperation Corporation (SCO), and ASEAN

Unit 5: Emerging Issues in Post-Cold War Era:

- (a) Development and Environment
- (b) Human Rights: UNDHR
- (c) Energy Security
- (d) Terrorism

### Suggested Readings

1. Zartman, William (ed.), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Reiner, Boulder.
2. Chandra, Prakash, *International Relations*, Vikas Publishing
3. Chatterjee, Anik, *World Politics*, Pearson, New Delhi.
4. Chakraborty, Biswanath & Nandy, Debasish (eds.), *The Role of International Organizations in World Politics*, Blue Roan Publishers, Ahmedabad.
5. Haywood, Andrew, *Global Politics*, Palgrave, New York.
6. বিশ্বনাথ চক্রবর্তী ও দেবশীষ নন্দী , তত্ত্ব ধারণা ও বিষয় বিতর্কে আন্তর্জাতিক সম্পর্ক , প্রোগ্রেসিভ পাবলিশার্স , কলকাতা I

**Course Name: Basic Theories of Public Administration**  
**Course Code: BAHPLSC502**

Course Type: C (Theory)	Course Details: CC-12			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### Course Objectives

1. To understand evolution of Public Administration.
2. To understand nature and scope of Public Administration.
3. To understand various models of Public Administration.

### Learning Outcomes

1. Studying Public administration students will develop the leadership and management skills.
2. Students will be taught how to manage people efficiently
3. We all will inspire other people for productive work.

### Content

#### Theory

Unit1: Nature, Scope and Evolution of Public Administration- Private and Public Administration.

Unit 2: Major concepts of Organization: a) Hierarchy, b) Unity of Command, c) Span of Control, d) Authority, e) Centralization, Decentralization and Delegation, f) Line and Staff .

Unit 3: Bureaucracy: Marx and Max Weber.

Unit 4: Development Administration: Fred W. Riggs.

Unit 5: Decision Making Model: Herbert Simon.

### Suggested Reading

1. Mohit Bhattacharya , *New Horizons of Public Administration*( New Delhi : Jawahar Publishers).
2. S.R . Maheswari, *Administrative Theory: An Introduction* ( Delhi : Macmillan).
3. S. R . Maheshwari, *A Dictionary of Public Administration* ( New Delhi : Orient Blackswan).
4. Rumki Basu , *Public Administration: Concepts and Theories* ( New Delhi: Sterling).
5. Bidyut Chakraborty and Prakash Chand, *Public Administration in a Globalizing World: Theories and Practices* ( New Delhi: Sage ).
6. Alka Dhameja and Sweta Mishra ( eds.), *Public Administration : Approaches and Applications* ( Noida:Pearson).
7. রাজশ্রী বসু, *জনপ্রশাসন*( কলকাতা , পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ )

**Course Name: DSE- Human Rights: Theory and Practice**  
**Course Code: BAHPLSDSE501**

<b>Course Type: DSE (Theory)</b>	<b>Course Details: DSEC-1 &amp; DSEC-2</b>		<b>L-T-P: 5 - 1 - 0</b>	
<b>Credit: 6</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>
		<b>-</b>	<b>10</b>	<b>-</b>
				<b>Theoretical</b>
				<b>40</b>

### **Course Objectives**

1. The aim of the course is to make students aware about the different strands in the debates on human rights and its evolution through historical and contemporary times. The course aims at providing students with conceptual tools to understand what the different generations of rights are; and the new concerns that have emerged in the recent past.
2. It will make students aware about the institutionalisation of the human rights and will provide knowledge on the constitutional frameworks of human rights in India. It intends further to develop the analytical skills of students to reflect on the issues of Terrorism, Counter terrorism and human rights in developing countries.
3. The objective is to enable students to gain knowledge about state responses to issues in special reference to the National Human Rights Commission and give them an idea about the Human Rights Movement in India.

### **Course Learning Outcomes**

1. The course will equip students with an understanding of debates on human rights through a study of human rights concerns in India.
2. While keeping India as a common case study in all thematic analyses, it will familiarise students with the historical evolution of human rights and the theoretical frameworks and core themes that inform the debates on human rights.
3. The course will enhance the students' understanding of state response to issues and human rights questions pertaining to structural violence, such as terrorism and counter terrorism and rights of adivasis from the human rights perspective.

### **Content**

#### **Theory**

Unit 1: Meaning and brief history of human rights (UDHR)  
Unit 2: Human rights – Terrorism and Counter – terrorism  
Unit 3: Indian Constitution and protection of human rights  
Unit 4: National Human Rights Commission- Composition and functions  
Unit 5: Human Rights Movements in India- Evaluation, nature, challenges and prospects

### **Suggested Readings**

1. Baxi, Upendra, *The Future of Human Rights* (New Delhi: Oxford)
2. Donnelly, Jack, *Universal Human Rights in Theory and Practice* (Cornel University Press).
3. Clapham, Andrew, *Human Rights: A very short introduction* (Oxford University Press)
4. Narayan, S, *Human Rights Dynamics in India* (Kalpaz Publications).
5. Nickel, James, W., *Making Sense of Human Rights*, Wiley Blackwell.
6. Das, Jayanta Kumar, *Human Rights Law and Practice*, PHI Learning, New Delhi.

**Course Name: Social Movements in Contemporary India**  
**Course Code: BAHPLSDSE502**

<b>Course Type: DSE (Theory)</b>	<b>Course Details: DSEC-1 &amp; DSEC-2</b>		<b>L-T-P: 5 - 1 - 0</b>		
<b>Credit: 6</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
		<b>-</b>	<b>10</b>	<b>-</b>	<b>40</b>

### **Course Learning Objectives**

1. The basic objective of the course is to build a theoretical as well as a practical understanding of the concept of social movement and develop awareness about the impact of such people based movements with special reference to India.
2. To understand the currents of Social Movements in India.

### **Course Learning Outcomes**

1. To develop an understanding about the concept of social movements-its origin, development and impact on all aspects of human life.
2. To critically examine the concept of social change which can be ushered in through the process of combined and collective efforts.
3. To theoretically reflect on the significance of social movement by studying the nature of various types of movements including peasants, tribal and environmental movements.

### **Course Content**

#### **Theory**

Unit 1: Meaning and features.

Unit 2: Social Movement and New Social Movement.

Unit 3: Peasant Movement – Telengana and Singur.

Unit 4: Tribal Movements – POSCO and Niyamgiri.

Unit 5: Environmental Movement – Chipko, Narmada Bachao and Silent Valley.



## Suggested Readings

1. Shah, Ghanshyam, Social Movements in India: A Review of Literature (New Delhi: Sage)
2. Shah, Ghanshyam, Social Movements and the State (New Delhi: Sage)
3. Ray, Raka and Katzenstain, Mary Fainsod, Social Movements in India: Poverty, Power, and Politics, (Rowman and Littlefield Publishers)
4. Singh, A. P., Development Process and Social Movements in Contemporary India (Pinnacle Learning)
5. Kumar, Bijendra, Social Movement in Modern India (DPS Publishing House)
6. Joshi, Sarat. C., Contemporary Social Mobility and Social Movements: Views and Reviews (Akansha Publication)
7. Banerjee, Parthasarathi, "Land Acquisition and Peasant Resistance at Singur", Economic and Political Weekly November 18, 2006. Available at: <http://sanhati.com/wp-content/uploads/2007/03/acquisitionsingur.pdf>
8. Ghatak, Maitreesh and et al., Land Acquisition and Compensation in Singur: What Really Happened?, March 29, 2012. Available at: [http://ibread.org/bread/system/files/bread\\_ppapers/p035.pdf](http://ibread.org/bread/system/files/bread_ppapers/p035.pdf)
9. Singh, Samal Jayaram, Displacement and Resistance: A Case Study of Posco Project, Odisha (LAP Lambert)
10. Jena, Manipadma, 'Voices from Niyamgiri', Economic and Political Weekly (Online). Available at: <http://www.epw.in/node/128306/pdf>

**Course Name: –Public Policy in India**

**Course Code: BAHPLSDSE503**

Course Type: <b>(DSE)</b> <b>(Theory)</b>	Course Details: <b>DSEC-1 &amp; DSEC-2</b>			L-T-P: 5 - 1 - 0	
Credit: <b>6</b>	Full Marks:50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	<b>10</b>	-	<b>40</b>

**Objectives of the course**

1. To inculcate the understanding of Public Policy
2. To explain the growing importance of Public policy in the Field of Political Science.
3. To help in analyzing the linkages of Politics and other variables in Policy Process.

**Course Learning Outcomes**

1. Importance and relevance of Public policy in any political System
2. Policy making and implementation process in India
3. Role of different institution in policy making and Implementation within the Constitutional Framework in India.
4. Evaluation and analysis of different public Policy.

**Course Content**

**Theory**

Unit -1: Public Policy: Meaning, Significance and Scope.

Unit-2: Policy Making Process in India.

Unit -3: Policy Implementation Process in India.

Unit -4: Constraints in Public Policy.

Unit -5: Public Policy Analysis and Evaluation.

**Suggested Readings**

1. Dye, Thomas, *Understanding Pubic Policy*, Pearson Education, Singapore.
2. Rathod, P.B, *Framework of Public Policy: The Discipline and its Dimensions*, Commonwealth Publishers, New Delhi.
3. R.K. Sapru *Public Policy*, Sterling Publishers, New Delhi.
4. Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham (Spokesman).
5. De, Prabir Kumar, *Public Policy and Systems* (Delhi: Pearson).

**Course Name: India's Foreign Policy in a Globalizing World**  
**Course Code: BAHPLSDSE504**

Course Type: DSE (Theory)	Course Details: DSEC-1 & DSEC-2		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### Course Objectives

1. To understand the changing dynamics of India's foreign policy in the globalized world.
2. To understand the major issues of India's foreign policy in the globalized world.
3. To gather knowledge, the relational dynamics between India and the USA and UK.
4. To understand India's economic engagements with various economic forum.

### Learning Outcome

1. The students will be able understand the changing dynamics of India's foreign policy in the globalized world.
2. They will gather the major issues of India's foreign policy in the globalized world.
3. This course will be beneficial for the students to assume the relational dynamics between India and the USA and UK.
4. This course will be helpful to understand India's economic engagements with various economic forum.

### Course Content

#### Theory

Unit 1: India's Foreign Policy in the era of Globalization: Emerging Issues (a) India's global trade and market economy, (b) Environmental issue in India's foreign policy, (c) Terrorism, (d) National Security, and (e) Nuclear issue.

Unit 2: India's foreign policy towards selected neighbours: China, Myanmar, Sri Lanka, Pakistan, and Bhutan.

Unit 3: The Changing Contours of Indo-U. S relations in the era of globalization.

Unit 4: India and U.K: The changing dimensions of relations in a globalized world.

Unit 5: India's foreign policy in the multipolar world: BRICS and G-20.

### Suggested Readings

1. Ganguly, Sumit, *Indian Foreign Policy*, Oxford University Press, New Delhi.
2. Kothari, Raj Kumar, *India in the New World Order: The Changing Contours of Her Foreign Policy Under Narendra Modi*, Atlantic, New Delhi.
3. Dubey, M, *India's, Foreign Policy*, Orient Black Swan.
4. Dutt, Sagarika, *India in a Globalized World*, Manchester University Press.
5. Chakraborty, Biswanath, and Nandy, Debasish(eds.) *An Outline of India's Foreign Policy and Relations*, Mitram, Kolkata.
6. Nandy, Debasish, *Revisiting India's Post-Cold War Foreign Policy since 1991 to Present Day*, Avenel Press, Kolkata.
7. চক্রবর্তী, বিশ্বনাথ ও নন্দী, দেবশীষ সম্পাদিত, *ভারতের বিদেশ নীতি ও সম্পর্কের গতি প্রকৃতি*, প্রগ্রেসিভ, কলকাতা।

**Course Name: Gender and Politics in India**  
**Course Code: BAHPLSDSE505**

Course Type: DSE (Theory)	Course Details: DSEC-1 & DSEC-2		L-T-P: 5 - 1 - 0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### Course Objectives

1. To understand the Gender-based participation in politics.
2. To understand conceptual differences between women and trans gender.
3. To understand Gender identity.

### Learning Outcome

1. Students will be able to understand the Gender-based participation in politics by this course.
2. They will be able to understand conceptual differences between women and trans gender.
3. This course will be beneficial for the students to understand Gender identity.

### Content

#### Theory

- Unit 1: Conceptualizing Gender in Politics: Political Participation, policy making and development.
- Unit 2: Security concern for Women and Third Gender/Transgender.
- Unit 3: Effective participation of Women in Decision making structures: Issue of Reservation Impact.
- Unit 4: Gender Identity: Women in riot and War.

### Suggested Readings

1. Geetha, V. *Gender*. (Calcutta: Stree).
2. Geetha, V. *Patriarchy*. (Calcutta: Stree).
3. Menon, Nivedita, *Gender and Politics in India*, Oxford India Paperbacks.
4. Saigol, Rubina, *Feminism in India*, (Women Unlimited Publication).
5. John, Mary E., *Women Studies in India: A reader* (ed.), (Penguin India Publication).

## Semester- VI

### Course Name: Local Government in West Bengal Course Code: BAHPLSC601

Course Type: C (Theory)	Course Details: CC13			L-T-P: 5-1-0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### Course Objectives

1. To promote social and economic development.
2. To provide democratic and accountable government for local communities.
3. Sustain peace and order condition and ensure public safety.

### Course Learning Outcomes

1. It involves the citizens in determining specific local public needs.
2. To know about our own area, about the constitution.
3. Women can be aware of their own abilities

### Content

#### Theory

- Unit 1: Evolution of Rural and Urban local government in West Bengal since independence.
- Unit 2: Structure and functions of Panchayati Raj Institutions in the light of the 73<sup>rd</sup> Constitution (Amendment) Act, 1992.
- Unit 3: Structure and functions of urban local governments under the 74<sup>th</sup> Constitution (Amendment) Act, 1993.
- Unit 4: Local Government and Empowerment of Women, SCs, and STs.
- Unit 5 : State- local Government Relations : Financial Control of the State.

### Suggested Readings

1. Chakraborty , Biswanath , *People's Participation in West Bengal Panchayat System* , ( Kolkata : Mitram).
2. Dutta, Prabhat and Sen, Panchali, *Panchyat, Rural Development and Local Autonomy: West Bengal Experience*, ( Kolkata: Dasgupta and Co).
3. Bhattachariya , Moitree, *Panchayati Raj in West Bengal* , : Democratic Decentralization and Democratic Centralism, ( New Delhi : Monak Publication).
4. অসিত কুমার বসু *পশ্চিমবঙ্গে পঞ্চায়েত ব্যবস্থা* ( কলকাতা , পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ )

**Course Name: PROJECT**  
**Course Code: BAHPLSC602**

Course Type: C (Practical)	Course Details: CC14			L-T-P: 0-0-12	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	-	20	-

**General Guide Lines**

1. Students must write their papers from within the discipline of Political Science and its allied subject.
2. Total Marks 50. Internal-30 marks and External marks-20.
3. External Evaluation will be made through viva-voce.
4. External Evaluation will be made through the continuous evaluation process by the respective Supervisor.
5. Name of the external examiner will be send by the course coordinator of the university PG department of Political Science to the Controller/Dy. Controller of Examinations of the University and then University will send all the colleges.
6. In respect of the preparation of the project special emphasis will be given on Research Methodology.
7. Each student will select separate Topic
8. Institution will give the priority of the choice of the students regarding the selection of the topic of their choice.

**Suggest Readings**

Kothari, C.R, *Research Methodology* (New Delhi:PHI).

Ahuja, Ram, *Research Methods* (New Delhi: Rawat Publications).

Majumder, P.K., *Research Methods in Social Sciences* (New Delhi, Viva Books,).

**Course Name: Understanding Global Politics**  
**Course Code: BAHPLSC601**

Course Type: DSE (Theory)	Course Details: DSEC-3 & DSEC-4		L-T-P: 5-1-0		
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### Course Objectives

1. To understand state system in the era of globalization.
2. To understand the mechanism of global economy.
3. To assess the role of transitional economic actors.
4. To understand millennium developmental goal.

### Learning Outcomes

1. This course will help to understand state system in the era of globalization.
2. The students will be able to understand the mechanism of global economy.
3. Students will be able to assess the role of transitional economic actors.
4. They will understand millennium developmental goal.

### Content

#### Theory

Unit 1: Evolution of the state system and the concept of sovereignty.

Unit 2: Global Economy; Bretton woods institutions and W.T.O.

Unit 3: Transnational economic actors.

Unit 4: Global Poverty: Millennium Development Goals and unfulfilled promises.

### Suggested Readings:

1. Heywood, Andrew, *Global Politics*, (London: Palgrave Macmillan)
2. Mansbach, Richard W. and Rafferty, L. Kirsten, *Introduction to Global Politics*, (New York: Routledge)
3. R. Mansbach and K. Taylor, 'International Political Economy', *Introduction to Global Politics*, 2nd Edition (New York: Routledge)
4. A. Narlikar, *The World Trade Organization: A Very Short Introduction* (New Delhi: Oxford University Press)
5. R. Wade, 'Globalisation, Growth, Poverty, Inequality, Resentment, and Imperialism', in J. Ravenhill (ed.), *Global Political Economy* (Oxford: Oxford University Press)



**Name of the Course: Understanding South Asia**  
**Course Code: BAHPLSDSE602**

<b>Course Type: DSE (Theory)</b>	<b>Course Details: DSEC-3 &amp; DSEC-4</b>			<b>L-T-P: 5 - 1 - 0</b>	
<b>Credit: 6</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
		<b>-</b>	<b>10</b>	<b>-</b>	<b>40</b>

### Couse Objectives

1. To understand the strategic importance of South Asian region.
2. To understand the major border disputes in South Asia.
3. To explore the reasons of civil wars and conflicts in South Asian region.
4. To understand democratic systems of South Asia and regional integration process.

### Learning Outcome

1. This course will be helpful to understand the strategic importance of South Asian region.
2. This course will be beneficial to understand the major border disputes in South Asia.
3. 3.The students will be benefited in exploring the reasons of civil wars and conflicts in South Asian region.
4. They will be able to understand democratic systems of South Asia and regional integration process.

### Course Content

#### Theory

1. Unit 1: South Asia: As a region and its strategic importance.
2. Unit 2: Border Disputes: (a) India-Pakistan and (b)India-China.
3. Unit 3: Civil Wars and Ethnic Conflicts in South Asia: (a) Sinhala-Tamil conflict in Sri Lanka, and Baluchistan movement in Pakistan.
4. Unit 4: Democracy and state system in South Asia: Case study of Pakistan, Bangladesh, Maldives, Sri Lanka, Nepal, and Bhutan.
5. Unit 5: Regional Integration in South Asia: SAARC.

### Suggested Readings

1. Farmer, B.H., *An Introduction to South Asia*, Rutledge, London.
2. Baxter et, al.(ed.), *Government and Politics in South Asia*, West view, Boulder.
3. Mitra, Debashis and Nandy, Debasish(eds.), *South Asia and Democracy: Contextualizing Issues and Institutions*, Kunal Books, New Delhi.
4. Nandy, Debasish, *Understanding Pakistan*, Kunal Books, New Delhi.
5. Nandy, Debasish (ed.) *Mapping South Asia: State, Society and Security Dilemmas*, Blue Roan Publishers, Ahmedabad.
6. Phandis, Urmila and Ganguly Rajat, *Ethnicity, and Nation Building in South Asia*, Sage, New Delhi.

**Course Name: Citizenship in a Globalizing World**  
**Course Code: BAHPLSDSE603**

Course Type: DSE (Theory)	Course Details: DSEC-3 & DSEC-4			L-T-P: 5 - 1 - 0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		-	10	-	40

### Course Objectives

1. To understand different concepts of citizenship.
2. To understand evolution of citizenship
3. To understand citizenship through the lance of global justice.

### Learning Outcomes

1. This course will be helpful to understand different concepts of citizenship.
2. The students will be able to understand evolution of citizenship
3. The students will understand citizenship through the lance of global justice.

### Content

#### Theory

Unit 1: Classical conceptions of citizenship.

Unit 2: The Evolution of Citizenship and the Modern State.

Unit 3: Citizenship and Diversity.

Unit 4: Citizenship beyond the Nation-state: Globalization and global justice.

Unit 5: The idea of cosmopolitan citizenship.

### Suggested Readings

1. Acharya, Ashok, *Citizenship in a Globalising World*. (New Delhi: Pearson).
2. Beiner, R., *Theorising Citizenship* (Albany: State University of New York Press).
3. Held, David, *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance* (Stanford: Stanford University Press).
4. Kymlicka, Will, "Citizenship in an Era of Globalization: A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon (eds.), *Democracy's Edges* (Cambridge: Cambridge University Press).
5. Oliver, D. and D. Heater, *The Foundations of Citizenship* (London: Harvester Wheatsheaf).

**Course Name: Politics in West Bengal**  
**Course Code: BAHPLSDSE604**

<b>Course Type: DSE (Theory)</b>	<b>Course Details: DSEC-3 &amp; DSEC-4</b>		<b>L-T-P: 5 - 1 - 0</b>	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks
		Practical	Theoretical	Practical      Theoretical
		-	10	-      40

**Course Objectives**

1. To understand the dynamics of West Bengal Politics.
2. To understand the role of leadership in West Bengal Politics.
3. To assess the role of civil society in West Bengal.

**Learning Outcomes**

1. This course will help to understand the dynamics of West Bengal Politics.
2. This course will be helpful to understand the role of leadership in West Bengal Politics.
3. This course will be helpful to assess the role of civil society in West Bengal.

**Content**

**Theory**

Unit 1: Dynamics of politics in West Bengal: An overview.

Unit 2: Leadership role: Caste and class as factors.

Unit 3: Politics of Ethnicity: Gorkhaland Movement and Kamtapur Movement.

Unit 4: Civil Society in West Bengal – nature and role.

**Suggested Readings**

1. Franda, Marcus F., *Radical politics in West Bengal* (MIT Press).
2. Chatterjee, Partha, *State and Politics in India* (Delhi: Oxford).
3. Kaviraj, Sudipta and Khilnani, Sunil (eds.), *Civil Society: History and Possibilities* (Delhi: Cambridge).
4. Bagchi, Romit, Gorkhaland: *Crisis of Statehood* (Delhi: Sage).
5. Rakhahari Chatterjee and Partha Pratim Basu(eds.) *West Bengal Under the Left 1977-2011*. Sarat Books, Kolkata.
6. *The Kamtapur Movement* Ch. 8 (Ph.D. thesis of Ramesh Dural),  
Available at: [http://shodhganga.inflibnet.ac.in/bitstream/10603/137574/8/08\\_chapter\\_04.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/137574/8/08_chapter_04.pdf)

**Course Name: Environmental Politics**  
**Course Code: BAHPLSDSE605**

Course Type: DSE (Theory)	Course Details: DSEC-3 & DSEC-4		L-T-P: 5 - I - 0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks
		Practical	Theoretical	Practical      Theoretical
		-	10	-                  40

### Course Objective

1. The objective of the course is to introduce to the students a basic understanding of the concept of Environment and the ideology of environmentalism which emphasizes on the need of collective actions at all levels, national as well as international to deal with environmental crisis like Climate change.
2. This course also aims to initiate a discussion on the role that government can play by focussing on green governance.

### Learning Outcome

1. To develop a deeper understanding about the concept of environment, its living and non-living components and the philosophy of environmentalism.
2. To develop an awareness about the various environmental challenges/issues faced by the entire world which involves both developing and developed countries.
3. To critically evaluate the current paradigm of development based on rapid industrialization and to shift the focus on alternative paths to development especially the concept of sustainable development.
4. To analyze the role of public policy at the national and international level with regards to the protection and management of environmental issues along with an emphasis on collective efforts locally, nationally and globally.

### Course Content:

#### Theory

Unit 1: Environmentalism: Meaning, Key Related Ideas, Significance.

Unit 2: Collective action problems and environmental challenges in developing and developed countries.

Unit 3: Major Environmental Movements in India: *Chipko* , Narmada *Banchao*, Salient Valley.

Unit 4: Regional and international efforts to address climate change.

Unit 5: Green Governance: Sustainable Human Development.

