

**KRISHNA KANTA HANDIQUI STATE OPEN
UNIVERSITY**

PROGRAMME PROJECT REPORT

ON

MASTERS OF ARTS IN BENGALI

*(Two Year Postgraduate Programme to be Offered from 2025-26 Academic
Session in CBCS Mode)*



Submitted to

UNIVERSITY GRANTS COMMISSION NEW DELHI

Submitted by

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KRISHNAKANTA HANDIQUI STATE OPEN UNIVERSITY PROGRAMME PROJECT REPORT

Two Year MA Programme in Bengali Academic Session 2025-26

1. OVERVIEW

The Two-Year (CBCS) MA in Bengali programme of this University has been offered in accordance with the UGC-CBCS Curriculum Framework and the broad guidelines of NEP 2020, besides with constant adherence to UGC Distance and Online Education Regulation 2020, UGC LOCF Curricular Framework, Academic Integrity Regulations 2018 and UGC-definitions-of-Degrees-July-2014.

The 44th meeting of Academic Council of the University has, accordingly, approved the Programme along with the credit requirement, provision of lateral entry, and multi-disciplinary/ inter disciplinary focus. Also, the assessment and evaluation has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

The Programmes on offer, thus, incorporate Discipline Specific Core (DSC) courses along with ranges of Elective courses (DSE), which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses are also being provided as Ability Enhancement Courses (AEC), and Value-Added Courses (VAC) in line with the requirements of the NEP 2020. Notably, the academic disciplines of the University are organised as School System; hence, it is expected that implementation of multi disciplinary/ inter disciplinary programmes and courses would be relatively smooth and undemanding. To this effect, necessary processes for attaching relevant faculty from related disciplines have been arranged. The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credit allowing flexibility to the learners as mandated by the NEP 2020.

To impart extensive knowledge of the subject concerned, courses such as DSEs have been incorporated. Under the mandate of the UGC, Ability Enhancement Courses (AEC) are mandatory in the First and Third Semesters. Learners must select one AEC in the cited Semester from the bundle of courses provided in **Annexure IV**. Value Added Course (VAC) on “Cyber Security” has been offered in Semester 2, while another VAC course for the First

Semester has to be picked up from the bundle of courses provided in **Annexure IV**. In addition to these, Seminar/ Presentation/ Project/Dissertation works have been incorporated in the Second and Fourth semesters of the programme to motivate activity-based rich learning experience.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs, the Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from different Universities have designed the Programmes and the detail syllabi. This Programme Project Report (PPR) on Two Year MA Programme in Bengali is an outcome of this process.

2. PROGRAMME'S MISSION AND OBJECTIVES

2.1 Mission and Vision of K.K. Handiqui State Open University

- a) The motto of the university is to make education beyond barriers and provide educational opportunities to the unreached irrespective of gender, socio-economic status, geographical location, physical disabilities and gender.
- b) The University will also provide education to housewives, semi-literate, unemployed youth, jail inmates as well as highly educated people.
- c) The University provides opportunities for higher education to those who remain deprived of higher education for other numerous reasons.
- d) The mission and vision of the university is to enhance the capabilities of learners, particularly women learners, who want to get empowered with the higher order of required education and necessary professional skills.
- e) The University provides social justice to all the stake holders' assist prime focus.

2.2 Programme Objectives

The main objectives of the MA Bengali programme are to

- a) Enable the learners to acquire the appropriate methods and approaches to study Bengali literature.
- b) Provide knowledge and ideas needed to conduct research in the field of Bengali literature, Culture & Language.
- c) Develop the required analytical, critical, application-oriented and communication skills.
- d) Develop Multicultural Competence and moral, ethical, literary and human values in the learners.
- e) Develop Problem Solving, Research-Related and Self-Learning Skills.
- f) Teach topics such as communication, discussion, debate, research, and cross-disciplinary and inter disciplinary thinking.
- g) Teach also the most valuable topics like eco-literature, cinematography, literary criticism and literary theories.