### Suggested Readings

1. Ramachandra Guha, Environmentalism: A Global History (Longman Publishers).
2. Burns H Weston and David Bollier, Green Governance: Ecological Survival, Human Rights, and the Law of the Commons (Cambridge University Press).
3. J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics (New York: Oxford University Press).
4. A. Heywood, Global Politics (New York: Palgrave)

**Learning Outcome based Curriculum Framework (LOCF)**

**For**

**Choice Based Credit System (CBCS)**

**Syllabus**

**B.A.(Honours) in English**

**w.e.f. Academic Session 2020-21**



**Kazi Nazrul University**  
**Asansol, Paschim Bardhaman**  
**West Bengal 713340**



**Kazi Nazrul University**

**Department of English**

**B.A. Honours in English (2018-21)**

**COURSE STRUCTURE**

**(As per Choice Based Credit System and**

**LOCF circulated in 2020)**

**Semester I**

**CC-1**

**BAHENG101 British Poetry: Anglo-Saxon to Seventeenth Century**  
**[Credit-6]**

Course Type:	Course Details: <b>CC-1</b>			L-T-P: 5 - 1 - 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

The opening course of English Honours deals with British poetry from Anglo-Saxon to Seventeenth Century. It is useful to students concerned with English literature in multifarious ways. Poetry gives students a healthy outlet for surging emotions. The first unit enhances their knowledge on particular aspects of the literary history of British poetry, its socio-economic background and development from its Anglo-Saxon beginnings to the Seventeenth Century through milestones like Chaucer's works, the Renaissance, Puritanism and the Civil War. A selection of an entire range of representative works of major poets of this span, comprises the second unit. It seeks to exploit the advantages of a

broadly based interdisciplinary approach towards British poetry. An exploration of the poems helps gaining an idea of the development of literary conventions of British poetry through the ages, with relation to history and culture. The mystifying nature of the poems, resisting easy interpretation, offers the graduating learners an opportunity of achievement in analysis and critical reasoning. The last unit provides important information about the basics of Rhetoric and Prosody, mentoring students to appreciate poetry beyond a sentence's literal word meaning.

## Unit I

Literary and Social History:

Anglo-Saxon Poetry, Norman Conquest, Middle English Poetry, Chaucer, Renaissance, Growth and Development of English Sonnet, Puritanism, Civil War.

**(One question of 10 marks to be attempted out of three: 10x1 = 10)**

## Unit II

Chaucer: Prologue to *The Wife of Bath's Tale* (Modern English version) Lines 1-862(**Preferred Text: *The Canterbury Tales*. Ed. David Wright. Oxford World Classics**)

Spenser: Sonnet no. 75 (from *Amoretti*)

Sidney: "Loving in Truth" (from *Astrophel and Stella*)

Queen Elizabeth I: "On Monsieur's Departure"

John Donne: "The Sunne Rising"

Andrew Marvell: "To His Coy Mistress"

Milton: *Paradise Lost*, Book I, Lines 1-155

**(Five questions of 1 mark each to be attempted out of eight: 1x5 = 5)**

**Five questions of 2 mark each to be attempted out of eight: 2x5 = 10**

**One short answer type question of 5 marks to be attempted out of two: 5x1 = 5)**



### Unit III

Rhetoric and Prosody:

Rhetoric: Identification and Explanation of rhetorical terms from **one** given passage: **6 marks**

Prosody: Scanning **one** passage out of **two**, identifying dominant metre with variations: **4 marks**

**Internal Assessment: 10**

**Five short answer type questions of 02 marks each to be attempted out of eight: 02 x 5 = 10**

### CC- II

**BAHENG102 British Prose and Drama: Anglo-Saxon to Seventeenth Century [Credit-6]**

Course Type:	Course Details: <b>CC-2</b>			L-T-P: 5 - 1 - 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

The paper is divided into three units with reference to the literary genres of prose and drama that were produced between the Anglo-Saxon Period and the Seventeenth Century.

Unit I of the paper incorporates the elements related to the Socio-Literary elements of the aforementioned period in focus. It has discussions on the origin and development of British Prose and Drama and the role of the growth of the Press. It also focuses on the literary growth and impact of the University Wits and the growth of the Revenge Tradition in Drama as also the growth of the Comedy of Manners and the Comedy of Humours. It is hoped that through this discussion as part of the learning outcome the students would be able to have an in-depth overview of the socio-literary aspects of this era which in turn would help the students to move forward in their study of English Literature in future.

Unit II of the paper has two representative components related to British Prose and includes the texts of three of Francis Bacon's essays and Aphra Behn's "*Oroonoko*". As part of the learning outcome it is hoped that the study of these texts would initiate the students towards the flavours of British Prose and would

in turn help them later on when they shall be either dealing with a variety of essays or non-fiction works.

## **Unit I**

Literary and Social History

Origin and Development of British Prose, Growth of Press, Origin and Development of British Drama, University Wits, Revenge Tradition, Comedy of Humours, Comedy of Manners.

**(One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )**

## **Unit II**

Francis Bacon: “Of Studies”, “Of Travail”, “Of Death”

Aphra Behn: *Oroonoko*

**(Five questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$ )**

**One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 5$ )**

## **Unit III**

Christopher Marlowe: *Dr Faustus* (Preferred text: *Dr Faustus*—ed. Kitty Datta, O.U.P. 1980)

**(Five questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$ )**

**Two short answer type questions of 5 marks each to be attempted out of three:  $5 \times 2 = 10$ )**

**Internal Assessment: 10**

**Five short answer type questions of 02 marks each to be attempted out of eight:  $02 \times 5 = 10$**

**GEC-1: For Honours disciplines other than English****BAHENGGE 101 Contemporary India: Women and Empowerment**  
**[Credit-6]**

Course Type:	Course Details: <b>GEC-1</b>			L-T-P: 5 - 1 - 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This course provides a basic understanding of Gender, it will discuss the concepts of: Masculinity, Femininity, Patriarchy, Feminism, LGBTQ etc. The next half of the course will discuss issues such as: Women and Nationalist Movement in India, Women and Partition, Women and Law, Women and Violence etc with special reference to the texts of Kamala Das, Mamta Kalia and Mahasweta Devi.

It is hoped that the students shall have a working knowledge on the concept of gender and its various inter-links. Also, the students shall be able to have an idea on the various movements that have gone in building up the concept of gender. Later, the students might be able to tackle as learning outcome the texts related to such issues.

**Unit I:**

## Concepts

Social construction of Gender, Masculinity, Femininity, Feminism, Patriarchy, Sex and Gender, LGBTQ

**Two short answer type questions of 5 marks each to be attempted out of three: 5x2=10)**

**Unit II:**

## Issues

Women and Nationalist Movement in India

Women and Partition

Women and Law

Women and Violence

**(One question of 10 marks to be attempted out of three: 10x1 = 10)**

### Unit III:

#### Texts

Kamala Das: "An Introduction"

Mamta Kalia: "Tribute to Papa"

Mahasweta Devi: "Breast Giver"

(Five questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$ )

Five questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$

One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 5$ )

**Internal Assessment: 10**

Five short questions of 02 marks each to be attempted out of eight:  $02 \times 5 = 10$

## Semester II

**CC-3**

**BAHENG C201**

**Shakespeare**

**[Credit-6]**

Course Type:	Course Details: <b>CC-3</b>			L-T-P: 5 - 1 - 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

The paper wishes to introduce to the students the works of William Shakespeare and equip the students with sonnet writing and the plays of Shakespeare. It is hoped that by studying these texts the students shall be able to bring about a qualitative approach in the understanding of Shakespearean plays. At the same time this syllabus wishes to link up the students with the other plays of Shakespeare which shall be studied in the M.A. course.

**Unit I** brings to the students the nuances of sonnet writing by Shakespeare and it is hoped that by studying a cross-section of these sonnets the students would become sensitized enough to understand the differences between Shakespearean sonnets and those by other sonneteers of note which they study in CC 101.

**Units II and III** pick out two plays of great note by Shakespeare. The picking of *Macbeth* and *Twelfth Night* shall offer to the students the spectrum of Shakespearean drama and its various shades and create greater awareness on Shakespearean plays moving forward and at the same time sensitize the students on the estimation of Shakespearean plays vis-à-vis other parts of English drama.

### **Unit I**

Sonnets: 65, 73, 130, 154.

**(Two short answer type questions of 5 marks each to be attempted out of three:  $5 \times 2 = 10$ )**

### **Unit II**

*Macbeth*

**(Five questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$ )**

**One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )**

### **Unit III**

*Twelfth Night*

**(Five questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$ )**

**One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 5$ )**

**Internal Assessment: 10**

**Five short questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$**

**CC-4****BAHENG202 British Literature: Eighteenth Century [Credit-6]**

Course Type:	Course Details: <b>CC-4</b>			L-T-P: 5 - 1 - 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This paper focuses on the growth of literature in the context of 18<sup>th</sup> Century British life and ethos. It brings together the different changes that took place in England both socially and sociologically and also creates an awareness among the students regarding this critical phase of British history. The growth of various literary genres shall be dealt with and so hopefully shall create a larger understanding of British literature.

**Unit I** as usual holds out to the students the background of the Age and it is hoped that by studying this section the students shall become equipped with the Neo Classical Age and understand better the positioning of literary output of the Age.

**Units II and III** on the other hand bring to the students the cross-sectional representation of the literary texts of the Age. It is hoped that by studying these texts the students shall be able to connect the literary texts and their nuances with the Age when they were written.

**Unit I:**

Literary and Social History

Neo Classical, Enlightenment, Augustan Satire, Rise of the Novel, Coffee House and Periodicals, Cult of Sensibility, Gothic Novel.

**One question of 10 marks to be attempted out of three: 10x1 = 10)**

**Unit II:**

Poetry and Drama

Alexander Pope: *The Rape of the Lock, Canto I & II*

Richard B. Sheridan: *The School for Scandal*

**(Five questions of 2 marks each to be attempted out of eight :2x5 = 10**

**Oneshort answer type question of 5 marks to be attempted out of two: 5x1 = 5)**

**Unit III:**

Prose

Daniel Defoe: *Robinson Crusoe*

Addison & Steele: “Sir Roger at Church”, “Spectator Club”

**(Five questions of 1 mark each to be attempted out of eight : 1x5 = 5**

**Two short answer type questions of 5 marks each to be attempted out of three: 5x2 = 10)**

**Internal Assessment: 10**

**Five short questions of 02 marks each to be attempted out of eight: 02 x 5 = 10**

**GEC-2 For Honours disciplines other than English.**

**BAHENGGE201                  Indian English Literature                  [Credit-6]**

Course Type:	Course Details: <b>GEC-2</b>			L-T-P: 5 - 1 - 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

Since this course is for students who do not have English as their Core subject, therefore this paper aims to give a taste of Indian English Literature to the students. It is hoped that at the end of the course the students shall have a working knowledge of Indian English literature as part of their academic enhancement.

This paper has two units. **Unit I** brings to the students the flavours of Indian English Poetry, mostly written during the post-Independence era. It is hoped that by studying this section the students shall become better acquainted with Indian English Poetry which made remarkable progress during this period.

**Unit II** brings to the students a representative work of one of India's greatest novelists, R.K. Narayan. It is hoped that by studying this text the students shall be able to understand Indian culture and the “Indianness of India” much better.

## **Unit I:**

### **Poetry**

Sarojini Naidu: "In the Bazaars of Hyderabad"

Jayanta Mahapatra: "In a Night of Rain"

Kamala Das: "Freaks"

Dilip Chitrre: "The felling of the Banyan Tree"

Nissim Ezekiel: "Good bye Party for Miss Pushpa T.S."

**(Five short answer type questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$ )**

**Five short questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$**

**Two short answer type questions of 5 marks each to be attempted out of three:  $5 \times 2 = 10$ )**

## **Unit II:**

### **Fiction**

R.K. Narayan : *The English Teacher*

**(One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 5$ )**

**One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )**

**Internal Assessment: 10**

**Five short questions of 02 marks each to be attempted out of eight:  $02 \times 5 = 10$**



**AECC-2 English/MIL Communication****AECCE201****English Communication****[Credit-4]**

Course Type:	Course Details: <b>AECC-2</b>		L-T-P: 4 - 0 - 0		
Credit:4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This paper is for all students who pursue a course in any Honours subject. It is hoped that this paper shall provide a working knowledge of communication in English both through a theoretical knowledge and in terms of writing skills.

**Unit I**

Types and Modes of Communication:

Verbal and Non-Verbal Communication

Personal, Social, and Business Communication

Group Communication

Effective Communication and Miscommunication

**The basic concepts of the above should be discussed in the class.**

**(Five questions of 2 marks each to be attempted out of eight: 2 x 5 = 10)**

**Unit II:**

Dialogue and Monologue

Group Discussion

Interview

Public Speech

**Students should be engaged in practice-sessions and should be made aware of the basic techniques.**

**(Two short answer type questions of 5 marks each to be attempted out of three: 5x2=10)**

**Recommended Readings for Unit I and II:**

1. *Fluency in English- Part II*, Oxford University Press. 2006.
2. *Business English*. Pearson, 2008.
3. *Language through Literature and Creativity*. Orient Blackswan, 2013.

**Unit III**

Passage for Comprehension (Unseen)

Exercises: Comprehension

A. Summary, Paraphrasing

B. Vocabulary Test

(Five questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$ )

One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 5$

One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )

**Internal Assessment: 10 marks**

(Five short answer type questions of 02 marks each to be attempted out of eight:  $02 \times 5 = 10$ )

## Semester III

**CC-5**

**BAHENG301**

**British Romantic Literature**

**[Credit-6]**

Course Type:	Course Details: <b>CC-5</b>			L-T-P: 5 - 1 - 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

The primary learning outcome of this paper is to educate students with the contexts of the English literary tradition in the Romantic Period in terms of its social, philosophical, intellectual, literary backgrounds. Students are expected to develop a clear understanding of Romanticism, Fancy and Imagination, Supernaturalism etc that provide the basis for the texts. A study of the French Revolution or the significance of *Lyrical Ballads* will develop skills to analyse the sensibility of the British Romantic period – common man, equality, freedom, sense of community and fraternity. The student is expected to gain an understanding of the process of literary development through admiration of canonical and representative poems and prose of the writers of the Romantic period like Wordsworth's *Tintern Abbey* or Jane Austen's *Pride and Prejudice*. The paper promotes proficiency of critical analysis and interpretation of selected Romantic texts in terms of theme, language and design.

## **Unit I:**

Literary & Social History

French Revolution, Romanticism: Back to Nature, Fancy and Imagination, Significance of Lyrical Ballads, Supernaturalism.

**(One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )**

## **Unit II:**

Poetry

Blake: "The Lamb", "The Tyger"

Wordsworth: "Tintern Abbey"

Coleridge: "Christabel", Part – I

Shelley: "Ode to the West Wind"

Keats: "Ode to a Nightingale"

Byron: "She walks in Beauty"

**(Five questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$ )**

**One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 5$ )**

## **Unit III:**

Prose

Jane Austen: "Pride and Prejudice"

Charles Lamb: "Dream Children: A Reverie"

De Quincey: "On Knocking at the Gate of Macbeth"

**(Five questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$ )**

**Two short answer type questions of 5 marks each to be attempted out of three:  $5 \times 2 = 10$ )**

**Internal Assessment: 10**

**Five short questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$**

## Recommended Readings:

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

## CC-6

### BAHENG302 British Victorian Literature [Credit- 6]

Course Type:	Course Details: <b>CC-6</b>			L-T-P: 5 - 1 - 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This paper enlightens students with the major socio-economic changes like industrialization, urbanization and confrontation of Darwin's Theory of Evolution, as it develops in the Victorian Age, the influence of which the nineteenth century poems and novels were unable to escape. A study of the social and literary history of the Victorian world like the Industrial Revolution, the Reform Laws or the Pre-Raphaelite Movement, will assist in identifying the socio-economic-political contexts that inform the literature of the period. Students will here come across the poetry that is characteristic of the Victorian period – structures like the dramatic monologue – *My Last Duchess* of Robert Browning, celebration of the Victorian temper of high spirit, energy and resolution in Tennyson's *Ulysses*, poems expressing 'Crisis of Faith' like Matthew Arnold's *Dover Beach* etc. Students will also discover how novel grew and experimented with plot, character and perspective through reading of such representative examples of the realistic Victorian fiction as Dickens' *Hard*

*Times* or Hardy's *The Return of the Native*. Students will decipher how Victorian novels closely followed not only the social concerns of the period like factory life and condition of workers but was also linked with the expansion of Colonialism and Capitalism.

### **Unit I:**

Literary and Social History

Industrial Revolution, Victorianism, Crisis of Faith, Reform Laws, Corn Laws, Utilitarianism, Chartist Movement, Darwinism, Marxism, Novel and Realism, Psychological Novel, Oxford Movement, Pre-Raphaelite Movement.

**(One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )**

### **Unit II:**

Poetry

Alfred Lord Tennyson: "Ulysses"

Robert Browning: "My Last Duchess"

Matthew Arnold: "Dover Beach"

Emily Bronte: "No Coward Soul is Mine"

**(Five questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$ )**

**One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 5$ )**

### **Unit III: Prose**

Charles Dickens: *Hard Times*

Thomas Hardy: *The Return of the Native*

**(Five questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$ )**

**Two short answer type questions of 5 marks each to be attempted out of three:  $5 \times 2 = 10$ )**

**Internal Assessment: 10**

**Five short questions of 02 marks each to be attempted out of eight: 02 x 5 = 10**

**Recommended Readings:**

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Northon, 2006) pp. 1545–9.
3. John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

**CC-7**

**BAHENG303 Classical Literature: Indian and European [Credit- 6]**

Course Type:	Course Details: <b>CC-7</b>			L-T-P: 5 - 1 - 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

The students are introduced to a rich and diverse literature through exploration of Indian and European classical texts in English translation. The knowledge of the eco-socio-political-cultural context of the age that produced the texts enable the students to historically situate the classical literature and diverse literary cultures from India and Europe. *Natyashastra* and *Poetics* enable to explore the central concerns of Sanskrit drama and dramatic theory respectively. They lay a foundation in Indian and European poetics, theories of representation, aesthetics, aspects of theatre etc. Selections from Ilango's *Cilapattikaram*, *Mrichchhakatika* of Sudraka, Homer's *The Iliad* and Sophocles' *Oedipus Rex* introduce students to multiple genres and forms, offering a wide-ranging perspective on the artistic, philosophical, and social concerns of classical literature. The paper teaches how to develop ability to pursue research in the field of classics. Now he/ she can appreciate the pluralistic and inclusive nature

of Indian and European classical literature and their attributes along with valuing cross-cultural aesthetics.

### **Unit I:**

Theory

Bharata: *Natyashastra* tr. Manmohan Ghosh, Vol. I, 2<sup>nd</sup> ed (Calcutta: Granthalaya, 1967) chap. 6 (Preferred text: Poetics—trans.

Aristotle: *Poetics*: Plot, Tragic Hero, Epic and Tragedy (**Preferred Text: *Poetics*. Trans. Ingram Bywater with Preface by Gilbert Murray**)

**(Two short answer type questions of 5 marks each to be attempted out of three: 5x2 = 10)**

### **Unit II:**

Indian Texts

Sudraka: *Mricchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962)

Ilango Adigal, 'The Book of Banci' in Cilappatikaran: *The Tale of an Anklet* – Translated by R. Parthasarathy [Delhi: Penguin, 2004, Book – 3]

**(Five questions of 2 marks each to be attempted out of eight: 2x5 = 10)**

**One short answer type question of 5 marks to be attempted out of two: 5x1 = 5)**

### **Unit III:**

European Texts

Homer: *The Iliad* (**non-detailed**)

Sophocles: *King Oedipus*

**[Five questions of 1 mark each to be attempted out of eight : 1x5 = 5 (to be set only from Sophocles' *King Oedipus*)**

**One question of 10 marks to be attempted out of three: 10x1 = 10 (to be set from both texts of Unit III)]**

**Internal Assessment: 10**

**Five short questions of 02 marks each to be attempted out of eight: 02 x 5 = 10**

### Recommended Readings:

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.
3. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
4. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, Horace: Satires, Epistles and Ars Poetica (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

**GEC-3(For students other than Hons. In English)**

**BAHENGGE301**

**Literature and Gender**

**[Credit-6]**

Course Type:	Course Details: <b>GEC-3</b>			L-T-P: 5 - 1 - 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

The course aims to help students from non-English literature backgrounds to develop a vital understanding of how discourses and assumptions of gender govern and carve our very lives, experiences, emotions and choices. The course exposes students to an extensive range of literary and textual materials from diverse historical periods and contexts, so that they are able to investigate the socially-constructed nature of gendering. It will introduce students to the major critical approaches to literature that feminist theorists have devised to understand 'woman' as a single or variable entity in literature. The concept of gender as a cultural category – ideologies such as feminisms, masculinities, and transgenderism – will make students perceive the complexity of social and biological constructions of manhood and womanhood and how it is constructed in literature. Knowledge of the astonishing range of feminism in literature of all ages and culture along with the ways in which they embody a politics of resistance, is offered through writings of Begum Rokeya, Mahasweta Devi, Virginia Woolf and Sylvia Plath. There can be no better representation of female experience in literature than in such representative texts as *The Degradation of Women* or *A Room of One's Own* or poems of Plath. This course



sensitizes students to gender assumptions in literary texts facilitating a comprehension of the link between the status of woman to social discrimination and social change. The learners will explore issues of women's experience, women's work, selfhood and representation in the texts prescribed.

## **Unit I:**

Terms and Concepts

Patriarchy, Domination, Hegemony, Gender, Queer, LGBTQ, Inside/Outside, Other, Gynocriticism, Androgyny, Subaltern Feminism.

**(Three short answer type questions of 5 marks each to be attempted out of five: 5x3 = 15)**

### **Recommended Readings:**

1. M.H Abrams: *Glossary of Literary Terms*
2. J.A.Cuddon: *The Penguin Dictionary of Literary Terms and Literary Theory*

## **Unit II:**

Prose

- Rokeya Sakhawat Hossain:

*Motichur: Sultana's Dream and Other Writings* of Rokeya Sakhawat Hossain, OUP: 2015 & translated by Ratri Roy and Prantosh Bandyopadhyay. [Chapter 1 ('Thirst') and Chapter 2 ('Degradation of Women') of the text]

- Mahasweta Devi's *Breast Stories* translated by Gayatri Chakravorty Spivak, Seagull, 2016 edition. (Introduction by Gayatri Spivak, page vii-xiv)
- Virginia Woolf: *A Room of One's Own*. Grafton Publication 1977. (First Chapter, Page 7-29)

**(Five questions of 1 mark each is to be attempted out of eight : 1x5= 5)**

**Five questions of 2 marks each is to be attempted out of eight: 2x5= 10)**

## **Unit III:**

Poem

Sylvia Plath: *Circus in Three Rings; Event.*

**(One question of 10 marks is to be attempted out of three: 10x1=10)**

**Internal Assessment: 10**

**Five short questions of 02 marks each to be attempted out of eight: 02 x 5 = 10**

**SEC –I (For English Honours students)**

**BAHENGSE301 Actual Reporting and Content Writing [Credit-4]**

Course Type:	Course Details: <b>SEC-1</b>			L-T-P: 4 - 0 - 0	
Credit:4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This course is aimed to help undergraduate students develop and explore composition, argument, and writing skills that will train them to improve their composing abilities for higher studies and professional endeavours. The perception of Actual Reporting will help students understand and draft different types of Newspaper/ Television / Organization Reporting. Understanding of Content Writing like Advertisement, Leaflet, Brochure, Posters, Web Blogs will benefit in catering to the crucial necessities of modern life. The dexterity or skill of putting to words one's ideas and thoughts to the target audience and effectively communicating one's findings will be mastered through this paper.

## **Unit I:**

### **Actual Reporting**

1. Newspaper Reporting
2. Television Reporting
3. Organization Reporting

**(One question of 10 marks is to be attempted out of three: 10x1=10)**

## **Unit II:**

### **Content Writing**

1. Advertisement Content Writing.  
Advertisement on new universities, new career courses, new vocational programmes, workshops etc.
2. Content writing on leaflets and brochures , posters:  
Leaflets of organizations, posters and brochures of events and courses.
3. Content writing of Web blogs :  
Web pages or blogs of individuals and institutions.

**(Five questions of 1 mark each is to be attempted out of eight: 1x5=5)**

**Five questions of 2 marks each is to be attempted out of eight: 2x5=10**

**Three questions of 5 marks each is to be attempted out of five: 5x3=15)**

### **Internal Assessment: 10**

**Reports/contents of 10 marks to be written in the class as in classtest**

**OR**

**BAHENGSE302Translation Skills [Credit-4]  
(For English Honours students)**

Course Type:	Course Details: <b>SEC-1</b>			L-T-P: 4 - 0 - 0	
Credit:4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This course has the objective of developing competency to critically appreciate the process of translation in a multi linguistic and multicultural country like India. The basic concepts related to translation will clarify the process, modes, equivalence adopted in translation. A critical examination of translated literary/non-literary texts like *ThakurmarJhuli* and William Radice's translation of Tagore's poems aids in assessing, comparing, and reviewing translations. The concept of the politics of translation can be comprehended by students

through such meticulous probing into the theory and practice of translation skills.

## **Unit I:**

### Basic Concepts

Source Language Text, Target Language text, Literary Translation, Non-Literary Translation, Machine Translation, Free Translation, Cultural Equivalence, Translator's Visibility, Translator's Invisibility, Translation as Treason, Translation as Discovery, Postcolonial Translation

**(Three short answer type questions of 5 marks each to be attempted out of five:  $5 \times 3 = 15$ )**

## **Unit II:**

### Translator's Experience

- a. Roy, Sukhendu (Tr). *Tales From ThakurmarJhuli*: Translator's Note. Oxford University Press.
- b. William Radice (Tr). Rabindranath Tagore. *Selected Poems*: Translator's Introduction. Penguin.

**(Five questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$ )**

**Five questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$**

**One question of 10 marks to be attempted out of three :  $10 \times 1 = 10$ )**

### **Internal Assessment: 10**

**Five short questions of 02 marks each to be attempted out of eight:  $02 \times 5 = 10$**

### **Recommended Reading:**

1. Baker, Mona. *In Other Words: A Coursebook on Translation*. Routledge. 2001.
2. Basnett, Susan. *Translation Studies*. Routledge. 2014.

## Semester IV

**CC-8**

**BAHENG C401 British Literature: The Early Twentieth Century [Credit-6]**

Course Type:	Course Details: <b>CC-8</b>		L-T-P: 5 – 1 – 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks
		Practical	Theoretical	Practical      Theoretical
		0	<b>10</b>	0 <b>40</b>

This paper takes a look at the socio-literary aspects of the early part of the Twentieth century. The various socio-literary and socio-cultural shifts have been discussed in this paper. The paper has been divided into three Units.

**Unit I** takes a look at the various important socio-historical events that took place in the early part of the 20th century, somewhat as a logical extension of what has been done earlier in the paper related to the Victorian Age. At the same time this Unit wishes to bring to the students the various Social and Art Movements that took place during this time and then wishes to show to the students as to how these socio-cultural movements influenced the growth of British Literature in the early part of the 20<sup>th</sup> century. It is hoped that through such discussions on a panoramic course of events the students would have a wider vision on the literary growth of the times and the reasons behind the growth of various literary movements of the Age.

**Unit II** is almost an extension of Unit I and discusses the major poetic texts of the times by referring to a cross-section of poets. It is hoped that through such knowledge the students would become better equipped to understand the various nuances of poetic writing of the period.

**Unit III** pores into fiction. It is hoped that the theoretical paradigms of Psychoanalysis and the literary history of the growth of the Stream of Consciousness Novel technique discussed in Unit I would be understood better by reading Virginia Woolf's *Mrs Dalloway*. At the same time the students would be enriched by studying the short stories by two other prominent writers of the era Joyce and Conrad.

### Unit I:

Literary and Social Background

Modernism and the Postmodern Turn, The World Wars, The Collapse of the Empire, Women's Movements, Psychoanalysis and the Stream of Consciousness, The uses of Myth, The Avant Garde

**(One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )**

## **Unit II:**

Poetry

W.B. Yeats: "*The Second Coming*"

T.S. Eliot: "*The Love Song of J. Alfred Prufrock*"

Dylan Thomas: "*Poem in October*"

Philip Larkin: "*Church Going*"

**(Five questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$ )**

**One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 05$ )**

## **Unit III:**

Virginia Woolf: *Mrs Dalloway*

**(Two short answer type questions of 5 marks each to be attempted out of three:  $5 \times 2 = 10$ )**

James Joyce: *Araby*

Joseph Conrad: *The Lagoon*

**(Five questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$ )**

## **Internal Assessment: 10**

**Five short answer type questions of 02 marks each to be attempted out of eight:  $02 \times 5 = 10$**

Recommended Readings:

1. Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
2. T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
3. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

**CC-9**

**BAHENG402**

**Indian Writing in English**

**[Credit-6]**

Course Type:	Course Details: <b>CC-9</b>			L-T-P: 5 – 1 – 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This paper focuses on the various aspects of the study of Indian Writing in English and hopes to introduce to the students the history of the growth of this literary arena as well as the different phases and genres of the same. As a learning outcome it is hoped that through the study of this paper the students shall become better acquainted with the field of study and learn to tackle the questions related to culture, race and identity that Indian Writing in English relates to.

**Unit I** brings to the students the basic study of the historical survey of the growth of Indian Writing in English. It is hoped that through this study the students shall have a working knowledge of the growth of this genre. Such knowledge shall help them to locate texts and their nuances much better in the other two Units

**Unit II** is on poetry and the selection of poems chosen attempt to sensitise the students with the variations of theme and technique that have occurred in this genre both during the colonial and post-colonial phases from Derozio to Ngangom.

**Unit III** is on fiction and contains two short stories and a novel. Through the study of these texts, it is hoped that the students shall have an insight into the fictional works of some of the most cultivated writers of Indian Writing in English.

**Unit I:**

Literary and Social Background

Evolution of Indian Literature in English, The Beginnings, The Nationalist Movement, Partition, Women's Issues, Re-Reading India: Post – 1980s.

**(One question of 10 marks to be attempted out of three: 10x1 = 10)**

## **Unit II:**

Poetry

H.L.V. Derozio: "*Sonnet Written to the Pupils of Hindu College*"

Kamala Das: "*An Introduction*"

Jayanta Mahapatra: "*Dawn at Puri*"

Robin S. Ngangom: "*A Poem for Mother*"

**(Five questions of 2 marks each to be attempted out of eight : 2x5 = 10)**

**One short answer type question of 5 marks to be attempted out of two: 5x1 = 5)**

## **Unit III:**

Prose

Khushwant Singh: *The Train to Pakistan*

**(Two short answer type questions of 5 marks each to be attempted out of three: 5x2 = 10)**

R.K. Narayan: *Toasted English* (from R.K. Narayan: *The Writerly Life: Selected Non-Fiction*. ed. S. Krishnan, Penguin Books, 2001)

Amitav Ghosh: *The Ghost of Mrs Gandhi*

**(Five questions of 1 mark each to be attempted out of eight : 1x5 = 5)**

**Internal Assessment: 10**

**Five short answer type questions of 02 marks each to be attempted out of eight: 02 x 5 = 10**



### Recommended Readings:

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
2. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

### CC-10

### BAHENG403

### Popular Literature

### [Credit-6]

Course Type:	Course Details: <b>CC-10</b>			L-T-P: 5 – 1 – 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This paper brings to the students the various facets of Popular Literature. It is often thought that popular literature cannot be part of canonical literary syllabi but this paper brings to the students the joys of popular literature.

**Unit I** brings to the students an overall literary and historical insight into the growth of popular literature. This section hopes to bring to the students the various aspects of Popular Literature and hopes to put into the minds of the students the questions on caste, identity and gender.

**Unit II** brings to the students, representative texts of poetry and popular fiction. It is hoped that through the reading of these texts the students shall be able to tackle the various issues associated with the reading of popular literature with critical insights.

**Unit III** has the prose works of J.K. Rowling, Agatha Christie and Satyajit Ray and brings to the students some of the best fictional works of the genre. This unit shall help the students to analyse these works with critical insights.

### Unit I:

Literary and Social Background

The Canonical and the Popular

Caste, Gender, Identity  
Sense and Nonsense  
The Graphic Novel  
Detective Fiction

**(One question of 10 marks to be attempted out of three: 10x1 = 10)**

**Unit II:**

Poetry and Graphic Fiction

Sukumar Ray: *“The Rule of Twenty One”*

Edward Lear: *“Mr. and Mrs. Spikky Sparrow”*

Durga Vyam and Subhas Vyam: *Bhimayana: Experience of Untouchability*

**Or**

B.R.Ambedkar: *Autobiographical Notes* **(Only for the Visually Challenged students)**

**(Five questions of 2 markseach to be attempted out of eight: 2x5 = 10)**

**One short answer type question of 5 marks to be attempted out of two: 5x1 = 5)**

**Unit III:**

Prose

J.K.Rowling: *Harry Potter and the Philosopher’s Stone*

**(Two short answer type questions of 5 marks each to be attempted out of three: 5x2 = 10)**

Agatha Christie: *The Jewel Robbery at the Grand Metropolitan*

Satyajit Ray: *Nakurbabu and El Dorado*

**(Five questions of 1 mark each to be attempted out of eight: 1x5 = 5)**

**Internal Assessment: 10**

**Five short answer type questions of 02 marks each to be attempted out of eight: 02 x 5 = 10**

Recommended Readings:

1. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
2. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
3. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, Vol. 45, 1978, pp. 542–61.

**GEC-4(For students other than Hons in English)**

**BAHENGGE401**

**Indian Literature**

**[Credit-6]**

Course Type:	Course Details: <b>GEC-4</b>			L-T-P: 5– 1 – 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This paper is to be taught to Honours students other than those who are pursuing a degree in English. The paper is one of the two options available to the students.

**Unit I** and **Unit II** brings to the students an entire gamut of fictional and non-fictional works of Indian English, both originally written texts in English and translated texts into English from vernacular languages. Through these two Units the students shall become aware of the socio-cultural issues of Indian English presented in this paper.

**Unit I:**

M K Gandhi "Hardship"

Sudha Murthy "In Sahyadri Hills, A Lesson in Humility"

A P J Abdul Kalam "The Power of Prayer"

Khushwant Singh "The Portrait of A Lady"

**(Five questions of two marks each is to be attempted out of eight: 2X5 = 10)**

**Three questions of five marks each is to be attempted out of five: 5X3 = 15)**

**Unit II:**

Premchand The Child

R K Narayan *An Astrologer's Day*

R K Laxman The Gold Frame

Ruskin Bond The Boy Who Broke the Bank

**(Five questions of one mark each is to be attempted out of eight: 1X5 = 5)**

**One question of ten marks is to be attempted out of three: 10X1 = 10)**

**OR**

**BAHENGGE402 (For students other than Hons in English)**  
**Academic Writing and Composition[Credit-6]**

Course Type:	Course Details: <b>GEC-4</b>			L-T-P: 5– 1 – 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This paper is to be taught to Honours students other than those who are pursuing a degree in English. The paper is one of the two options available to the students. The focus of this paper is to make the students understand the various aspects of academic writing.

**Unit I** wishes to enhance the skills of the students in argumentation and structure of academic writings. It is hoped that the students shall become proficient on the working aspects of academic writing and composition.

**Unit II** is much more technical with regard to summarizing and paraphrasing and also introduces the students to the aspects of using various academic citations.

**Unit I:**

Structuring of arguments: Introduction, Organization and Conclusion – based on various debatable topics

Or,

Critical Thinking/ Appreciation: Synthesis, Analysis, Evaluation

**(Five questions of 2 markseach to be attempted out of eight:  $2 \times 5 = 10$ )**

**One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )**

## **Unit II**

Writing in One's Own Words: Summarizing and Paraphrasing

**(Three questions of 5 marks each is to be attempted out of five:  $5 \times 3 = 15$ )**

Citation Resources: Basic Knowledge

**(Five questions of 1 mark each to be attempted out of eight :  $1 \times 5 = 5$ )**

## **Internal Assessment: 10 Marks**

Recommended Readings

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

**SEC– 2 (For English Honours students only)****BAHENGSE401****Communicative English****[Credit-4]**

Course Type:	Course Details: <b>SEC-2</b>			L-T-P: 4 – 0 – 0	
Credit:4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This paper has two options and is for students who are pursuing a degree course in English Honours. The paper aims to provide an enhanced skill-set to the students regarding the usage of English and mostly its non-verbal communication skills.

**Unit I** is about vocabulary and functional grammar and it is hoped that through this unit, the students shall be able to re-visit the skill-sets which they had primarily learnt in the final years of their school life. As a learning outcome the unit focusses on control over language which can be used concurrently for literature.

**Unit II** focusses on the enhancement of the skill-sets in writing. The learning outcome shall be on enhancing skills with regard to the writing of circulars, notices, agenda and minutes which will be required in their later professional life.

**Unit I:**

Vocabulary Building: word Formation, Prefix, Suffix, One Word Substitutes

Functional Grammar: Identifying Common errors committed in Parts of Speech, Tenses, Conjunctions, Articles, Prepositions, Direct and Indirect Speech, Active and Passive Voices.

**(Five questions of 1 mark each to be attempted out of eight: 1X5 = 5)**

**Five questions of 2 marks each to be attempted out of eight: 2X5 = 10)**

**Unit II:**

Writing: Methods of Note-taking, Jumbled Sentences

Letter Writing & Mail: Covering Letter, Claiming and adjustment Letters, Sales Letter, E-Mails, Essay Writing

Elements of Effective Writing: Agenda, Notices, Circular, Minutes of the Meeting & Proof Reading

**(One question of 10 marks to be attempted out of three: 10X1 = 10)**

**Three questions of 5 marks each to be attempted out of five: 5X3 = 15)**

**Internal Assessment: 10 Marks**

**Recommended Readings:**

1. *Fluency in English* - Part II, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *Language through Literature* ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas. Primus Books. 2016. Sold by Ratna Sagar Pvt. Ltd.

**OR**

**SEC-2 BAHENGSE402(For English Honours students only)**

**Creative Writing [Credit-4]**

Course Type:	Course Details: <b>SEC-2</b>			L-T-P: 4 – 0 – 0	
Credit:4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This paper has two options and is for students who are pursuing a degree course in English Honours. The paper focusses on the aspects of creative writing that shall be needed by students to flourish their skills in this aspect. The paper has been divided into two units and balances both theoretical and hands-on facets.

**Unit I** provides students with the basic concepts of creative writing like short-stories, advertisements, slogans, posters etc. It is hoped that through such

knowledge the students shall have the learning outcome of theoretical know-how on creative writing which they shall be able to use better regarding the practical part in Unit II.

**Unit II** focusses on the very basic handling of creative writing with regard to the abovementioned theoretical areas. The learning outcome shall be the projection of the skill-sets learnt.

### **Unit I:**

Concepts:

Short Story ideas, Writing based on pictures, Slogans, Ads, Posters.

**(Five questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$ )**

**One question of 5 marks to be attempted out of two:  $5 \times 1 = 5$ )**

Definition of Short Story, Docu-drama, Tele-Play, Screen Play, Skit,  
Differences between Screen Play and story.

**(Five questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$ )**

### **Unit II:**

Composition: On College Sports, Annual Day, Youth Parliament.

**(Two questions of 5 marks each to be attempted out of three, each in about 300 words:  $5 \times 2 = 10$ )**

Comprehension: On Ecological and Social Awareness issues

**(One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )**

**Internal Assessment: 10 Marks**



## Semester V

**CC-11**

**BAHENG501**

**Modern European Drama**

**[Credit-6]**

Course Type:	Course Details: <b>CC-11</b>			L-T-P: 5 – 1 – 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This course presents students to Twentieth century English and European drama, depicting the crucial role of drama in the introduction and shaping of modernity. The continent of Europe and its literature went through significant changes since the Renaissance. One should note that by the turn of the century, the European avant-garde had thoroughly modified the theatre – which at this juncture, seems to evolve into a pan-European phenomenon, with stylistic/technical innovations and thematic experimentations. The early phase of this period was dominated by realism. The radical turns away from it, soon followed. The study of masterpieces from Norway, Germany, Romania and England will acquaint the students with the European historical and cultural situation in this period and understand concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre etc. The student can get an idea of the transformation, both in the socio-political and the literary fields across different national cultures in Europe by studying the prescribed plays.

### Unit I:

Literary and Social History:

Socio-Political Change and the Stage, European Drama: Realism and Beyond, The Problem Play in the Modern Era, The Theatre of the Absurd.

**(One question of 10 marks to be attempted out of three: 10x1 = 10)**

### Unit II:

Plays - I

J.M.Synge: *Riders to the Sea*

H.Ibsen: *Ghosts*

(Five questions of 2 marks each to be attempted out of eight:  $2 \times 5 = 10$ )

One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 5$ )

### Unit III: Plays - II

Bertolt Brecht: *Galileo*

Eugene Ionesco: *The Lesson*

(Five questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$ )

Two short answer type questions of 5 marks each to be attempted out of three:  $5 \times 2 = 10$ )

### Internal Assessment: 10 Marks

Five short answer type questions of 02 marks each to be attempted out of eight:  $02 \times 5 = 10$

### Recommended Readings

1. Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

### CC-12

BAHENG502

American Literature

[Credit-6]

Course Type:	Course Details: <b>CC-12</b>			L-T-P: 5 – 1 – 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	<b>10</b>	0	<b>40</b>

This course seeks to introduce students to the distinctive flavour of American Literature along with a broad overview of its historical development and social, cultural and critical contexts. Students will study texts against their socio-historical frameworks. A study of a wide range of poets like Longfellow, Frost, Whitman and Adrienne Rich will make students understand the depth and diversity of American poetry, with reference to the history and culture of the United States of America from the colonial period to the present. The learning experience of a memory play like *The Glass Menagerie*, will relate the African American experience in America to issues of illusions and dreams. Black Women's Writing can be probed into through Morrison's *Beloved*. The chronicle of the life of a Black woman will be studied against the panorama of the destructive legacy of slavery and the dehumanization of the African American community in the United States before and shortly after the Civil War. It will assist to consider the axes of race and gender as essential components of literary production. The students will familiarize themselves with other literary experiments of the period through prose works of Edgar Allan Poe and O' Henry. Hence a study of the American mind from Indian perspective will enrich the students' learning experience.

### **Unit I:**

Literary and Social Background:

The American Dream, Social Realism and the American Novel, Harlem Renaissance, Black Women's Writing.

**(One question of 10 marks to be attempted out of three: 10x1 = 10)**

### **Unit II:**

#### **Poetry and Plays**

Tennessee Williams: *The Glass Menagerie*

**(One short answer type question of 5 marks to be attempted out of two: 5x1 = 5)**

H.W. Longfellow: "*The Slave's Dream*"

Robert Frost: "*The Road Not Taken*"

Walt Whitman: "*O Captain! My Captain*"

Adrienne Rich: “Aunt Jennifer’s Tigers”

**(Five questions of 2 marks each to be attempted out of eight :2x5 = 10)**

### **Unit III:**

Prose

Toni Morrison: *Beloved*

**(Two short answer type questions of 5 marks each to be attempted out of three: 5x2 = 10)**

Edgar Allan Poe: *The Purloined Letter*

O’Henry: *One Dollar’s Worth*

**(Five questions of 1 mark each to be attempted out of eight: 1x5 = 5)**

### **Internal Assessment: 10 Marks**

**Five short answer type questions of 2 marks each to be attempted out of eight:**

**02 x 5 = 10**

Recommended Readings:

1. Hector St John Crevecoeur, ‘What is an American’, (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, ‘Battle of the Ants’ excerpt from ‘Brute Neighbours’, in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, ‘Self Reliance’, in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, ‘Romancing the Shadow’, in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

## ANY TWO PAPERS TO BE CHOSEN OUT OF FOUR

**DSEC – 1**

**BAHENG DSE501**

**Literary Criticism**

**[Credit-6]**

Course Type:	Course Details: <b>DSE</b>		L-T-P: 5 – 1 – 0		
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical 0	Theoretical 10	Practical 0	Theoretical 40

This paper introduces students with some of the key ideas and texts of Western literary criticism from Greco-Roman antiquity to the modern period. Students will get familiarized with the intellectual shifts in the reading of culture, language and literature. Thereafter learners can be expected to become conversant with examining the implications of ideas (e.g. mimesis or imagination), and orientations (classicism, romanticism and modernism) that have marked the history of literary criticism. The paper is drafted in such a manner that students get the opportunity to study principal concepts associated with the names of significant thinkers in this history. The paper comprises three parts – Section I dealing with concepts framed by Aristotle and Dr Johnson, Section II with Romantic criticism of Wordsworth and Keats and Section III Modern criticism of T.S. Eliot and Matthew Arnold. A learning of a wide range of literary philosophers and critics, whose works had informed and shaped the discourse of literary criticism, will strengthen the interpretative skills of learners and make it possible to apply various theoretical frameworks and concepts to literary and cultural texts.

### **Unit – I:**

Aristotle: *Poetics* (selections as below): [**Preferred Text: *Poetics*. Trans. Ingram Bywater**]

Introduction: *Poetry as Imitation*

Chapter 6 – Description of Tragedy

Chapter 7 – The Scope of the Plot

Chapter 8 – Unity of Plot

Dr Johnson: *Preface to Shakespeare* (Page 133, Line 88 – Page 140, Line 354)

**(One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )**

**Unit II:**

W. Wordsworth: *Preface to The Lyrical Ballads* (Page 179, Line 674 – Page 182, Line 767)

J. Keats: *Letters* (Page 256-259)

**(Five questions of 2 mark each to be attempted out of eight :  $2 \times 5 = 10$ )**

**One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 5$ )**

**Unit III:**

T.S.Eliot: *The Metaphysical Poets* (Page 302-308, Line 1-243, Enright and Chickera)

Matthew Arnold: *The Study of Poetry* (Page 260 Line 1– Page 265 Line 192, Enright and Chickera)

**(Five questions of 1 mark each to be attempted out of eight :  $1 \times 5 = 5$ )**

**Two short answer type questions of 5 marks each to be attempted out of three:  $5 \times 2 = 10$ )**

Recommended Readings:

*Penguin Classics*: Aristotle/ Horace/ Longinus: Classical Literary Criticism. Tr. T.S.Dorsch. Penguin

*English Critical Texts*: D.J.Enright and Ernest De Chickera. Oxford.

**Internal Assessment: 10 Marks**

**Five short answer type questions of 02 marks each to be attempted out of eight:  $02 \times 5 = 10$**

**DSEC -1****BAHENG DSE502 Indian Literature in Translation [Credit-6]**

Course Type:	Course Details: <b>DSE</b>		L-T-P: 5– 1 – 0		
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical 0	Theoretical 10	Practical 0	Theoretical 40

Trans linguistic in nature, the course focuses on Indian ‘Bhasa’ texts that have been translated and adapted in English, and have thereby acquired a new exemplar. The course intends to widen its horizons through recognition of the cultural interanimations and cross fertilization between English and the ‘Bhasas’. A study of poems of Kaif Azmi, Nirendranath Chakraborty or Subramania Bharti will promote exploring the space where literary creations between languages, and cultures are revealed. An exploration of Indian subjectivities, histories and politics can be located in the prose fiction of Premchand, Ismat Chughtai and Premendranath Mitra. Ethics being an integral part of the Indian culture, an allegory to the destruction of human lives and wilful blindness to ethical values is presented in Dharamveer Bharti’s *Andha Yug*, which will be a happy discovery for learners. The impact of significant literary movements on Indian authors, the politics of translation and the historical trajectories of texts are worth appreciation. Students are given the scope to engage creatively in the cultural heritage of Indian literary tradition as well as develop a grip on the contemporary literary forms and issues. With the study of this course the students are certainly to get an overall view of the contribution of the notable Indian authors in building the notions of nation and nationalism.

**Units have been adjusted in view of incorporation of 1 and 2 marks questions**

**Unit I:**

Drama

Dharamveer Bharti: *Andha Yug*. (Tr. Alok Bhalla. New Delhi. OUP, 2009.)

**(One question of 10 marks to be attempted out of three: 10x1 = 10)**

**Unit II:**

Poetry

Subramaniam Bharati: “*Wind*”

G M Muktibodh: “*The Void*”

Nirendranath Chakraborty: “*Amalkanti*”

Kaifi Azmi: “*Humiliation*”

**(Five questions of 2 marks each to be attempted out of eight :  $2 \times 5 = 10$**

**One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 5$ )**

### **Unit III:**

Prose Fiction

Premchand: *Kafan*: “*The Shroud*”

Ismat Chughtai: “*Lihaaf*”

Premendra Mitra: “*Foreigner*”

**(Five questions of 1 mark each to be attempted out of eight:  $1 \times 5 = 5$**

**Two short answer type questions of 5 marks each to be attempted out of three:  $5 \times 2 = 10$ )**

Recommended Readings:

*Penguin Book of Classic Urdu stories*. ed. M. Assaduddin. New Delhi: Penguin, 2009.