3. RELEVANCE OF THE PROGRAM WITH KKHSOU'S MISSION AND GOALS:

The MA in Bengali programme offered by KKHSOU has been prepared conforming the mission and goals of KKHSOU. In the state of Assam, Bengali is not the primary language, but it is spoken and understood by a significant portion of the population, especially in urban areas and regions with a higher presence of migrants from Bengali-speaking states also there is a larger Bengali speaking belt called Barak Valley. Besides, a large number of learners also belong to the Armed forces located in different parts of the state and beyond. This programme follows the following mission and goals of the University:

- a) To expand higher education to cover maximum population of the state.
- b) To maintain equity and justice in the field of higher education.
- c) To ensure quality and excellence in higher education.
- d) To create a pool of human resources that can undertake research on important social issues.
- e) To develop holistic individuals who are smart, thoughtful, well-rounded, and creative
- f) To contribute towards the growth and development of the country as a whole
- g) To maintain national unity and culture by inculcating love for the Bengali language and Literature vigorously.

4. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

The University targets the following group of learners in general, viz.

- a) Women learners especially homemakers who want to get empowered with higher education and acquire professional skills.
- b) Differently-abled persons.
- c) Persons who could not complete higher education in time during their student days.
- d) People hailing from far-flung remote areas and living in other disadvantageous conditions.
- e) Employed/ self-employed persons with a penchant for higher education and learning skills.
- f) Persons who could not get access to higher education in the conventional system for various reasons.
- g) Working people who wish to hone their professional skills.
- h) Senior citizens who are enthusiastic about getting a Master's Degree for the joy of learning and gaining knowledge.
- i) Teachers teaching in the primary as well as secondary level who want to get a Master's Degree for their professional upliftment.
- j) Security Personnel.

Apart from these, important target groups of learners of this programme are:

- a) The students who are desirous to obtain a Degree in Bengali as a core subject.
- b) The ratio between HS passed outs and the number of higher education institutions is not adequate. Therefore, the majority of pass-outs are often not able to pursue higher education in conventional educational institutions. Those learners are our main target group and our programme has been designed as per their needs.
- c) Working people who wish to develop their professional as well as academic carrier.
- d) People who want to explore Bengali literature and language.
- e) People who are interested to work in a different media houses.

5. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

The MA programme in Bengali is mainly theoretical and therefore, is, in general, suitable for the ODL mode. Keeping in mind the goal of the Department of Higher Education, MHRD to increase the Gross Enrollment Ratio (GER) in Higher Education, the ODL mode of education can play a major role in this regard. Here Bengali as a subject of study can contribute immensely. KKHSOU has also given importance to learner-centric education. In this connection, the MA programme in Bengali has been designed in such a way as to facilitate learners to participate actively in the teaching- learning process.

6. INSTRUCTIONAL DESIGN

The university follows some instructional procedures and designs to ensure that the ODL programme will be effective for delivering the university's MA degree. The programme is delivered in print form and via the Learning Management System (LMS).

6.1 Curriculum Design: The revised MA programme in Bengali has been so designed that it meets the standard of NEP 2020 or another university offering the same program. With the help of experts in the subject from other reputed universities in the region, the contents of the syllabus are updated. While preparing the syllabi, UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, Academic Integrity Regulation 2018, UGC-definitions-of-Degrees-July-2014, syllabi of other Universities and recommendations of Madhava Menon Committee have been consulted.

6.2 Programme Structure and Duration of the Programme: The 2-year MA programme in Bengali has been designed according to UGC ODL Regulations 2020 and the UGC CBCS Curriculum Framework and the Broad Guidelines of NEP 2020. A learner can earn a Master's Degree in Bengali after successfully completing four semesters. In case, a learner is not able to qualify a Course in the first attempt, he/she will have to qualify in the particular Course within the next 4 attempts, subject to maximum duration of the study.