Premendra Mitra. *Snake and Other Stories*, tr. Rina and Pritish Nandy. Calcutta: Seagull, 1990.

*The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadkar and A. K Ramanujan, 2003.

### **Internal Assessment: 10**

**Five short answer type questions of 2 marks each to be attempted out of eight:**

**$2 \times 5 = 10$**



**DSEC-2****BAHENG DSE503****Travel Writing****[Credit-6]**

Course Type:	Course Details: <b>DSE</b>		L-T-P: 5– 1 – 0		
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical 0	Theoretical 10	Practical 0	Theoretical 40

The travel writer is an adventure lover and Travel Writing appreciates the role of travel in developing selfhood and relate it to regional, national and global identities. Travel writing is one of the most favourite, appealing and profitable genres of nonfiction. It calls for a variety of writing skills like alluring dialogue, point of view, use of factual detail, character development and scene-by-scene construction. The present course designs the social-historical-political-economic contexts of Travel Writing from regional, national and global perspectives. The course proceeds by the reading and analysis of classic travel pieces of Ibn Batuta, Mark Twain and Krishnabhabini Das which present Travel Writing as an alternative history or supplement to historical writing. An analysis of the narrative, fictional and literary devices used in travel writing, an examination of and practice with different information gathering designs, a study of the use of humour and unique voice, will engage students in a critical understanding of how a traveller's impressions change the perspectives of a place.

**Unit I:**

Ibn Batuta: 'The Court of Muhammad bin Tughlaq', Khushwant Singh's *City Improbable: Writings on Delhi*, Penguin.

Sarat Chandra Das: *Autobiography: Narrative of the Incidents of My Early Life* (Selections: "First Journey to Tibet")

**(One question of 10 marks to be attempted out of three: 10x1 = 10)**

**Unit II:**

Mark Twain: *The Innocent Abroad* (Chapter VII, VIII, and IX) Wordsworth Classics Edition.

Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (The Expert, Home Land for Victor, The City of Viceroy) Harper Perennial

**(Five questions of 2 mark each to be attempted out of eight :  $2 \times 5 = 10$ )**

**One short answer type question of 5 marks to be attempted out of two:  $5 \times 1 = 5$ )**

### **Unit III:**

Elisabeth Bumiller: *May You be The Mother of a Hundred Sons: a Journey among the Women of India*, Chapters 2 and 3, pp 24-74 (New York: Penguin, 1991)

Krishnabhabini Das: *A Bengali Lady in England* (Selections: Prelude, Chapter 10, Chapter 15). ed Somdutta Mondal, Cambridge Authors' Press.

**(Five questions of 1 mark each to be attempted out of eight :  $1 \times 5 = 5$ )**

**Two short answer type questions of 5 marks each to be attempted out of three:  $5 \times 2 = 10$ )**

### **Recommended Readings:**

1. Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP, 2002) pp, 225-241
2. Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), 173-184
3. Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and The Other* (Routledge, 2012), pp.1-29
4. Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.

### **Internal Assessment: 10**

**Five short answer type questions of 02 marks each to be attempted out of eight:  $02 \times 5 = 10$**

**DSEC 2****BAHENG DSE504****Post World War II Literature****[Credit-6]**

Course Type:	Course Details: <b>DSE</b>		L-T-P: 5– 1 – 0		
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical 0	Theoretical 10	Practical 0	Theoretical 10

The epoch of modern literature marks the cultivation of avant-garde theory within poetry, novel and theatre, making it self-conscious, and experimental – representative of important trends, critical shifts and formal experimentations. The impact of social-historical-political-economic contexts – along with contemporary philosophy, ideas and art movements like expressionism, Marxism, the Absurd etc, reverberate in modern literature post World War II. These enriched innovations, both in form and content, bring out the different facets of human experience and literary technique. Representative texts ranging from poetry of Philip Larkin and Carol Anne Duffy to works of Samuel Beckett and William Golding justify the social-historical-political changes post World War II, marking the end of colonialism and the rise of multiculturalism and postmodernist aesthetics.

**Units have been adjusted in view of incorporation of 1 and 2 marks questions**

**Unit I:**

John Fowles: *The French Lieutenant's Woman*

Angela Carter: *Wolf-Alice*

**(One question of 10 marks to be attempted out of three: 10x1 = 10)**

**Unit II:**

Poetry

Philip Larkin: “*Whitsun Weddings*”

Ted Hughes: “*Hawk Roosting*”

Seamus Heaney: “*Casualty*”

Carol Anne Duffy: “*Text*”

(Five questions of 2 mark each to be attempted out of eight :2x5 = 10

One short answer type question of 5 marks to be attempted out of two: 5x1 = 5)

### Unit III:

Samuel Beckett: *Waiting for Godot*

William Golding: *Lord of the Flies*

(Five questions of 1 mark each to be attempted out of eight :1x5 = 5

Two short answer type questions of 5 marks each to be attempted out of three: 5x2 = 10)

### Recommended Readings:

1. Alan Sinfield, 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain* (Berkeley and Los Angeles: University of California Press, 1989) pp. 23–38.

2. Seamus Heaney, 'The Redress of Poetry', in *The Redress of Poetry* (London: Faber, 1995) pp. 1–16.

3. Patricia Waugh, 'Culture and Change: 1960-1990', in *The Harvest of The Sixties: English Literature And Its Background, 1960-1990* (Oxford: OUP, 1997).

### Internal Assessment: 10 Marks

Five short answer type questions of 02 marks each to be attempted out of eight: 02 x 5 = 10

## Semester VI

CC-13

BAHENG601

Postcolonial Literatures

[Credit-6]

Course Type:	Course Details: DSE		L-T-P: 5– 1 – 0		
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical 0	Theoretical 10	Practical 0	Theoretical 40

This paper brings to the students one of most interesting yet chequered phases of post-modernist history, that is, the post-colonial era. The paper brings to the

students a reading of the various socio-cultural, socio-political and literary dimensions of the era. On one hand it is hoped that by studying this paper the students shall be able to understand a part of the theoretical aspects behind the study of Post Colonial Literatures that have taken place in the erstwhile British colonies, while on the other hand the texts incorporated in this paper shall bring about a practical application of the various theoretical paradigms.

**Unit I** of this paper brings to the students the socio-literary background of the study of Post Colonial Literatures. Keeping in mind the vastness of the topic parts of two important seminal texts have been chosen and certain key areas of the theoretical paradigms are learnt by the students from these texts. It is hoped that these theoretical paradigms shall help the students to progress better when they graduate to their Master degree programs.

**Unit II** of this paper has Drama and Poetry while Unit III has fiction pertaining to Post Colonial Literatures. By studying these texts it is hoped that the learning of such texts shall enhance the overall orientation of the student and link up with further readings in the M.A. Course

### **Unit I:**

Literary and Social Background:**Unit I:**Literary and Social Background:The growth of broad concepts of Decolonization, Identity Politics, Region, Race and Gender [Ref. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27. And Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6. ]

**(One question of 10 marks to be attempted out of three: 10x1 = 10)**

### **Unit II:**

Drama and Poetry

Mahesh Dattani: *Tara*

**(One short answer type question of 5 marks to be attempted out of two: 5x1 = 5)**

Pablo Neruda: "*Tonight I can Write*"

Derek Walcott: "*Far Cry from Africa*"

Mamang Dai: “*Small Towns and the River*”

David Malouf: “*Revolving Day*”

**(Five questions of 2markseachto be attempted out of eight :2x5 = 10)**

### **Unit III:**

Fiction

Salman Rushdie: *Haroun and the Sea of Stories*

**OR**

Amitav Ghosh: *The Shadow Lines*

**(Five questions of 1 mark each to be attempted out of eight: 1x5 = 5)**

**Two short answer type questions of 5 marks each to be attempted out of three: 5x2 = 10)**

### **Internal Assessment: 10 Marks**

**Five short answer type questions of 02 marks each to be attempted out of eight: 02 x 5 = 10**

Recommended Readings:

1. Franz Fanon, ‘The Negro and Language’, in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi waThiong’o, ‘The Language of African Literature’, in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

**CC-14**

**BAHENG602**

**Women’s Writing**

**[Credit-6]**

Course Type:	Course Details: <b>DSE</b>		L-T-P: 5– 1 – 0		
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical 0	Theoretical 10	Practical 0	Theoretical 40

This paper introduces the students to the essential features of Women’s Writings. It is hoped that overall through such a study the students would be

able to understand the basic features arising out of the question of gender. Also, the students shall be sensitized on the theoretical and literary aspects of Women's Writing. This paper can create the very backbone of research orientation of the student.

## **Unit I:**

Literary and Social Background:

History on the Concepts of Evolution of Feminism: The Three Waves; The Confessional Mode in Women's writing.

Concepts of Sex, Gender and Class [ref. Virginia Woolf. *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6 and Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3-18. – non-detailed and broad-based point of view].

Concepts of Caste, Race and Politics of Sexuality [ref. Kumkum Sangari and Sudesh Vaid, eds. , 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1-25 and Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172-97.]

**(One question of 10 marks to be attempted out of three: 10x1 = 10)**

## **Unit II:**

Drama and Poetry

Manjula Padmanabhan: *Lights Out* (Worldview Publications)

**(One short answer type question of 5 marks to be attempted out of two: 5x1 = 5)**

Emily Dickinson: "*I cannot live with You*"

Phillis Wheatley: "*An Hymn to the Morning*"

Sylvia Plath: “*Lady Lazarus*”

Eunice De Souza: “*Bequest*”

**(Five questions of 2 marks each to be attempted out of eight :2x5 = 10)**

### **Unit III:**

Prose

Alice Walker: *The Color Purple*

Mahasweta Devi: “*Draupadi*” (Translated: G.C.Spivak)

Charlotte Perkins Gilman: “*The Yellow Wallpaper*”

**(Five questions of 1 mark each to be attempted out of eight :1x5 = 5)**

**Two short answer type questions of 5 marks each to be attempted out of three: 5x2 = 10)**

### **Internal Assessment: 10 Marks**

**Five short answer type questions of 2 marks each to be attempted out of eight: 2x5 = 10**

Recommended Readings:

1. Virginia Woolf. *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, ‘Introduction’, in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., ‘Introduction’, in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses’, in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

**ANY TWO PAPERS TO BE CHOSEN OUT OF FOUR**



**DSEC-3****BAHENG DSE601****Literary Theory****[Credit-6]**

Course Type:	Course Details: <b>DSE</b>		L-T-P: 5– 1 – 0		
Credit:6	Full Marks: 40	CA Marks		ESE Marks	
		Practical 0	Theoretical 10	Practical 0	Theoretical 40

This paper introduces to the students the various nuances of the critical field of Literary Theory. While studying literature today it is almost mandatory to have a critical perspective and a working knowledge of various critical theoretical paradigms is almost the way to move forward. In this context therefore the study of this paper becomes very important. The paper has been framed in such a way so that the following learning outcomes may be realized:

- Having a working knowledge of the various critical literary theories like Marxism, Feminism, Culture Studies etc.
- To create awareness among the students as to how such theories might be implemented in the reading/re-reading of various literary texts.
- To create a bridge with the M.A. course of various Universities as and when the students move forward in life.
- To equip them to handle the writing of dissertations or research papers in future.

**Texts to be referred to:****Marxism and Cultural Studies:**

Georg Lukacs: *Critical Realism and Socialist Realism*

Raymond Williams: *Introduction to Cultural and Society*

**Feminism:**

Elaine Showalter: "Towards a Feminist Poetics"

Gayatri C. Spivak: *Can the Subaltern Speak*

**Post modernism and Post Colonialism:**

Jean-Francois Lyotard: *Answering the question: What is Postmodernism*

Aijaz Ahmad: 'Indian Literature'; Notes towards the Definition of Category

**UNIT I**

**Basic Principles** of Marxism and Culture Studies, Feminism and Post Modernism & Post Colonialism expressed through the writings of Lukacs, Williams, Showalter, Spivak, Lyotard and Ahmed as mentioned in the syllabus relating to general discussion (broad spectrum ideas).

**(One question of 10 marks to be attempted out of three: 10X1 = 10)**

## **UNIT II**

**Basic Concepts** of Marxism and Culture Studies, Feminism and Post Modernism & Post Colonialism expressed through the writings of Lukacs, Williams, Showalter, Spivak, Lyotard and Ahmed as mentioned in the syllabus.

**Questions on the following concepts based on the six texts of the syllabus:** Cultural Realism, Social Realism, Historical Realism, Class Consciousness, Culture, 'New human being', Subaltern, Postcolonialism, Identity, Post Modernism

**(Five questions of 2 marks each to be attempted out of eight : 2x5 = 10)**

**Two short answer type questions of 5 marks each to be attempted out of three: 5x2 = 10)**

## **UNIT III**

**Basic Tenets** of Marxism and Culture Studies, Feminism and Post Modernism & Post Colonialism as raised in the six texts of Lukacs, Williams, Showalter, Spivak, Lyotard and Ahmed mentioned in the syllabus.

**(Five questions of 1 mark each to be attempted out of eight : 1x5 = 5)**

**One short answer type question of 5 marks to be attempted out of two: 5x1 = 5)**

### **Recommended Reading**

*Literary Theory: An Introductory Reader.* Edited by Saugata Bhaduri and Simi Malhotra. Anthem Press. New Delhi.

*The Blackwell Guide to Literary Theory.* George Castle. Blackwell.

**Internal Assessment: 10 Marks**

**Five short answer type questions of 02 marks each to be attempted out of eight:  $02 \times 5 = 10$**

**DSEC 3****BAHENG DSE602****Partition Literature****[Credit-6]**

Course Type:	Course Details: <b>DSE</b>			L-T-P: 5– 1 – 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical 0	Theoretical 10	Practical 0	Theoretical 40

The Partition of India is one of the most critical phases of world history. The Partition of the land was not only a political decision but also had monumental socio-cultural echoes and ramifications. In context of such political and socio-economic decision-making, literature too has responded by creating a huge corpus of work which brings to us the trauma, emotions and human factors involving the Partition of the Indian subcontinent. It is hoped that by studying this paper the following learning outcomes shall be achieved:

- Understand the human involvement of the Partition of the Indian subcontinent
- The launch an inquest into a whole new sub-genre of literature.

**Units have been adjusted in view of incorporation of 1 and 2 marks questions**

**Unit I:**

Novel

Bapsi Sidwa: *The Ice Candy Man*

**(One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )**

**Unit II:**

Poetry

Faiz Ahmed Faiz: “*For Your Loves, My Country*”, in English: *Faiz Ahmed Faiz, A Renowned Urdu Poet* (tr. And ed. Riz Rahim)

Jibanananda Das: “*I Shall Return to this Bengal*”(tr. Sukanta Chaudhuri, in *Modern Indian Literature*)

Gulzar: *Toba Tek Singh* (*Translating Partition*, ed. Tarun Saint et.al.)

Taslima Nasreen: *Broken Bengal*

**(Five questions of 2markseachto be attempted out of eight :2x5 = 10**

**One short answer type question of5 marks to be attempted out of two: 5x1 = 5)**

### **Unit III: Short Stories**

DibyenduPalit: *Alam’s Own House* tr. Sarika Chaudhuri (*Bengal Partition Stories: An Unclosed Chapter*.ed.bashabi Fraser)

Sadat Hasan Manto: *Toba Tek Singh*, tr. M. Asaduddin (in *Black Margins: Manto*)

**(Five questions of 1 mark each to be attempted out of eight :1x5 = 5**

**Two short answer type questions of5 marks each to be attempted out of three: 5x2 = 10)**

### **Recommended Readings and Screenings :**

1. Ritu Menon and Kamla Bhasin, ‘Introduction’, in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
2. Sukrita Paul Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
4. Sigmund Freud, ‘Mourning and Melancholia’, in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

### **Films**

*Garam Hawa* (dir. M.S. Sathyu, 1974).

*KhamoshPaani*: Silent Waters (dir. SabihaSumar, 2003).

*Subarnarekha* (dir. RitwikGhatak, 1965)

## Internal Assessment: 10 Marks

Five short answer type questions of 02 marks each to be attempted out of eight:  $02 \times 5 = 10$

**DSEC-4**

**BAHENG DSE603**

**Autobiography**

**[Credit-6]**

Course Type:	Course Details: <b>DSE</b>		L-T-P: 5– 1 – 0		
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical 0	Theoretical 10	Practical 0	Theoretical 40

This paper focuses on the study of the one of the neglected sub-genres of literature. The writing of an autobiography is a most difficult art as it involves allowing the public at large to peer into the professional and private life of an individual. The study of this literary sub-genre thus can open out to the students the following learning outcomes:

- The appreciation of the life and times of individuals.
- Linking individual lives with wider socio-cultural and socio-economic concerns.
- Creating an awareness on the difficulties and strengths of this sub-genre.

### Unit I:

Jean Jacques Rousseau: *Confessions*, Part One, Book One, pp. 5-43, Tr. By Angela Scholar New York: OUP, 2000.

M.K.Gandhi's: *Autobiography or the Story of My Experiments with Truth*. Part I, Chapter II to IX. PP. 5-26 (Ahmedabad, Navajivan, 1993)

**(One question of 10 marks to be attempted out of three:  $10 \times 1 = 10$ )**

### Unit II:

Binodini Dasi: *My Story and Life as an Actress*, pp. 61-83. New Delhi: Kali for Women, 1998.

Helen Keller: *A Story of My Life* (Chapters I to XIII)

**(Five questions of 2 marks each to be attempted out of eight :  $2 \times 5 = 10$ )**

**One short answer type question of 5 marks to be attempted out of two: 5x1 = 5)**

**Unit III:**

A Revathi: *Truth About Me: A Hijra Life Story*, Chapters one to Four, pp. 1-37, New Delhi: Penguin, 2010.

Sharankumar Limbale: *The Outcaste*, Tr. By Santosh Bhoomkar, pp 1-39, New Delhi: OUP, 2003.

**(Five questions of 1 mark each to be attempted out of eight :1x5 = 5)**

**Two short answer type questions of 5 marks each to be attempted out of three: 5x2 = 10)**

**Recommended Readings:**

1. James Olney, 'A Theory of Autobiography' in *Metaphors of Self: The Meaning of Autobiography* (Princeton: Princeton University Press, 1972) pp. 3-50.

2. Laura Marcus, 'The Law of Genre' in *Auto/biographical Discourses* (Manchester: Manchester University Press, 1994) pp. 229-72.

3. Linda Anderson, 'Introduction' in *Autobiography* (London: Routledge, 2001) pp.1- 17.

4. Mary G. Mason, 'The Other Voice: Autobiographies of Women Writers' in *Life/Lines: Theorizing Women's Autobiography*, Edited by Bella Brodzki and Celeste Schenck (Ithaca: Cornell University Press, 1988) pp. 19-44.

**Internal Assessment: 10 Marks**

**Five short answer type questions of 02 marks each to be attempted out of eight: (02 x 5 = 10)**

**DSEC4**

**BAHENG DSE604 Science Fiction and Detective Literature [Credit-6]**

Course Type:	Course Details: DSE			L-T-P: 5- 1 - 0	
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical 0	Theoretical 10	Practical 0	Theoretical 40

This paper brings to the students the various configurations of the study of texts of two most interesting sub-genres—Science Fiction and Detective Fiction. While Science Fiction opens the mind of the individual to a world where the scientific and the imaginative cohabit, Detective Fiction takes the readers to a world of intense inquest and involves the sharpness of the individual mind. The study of these areas therefore brings to the students a wide variety of appreciation of literary texts. It is hoped that by studying these two sub-genres the students would appreciate the deeper thoughts that are involved while studying these texts and sub-genres.

**Units have been adjusted in view of incorporation of 1 and 2 marks questions**

**Unit I:**

Wilkie Collins: *The Woman in White*

Arthur Conan Doyle: *The Adventure of the Speckled Band*

**(One question of 10 marks to be attempted out of three: 10X1 = 10)**

**Unit II:**

Begum Rokeya: *Sultana's Dream*

Isaac Asimov: *2430 A.D.*

**(Five questions of 2 marks each to be attempted out of eight :2x5 = 10)**

**One short answer type question of 5 marks to be attempted out of two: 5x1 = 5)**

**Unit III:**

Satyajit Ray: "The Key", from *The Complete Adventures of Feluda*, (tr. Gopa Majumdar)

Saradindu Bandopadhyay: The Jewel Case, from *The Menagerie and Other Byomkesh Bakshi Mysteries*, (tr. Sreejata Guha, Penguin), 2006.

**(Five questions of 1 mark each to be attempted out of eight :1x5 = 5)**

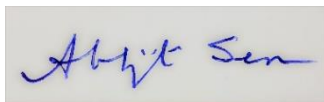
**Two short answer type questions of 5 marks each to be attempted out of three: 5x2 = 10)**

Recommended Readings

1. J. Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', The New Yorker, 20 June 1945.
2. George Orwell, "Raffles and Miss Blandish", available at: [www.orwell.ru](http://www.orwell.ru)
3. W.H. Auden, "The Guilty Vicarage", available at:  
<[harpers.org/archive/1948/05/the-guilty-vicarage/](http://harpers.org/archive/1948/05/the-guilty-vicarage/)>
4. Raymond Chandler, 'The Simple Art of Murder', *Atlantic Monthly*, Dec. 1944, available at:  
<<http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html>>

**Internal Assessment: 10 Marks**

**Five short answer type questions of 02 marks each to be attempted out of eight: 02 x 5 = 10**

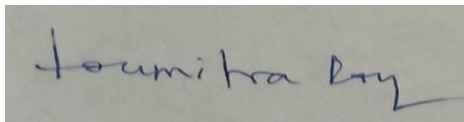


Himadri Chakraborty  
Professor of English (Retd.)  
The University of Burdwan

Santanu Banerjee



Subhojit Maji  
Co-ordinator  
Dept. Of English  
KAZI NAZRUL UNIVERSITY  
ASANSOL



Suparna Ganguly



Established in 1981 in the Schedule Caste Assembly Constituency of West Bengal, Khandra College, P.O. Khandra, 713363, Dist. Paschim Bardhaman, a co-educational institution, is a fast growing College imparting higher education to more than three thousand students. Hitherto the college has provided satisfactory infrastructure for academic discipline as well as cultural output, and its efforts to that direction have been recognised by NAAC, as the college now stands accredited for the second cycle. The teachers are privileged to claim the credit of the successful publication of an edited volume under the banner of the institution on last hundred years' Bengali society, literature and culture in the year 2015. Being inspired by the success of the previous volume, they are now intent upon launching another such volume which aims to delve into the socio-cultural and literary crossroads of post-Independence Bengal.

Over the past years, the University of Burdwan, Kazi Nazrul University, Asansol, Govt. of West Bengal and the University Grants Commission have extended their hands for promoting formal education, and now the college authority is looking forward to a new dimension. Publication of such volumes is also expected to motivate the faculty as well as every stakeholder of the institution to that direction.

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**PROSPECTS AND RETROSPECTS**  
Post-Independence Bengal on the Crossroads of  
Society, Literature and Culture (1947-2020)

A.K. Chakraborty, S. Chowdhury  
and others for Board of Editors,  
Khandra College



# PROSPECTS AND RETROSPECTS

Post-Independence Bengal on the Crossroads of  
Society, Literature and Culture (1947-2020)



A.K. Chakraborty, S. Chowdhury  
and others for Board of Editors,  
Khandra College

The independence of 1947 modulated the socio-cultural activities of Bengal in general. For, the aftermath of the independence manifested itself in post partition riots, food crisis and swelling moral anarchy. However, these could not crush the potential of regeneration and during the 1960s and 70s the processes of growth were replenished in the form of economic reforms as well as social and cultural rejuvenation. While figures like Jibanananda Das, Satyajit Ray and Mother Teresa came forward to be the literary, cultural and spiritual guides of the Bengali society already burdened with the history of separation, the challenges in welfare economics found resolution in epoch making thoughts of economists like Amartya Sen. The rich heritage of Bengal also received a boost in spite of clamorous mechanization and militant political activism prevalent in the socio-political firmament of contemporary Bengal.