Table1: Programme Structure of MA in Bengali

Sem	DSC (Core)	DSE/Minor	AEC	VAC	Dissertation/Seminar	Total Credit
I	DSC 1: Introduction of Bengali Literature—1 DSC 2: Introduction of Bengali Literature—2 DSC 3: Social & Cultural Aspects of Bengal	DSE 1: Bengali Spelling, Prosody & Rhetoric, Editing	AEC 1: (Choose any one from common basket)	VAC 1: (Choose any one from common basket)	–	22
	(3×4 credits)	(1×4 credits)	(1×4 credits)	(1×2 credits)		
II	DSC 4: Bengali Text—1 DSC 5: Bengali Text—2 DSC 6: Research Methodology & Techniques	DSE 2: Translation Studies & Screenplay	–	VAC 2: (Choose any one from common basket)	Filed Study report/ Project based on visit to a place cultural importance	22
	(3×4 credits)	(1×4 credits)		(1×2 credits)	(4)	
III	DSC 7: Environmental Studies & Bengali Literature DSC 8: Bengali Child & Adolescence Literature DSC 9: Cultural Study & Bengali Literature	DSE 3: Comparative Literature	AEC 2: (Choose any one from common basket)	–	–	20
	(3×4 credits)	(1×4 credits)	(1×4 credits)			
IV	DSC 10: Bengali Literary Work of North-East India DSC 11: Literary Theory & Literary Criticism DSC 12: Linguistics, Bengali Language & Bengali Script	DSE 4: Folklore & Folk Literature	–	–	Project/ Dissertation	24
	(3×4 credits)	(1×4 credits)			(8)	
Total	48 Credits	16 Credits	8 Credits	4 Credits	12 Credits	88

Note: DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course.

The detailed course wise syllabus of the MA programme in Bengali is given in **Annexure I**. Relevant Seminar and Project/Dissertation Guidelines have been attached in **Annexure II** and **III** respectively.

The duration of the MA programme in Bengali offered by the University is as follows:

- Minimum Duration : 2 years (4 semesters)
- Maximum Duration : 4 years

In case a learner is not able to qualify a course in its first attempt, he/she has to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

6.3 Definition of Credit Hours: As per UGC ODL Regulations 2020, the University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4-credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counseling per course are offered to learners at their respective study centre's or through centralized online counseling. The semester-wise credit distribution of the MA Bengali programme has been shown in the following Table 2:

Table2: Semester-wise Credit Distribution in MA in Bengali

Semester	DSC Courses	DSE Courses	AEC Courses	VAC Courses	Seminar/ Dissertation/ Project	Total credit
1	12	4	4	2		22
2	12	4		2	4	22
3	12	4	4			20
4	12	4			8	24
Total Credits	48	16	8	4	12	88

DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course

6.4 Faculty and Support Staff Requirement: The Discipline of Bengali of Padmanath Gohain baruah School of Humanities of KKHSOU currently has three dedicated full time faculty members. A list of faculty members and Course Coordinators against each Core course and Elective courses offered by the Discipline of Bengali for this MA programme is provided in *Annexure V*.

Notwithstanding the above, as the proposed Programme has been designed with a multi/ inter disciplinary focus with courses on English for Media Studies, Writing for Media Social Entrepreneurship and Project Management, Introduction to Ethics, Essentials of Indian Constitution, Indian Traditional Knowledge System, English Communication Skills, Research Methodology, Traditional Media, Advertisement Strategy, Environmental Studies, Social Theory, Cyber Security, Life Skills, Computer Applications in Quantitative Analysis etc., as AEC and VAC in a variety of subjects, support from the faculty within and across various Schools beyond those from the discipline will be necessary. Moreover, supports for required counseling to the learners will be provided through a network of well-qualified and experienced counselors at their respective study centres. While delivering this programme, support is continuously received from the SLM Branch, Multimedia Unit, Central Library, and Study centre Branch etc. of the University as well as from the people associate with the study centres spread across the state of Assam.