The present volume wishes to accommodate such widely variegated aspects of the Bengali society and culture after the independence of India till the recent decades. The Board of Editors, Khandra College feels honoured to acknowledge its debts to every contributor who has seriously rendered his or her thoughts into an article for the volume so that a comprehensive understanding of the post-Independence Bengali nuances becomes possible for a greater section of readers. We shall consider our labours rewarded if the volume comes to the attention of the general intelligentsia of the present times.

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**1. CAMPUS PUBLICATION AND MAGAZINE COMMITTEE:**

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# মিটিং রেজল্যুশন বই

## MEETING RESOLUTION BOOK

মিটিং-এর ক্রমিক সংখ্যা / Serial No. of Meeting :

মিটিং-এর তারিখ / Date of Meeting :

মিটিং-এর স্থান / Venue of Meeting :

মিটিং-এর সময় / Time of Meeting :

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Non- Teaching Members:Mr.Ranjit Mukherjee,Mr.Biswanath Dhibar

### 8.ICT CELL:

CONVENORS: Dr.Debarati Das, Prof.Shubhalaksmi Raychowdhury

TEACHER MEMBERS:Dr.Koustav Roy,Dr.Sandip Tah,Prof.Tapas Ghosh,Mr.Sourabh Mukherjee,Mrs.Rianka Banerjee,Mr.Volanath Mondal,Mr.Prabhat Dutta

Non- Teaching Members:Mr.Subinoy Dey,Mr.Ranjit Mukherjee,Mr.Parijit Roy

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CONVENORS: TCS & JOINT TCS

ASSISTANT IN CHARGE EXAM,ALL HODs.

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TEACHER MEMBERS:Mr.Volanath Mondal,Ms.Prity Verma.

Non-Teaching Members: Mr Praijit Roy,Mr Ashrujit Mitra, Mrs.Santana Dewasi,Mr.Ananda Sharma,Mr.Arun Banerjee,Mr.Dolon Karmakar.

SPECIAL (Non-Teaching):

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MINORTY:Prof.Sadiya Pravin,Prof.Rajat Hembram

SC/ST/OBC:Prof.Dhiren Mandi,Prof.Uday Sardar

SWAMI VIVEKANANDA:Prof.Tapas Ghosh,Prof.Amrita Sett

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TEACHER MEMBERS:Dr.Sandip Tah,Dr.Sudipa Chowdhury, Dr.A.K. Chakraborty

Non-Teaching Members:Mr.Ranjit Mukherjee,Mr.Arpan Sarkar,Mr.Subinoy Dey.



- **14. BUILDING COMMITTEE:**  
**CONVENORS:** Rajat Hembram, Prof. Tapas Ghosh.  
**TEACHER MEMBERS:** Dr. Ashish Kr. Chakraborty, Dr. Sandip Tah, Dr. Koustav Roy.  
 Mr. Kajal Kanti Bandyopadhyay, Mr. Ranjit Mukherjee, Mr. Arpan Sarkar, Mr. Subinoy Dey, *Mr. Gour Mondal*  
*Non-Teaching members*
- **15. DEVELOPMENT COMMITTEE:**  
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**TEACHER MEMBERS:** Dr. Ashish Kr. Chakraborty, Dr. Sandip Tah, Dr. Koustav Roy.  
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**Non-Teaching Member:** Mr. Biswanath Dhibar
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**TEACHER MEMBERS:** Mrs. Geeta Halder, Mrs. Uttama Dey, Mrs. Binita Nandi, Mrs. Gopali Shampa Roy, Mrs. Pritisha Roy, Ms. Mitali Sen, Ms. Kripasindhu Ruj, Mrs. Kalyani Gorai, Mrs. Ananya Sengupta Dasgupta.  
**Non-Teaching Members:** Mrs. Samapti Khan, Mrs. Kajoli Ruidas, Mrs. Santana Dewasi.
- **18. NSS COMMITTEE:**  
**CONVENORS:** Prof. Dhiren Mandi, Mr. Prasanta Panda.  
**TEACHER MEMBERS:** Prof. Rajat Hembram, Dr. Koustav Roy, Prof. Sadiya Pravin, Ms. Prity Verma, Mr. Md. Julfikar.  
**Non-Teaching Members:** Mr. Ranjit Mukherjee, Mr. Rahul Banerjee, Mrs. Kajoli Ruidas, Mrs. Samapti Khan.

- Notes:
- 1) The TIC will act as Chairperson to all the Committees.
  - 2) Inclusion of the underlined names awaits further approval of the Governing Body.

# **KHANDRA COLLEGE**

(Affiliated to Kazi Nazrul University)

[Assessed and Accredited by NAAC]

P.O. Khandra, 713 363, Dt. Paschim Bardhaman

Fax and Tel no. (0341) 2665245

## **Extract of the Meeting of the IQAC of Khandra College, dt. 12/11/2022**

### **Members Present:**

a) Sd/Prof. Sanjib Kr. Hazra	Principal & Chairperson (ex-officio)
b) Sd/Prof. Ashish Kr. Chakraborty	Coordinator
c) Sd/Prof. Sandip Tah	Teachers' Representative
d) Sd/Dr. A Bhattacharya	Teachers' Representative
e) Sd/Prof. S Dasgupta	Teachers' Representative
f) Sd/-Smt. R. Banerjee	Alumni Representative
g) Sd/-Shri. R Mukherjee	Non-Teaching Representative

#####

### **Resolution No. 4**

Resolved that feedback will be collected for the academic session 2022-23 from the various stakeholders:

- Feedback template to be prepared
- Feedback to be submitted to the IQAC by 24<sup>th</sup> Feb 2023

It is further resolved that IQAC nominate Dr Debarati Das and Prof Shubhalaksmi Raychowdhury from the faculty to be in charge of collecting the feedback for further implementation.

#####

**S/d Prof. Sanjib Kr. Hazra, President  
Khandra College Governing Body**

**ATTESTED**  
  
**PRINCIPAL**  
**KHANDRA COLLEGE**  
P.O., Khandra, Paschim Bardhaman

# Student Satisfaction Survey OF B.COM VI-SEM STUDENTS 2023

B.COM VI-SEM STUDENTS 2023

Email \*

nk9134483475@gmail.com

A. Please confirm this is the first and only time you answer this survey. \*

☒ Yes

☐ No

B. AGE \*

20

C. YOUR COLLEGE NAME \*

☒ KHANDRA COLLEGE

D.Gender \*

- ☒ Male
- ☐ Female
- ☐ Transgender

E. What degree program are you pursuing now? \*

- ☒ a) Bachelor's
- ☐ b) Master's
- ☐ c) MPhil
- ☐ d) Doctorate
- ☐ e) Other ( )

F) What subject area are you currently pursuing? \*

- ☐ a) Arts
- ☒ b) Commerce
- ☐ c) Science
- ☐ d) Professional
- ☐ e) Other: ( )

PART B Instructions to fill the questionnaire

- All questions should be compulsorily attempted.
- Each question has five responses, choose the most appropriate one.
- The response to the qualitative question no. 21 is student's opportunity to give suggestions or improvements; she/he can also mention weaknesses of the institute here. (Kindly restrict your response to teaching learning process only)

#### Criterion II – Teaching–Learning and Evaluation

##### Student Satisfaction Survey on Teaching Learning Process

Following are questions for online student satisfaction survey regarding teaching learning process.

1. How much of the syllabus was covered in the class? \*

- ☐ 4 – 85 to 100%
- ☒ 3 – 70 to 84%
- ☐ 2 – 55 to 69%
- ☐ 1 – 30 to 54%
- ☐ 0 – Below 30%

2. How well did the teachers prepare for the classes? \*

- ☐ 4 – Thoroughly
- ☒ 3 – Satisfactorily
- ☐ 2 – Poorly
- ☐ 1 – Indifferently
- ☐ 0 – Won't teach at all



3. How well were the teachers able to communicate? \*

- ☐ 4 – Always effective
- ☒ 3 – Sometimes effective
- ☐ 2 – Just satisfactorily
- ☐ 1 – Generally ineffective
- ☐ 0 – Very poor communication

4. The teacher's approach to teaching can best be described as \*

- ☐ 4 – Excellent
- ☒ 3 – Very good
- ☐ 2 – Good
- ☐ 1 – Fair
- ☐ 0 – Poor

5. Fairness of the internal evaluation process by the teachers. \*

- ☐ 4 – Always fair
- ☒ 3 – Usually fair
- ☐ 2 – Sometimes unfair
- ☐ 1 – Usually unfair
- ☐ 0 – Unfair

6. Was your performance in assignments discussed with you? \*

- ☐ 4 – Every time
- ☒ 3 – Usually
- ☐ 2 – Occasionally/Sometimes
- ☐ 1 – Rarely
- ☐ 0– Never

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students. \*

- ☐ 4 – Regularly
- ☒ 3 – Often
- ☐ 2 – Sometimes
- ☐ 1 – Rarely
- ☐ 0– Never

8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth. \*

- ☐ 4 – Significantly
- ☐ 3 – Very well
- ☒ 2 – Moderately
- ☐ 1 – Marginally
- ☐ 0 – Not at all

9. The institution provides multiple opportunities to learn and grow. \*

- ☐ 4 – Strongly agree
- ☐ 3 – Agree
- ☒ 2 – Neutral
- ☐ 1 – Disagree
- ☐ 0 – Strongly disagree

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes. \*

- ☐ 4 – Every time
- ☒ 3 – Usually
- ☐ 2 – Occasionally/Sometimes
- ☐ 1 – Rarely
- ☐ 0 – Never

11. Your mentor does a necessary follow-up with an assigned task to you. \*

- ☐ 4 – Every time
- ☒ 3 – Usually
- ☐ 2 – Occasionally/Sometimes
- ☐ 1 – Rarely
- ☐ 0 – I don't have a mentor

12. The teachers illustrate the concepts through examples and applications. \*

- ☐ 4 – Every time
- ☒ 3 – Usually
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- ☐ 1 – Rarely
- ☐ 0 – Never

13. The teachers identify your strengths and encourage you with providing right level of challenges. \*

- ☐ 4 – Fully
- ☒ 3 – Reasonably
- ☐ 2 – Partially
- ☐ 1 – Slightly
- ☐ 0 – Unable to

14. Teachers are able to identify your weaknesses and help you to overcome them. \*

- ☐ 4 – Every time
- ☒ 3 – Usually
- ☐ 2 – Occasionally/Sometimes
- ☐ 1 – Rarely
- ☐ 0 – Never

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process. \*

- ☐ 4 – Strongly agree
- ☒ 3 – Agree
- ☐ 2 – Neutral
- ☐ 1 – Disagree
- ☐ 0 – Strongly disagree

16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences. \*

- ☐ 4 – To a great extent
- ☒ 3 – Moderate
- ☐ 2 – Some what
- ☐ 1 – Very little
- ☐ 0 – Not at all

17. Teachers encourage you to participate in extracurricular activities. \*

- ☐ 4 – Strongly agree
- ☒ 3 – Agree
- ☐ 2 – Neutral
- ☐ 1 – Disagree
- ☐ 0 – Strongly disagree

18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employ ability \*  
skills to make you ready for the world of work.

- ☐ 4 – To a great extent
- ☒ 3 – Moderate
- ☐ 2 – Some what
- ☐ 1 – Very little
- ☐ 0 – Not at all

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, GOOGLE \*  
CLASSROOM etc. while teaching.

- ☐ 4 – Above 90%
- ☒ 3 – 70 – 89%
- ☐ 2 – 50 – 69%
- ☐ 1 – 30 – 49%
- ☐ 0 – Below 29%



20. The overall quality of teaching-learning process in your institute is very good. \*

- ☐ 4 – Strongly agree
- ☒ 3 – Agree
- ☐ 2 – Neutral
- ☐ 1 – Disagree
- ☐ 0 – Strongly disagree

21. Give three observation / suggestions to improve the overall teaching – learning experience in your institution. \*

Overall good

### PART C

1. ARE YOU INTERESTED TO JOIN KHANDRA COLLEGE COMMERCE DEPARTMENT PASS-OUT STUDENT GROUP? \*

- ☒ Yes
- ☐ No

2. YOUR PERMANENT WHATS-APPS NO \*

9635233728

3. AFTER PASSING OUT [B.COM](#) YOU INTERESTED TO JOIN ..... \*

- ☒ 1. MCOM/MBA/CA/ICWA
- ☐ 2. WANT TO START BUSINESS
- ☐ 3. WANT TO PREPARE FOR COMPETITIVE EXAM
- ☐ 4. WANT TO START JOB
- ☐ 5. NOT DECIDED ANYTHING

4. DEPARTMENT TEACHER IS HELPFUL AND cooperative with student? \*

strongly disagree

0 ☐

1 ☐

2 ☐

3 ☒

4 ☐

strongly agree

THANK YOU .DEPARTMENT OF COMMERCE, KHANDRA COLLEGE

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Google Forms

# Student Satisfaction Survey OF B.COM VI-SEM STUDENTS 2023

B.COM VI-SEM STUDENTS 2023

Email \*

durgapur526@gmail.com

A. Please confirm this is the first and only time you answer this survey. \*

☒ Yes

☐ No

B. AGE \*

21

C. YOUR COLLEGE NAME \*

☒ KHANDRA COLLEGE

D. Gender \*

- ☒ Male
- ☐ Female
- ☐ Transgender

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- ☐ b) Master's
- ☐ c) MPhil
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- ☐ e) Other ( )

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- ☐ 1 – Disagree
- ☐ 0 – Strongly disagree

16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences. \*

- ☒ 4 – To a great extent
- ☐ 3 – Moderate
- ☐ 2 – Some what
- ☐ 1 – Very little
- ☐ 0 – Not at all

17. Teachers encourage you to participate in extracurricular activities. \*

- ☒ 4 – Strongly agree
- ☐ 3 – Agree
- ☐ 2 – Neutral
- ☐ 1 – Disagree
- ☐ 0 – Strongly disagree

18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employ ability \*  
skills to make you ready for the world of work.

☒ 4 – To a great extent

☐ 3 – Moderate

☐ 2 – Some what

☐ 1 – Very little

☐ 0 – Not at all

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, GOOGLE \*  
CLASSROOM etc. while teaching.

☒ 4 – Above 90%

☐ 3 – 70 – 89%

☐ 2 – 50 – 69%

☐ 1 – 30 – 49%

☐ 0 – Below 29%

20. The overall quality of teaching-learning process in your institute is very good. \*

- ☒ 4 – Strongly agree
- ☐ 3 – Agree
- ☐ 2 – Neutral
- ☐ 1 – Disagree
- ☐ 0 – Strongly disagree

21. Give three observation / suggestions to improve the overall teaching – learning experience in your institution. \*

Very good

### PART C

1. ARE YOU INTERESTED TO JOIN KHANDRA COLLEGE COMMERCE DEPARTMENT PASS-OUT STUDENT GROUP? \*

- ☒ Yes
- ☐ No

2. YOUR PERMANENT WHATS-APPS NO \*

9134714197

3. AFTER PASSING OUT [B.COM](#) YOU INTERESTED TO JOIN ..... \*

- ☐ 1. MCOM/MBA/CA/ICWA
- ☐ 2. WANT TO START BUSINESS
- ☐ 3. WANT TO PREPARE FOR COMPETITIVE EXAM
- ☐ 4. WANT TO START JOB
- ☒ 5. NOT DECIDED ANYTHING

4. DEPARTMENT TEACHER IS HELPFUL AND cooperative with student? \*

strongly disagree

0 ☐

1 ☐

2 ☐

3 ☐

4 ☒

strongly agree

THANK YOU .DEPARTMENT OF COMMERCE, KHANDRA COLLEGE

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Google Forms

# Student Satisfaction Survey OF B.COM VI-SEM STUDENTS 2023

B.COM VI-SEM STUDENTS 2023

Email \*

ankitajoarder692@gmail.com

A. Please confirm this is the first and only time you answer this survey. \*

☒ Yes

☐ No

B. AGE \*

20

C. YOUR COLLEGE NAME \*

☒ KHANDRA COLLEGE



D. Gender \*

- ☐ Male
- ☒ Female
- ☐ Transgender

E. What degree program are you pursuing now? \*

- ☒ a) Bachelor's
- ☐ b) Master's
- ☐ c) MPhil
- ☐ d) Doctorate
- ☐ e) Other ( )

F) What subject area are you currently pursuing? \*

- ☐ a) Arts
- ☒ b) Commerce
- ☐ c) Science
- ☐ d) Professional
- ☐ e) Other: ( )

PART B Instructions to fill the questionnaire

- All questions should be compulsorily attempted.
- Each question has five responses, choose the most appropriate one.
- The response to the qualitative question no. 21 is student's opportunity to give suggestions or improvements; she/he can also mention weaknesses of the institute here. (Kindly restrict your response to teaching learning process only)

#### Criterion II – Teaching–Learning and Evaluation

#### Student Satisfaction Survey on Teaching Learning Process

Following are questions for online student satisfaction survey regarding teaching learning process.

1. How much of the syllabus was covered in the class? \*

- ☐ 4 – 85 to 100%
- ☐ 3 – 70 to 84%
- ☒ 2 – 55 to 69%
- ☐ 1 – 30 to 54%
- ☐ 0 – Below 30%

2. How well did the teachers prepare for the classes? \*

- ☐ 4 – Thoroughly
- ☒ 3 – Satisfactorily
- ☐ 2 – Poorly
- ☐ 1 – Indifferently
- ☐ 0 – Won't teach at all

3. How well were the teachers able to communicate? \*

- ☐ 4 – Always effective
- ☐ 3 – Sometimes effective
- ☒ 2 – Just satisfactorily
- ☐ 1 – Generally ineffective
- ☐ 0 – Very poor communication

4. The teacher's approach to teaching can best be described as \*

- ☐ 4 – Excellent
- ☐ 3 – Very good
- ☒ 2 – Good
- ☐ 1 – Fair
- ☐ 0 – Poor

5. Fairness of the internal evaluation process by the teachers. \*

- ☐ 4 – Always fair
- ☒ 3 – Usually fair
- ☐ 2 – Sometimes unfair
- ☐ 1 – Usually unfair
- ☐ 0 – Unfair

6. Was your performance in assignments discussed with you? \*

- ☐ 4 – Every time
- ☐ 3 – Usually
- ☒ 2 – Occasionally/Sometimes
- ☐ 1 – Rarely
- ☐ 0 – Never

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students. \*

- ☐ 4 – Regularly
- ☐ 3 – Often
- ☐ 2 – Sometimes
- ☒ 1 – Rarely
- ☐ 0 – Never

8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth. \*

- ☐ 4 – Significantly
- ☐ 3 – Very well
- ☒ 2 – Moderately
- ☐ 1 – Marginally
- ☐ 0 – Not at all

9. The institution provides multiple opportunities to learn and grow. \*

- ☐ 4 – Strongly agree
- ☐ 3 – Agree
- ☐ 2 – Neutral
- ☒ 1 – Disagree
- ☐ 0 – Strongly disagree

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes. \*

- ☐ 4 – Every time
- ☐ 3 – Usually
- ☒ 2 – Occasionally/Sometimes
- ☐ 1 – Rarely
- ☐ 0 – Never

11. Your mentor does a necessary follow-up with an assigned task to you. \*

- ☐ 4 – Every time
- ☐ 3 – Usually
- ☐ 2 – Occasionally/Sometimes
- ☒ 1 – Rarely
- ☐ 0 – I don't have a mentor

12. The teachers illustrate the concepts through examples and applications. \*

- ☐ 4 – Every time
- ☐ 3 – Usually
- ☐ 2 – Occasionally/Sometimes
- ☒ 1 – Rarely
- ☐ 0 – Never

13. The teachers identify your strengths and encourage you with providing right level of challenges. \*

- ☐ 4 – Fully
- ☐ 3 – Reasonably
- ☐ 2 – Partially
- ☒ 1 – Slightly
- ☐ 0 – Unable to

14. Teachers are able to identify your weaknesses and help you to overcome them. \*

- ☐ 4 – Every time
- ☐ 3 – Usually
- ☐ 2 – Occasionally/Sometimes
- ☐ 1 – Rarely
- ☒ 0 – Never

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process. \*

- ☐ 4 – Strongly agree
- ☐ 3 – Agree
- ☐ 2 – Neutral
- ☒ 1 – Disagree
- ☐ 0 – Strongly disagree



16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences. \*

- ☐ 4 – To a great extent
- ☐ 3 – Moderate
- ☐ 2 – Some what
- ☒ 1 – Very little
- ☐ 0 – Not at all

17. Teachers encourage you to participate in extracurricular activities. \*

- ☐ 4 – Strongly agree
- ☐ 3 – Agree
- ☒ 2 – Neutral
- ☐ 1 – Disagree
- ☐ 0 – Strongly disagree

18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employ ability \*  
skills to make you ready for the world of work.

- ☐ 4 – To a great extent
- ☒ 3 – Moderate
- ☐ 2 – Some what
- ☐ 1 – Very little
- ☐ 0 – Not at all

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, GOOGLE \*  
CLASSROOM etc. while teaching.

- ☐ 4 – Above 90%
- ☐ 3 – 70 – 89%
- ☐ 2 – 50 – 69%
- ☒ 1 – 30 – 49%
- ☐ 0 – Below 29%

20. The overall quality of teaching-learning process in your institute is very good. \*

- ☐ 4 – Strongly agree
- ☐ 3 – Agree
- ☐ 2 – Neutral
- ☐ 1 – Disagree
- ☒ 0 – Strongly disagree

21. Give three observation / suggestions to improve the overall teaching – learning experience in your institution. \*

Mutual understanding between students and teachers

## PART C

1. ARE YOU INTERESTED TO JOIN KHANDRA COLLEGE COMMERCE DEPARTMENT PASS-OUT STUDENT GROUP? \*

- ☐ Yes
- ☒ No

2. YOUR PERMANENT WHATS-APPS NO \*

7478485401

3. AFTER PASSING OUT [B.COM](#) YOU INTERESTED TO JOIN ..... \*

- ☒ 1. MCOM/MBA/CA/ICWA
- ☐ 2. WANT TO START BUSINESS
- ☐ 3. WANT TO PREPARE FOR COMPETITIVE EXAM
- ☐ 4. WANT TO START JOB
- ☐ 5. NOT DECIDED ANYTHING

4. DEPARTMENT TEACHER IS HELPFUL AND cooperative with student? \*

strongly disagree

0 ☐

1 ☒

2 ☐

3 ☐

4 ☐

strongly agree

THANK YOU .DEPARTMENT OF COMMERCE, KHANDRA COLLEGE

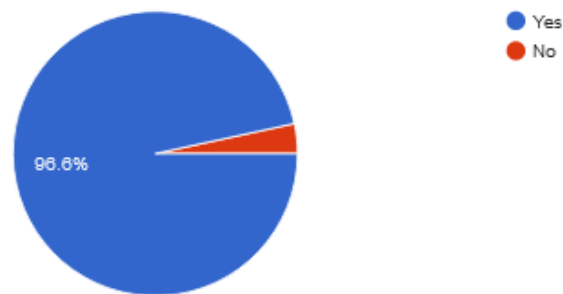
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Google Forms

A. Please confirm this is the first and only time you answer this survey.

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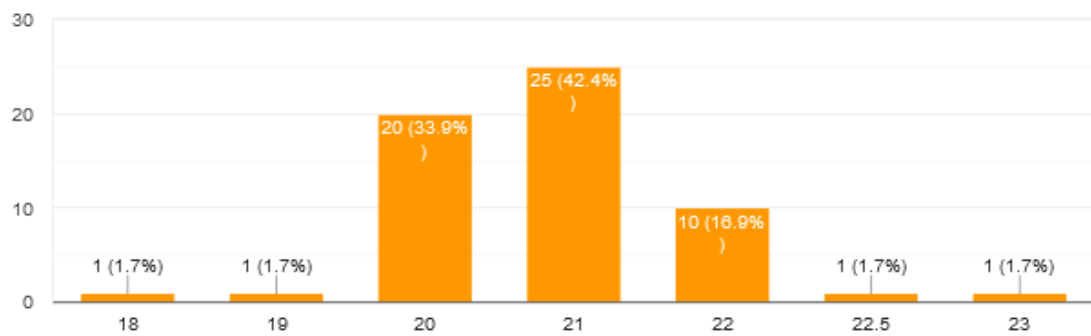
59 responses



B. AGE

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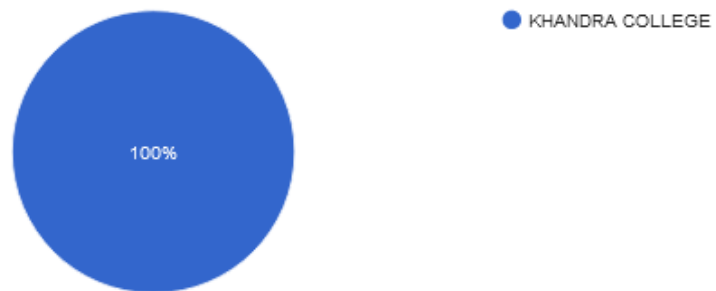
59 responses



### C. YOUR COLLEGE NAME

59 responses

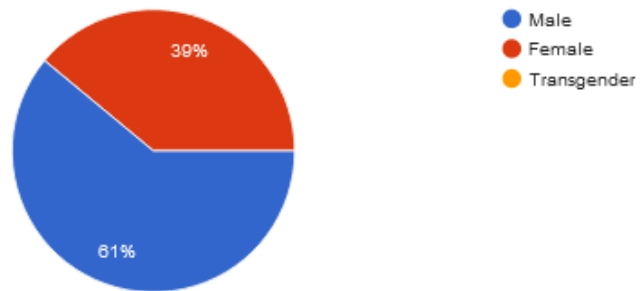
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### D. Gender

59 responses

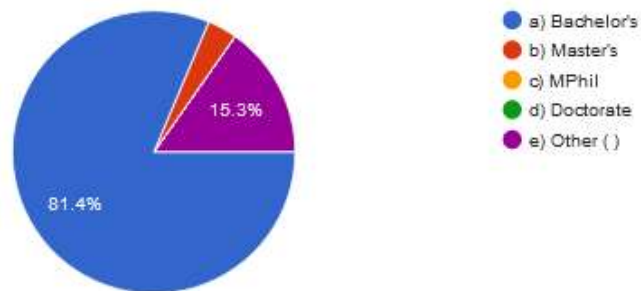
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E. What degree program are you pursuing now?