6.5 Instructional Delivery Mechanisms: The Self-Learning Materials have been prepared keeping in mind the requirements of instructional design. Particular attention

has been given so that the basic three domains of knowledge, viz., the behavioural domain, cognitive domain, and constructive domain can be addressed. In general, the university offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the MA Programme in Bengali through LMS. The LMS would consist of four quadrants: video lectures, downloadable/ printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for clarifying questions. As majority of the learners are from rural area and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

- a) **Learning Objectives** (major objectives of the unit are stated)
- b) **Introduction** (linkage with previous unit as may be applicable and general introduction of the content is provided)
- c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)
- d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)
- e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)
- f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)
- g) **Let us Sum up** (pin pointed summary of the unit is given)
- h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)
- i) **Model Questions** (Different types of questions have been provided in the unit).

6.6 Identification of Media—print, Audio or Video, Online, Computer Aided: All learners will be provided with print as well as e-SLMs, which are quite comprehensive in terms of the coverage of the contents of the syllabi. The faculty of the discipline have also prepared unit wise video lectures and presentations for the courses of the Programme. These are hosted in the University's own YouTube channel <https://www.youtube.com/@kkhsou>. These audio-video contents together with the e-SLMs are sourced to the University's LMS e-bidya (<https://www.lmskkhsou.in/web/>) in such a way so that the learners can access these digital contents at ease according to their Programme and course requirements.

The prospective learners of the Programme will also be introduced with the initiatives like e-Gyan Kosh (<https://egyankosh.ac.in/>) and free DTH channel for education SwayamPrabha (<https://www.swayamprabha.gov.in/index.php/>) where in the University also partners in providing digital contents. Many of the University's digital contents are also available and/or archived in channel no. 20 under Swayam Prabha since April 2021, which can be accessed through the e-GyanKosh portal.

Further, in pursuance of the UGC's notification and guidelines the University has also adopted a policy of allowing the learners to undertake MOOCs from the Swayam platform as identified and duly approved by the University for credit transfers in various semesters as and when required.

In addition, certain topics are also covered through community radio programmes of the University broadcast through the 90.0 FM *Jnan Taranga* Community Service Station of the

University. Most of the audio-video programmes are accessible online through the University's website and its official YouTube channel.

- 6.7 Learner Support Services:** The student support services available in the MA programme in Bengali includes the following. All these support services would help the learners to imbibe there quired knowledge and skills; to seek a venue sin employment; to go for higher studies; and to know about the subject in an in-depth manner.
- a. KKHSOU City Campus:** The KKHSOU City Campus at Guwahati organises training for coordinators, counsellors, and other functionaries. The City campus provides a venue for learners and academic counsellors to interact about a particular subject matter. Responsibility for admission, distribution of SLMs and Examination also lies with City Campus. Online counselling for all learners of all semesters of all programmes are centrally organised from city campus.
 - b. Regional Centres:** The Regional centre of KKHSOU at Jorhat in upper Assam provide training for coordinators, counsellors and other functionaries. The centre provides a venue for learners and academic counsellors to interact about a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination also lies with Regional Centres.
 - c. Study Centres:** Study centres are the backbone of an open and distance learning institute. On behalf of the university, the study centres cater to the various requirements of learners, viz. Admissions-related information, delivering Student Learning Materials, conducting counselling sessions, distributing assignments and evaluating them, conducting term-end exams, etc. The study centers throughout the state handle these affairs on behalf of the University.
 - d. Pre-enrollment Counselling:** In cooperation with study centres, the university provides pre-enrolment counselling for all the programs through online and offline modes. It provides basic knowledge of the programs, counselling sessions, etc.
 - e. Siksharathi Mitra:** A few employees of the University have been engaged as SiksharathiMitra in order to provide better technical support and assistance to the candidates during online admission process.
 - f. Learners' Charter:** The University has brought out a Learners' Charter pronouncing the basic rights and responsibilities of its learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter. (https://kkhsou.ac.in/web/index_page_details.php?page=TWxXNXpxdHZ5eV1YYmFxNkI2SHI5Zz09&title=learners-charter).
 - g. Handbook/ SOP:** The University has brought out a Handbook for the Study Centres (https://kkhsou.ac.in/web/index_page_details.php?page=b3JrcXVyMlpzRkVVT3BXaE02TVBQUT09) and a Standard Operating System (SOP) of Examination. (https://kkhsou.ac.in/web/index_page_details.php?page=Nkp6OVk0NVdXT1BjVDJWZUVtN2ZDQT09&title=rules-and-regulation-and-sop)
 - h. Audio CDs for Visually Impaired Learners:** The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.
 - i. Face-to-face/ Online Ticketing/ Complaint System:** Learners' queries are attended in the face-to face mode, through telephone, SMS and emails. There is a dedicated online

portal through which the queries received automatically move to concerned department for solving the same. Once the problem is solved, the learner will get SMS and email.

- j. Face to face and Walk-in Counselling:** The Bengali MA Programme learners will receive face-to-face counselling from study centers. The University also provides face-to-face counselling/ walk-in-counselling to learners at the specially maintained city learner support centers located at the city campus on Sundays or weekdays.
- k. ICT Support:** ICT support is a major component of any ODL system of education. Some ICT-based support systems provided by the university for learners of MA Programme in Bengali are listed below:
- **Website:** The University has developed a full-fledged official website www.kkhsou.ac.in for learners and the general public. The website has a dedicated Learners' Corner that contains exhaustive information and links to useful resources which is accessible to the vast learner population. Further more, the Website links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by district or programme. And most of the audio-visual programmes are accessible online through YouTube videos. YouTube link: <https://www.youtube.com/user/kkhsou>
 - **Community Radio Service:** Jnan Taranga (90.4 MHz) is the first Community Radio station in the North Eastern part of the country administered by the University. Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, and talk shows.
 - **e-Bidya:** As part of its ongoing attempts to enhance student learning, the university has developed a Learning Management System (LMS) portal called e-Bidya using open source MOODLE which can be accessed via <https://ebidya.kkhsou.ac.in/>. The site allows learners to access e-resources 24 X 7, wherever they are, regardless of where they are in relation to the particular programme they are enrolled in. Learners can interact with experts in the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well.
 - **SMS Alert Facility:** The University has implemented an SMS alert system for learners which notify of university news, events, and learner-related information.
 - **E-Mentoring Groups:** The e-mentoring system, which utilizes the Telegram app/ WhatsApp, helps learners acquire all the characteristics of open and distance learners, so they can continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. It is the main objective of this initiative to help learners minimize personal difficulties and identify the obstacles they face due to the diverse needs and backgrounds they have. During this process, they are also guided to develop appropriate and suitable learning strategies for overcoming all these difficulties and problems.
 - **E-mail:** Learners can also write emails to any officials'/faculty members of the University. For this a general email ID: info@kkhsou.in has been created. Concerns raised through email to this email address are addressed by the University's relevant officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well.
 - **Online Counselling:** The university's faculty conducts online counseling sessions through different online platform like Zoom, Google Meet, Cisco Webex and

Facebook etc. in addition to regular counseling session in study centers. It provides direct interaction of learners with the regular faculty members of the University which creates a greater sense of inclusion and reduces feelings of isolation by offering personal care and guidance to all learners.

- **KKHSOU in social media:** KKHSOU has incorporated social media sites like Facebook pages, Whatsapp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) that enables sharing and interaction with the students' community. Official Facebook Group of KKHSOU can be reached at <https://www.facebook.com/groups/272636986264210/>

7. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS

7.1 Procedure for Admission:

- i. **Minimum Qualification:** For the MA in Bengali Programme, learners need to have a UG Degree pass or equivalent qualification (in any stream/subject) from a UGC recognised University.
- ii. **Online Admission:** Admission to this UG programme would be offered by KKHSOU through online in the University website: www.kkhsou.ac.in. A prospective learner may take admission as per his/her choice in KKHSOU City Study Centre, Khanapara, Jorhat Regional Centre, Jorhat or any other recognized study centre for this programme in the State of Assam. A learner is to submit all relevant documents for admission through the online admission portal. The course fee is to be paid through credit card/ debit card/ net banking or UPI- Bharat QR, BHIM, PhonePe, GPay, Paytm, WhatsApp and other UPI. After admission is done, a unique Registration / Enrollment Number is automatically generated which will have to be used for future communications with the University. Based on his/her choice, and operational conveniences, a learner shall be assigned to a particular study centre for availing of dedicated services and counseling/tutoring facilities. The newly admitted learners will receive the SLMs through a dedicated study centre and in certain cases SLMs may be sent to the learners' home address also. e-SLMs are also available in the University website.
- iii. **Refusal/ Cancellation of Admission:** At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc. as the case may be.
- iv. **Continuous Admission:** By paying the necessary fees, a learner can obtain admission to the next semester once a particular semester is completed. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The admission period should be continuous from the date of completion of the previous semester's exams until 60 days after the start date. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website (www.kkhsou.ac.in) and maintain regular contact with their allotted study centres.
- v. **Lateral Admission:** The University, following the NEP 2020's mandate and the UGC's