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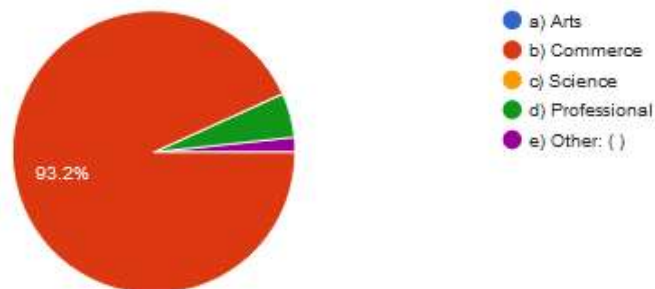
59 responses



F) What subject area are you currently pursuing?

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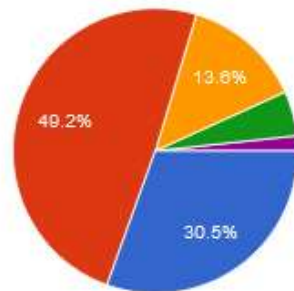
59 responses



1. How much of the syllabus was covered in the class?

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59 responses

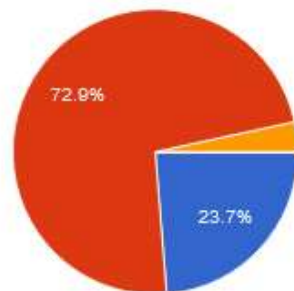


- 4 – 85 to 100%
- 3 – 70 to 84%
- 2 – 55 to 69%
- 1 – 30 to 54%
- 0 – Below 30%

2. How well did the teachers prepare for the classes?

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59 responses



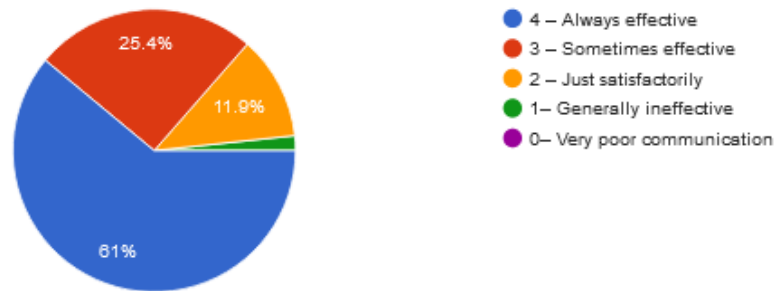
- 4 – Thoroughly
- 3 – Satisfactorily
- 2 – Poorly
- 1 – Indifferently
- 0 – Won't teach at all



### 3. How well were the teachers able to communicate?

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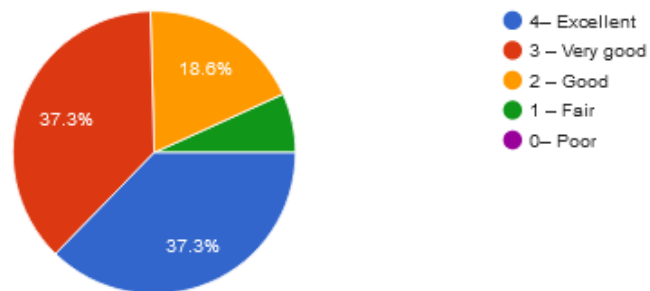
59 responses



### 4. The teacher's approach to teaching can best be described as

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59 responses



5. Fairness of the internal evaluation process by the teachers.

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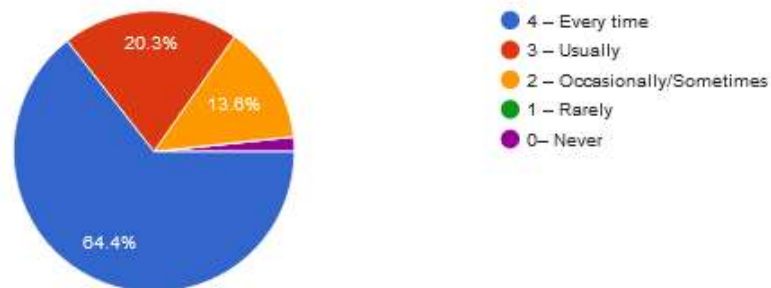
59 responses



6. Was your performance in assignments discussed with you?

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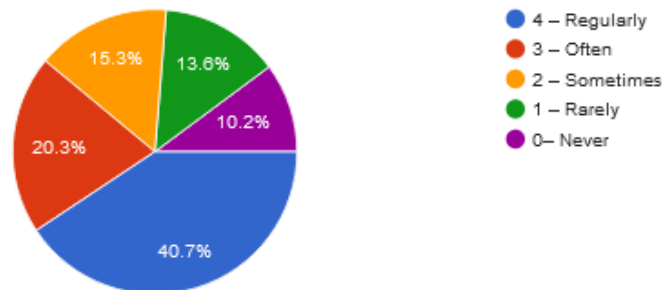
59 responses



7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

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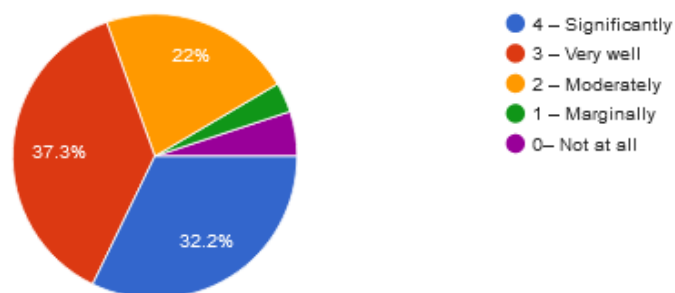
59 responses



8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

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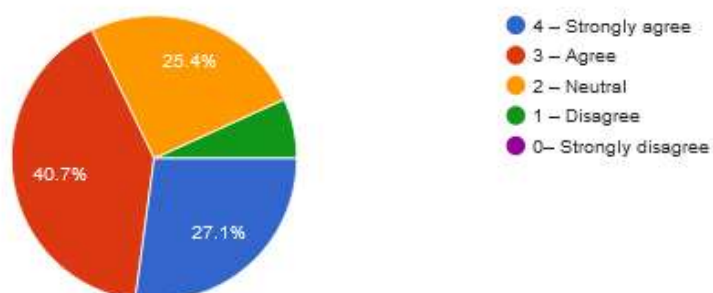
59 responses



9. The institution provides multiple opportunities to learn and grow.

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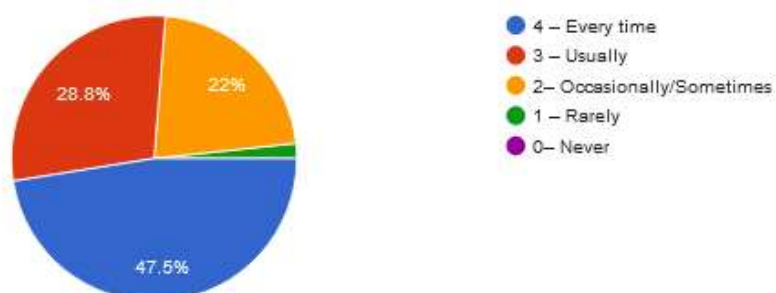
59 responses



10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

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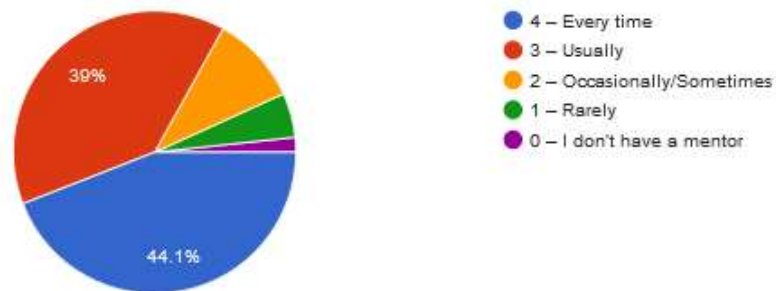
59 responses



11. Your mentor does a necessary follow-up with an assigned task to you.

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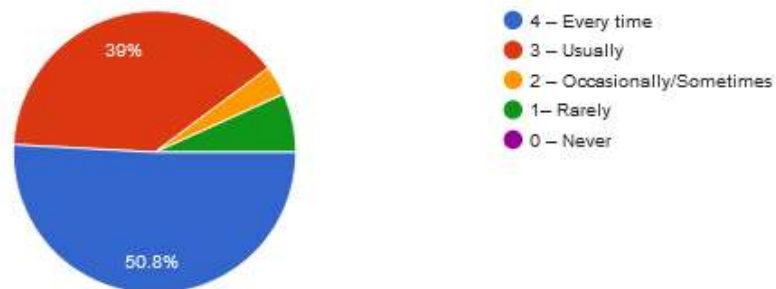
59 responses



12. The teachers illustrate the concepts through examples and applications.

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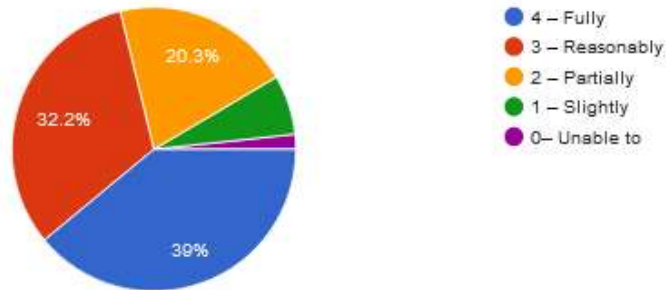
59 responses



13. The teachers identify your strengths and encourage you with providing right level of challenges.

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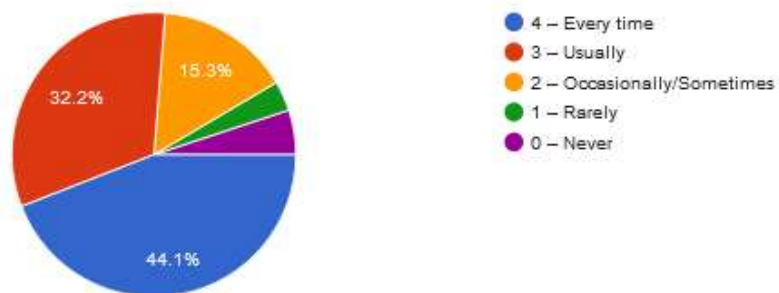
59 responses



14. Teachers are able to identify your weaknesses and help you to overcome them.

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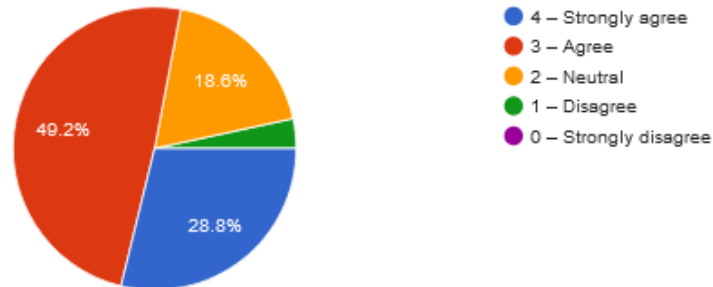
59 responses



15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

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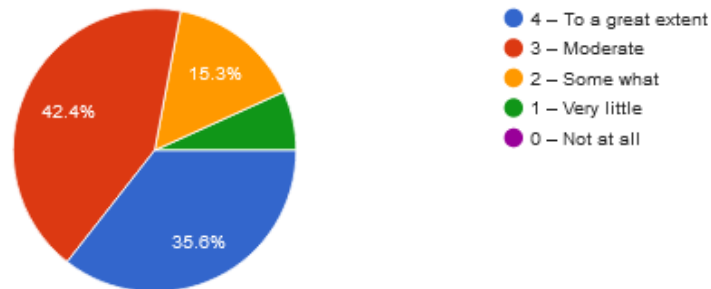
59 responses



16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

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59 responses

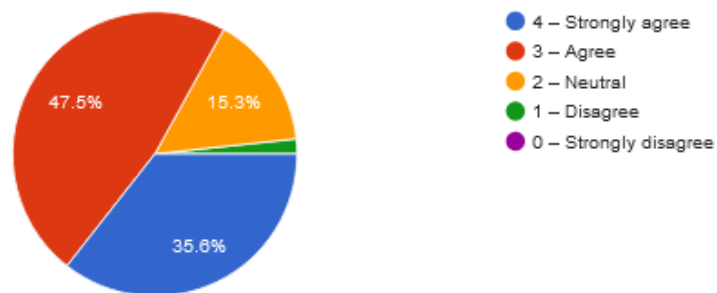


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17. Teachers encourage you to participate in extracurricular activities.

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59 responses

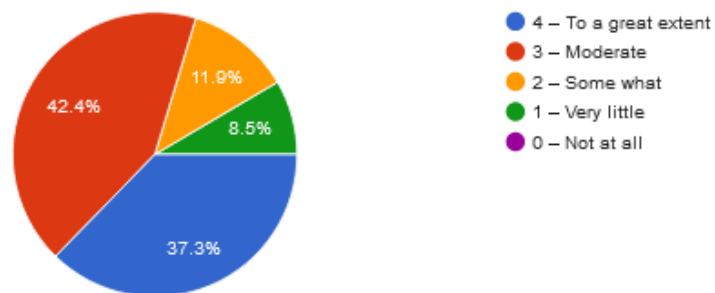


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18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employ ability skills to make you ready for the world of work.

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59 responses

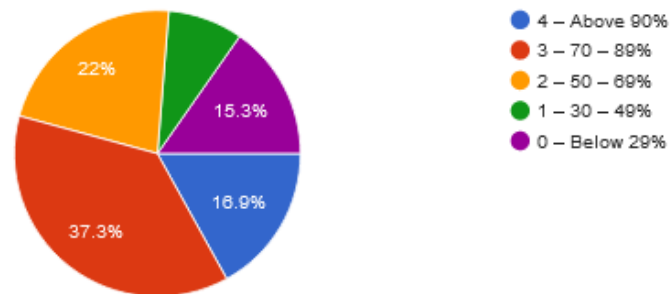




19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, GOOGLE CLASSROOM etc. while teaching.

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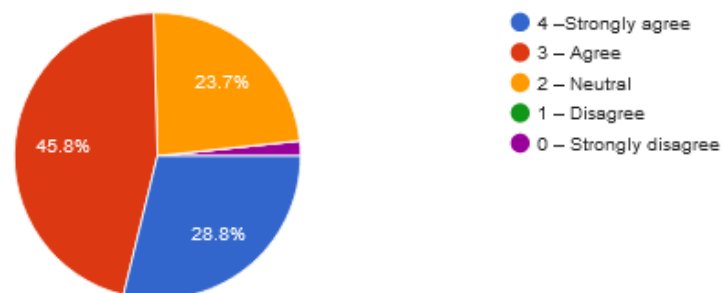
59 responses



20. The overall quality of teaching-learning process in your institute is very good.

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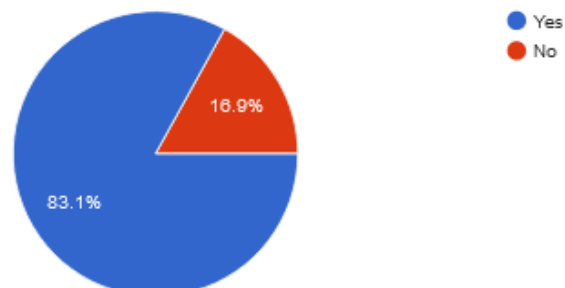
59 responses



1. ARE YOU INTERESTED TO JOIN KHANDRA COLLEGE COMMERCE DEPARTMENT PASS-OUT STUDENT GROUP?

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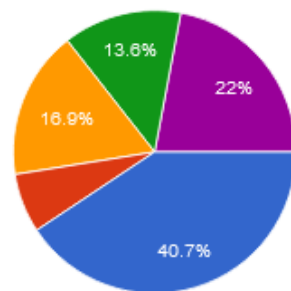
59 responses



### 3. AFTER PASSING OUT [B.COM](#) YOU INTERESTED TO JOIN .....

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59 responses

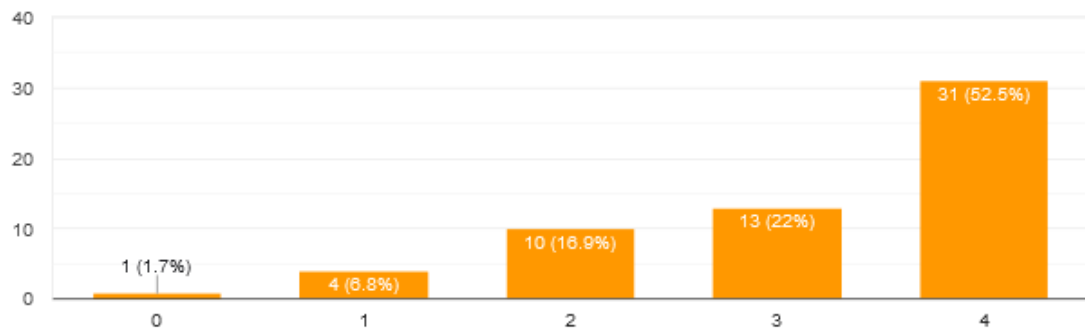


- 1. MCOM/MBA/CA/ICWA
- 2. WANT TO START BUSINESS
- 3. WANT TO PREPARE FOR COMPETITIVE EXAM
- 4. WANT TO START JOB
- 5. NOT DECIDED ANYTHING

### 4. DEPARTMENT TEACHER IS HELPFUL AND cooperative with student?

 Copy

59 responses



# Feedback form for Teachers

Feedback form on academic performance and ambience of the Institution

The respondent's email (**tushnim.gangopadhyay@gmail.com**) was recorded on submission of this form.

1.Name \*

Dr. Tushnim Gangopadhyay

2.Designation \*

Assistant Professor

3.Department \*

English

4.email id \*

tushnim.gangopadhyay@gmail.com

Mobile No. \*

8804447771

a.The Library is well resourced \*

☒ Yes

☐ No

b.Attendance of students is satisfactory \*

☐ Yes

☒ No

c.The Departmental Library is well equipped \*

☒ Yes

☐ No

d.The Institution shows flexibility in administration \*

☒ Yes

☐ No

e.The Institution encourages research and projects \*

☒ Yes

☐ No

f.The Leave Management System is effective \*

☒ Yes

☐ No

g.Internal/ Continous assessment is held regularly \*

☒ Yes

☐ No

h.The Institution promotes programmes on gender sensitization and multidisciplinary affairs \*

☒ Yes

☐ No

i.Issues rearding anti- ragging and green practices are well addressed. \*

☒ Yes

☐ No

j.The Institution ensures safety and security for the stakeholders inside the campus \*

☒ Yes

☐ No

# Google Forms

# Feedback form for Teachers

Feedback form on academic performance and ambience of the Institution

The respondent's email (**tapasghosh.k@gmail.com**) was recorded on submission of this form.

1.Name \*

Tapas Ghosh

2.Designation \*

Assistant Professor

3.Department \*

Philosophy

4.email id \*

tapasghosh.k@gmail.com

Mobile No. \*

7063275453

a.The Library is well resourced \*

☒ Yes

☐ No

b.Attendance of students is satisfactory \*

☒ Yes

☐ No

c.The Departmental Library is well equipped \*

☒ Yes

☐ No

d.The Institution shows flexibility in administration \*

☒ Yes

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f.The Leave Management System is effective \*

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☒ Yes

☐ No

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☒ Yes

☐ No

i.Issues rearding anti- ragging and green practices are well addressed. \*

☒ Yes

☐ No

j.The Institution ensures safety and security for the stakeholders inside the campus \*

☒ Yes

☐ No

# Google Forms

# Feedback form for Teachers

Feedback form on academic performance and ambience of the Institution

The respondent's email (**roy.koustav85@gmail.com**) was recorded on submission of this form.