guidelines, adopts the policy of lateral admission to all its UG and MA programmes. Accordingly, provisions for lateral entry into the 3rd semesters are made for those learners who had chosen to exit in the 2nd semester earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all the UG and MA programmes.

- vi. **Pursuing Two Academic Programmes Simultaneously:** The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in academic programmes simultaneously including UG and MA programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.
- vii. **Fee Waiver for Differently Able Persons (DIVYANGJAN):** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.
 - a. **Fee Waiver for Jail Inmates:** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session
 - b. **Economically Weaker Section (EWS):** The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines.
- viii. **Fee Structure:** The fee structure of the MA in Bengali programme would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. At present, all-inclusive fees for the MA in Bengali programme is charged as Rs 6,150/- per semester.
- ix. **Financial Assistance:** The University offers free education to jail inmates and differently abled learners. At present, the University offers free of cost education to jail inmates in 30 district jails of the state. The university is in the process of including more numbers of Central/ District Jails in the coming Academic Session.

7.2 Curriculum Transaction:

- i. **Activity Planner:** There will be an activity planner, which guides the overall academic activities in the MA programme in Bengali prior to the university's admission schedule. The CIQA office as per UGC guidelines and the office of the Academic Dean would upload the Academic Plan and month wise Academic Calendar. This will enable learners to plan their studies and activities accordingly.
- ii. **Self-learning Materials (SLMs):** SLMs are designed in such a way that learners can easily follow them. With the help of subject experts. SLMs are prepared with relevant and up to date information and facts.
- iii. **Multimedia Materials:** Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded versions of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.
- iv. **Induction and Counselling Sessions:** Induction sessions are conducted by university officials and faculty together. Counselling sessions are conducted by our Study Centres. Basically all counselling sessions are scheduled on Sunday. A face- to-face interaction between the learners and the counselor takes place during the counseling session. This enables learners to clear their doubts with regard to the various courses provided to them.

Apart from that, from time to time, online counselling sessions will be provided by the faculties of the University for this MA programme in Bengali.

7.3 Assessment and Evaluation: The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts, this aspect is always considered thoughtfully.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC Regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent while the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further, 35th Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework, 2022. As per the UGC's Curriculum and Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given in Table 3.

Table 3: Structure of the Letter Grades

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA) will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the sum of the number of credits of all the courses undergone by a learner, while the Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above mentioned Letter grades, grade points and SGPA and CCPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

The details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described under:

7.3.1 Formative Assessment:

Continuous and comprehensive assessment is an important component of the total assessment process in KKHSOU. There is provision for self-evaluation based on the Self-Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the

Learners through a mix of various flexible methods. Considering the practical limitations of the learners and the difficulty of administering, the University has adopted the formative assessment mechanism with the following in view. The learners are communicated about the details through the University website, official notifications, study centres and social media. Assignments totalling 50 marks (10+10+10+10+10) will be assigned for each course by the respective discipline. The formative assessment comprises:

- a. A closed-ended assignment directly derived from the course or study material = 10 marks
- b. Two open-ended assignments requiring analytical, opinionated, or reflective responses from the learner based on the course content = 20 marks
- c. An assignment pertaining to an environmental topic = 10 marks
- d. Additional assignments in lieu of multiple-choice question tests = 10 marks.