1.Name \*

Koustav Roy

2.Designation \*

Assistant Professor

3.Department \*

Commerce

4.email id \*

roy.koustav85@gmail.com

Mobile No. \*

9330272728

a.The Library is well resourced \*

☒ Yes

☐ No

b.Attendance of students is satisfactory \*

☐ Yes

☒ No

c.The Departmental Library is well equipped \*

☐ Yes

☒ No

d.The Institution shows flexibility in administration \*

☒ Yes

☐ No

e.The Institution encourages research and projects \*

☒ Yes

☐ No

f.The Leave Management System is effective \*

☒ Yes

☐ No

g.Internal/ Continous assessment is held regularly \*

☒ Yes

☐ No

h.The Institution promotes programmes on gender sensitization and multidisciplinary affairs \*

☒ Yes

☐ No

i.Issues rearding anti- ragging and green practices are well addressed. \*

☒ Yes

☐ No

j.The Institution ensures safety and security for the stakeholders inside the campus \*

☒ Yes

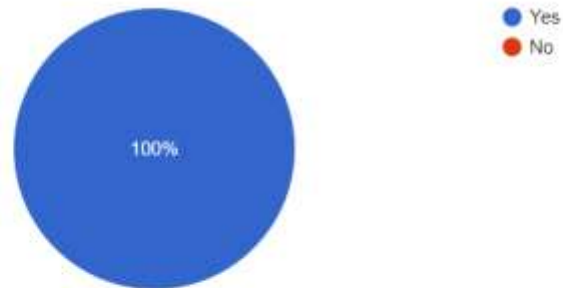
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# Google Forms

a.The Library is well resourced

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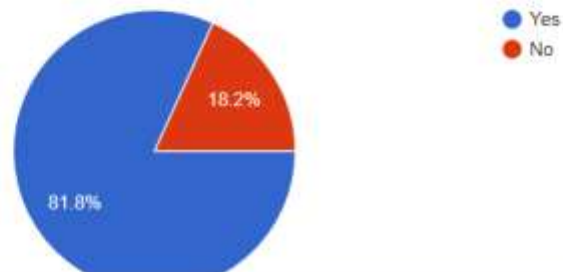
44 responses



b.Attendance of students is satisfactory

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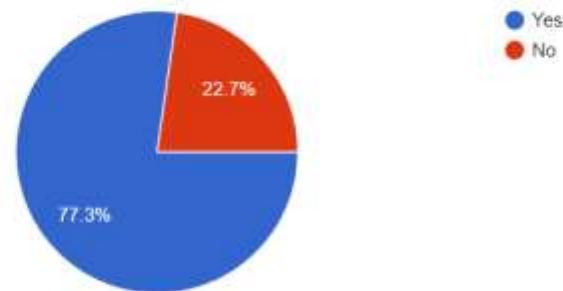
44 responses



c.The Departmental Library is well equipped

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44 responses



d.The Institution shows flexibility in administration

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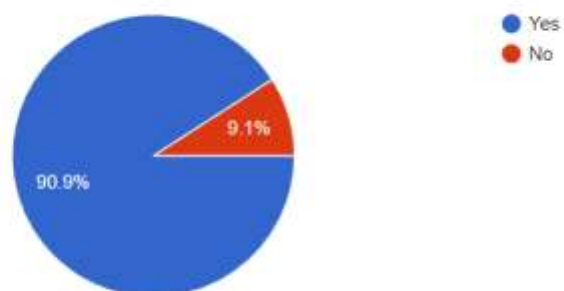
44 responses



e.The Institution encourages research and projects

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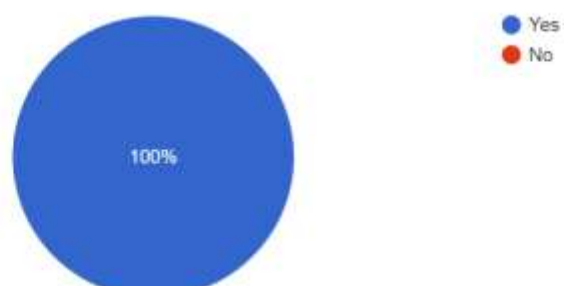
44 responses



f.The Leave Management System is effective

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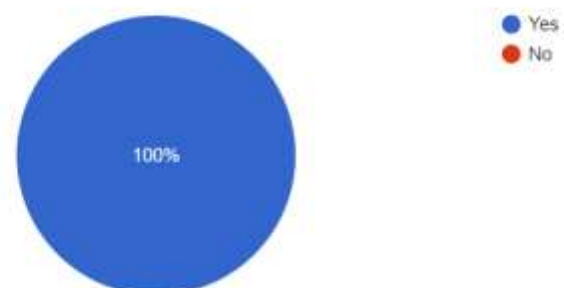
44 responses



g.Internal/ Continuous assessment is held regularly

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44 responses

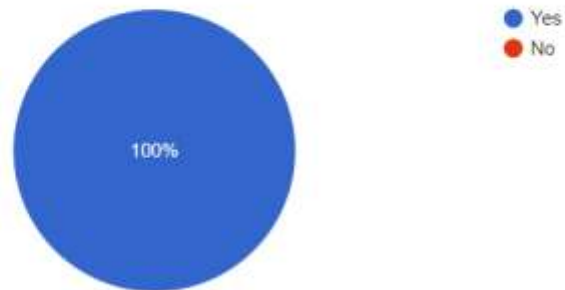




h.The Institution promotes programmes on gender sensitization and multidisciplinary affairs

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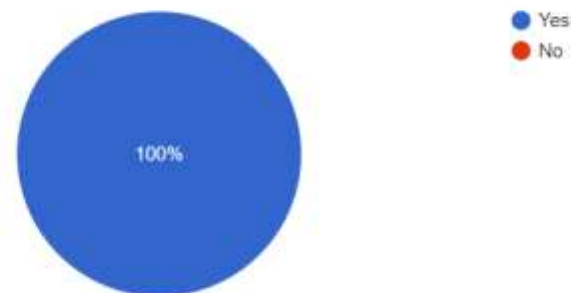
44 responses



i.Issues rearding anti- ragging and green practices are well addressed.

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44 responses

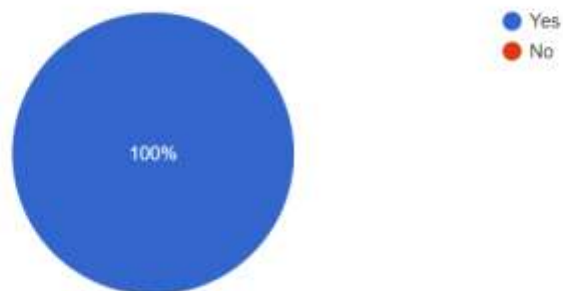


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j.The Institution ensures safety and security for the stakeholders inside the campus

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44 responses



# **KHANDRA COLLEGE**

(Affiliated to Kazi Nazrul University)

[Assessed and Accredited by NAAC]

P.O. Khandra, 713 363, Dt. Paschim Bardhaman

Fax and Tel no. (0341) 2665245

## **Abstract of Resolutions of IQAC Meeting dt. 21/02/2023**

### **Members present:**

1. Sd/Dr. Abhisek Bhattacharya	Teacher-in-Charge and Chairperson
2. Sd/Dr. Ashish Kr. Chakraborty	Coordinator
3. Sd/Dr. Sandip Tah	Teacher Member
4. Sd/Prof. Sadiya Pravin	Teacher Member
5. Sd/Prof. Dhiren Mandi	Teacher Member
6. Sd/Prof. Amrita Sett	Teacher Member
7. Sd/Prof. Tapas Ghosh	Teacher Member
8. Sd/Prof. Shubhalaksmi Raychowdhury	Teacher Member
9. Sd/Dr. Debarati Das	Teacher Member
10. Sd/Smt. Rianka Banerjee	Alumni Representative
11. Sd/Shri Ranjit Mukherjee	Management Representative
12. Sd/Shri Jagatpati Mitra	Representative of Social Stakeholder
13. Sd/General Manager, Bankola Area, ECL	Representative of Industrial Stakeholder

**The IQAC Chairperson and Teacher-in-Charge is in chair. Discussed and resolved in the presence of the esteemed members who have signed above**

#####

### **Aggendum 07:**

In accordance with the previous IQAC resolution no. 4 dated 12.11.22, the feedback has been analysed and it has been noted that the overall ambience of the Teaching Learning and delivery is satisfactory and there is scope for improvement.

It is further noted that the following feedback are to be addressed:

1. Smart Classroom to be constructed
2. Department libraries to be strengthened
3. Leave Management System (LMS) can be linked with the ERP
4. Infrastructure – extra classrooms can be constructed
5. Internship and collaborative courses can be introduced
6. Life Skills and Social Skills courses can be introduced for the mentoring process
7. Mentor-mentee interaction to be strengthened
8. Auditorium for the college needs to be constructed
9. New faculty in the Department of Science and Media and Communication needs to be appointed
10. Innovative initiatives like organizing science fairs, etc can be conducted

Further resolved that the Teacher-in-charge shall be requested to place these recommendations based on feedback analysis in the next governing body meeting for the perusal and necessary action of the esteemed members.

#####



**ATTESTED**

*Teacher-in-Charge*  
**KHANDRA COLLEGE**  
Khandra, Paschim Bardham

**Countersigned**  
**Sd/Dr. Abhisek Bhattacharya**  
**TIC and IQAC Chairperson, KC**

# **KHANDRA COLLEGE**

(Affiliated to Kazi Nazrul University)

[Assessed and Accredited by NAAC]

P.O. Khandra, 713 363, Dt. Paschim Bardhaman

Fax and Tel no. (0341) 2665245

## **Extracts of the Meeting of the Governing Body of Khandra College, dt. 03/06/2023**

### **Members Present:**

- |   |   |
|---|---|
| a) Sd/Mr. Moloy Ghatak                  | Hon'ble M-I-C, Govt. of W. B., President, |
| Governing Body                          |   |
| b) Sd/ Mr. Saran Saigal                 | Govt. Nominee                             |
| c) Sd/Mr. Shyamaprasad Bhattacharya     | Govt. Nominee                             |
| d) Sd/Mr. Jagat Pati Mitra              | Nominee of WBSCH                          |
| e) Sd/Prof. Lakshmi Narayan Neogi       | University Nominee                        |
| f) Sd/Prof. Sudipa Chowdhury            | Teachers' Representative                  |
| g) Sd/Prof. Ashish Kr. Chakraborty      | Teachers' Representative                  |
| h) Sd/Prof. Sandip Tah                  | Teachers' Representative                  |
| i) Sd/Sri. Biswanath Dhibar             | Non-Teaching Representative               |
| j) Sd/Prof. Pinaki Ranjan Bhattacharyya | Principal & Secretary (ex-officio)        |

**The president of the Governing Body, Mr Moloy Ghatak, and Hon'ble M-I-C is in the chair and the following resolutions are adopted**

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### **Resolution No. 3**

Resolved the implementation of the feedback regarding the following, as per the IQAC Resolution No. 3, dt. 21/02/2023, have been observed and are deemed satisfactory as of 03/06/2023:

- The Principal is requested to write to Sabhadhipati, Paschim Burdwan Zilla Parishad for the construction of a smart classroom in the college.
- The Principal is requested to get the structural design of the proposed auditorium preparation by a reputed engineering firm and to submit the same to the Paschim Burdwan Zilla Parishad for necessary approval so that the college auditorium can be constructed utilising the government fund as soon as possible.
- The Principal and the IQAC coordinator are requested to organise a science fair at the start of the new calendar year, and Dr Abishek Bhattacharya and Dr Sandip Tah are requested to work as joint coordinators for the proposed science fair.
- The Principal is requested to write to the DPI, Education Directorate, Govt of West Bengal, seeking permission to appoint a temporary/visiting faculty in the dept of Physics.

#####

**S/d Mr. Moloy Ghatak, President  
Khandra College Governing Body**

ATTESTED  
  
PRINCIPAL  
KHANDRA COLLEGE  
P.O. Khandra, Paschim Bardhaman.

# KHANDRA COLLEGE



[www.khandracollege.ac.in](http://www.khandracollege.ac.in)

## SCIENCE EXHIBITION

on

**Science and its Applications**

**Dates: 20<sup>th</sup> & 21<sup>st</sup> JANUARY, 2024**

**TIME: 12 PM- 4 PM**

**Venue: Science Block,  
Khandra College**

# PRESIDENT'S MESSAGE

Khandra College, despite several constraints, remains invictus in its journey to keep its head high as an educational home, accommodating almost two thousand youngsters every year for their higher studies. This General Degree College erstwhile affiliated to the University of Burdwan and now to Kazi Nazrul University, Asansol, is a fast growing co-educational institution which has already established its pan-Indian identity in the educational sector by successfully coping with the hurdles of two successive cycles of accreditation under NAAC, Bengaluru in the years 2007 and 2018 respectively.

While the College may legitimately pride in showcasing two (2) ISBN volumes under its banner, its academic activities continue to be inspiring, and the proposed science exhibition under the title *Science and its Applications* is only a glimpse of the journey undertaken by the Principal, the Faculty towards perfection. I do believe that the local philanthropes, educationists, business personnel and corporate houses will extend their gracious hands for the accumulation of funds required for a successful organisation of the programme.

I would thank the Principal of the College, Dr. Pinaki Ranjan Bhattacharyya for his initiative and would also congratulate the teachers, students and members of different statutory and non-statutory committees of the College whose help and participation are instrumental in conducting the present Science Exhibition.

I do convey my best wishes to the College as an academic unit and sincerely cherish the hope that it will be conducting with its endeavour in the process of teaching-learning as also in discharge of social responsibility in the years to come.

**Sri Moloy Ghatak,**  
**President, Governing Body**  
**&**  
**Hon'ble Minister-in-Charge,**  
**Government of West Bengal**

# FROM THE DESK OF THE PRINCIPAL



**Dr Pinaki Ranjan Bhattacharyya**

A student is an ambassador bearing the insignia of the Institute throughout his life. Keeping in mind this philosophy, Khandra College always welcome a student to understand today's realities of life and makes an all-round effort to hone the skills of the young talents continuously during their association with our College and thereafter as well.

Our College always encourages a student not only to learn but also to make others learn through dissemination of knowledge, using the vast library database, computer laboratory and continuous faculty support. The College strives to create a healthy relationship between the Academia and the Industry. The commitment commences from admission and continues sometimes, even after passing out of the students handholding them for entrepreneurial activities to make the student not only a job seeker but a job creator in their life. Our motto is to make them self-dependent and contribute in creating a sustainable society. Apart from classroom teaching, the College also encourage students to participate in organising seminars, workshops and interact with Industry doyens to create a symbiotic relationship with education through continuous interaction.

I welcome you to be a part of this success story and carve out a niche for yourself.



## MESSAGE FROM CO-ORDINATOR, IQAC

The Internal Quality Assurance Cell (IQAC) of Khandra College, since its inception in the year 2014, has been looking after several academic as well as administrative affairs of the Institution in order that quality in imparting education and transparency in administration can be maintained. We are privileged to claim the credit of launching two ISBN volumes under the banner of the College, and it is also a matter of prestige for us that the college now stands accredited for the 2<sup>nd</sup> Cycle by NAAC, Bengaluru. However, conducting a Science Exhibition is wholly a new-venture for us. The Governing Body, the Teachers' Council, the Teachers of the Science Departments and the general students of the Institution are to be thanked for collectively shouldering the responsibility of conducting such an ambitious project. We do hope that our students shall surely be enriched by such an educational endeavour, and this will also stand exemplary of our commitment to the neighbouring areas. We also harbour the hope to conduct many such programmes in near future.

**Dr. Ashish Kumar Chakraborty**  
Co-ordinator, IQAC, Khandra College

## MESSAGE FROM THE BURSAR

At the outset I would like to thank the Governing Body, the IQAC, the Teachers and the students of Khandra College for their unflinching zeal in conducting the present Science Exhibition titled *Science and Well-being: Glimpses of Some Popular Practices*. We do admit that our funds are limited. Over the past few years we received scanty funds from the UGC, the State Government and other authorities. This is surely a constraint upon us, but not so much as to hinder our esteemed faculty and young students from bringing to general light their academic potential. I do congratulate every stakeholder who has actively participated in the preparation of the souvenir and chalking out the general fabrics of the present programme. We strongly hold that some of our financial constraints may be done away with by the circulation of the souvenir among benevolent contributors, and we also believe that we shall be able to organise many such programmes successfully in the future from within our limited capacity.

**Dr. Koustav Roy,**  
Bursar, Khandra College



# ABOUT THE EXHIBITION

In today's world, when man is looking for life beyond the solar system and establishing satellite connectivity for greater ease in the transaction of daily business, it goes without saying that science plays a pivotal role in shaping and modulating the course of human activities. Still it is a pity that a great number of people in a developing nation like that of ours are still lagging behind in so far as a general awareness regarding scientific progress is concerned. It therefore becomes an inescapable responsibility of Higher Educational Institutions in India to demonstrate their commitment to the society by creating mass awareness of different progresses envisaged in science by the side of promoting formal education.

Keeping this tune in mind, Khandra College, located in a colliery region, far away from the benefits of the metropolis, decided to open Higher Educational courses in science 2014 onwards. Now we are having seven (7) academic departments in the science stream with well-equipped laboratories, academic infrastructure and qualified teachers committed to the well-being of the institution as an academic unit. While every year a number of successful students obtain their under-graduate degrees to add to our pride, we strongly hold that it is also high time for us to bear the signature of our greater commitment to the neighbouring community which is often found to be prone to illiteracy, malnutrition and deadly diseases owing to a lack of scientific awareness.

As proposed by the President of our Governing Body, Sri Moloy Ghatak, Hon'ble Minister-in-Charge, West Bengal, a Science Exhibition under the banner of the college is the need of the moment, and motivated by his undaunted spirit, the Principal, the IQAC and the Science Departments of Khandra College are now intent upon organising a two-day Science Exhibition in the College premises not only for the sake of giving a boost to the faculty and the students, but also to cater general science awareness among the common people of the neighbouring community.

The Exhibition will comprise chart presentation, sample display and on-spot experimentation including blood-group testing, measurement of blood-pressure and blood-sugar level, etc. We do hope that the young students of the neighbouring schools will take immense interest in the biological samples and on-spot experiments, while it will be beneficial for the elderly community as a means of a very primary health check-up.

We do acknowledge our debts to the Hon'ble President, the Principal, the Co-ordinator (IQAC), the Teachers, general students and every stake-holder of the Khandra College family who have shown their commitment to a successful organisation of the event. We shall deem our labours rewarded if we can succeed in creating a general awareness of science among the people of the neighbouring community, whose lives are invariably tuned to the College, and the College exists for whose sake.

# SCIENCE EXHIBITION

## COMMITTEE

	Names	Designation
<b>Patron</b>	Sri Moloy Ghatak	President, Governing Body and Hon'ble Minister-in-Charge, Govt. of West Bengal
<b>Chairperson</b>	Dr. Pinaki Ranjan Bhattacharyya	Principal
<b>Organising Secretary</b>	Dr. Ashish Kr Chakraborty	Co-ordinator, IQAC
<b>Joint-Convenors</b>	Dr. Abhisek Bhattacharya	Associate Professor in English
	Dr. Sandip Tah	Assistant Professor in Geography
<b>Treasurer</b>	Dr. Koustav Roy	Bursar
<b>Executive Committee</b>	Shri Jagatpati Mitra	Member, GB
	Shri Sharan Saigal	Member, GB
	Shri Biswanath Dhibar	Member, GB
	Shri Prasanta Panda	State-Aided College Teacher in Mathematics
	Smt. Binita Nandi	State- Aided College Teacher in Chemistry
	Smt. Pritisha Roy	State- Aided College Teacher in Chemistry
	Smt. Piyali Chakraborty	State- Aided College Teacher in Zoology
	Smt. Ranita Gupta	State- Aided College Teacher in Zoology
	Smt. Uttama Dey	State- Aided College Teacher in Botany
	Smt. Gopali Shampa Roy	State- Aided College Teacher in Botany
<b>Associate Members</b>	Prof. Dhiren Mandi	Secretary, Teachers' Council
	Dr. Sudipa Chowdhury	Associate Professor in Bengali
	Dr. Debarati Das	Assistant Professor in Economics
	Prof. Shubhalaksmi Ray Chowdhury	Assistant Professor in Political Science

# ABOUT THE COLLEGE

Khandra College, a co-educational institution imparting higher education, is located at Khandra, Dist. Paschim Bardhaman, West Bengal (Lat-23° 06' 33'' N & Long-87° 22' 0'' E). The college was established in 1981 under the leadership of late Amalendu Bakshi, a local Philanthrope, to cater higher education among the boys and girls of the surrounding area. The primary motto was to set up a minimum infrastructure for imparting higher education to young students who were mostly first-generation learners coming from economically backward strata of the society. The effort was soon acknowledged by the Government of West Bengal, and in the year of its inception the University of Burdwan accorded affiliation to the college as a co-educational institution for higher studies.

The Academic activities of the College were inaugurated in 1981 with only B.A. General Course of studies in Bengali, English, History, Philosophy, Sanskrit, Political science and Economics with few students. In 1985 B.com General Course was introduced and 1996 onwards Honours Courses of studies in the aforesaid disciplines were made accessible to the students.

The College, which was born an unknown sapling upon the mining crags of Ukhra and Andal, far away from the glitter of the metropolis, may now boast of holding fourteen Major Courses of studies in its branches by the side of twenty Minor courses of studies to enrich its foliage. This has become possible as a consequence of the combined efforts rendered by the Teachers, the Students, the local people and each and every staff member of the institutional family.

Khandra College received its Assessment and Accreditation by NAAC for the First Cycle in the year 2007. Our efforts were once more acknowledged when we received accreditation by NAAC for the second cycle in 2018. Now we are looking forward to a newer dimension in our attempts to embrace the NEP 2020 guidelines in imparting Higher Education to our students through various academic, administrative and co-curricular activities.



# THE GOVERNING BODY

Sl. No.	Member Name	Designation
1.	Mr. Moloy Ghatak	Hon'ble M-I-C, & President
2.	Mr. Jagatpati Mitra	Nominee of W.B.S.C.H.E
3.	Mr. Saran Saigal	Govt. Nominee
4.	Mr .Shyama Prasad Bhattaharyya	Govt. Nominee
5.	Dr. Lakshmi Narayan Neogi	University Nominee
6.	Dr. Mousumi Ghosh	University Nominee
8.	Dr. Sudipa Chowdhury	Teachers' Representative
9.	Dr. Ashish Kumar Chakraborty	Teachers' Representative
10.	Dr. Sandip Tah	Teachers' Representative
11.	Sri Biswanath Dhibar	Non-teaching Representative
7.	Dr. Pinaki Ranjan Bhattacharyya	Principal & Ex-officio Secretary, G.B.
12.	General Manager, Bankola Area, ECL	Donor Member

# THE IQAC

Sl. No.	Member Name	Designation
1.	Dr. Pinaki Ranjan Bhattacharyya, Principal	Chairperson
2.	Dr. Ashish Kr. Chakraborty	Co-ordinator
3.	Dr. Abhisek Bhattacharya	Teacher Member
4.	Dr. Sandip Tah	Teacher Member
5.	Prof. Sadiya Pravin	Teacher Member
6.	Prof. Dhiren Mandi	Teacher Member
7.	Prof. Amrita Sett	Teacher Member
8.	Prof. Tapas Ghosh	Teacher Member
9.	Prof. Shubhalaksmi Raychowdhury	Teacher Member
10.	Dr. Debarati Das	Teacher Member
11.	Smt. Rianka Banerjee	Alumni Representative
12.	Shri Ranjit Mukherjee	Management Representative
13.	Shri Jagatpati Mitra	Representative of Social Stakeholder
14.	General Manager, Bankola Area, ECL	Representative of Industrial Stakeholder

# TEACHING FACULTY

## DEPARTMENT OF BENGALI

Teaching Faculty	Designation
Dr. Sudipa Chowdhury	Associate Professor
Dr. Uday Sardar	Assistant Professor
Prof. Rajat Hembram	Assistant Professor
Mrs. Geeta Halder	SACT II
Mr. Indrajit Ghosh	SACT II
Mr. Soumitra Singha Mahapatra	SACT II
Mr. Joydeb Karmakar	SACT II

## DEPARTMENT OF ENGLISH

Teaching Faculty	Designation
Dr. Abhisek Bhattacharya	Associate Professor
Mr. Gopinath Banerjee	SACT II
Mrs. Sudipta Chowdhury	SACT II
Mrs. Rianka Banerjee	SACT I

## DEPARTMENT OF HINDI

Teaching Faculty	Designation
Prof. Sadiya Pravin	Assistant Professor
Dr. Anju Singh	SACT I
Mr. Arun Kumar Sah	SACT I
Mr. Aman Vishwakarma	SACT I
Ms. Priti Singh	SACT I

## DEPARTMENT OF HISTORY

Teaching Faculty	Designation
Prof. Amrita Sett	Assistant Professor
Mr. Kajal Kanti Bandyopadhyay	SACT II
Mrs. Rakhi Dhar	SACT II
Dr. Kalyani Garai	SACT I
Mr. Sudip Kr. Sadhu	SACT II

## DEPARTMENT OF POLITICAL SCIENCE

Teaching Faculty	Designation
Dr. Ashish Kr. Chakraborty	Associate Professor
Prof. Shubhalaksmi RayChowdhury	Assistant Professor
Ms. Prity Verma	SACT I
Mr. Arup Dutta	SACT II

**DEPARTMENT OF GEOGRAPHY**

Teaching Faculty	Designation
Dr. Sandip Tah	Assistant Professor
Mr. Biswajit Ghosh	SACT II
Ms. Chumki Mondal	SACT I
Mr. Sanatanu Jharimuni	SACT II

**DEPARTMENT OF ECONOMICS**

Teaching Faculty	Designation
Dr. Debarati Das	Assistant Professor
Mrs. Munmun Nanda	SACT II

**DEPARTMENT OF SANSKRIT**

Teaching Faculty	Designation
Prof. Dhiren Mandi	Assistant Professor
Dr. Sumita Mandal	Assistant Professor
Mr. Tarak Nath Nayak	SACT I
Ms. Mitali Sen	SACT I
Mr. Animesh Mondal	SACT II
Ms. Kripasindhu Ruj	SACT II

**DEPARTMENT OF PHILOSOPHY**

Teaching Faculty	Designation
Prof. Tapas Ghosh	Assistant Professor
Mrs. Tanushree Mondal	SACT II
Ms. Chameli Sharma	SACT II
Ms. Madhumita Mondal	SACT II
Mr. Sumit Mahato	SACT I

**DEPARTMENT OF MUSIC**

Teaching Faculty	Designation
Mrs. Lalima Chakrabarty Banerjee	SACT II

**DEPARTMENT OF MULTIMEDIA AND MASS COMMUNICATION**

Teaching Faculty	Designation
Mrs. Piu Benerjee	SACT II

**DEPARTMENT OF EDUCATION**

Teaching Faculty	Designation
Mrs. Ananya Sengupta (Dasgupta)	SACT II

**DEPARTMENT OF SOCIOLOGY**

Teaching Faculty	Designation
MS. Sulakshmana Chattaraj	SACT II

**DEPARTMENT OF PHYSICAL EDUCATION**

Teaching Faculty	Designation
Md. Julfiker	SACT II

**DEPARTMENT OF CHEMISTRY**

Teaching Faculty	Designation
Mrs. Binita Nandi	SACT II
Mrs. Pritisha Roy	SACT II

**DEPARTMENT OF MATHEMATICS**

Teaching Faculty	Designation
Mr. Prasanta Panda	SACT II

**DEPARTMENT OF BOTANY**

Teaching Faculty	Designation
Mrs. Uttama Dey	SACT II
Mrs. Gopali Shampa Roy	SACT II

**DEPARTMENT OF ZOOLOGY**

Teaching Faculty	Designation
Ms. Piyali Chakraborty	SACT II
Mrs. Ranita Gupta	SACT II

**DEPARTMENT OF COMMERCE**

Teaching Faculty	Designation
Dr. Koustav Roy	Assistant Professor
Mr. Dipankar Saha	Assistant Professor
Mr. Kundan Rajak	Assistant Professor
Mr. Kapileswar Nandi	SACT II
Mr. Prabhat Dutta	SACT II
Mr. Volanath Mondal	SACT I



# NON-TEACHING STAFF

Name	Designation
Mr. Ranjit Mukherjee	Cashier
Mr. Biswanath Dhibar	Clerk
Mr. Arpan Sarkar	Clerk
Mr. Subinoy Dey	Clerk
Mr. Gour Gopal Mondal	Electrician Cum Care Taker
Mrs. Shantana Dewasi	Geography Lab Attendant
Mr. Swapan Ruidas	Guard
Smt. Kajoli Ruidas	Sweeper
Mr. Sisir Sen	Part Time Gymnasium Attendant
Mr. Kartick Ruidas	Karmabandhu
Mr. Bhakti Pada Ruidas	Casual Staff
Mr. Bidhan Mondal	Casual Staff
Mr. Anath Nandi	Casual Staff
Mrs. Samapti Khan	Casual Staff
Mr. Sevak Banerjee	Casual Staff
Mr. Rahul Banerjee	Casual Staff
Mr. Parijit Roy	Casual Staff
Mr. Anand Sharma	Casual Staff
Mr. Gopal Mondal	Casual Staff
Mr. Chotton Ruj	Casual Staff
Mr. Ashrujit Mitra	NWNP Staff
Mr. Arun Banerjee	NWNP Staff
Mr. Dolon Karmakar	NWNP Staff
Mr. Biswajit Mondal	NWNP Staff
Mr. Subhajit Ghosh	NWNP Staff



# RATE CHART

Types	Amount (Rs.)
Front Inner (Colour) Full	1,50,000
Back (Colour) Full	3,00,000
Back Inner (Colour) Full	1,50,000
Inside Pages (Colour) Full	50,000
Inside Pages (Colour) Half	30,000
Inside Pages (B/W) Full	30,000
Inside Pages (B/W) Half	20,000

**Date of submitting application** (form-enclosed here-in): **08/01/2024**

**Last Date of submitting application:** **12/01/2024**

**Mode of Payment:** Account Payee Cheque in favour of KHANDRA COLLEGE DEVELOPMENT FUND, A/C No.-11845467803, IFSC- SBIN0006579, SBI KHANDRA BRANCH

NEFT/ Electronic Fund Transfer- KHANDRA COLLEGE DEVELOPMENT FUND, A/C No.-11845467803, IFSC- SBIN0006579, SBI KHANDRA BRANCH

# CONSENT FORM

(Please separate this form from the Brochure and send it to the Office of the Principal, Khandra College, P.O. Khandra. Dist: Paschim Bardhaman, Pin- 713363, after carefully filling up all mandatory fields, by registered/ speed post, by 08/01/2024).

To  
The Principal,  
Khandra College,  
Khandra, Paschim Bardhaman

**Sub: Consent of Advertisement for Science Exhibition Souvenir, 2023-2024**

Sir,  
I/We am/are glad to inform you that I/we would like my/our goodwill message to appear at the inner front cover/ back cover/ inner-back cover/ inside pages and colour/ Black and White format and in full/half-length size.

The matter for advertisement will be as

.....  
.....  
.....

We agree to pay Rs. 3,00,000/1,50,000,/50,000/30,000/ 20,000 in favour of KHANDRA COLLEGE DEVELOPMENT FUND, A/C No.-11845467803, IFSC- SBIN0006579, SBI KHANDRA BRANCH by Account Payee cheque/NEFT/Electronic Fund Transfer.

I/We wish great success of the upcoming event.  
Thanking You,

I/We remain Sir,  
Yours Sincerely,

.....

**Contact may be made to:**

Dr. Koustav Roy, 9330272728

Dr. Abhisek Bhattacharya, 9874382850

Dr. Sandip Tah, 9475845108

Mr. Subinoy Dey, 9851820804

**Any image/ photo/ other relevant matter may be sent electronically to the following e-mail address:**

[info@khandracollege.ac.in](mailto:info@khandracollege.ac.in)



**THANK YOU**

# PASCHIM BARDHAMAN ZILLA PARISHAD

Court Compound, Asansol – 713304, Dist- PaschimBardhaman

Memo no: 797/PSBZP

Date: 28.02.24

To  
The Principal  
Khandra College,  
P.O. Khandra,  
Dist.Paschim Bardhaman,  
PIN. 713363

Sub: Regarding placement of fund for Proposed Construction of auditorium at 1<sup>st</sup> Floor over existing Ground Floor of Khandra College.

Sir,

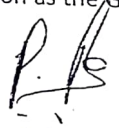
With reference to the above this is to state that the agency for construction of civil works has been selected through every procedure of e-tendering of this Zilla Parishad.

Now it is utmost necessary to deposit the fund according to the project cost of proposed DPR as per following before issuance of work order positively.

Sl No	Civil Works deducting the less amount as agency offered (In Rs)	Electrical Works (In Rs.)	Sanitary & Plumbing works (In Rs.)	Others departmental & Contingency charges as specified (In Rs)	Total (In Rs)
1	26,89,249.00	158751.00	158751.00	139701.00	31,46,452.00

This is for your information that any delay regarding the fund placement will turn the process delay to grounding the work as the model code of conduct will be imposed as soon as the General Election 2024 for the house of People declared.

Thanking you.

  
Additional Executive Officer  
Paschim Bardhaman Zilla Parishad

Memo no: 797/114/PSBZP

Date: 28.02.24

Copy forwarded for information and taking necessary action to:-

1. The District Engineer, PaschimBardhamanZillaParishad.
2. The Assistant Engineer, Paschim Bardhaman Zilla Parishad.
3. The Sub-Assistant Engineer in charge, Paschim Bardhaman Zilla Parishad.
4. C.A to Sabhadhipati, Paschim Bardhaman Zilla Parishad for kind appraisal to Hon'ble Sabhadhipati.

ATTESTED

  
PRINCIPAL  
KHANDRA COLLEGE  
P.O.: Khandra, Paschim Bardhaman

Additional Executive Officer  
Paschim Bardhaman Zilla Parishad





# KHANDRA COLLEGE

(Affiliated to Kazi Nazrul University and Recognized by the UGC under 2(f) & 12[B])

P.O.-KHANDRA-713 363, DT. PASCHIM BARDHAMAN

Phone & Fax No. : (0341) 2665245

Website : www.khandracollege.org.

ASSESSED AND ACCREDITED BY NAAC (2ND CYCLE)

Ref. No. *KC/Sabhadhipati(ZP)/P.B/2024/67*

Date *29/02/2024*

From :

Principal / Secretary

KHANDRA COLLEGE

P.O.: Khandra - 713 363,

Dt: Paschim Bardhaman



To

The Sabhdhipati

Paschim Bardhaman Zila Parishad

Asansol, Paschim Bardhaman

**Sub: Request for construction of Smart Room, Renovation of College Play Ground and Principal's Office**

Dear Sir,

In continuation to our letter Ref. No. KC/Sabhadhipati(ZP)/P.B/2024/43 dated. 06.02.2024, regarding construction of Smart Room, Renovation of College Play Ground and Principal's Office and adjoining chamber, I request you to kindly consider our prayer and arrange for the construction and renovation at your earliest.

Your active co-operation and support are highly necessary as our college is going to be **Assessed and Accredited for NAAC 3rd cycle within June, 2024**. We can score high marks if we can show our development to the NAAC Peer visiting Team, which will be taking place in June, 2024.

Thanking you,

Sincerely yours,

*Bhattacharyya*  
*29/02/2024*  
Dr Pinaki Ranjan Bhattacharyya  
Principal  
Khandra College

PRINCIPAL  
KHANDRA COLLEGE  
P.O.: Khandra, Paschim Bardhaman



# KHANDRA COLLEGE

P.O :- KHANDRA ,713363 DIST;- PASCHIM BARDHMAN

## STATUTORY AUDIT REPORT FOR THE YEAR 2018-19



**G.G.M & Co.**

Chartered Accountants

503 Parnasree Pally, RIC More

Kolkata-700060

Ph no.913324079192,913324925959

email- [ggmco@rediffmail.com](mailto:ggmco@rediffmail.com)

# GGM & CO

## CHARTERED ACCOUNTANTS

503, R.I.C MORE , BEHALA PARNASHREE KOLKATA-700060

Ph no. 913324079192, 913324925959

Email- [ggmco@rediffmail.com](mailto:ggmco@rediffmail.com)

To The Director of Public Instruction West Bengal  
Education Directorate  
College Cell (Govt. of West Bengal)  
Bikash Bhawan  
Salt Lake City  
Kolkata 700091

### Sub: Auditor's Report of Khandra College

We have audited the accompanying financial statements Khandra College as at 31 March 2019, which comprise the Balance Sheet as at March 31, 2019, Income and Expenditure & the Receipts and payment account For the period 01/04/2018 to 31/03/2019 and the schedules forming part of these accounts enclosed with this Report and forming part of these referred above. We would like report as follows:-

- The Financial statement referred above namely the Balance Sheet, Income Expenditure Account and Receipts and Payments account for the year ending on the date of Balance Sheet are the responsibility of the College Managing Committee and /or the Principal of the college. Our responsibility as to express

an opinion on these financial statement based on our audit.

- We conduct our audit in accordance with auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material mis-statements. An audit also includes examination, on a test basis, evidences include assuring the amount and disclosures in the financial Statements. An audit also include assuring the Accounting Principles used and significant estimates made by the college authorities responsible for preparation of the financial statement, as well as evaluating the overall financial statements presentation. We believe that our audit provides a reasonable basis for Our opinion.

- LIST OF STATEMENTS & DETAILS PREPAIRED BY THE COLLEGE AND PRODUCE FOR THE PURPOSE OF AUDIT.

- Balance Sheet as at 31st March 2019.
- Schedule -A : General Fund as at 31st March 2019.
- Schedule- B: Undisbursed Grant as at 31st March 2019.
- Schedule-C : Deposit, Loan & Advances as at 31st March 2019.
- Schedule- D: Provident Fund as at 31st March 2019.
- Schedule-E: Provident Fund investment as at 31st March 2019.
- Schedule- F: Current Assets, Deposits & Advances as at 31st March 2019.
- Schedule-G : Fixed Assets as at 31st March 2019
- Schedule-H: Cash and bank balance Unspent Fees as at 31st March 2019.
- Receipts & Payments Accounts for the year ended 31st March 2019.
- Income & Expenditure Accounts for the year ended 31st March 2019.
- Provident Fund statement for the year 2018-2019.



# KHANDRA COLLEGE

P.O :- KHANDRA ,713363 DIST;- PASCHIM BARDHMAN

## STATUTORY AUDIT REPORT FOR THE YEAR 2019-20



**G.G.M & Co.**

Chartered Accountants

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- Provident Fund statement for the year 2019-20.



# **KHANDRA COLLEGE**

P.O. KHANDRA, P.S.: ANDAL, DIST. PASCHIM BARDHAMAN, 713363

## **AUDIT REPORT FOR THE YEAR** **2020-21**



**G.G.M & CO.**

***(CHARTERED ACCOUNTANTS)***

**503, R.I.C MORE, BEHALA  
PARNASHREE**

**KOLKATA-700060**

**WEST BENGAL**

# GGM & CO

## CHARTERED ACCOUNTANTS

503, R.I.C MORE, BEHALA PARNASHREE KOLKATA-700060

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To The Director of Public Instruction West Bengal

Education Directorate

College Cell (Govt. of West Bengal)

Bikash Bhawan

Salt Lake City

Kolkata 700091

Sub: Auditor's Report of Khandra College

In reference to your letter, vide Memo No. 1040-A/C/186, dated 09/02/2024, we have audited the accompanying financial statements of Khandra College as on 31<sup>st</sup> March 2021, which comprise the Balance Sheet as on 31<sup>st</sup> March, 2021, Income & Expenditure A/C & the Receipts & Payments account for the period 01/04/2020 to 31/03/2021 and the schedules forming part of these accounts enclosed with these report and forming part of these referred above. We would like to report as follows:-

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# **KHANDRA COLLEGE**

P.O. KHANDRA, P.S.: ANDAL, DIST. PASCHIM BARDHAMAN, 713363

## **AUDIT REPORT FOR THE YEAR** **2021-22**



**G.G.M & CO.**

***(CHARTERED ACCOUNTANTS)***

**503, R.I.C MORE, BEHALA  
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**KOLKATA-700060**

**WEST BENGAL**



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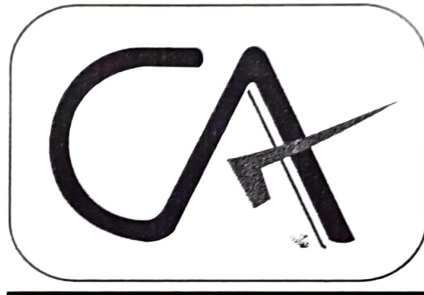
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# **KHANDRA COLLEGE**

P.O. KHANDRA, P.S.: ANDAL, DIST. PASCHIM BARDHAMAN, 713363

## **AUDIT REPORT FOR THE YEAR** **2022-23**



**G.G.M & CO.**

***(CHARTERED ACCOUNTANTS)***

**503, R.I.C MORE, BEHALA  
PARNASHREE**

**KOLKATA-700060**

**WEST BENGAL**

# GGM & CO

## CHARTERED ACCOUNTANTS

503, R.I.C MORE, BEHALA PARNASHREE KOLKATA-700060

Ph no. 913324079192, 913324925959

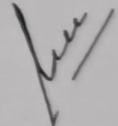
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To The Director of Public Instruction West Bengal  
Education Directorate  
College Cell (Govt. of West Bengal)  
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  - Schedule-G: Fixed Assets as on 31st March 2023.



# **KHANDRA COLLEGE**

(Affiliated to Kazi Nazrul University)

[Assessed and Accredited by NAAC]

P.O. Khandra, 713 363, Dt. Paschim Bardhaman

Fax and Tel no. (0341) 2665245

## **Abstract of the Meeting of the Finance Subcommittee, Khandra College, dt. 20/02/2023**

### **Members Present:-**

a) Sd/ A. Bhattacharya	Teacher-In-Charge and Secretary
b) Sd/ S. Choudhury	Teachers' representative
c) Sd/ Jagatpati Mitra	Management representative
d) Sd/ Saran Saigal	Management representative
e) Sd/ L.M. Neogi	Management representative
f) Sd/ B. Dhibar	Non-Teaching representative
g) Sd/ K. Roy	Bursar and invitee member

**The secretary of the Finance Subcommittee and T.I.C., Dr. A. Bhattacharya is in the chair and the following resolutions are adopted**

#####

1. As per the resolution of the Governing Body of the institution and also in accordance with the directions given by the Directorate of Higher Education, Government of West Bengal, the financial audit of the institution is done for the financial years 2017-1208 to 2019-2020 under the supervision of GGM and Co., Kolkata, a CA firm duly empanelled by the The Government of West Bengal.

2. The report of the Auditor shows that there is no financial anomaly for the aforesated financial years.

3. The Teacher-in-Charge is hereby requested to place the audit report in the next Governing Body meeting for the perusal, consideration, and necessary action of the esteemed members.

#####

**S/d Dr. A. Bhattacharya,  
TIC and Secretary  
Khandra College**

  
**ATTESTED**

*Teacher-in-Charge*  
**KHANDRA COLLEGE**  
Khandra, Paschim Bardhaman



**GGM & Co**  
Chartered Accountants

503 Parnashree Pally, RIC More  
Kolkata -700060  
Ph No:- 913324079192  
Mob: 9831001785  
E mail :- [ggmco@rediffmail.com](mailto:ggmco@rediffmail.com)  
[ggmukhopadhyay@gmail.com](mailto:ggmukhopadhyay@gmail.com)

**To whom it may concern**

**Audit Report on Green Initiatives of Khandra College (2017-18 to 2022-23)**

This is to certify that Khandra College, P.O: Khandra, Dist.: Paschim Bardhaman, 713363 is equipped in Green Practices and the following may be identified as Green Initiatives of the Institution from the Financial Year 2017-2018 to 2022-2023.

1. Waste Management
2. Maintenance of the College Garden
3. Preservation of Bio-Diversity
4. Maintenance of the Garden of Medicinal Plants.
5. Maintenance of Greeneries in and around the campus.
6. Rain Water Harvesting.
7. Maintenance of Solar Power Panels
8. Green Gen-set.

Further certified that the Audited Annual Expenditure incurred by Khandra College on Green Initiatives year wise for the financial year 2017-2018 to 2022-2023 is mentioned under Annexure-A



for G.G.M & CO.  
Chartered Accountants  
Membership No.



### Annexure-A

Year	Budget for Waste Management (Rs.)	Expenditure on Waste Management (Rs.)	Budget for Maintenance of the College Garden (Rs.)	Expenditure on Maintenance of the College Garden (Rs.)	Budget for Bio Diversity (Rs.)	Expenditure on Bio Diversity (Rs.)	Budget for Maintenance of the Garden of Medicinal Plants (Rs.)	Expenditure on Maintenance of the Garden of Medicinal Plants (Rs.)	Budget for Maintenance of greeneries in and around the campus (Rs.)	Expenditure on Maintenance of greeneries in and around the campus (Rs.)	Budget for Rain Water Harvesting (Rs.)	Expenditure on Rain Water Harvesting (Rs.)	Budget for Maintenance of Solar Power Panels (Rs.)	Expenditure on Maintenance Solar Power Panels (Rs.)	Budget for Green Gen-set incl Fuel (Rs.)	Expenditure on Green-set incl. Fuel(Rs.)	Total Budgets (Rs.)	Total Expenditure (Rs.)
2017-2018	30,000	22,730	50,000	37,889	20,000	5,045	50,000	54,708	20,000	19,050	30,000	5,600	40,000	20,000	30,000	84,978	3,10,000	2,50,000
2018-2019	25,000	21,945	50,000	42,227	20,000	8,321	55,000	49,860	20,000	12,967	40,000	6,800	50,000	26,688	60,000	1,28,850	3,20,000	2,97,658
2019-2020	30,000	24,251	55,000	10,200	20,000	3,619	55,000	23,264	20,000	18,560	40,000	12,000	50,000	18,230	60,000	23,320	3,30,000	1,31,444
2020-2021	30,000	18,987	50,000	14,231	20,000	12,000	50,000	33,080	20,000	17,265	40,000	18,000	50,000	14,400	60,000	10,580	3,20,000	1,38,543
2021-2022	50,000	23,658	50,000	13,229	20,000	18,000	50,000	28,418	25,000	18,897	50,000	24,000	50,000	33,829	60,000	42,233	3,55,000	2,02,264
2022-2023	50,000	19,782	50,000	10,273	20,000	19,200	50,000	7,800	25,000	2,020	50,000	78,648	50,000	18,249	60,000	40,263	3,55,000	1,96,235
Total Rs	2,15,000	1,31,353	3,05,000	1,28,049	1,20,000	66,185	3,10,000	1,97,130	1,30,000	88,759	2,70,000	1,45,048	2,90,000	1,31,396	3,50,000	3,30,224	19,90,000	12,18,144

*On the basis of Audit done by us, we have every reason to certify that the Institution understands and honours the importance of green practices at the Intutitional level and its records as regards budget and expenditure are properly maintained and found well in order.*



for G.G.M & CO.  
Chartered Accountants  
Membership No.

# KHANDRA COLLEGE

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[Assessed and Accredited by NAAC]

P.O. Khandra, 713 363, Dt. Paschim Bardhaman

## Extracts of the Meeting of the Governing Body of Khandra College, dt. 31/03/2018

### Members Present:

- |                                    |  |
|------------------------------------|--|
| a) Sd/Mr. Moloy Ghatak             | Hon'ble M-I-C, Govt. of W. B., President, Governing Body |
| b) Sd/ Mr. Saran Saigal            | Govt. Nominee  |
| c) Sd/Mr. Shyamprasad Bhattacharya | Govt. Nominee  |
| d) Sd/Mr. Jagat Pati Mitra         | Nominee of WBSCH   |
| e) Sd/Prof. Lakshmi Narayan Neogi  | University Nominee                                       |
| f) Sd/Prof. Sudipa Chowdhury       | Teachers' Representative                                 |
| g) Sd/Prof. Ashish Kr. Chakraborty | Teachers' Representative                                 |
| h) Sd/Prof. Sandip Tah             | Teachers' Representative                                 |
| i) Sd/Sri. Biswanath Dhibar        | Non-Teaching Representative                              |
| j) Sd/Prof. Sanjib Kr. Hazra       | Principal & Secretary (ex-officio), G.B.                 |

The president of the Governing Body, Mr Moloy Ghatak, and Hon'ble M-I-C is in the chair and the following resolutions are adopted

### Resolution No. 4

Resolved that as of the year 2018, E-Governance will be implemented on the following:

- i. Feedback
- ii. Salary and Allowances through HRMS
- iii. Institutional Brochure
- iv. LMS
- v. Online Admission
- vi. Scholarships
- vii. Online form-filling and registration for examinations under K.N.U.

It is further resolved that Prof. S.K. Hazra, Principal, be requested to be in charge of organizing and overseeing the successful implementation of the above-mentioned items.

Sd Mr. Moloy Ghatak, President  
Khandra College Governing Body

**ATTESTED**  
  
PRINCIPAL  
KHANDRA COLLEGE  
P.O. Khandra, Paschim Bardhaman

## **KHANDRA COLLEGE**

(Affiliated to Kazi Nazrul University)

[Assessed and Accredited by NAAC]

P.O. Khandra, 713 363, Dt. Paschim Bardhaman

Fax and Tel no. (0341) 2665245

### **Extracts of the Meeting of the Governing Body of Khandra College, dt. 25/03/2023**

#### **Members Present:**

- |                                     |  |
|-------------------------------------|--|
| a) Sd/Mr. Moloy Ghatak              | Hon'ble M-I-C, Govt. of W. B., President, Governing Body |
| b) Sd/ Mr. Saran Saigal             | Govt. Nominee  |
| c) Sd/Mr. Shyamaprasad Bhattacharya | Govt. Nominee  |
| d) Sd/Mr. Jagat Pati Mitra          | Nominee of WBSCH   |
| e) Sd/Prof. Lakshmi Narayan Neogi   | University Nominee                                       |
| f) Sd/Prof. Sudipa Chowdhury        | Teachers' Representative                                 |
| g) Sd/Prof. Ashish Kr. Chakraborty  | Teachers' Representative                                 |
| h) Sd/Prof. Sandip Tah              | Teachers' Representative                                 |
| i) Sd/Sri. Biswanath Dhibar         | Non-Teaching Representative                              |
| j) Dr. Abhishek Bhattacharya        | Teacher-in-Charge & Secretary (ex-officio)               |

**The president of the Governing Body, Mr Moloy Ghatak, and Hon'ble M-I-C is in the chair and the following resolutions are adopted**

#### **Resolution No. 3**

Resolved that the implementation of E-Governance regarding the following, as per the G.B. Resolution No. 4, dt. 31/03/2018, have been observed and are deemed satisfactory as of 25/03/2023:

- Feedback
- Salary and Allowances through HRMS
- Institutional Brochure
- LMS
- Online Admission
- Scholarships
- Online form-filling and registration for examinations under K.N.U.

It is further resolved that the institution shall continue to observe the same through the following accreditation cycle.

Sd Mr. Moloy Ghatak, President  
Khandra College Governing Body

  
**ATTESTED**  
Teacher-in-Charge  
**KHANDRA COLLEGE**  
Khandra, Paschim Bardhaman