The learner's marks will be allocated by the relevant study centers according to the breakdown provided for (a), (b), (c), and (d), totalling 50 marks, which will be automatically reduced to 30 marks by the system. However, for courses with practical component, the distribution will be 50% weightage for theory, 30% weightage for practical and 20% weightage for internal assessment. Concerned study centres will arrange Personal Contact Programmes (Online or Offline) and the learners need to attend the same, as per UGC Guidelines. The coordinators of the study centres will submit the marks after assessments, through the Home Assignment portal of the University.

7.3.2 Summative Assessment:

The Summative Assessment is conducted in pen and paper mode in designated study centres (*for 70% of total marks*). The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result. All.

7.3.3. Assessment of Seminar/Presentation/Internship/Project Report:

A learner has to prepare a presentation on a particular topic under the guidance of a professionally qualified supervisor/guide in Second Semester. A learner has to prepare a dissertation/project work in Forth Semester under the guidance of a professionally qualified supervisor/guide. In this course, learners should take up a problem related to the subject area. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 90-100 pages. A detailed guideline is available in **Annexure II** and **III** along with the University official website. The link is https://kkhsou.ac.in/web/index_downloads.php

8. REQUIREMENT OF THE LABORATORY SUPPORT AND LIBRARY RESOURCES

8.1 Laboratory Support:

The MA programme in Bengali is not a fully laboratory-based programme; but some of the courses need laboratory support. The University is already equipped with computer lab for the learners of this programme as and when they approach the University for Specified

Services. The learners can make use of computer labs located at the recognized study centres for this programme.

8.2 Library Resources:

Library services are offered to the learners of KKHSOU through physical library facilities in its recognized study centers and also through the central library set up by the University at its city campus. Reference books are suggested by the faculty of the respective Disciplines/Schools of the University and also by the SLM writers. The Central Library at KKHSOU has a sizeable repository of relevant reference books and text books relating to the MA Programme in Bengali. The central library KKHSOU well-stocked with approximately 19135 print books, 36 print journals on various disciplines and 8 news papers (as on 28-02-2023). The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are all made accessible to the learners within the University campus. The learners are communicated once the subscriptions are made to the programme specific journals. The library is fully computerized with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification) technology.

All the learners of the University including the learners of the MA Programme in Bengali can access the webpage of the University library at their own time and convenience (<http://library.kkhsou.in/>). Moreover, the learners can take advantage of the facilities of the Digital Library (<http://dlkkhsou.inflibnet.ac.in/>). The Digital Library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including the KKHSOU learners. Beyond the physical boundary the library of KKHSOU has been maintained a Web Catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

The University has an OER Policy (<http://dlkkhsou.inflibnet.ac.in:8080/jspui/handle/123456789/831>) which spells out with the learning material released by the university in physical and digital format. KKHSOU has signed Content Partner Agreement with National Digital Library of India to share its Digital Resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. It also makes available to the learners community of KKHSOU through a single-window (<https://ndl.iitkgp.ac.in/>).

9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

The office of the Finance Officer of KKHSOU keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the coordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government.

Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the MA programme in Bengali.

9.1 Programme Development Cost:

The office of the Finance Officer of KKHSOU has worked out the following also.

- a. SLM Development Cost for Post Graduate programme: Rs. 7600/- per Unit. A 4-credit course normally has 14 Units. In Two Year MA Programme in Bengali, there will be 26 Courses consists of DSC courses, DSE course along with AEC, VAC, seminar and project work. The discipline specific courses will be explicitly attributed to this programme. The rest can be apportioned depending on the learners' enrolment and number of units to be printed.
- b. Printing Cost per Unit of SLM: Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

9.2 Programme Delivery Cost:

The SLMs prepared have to be delivered to various study centers located at the far-flung remote areas. On an average, the University delivers about 2.2KG of study materials per student. The cost of delivery of 1 KG of such material is Rs.60. Accordingly, depending upon the number of candidates; the cost for the MA Programme in Bengali will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 132.00. Moreover, there will be a portionable expenditures on providing LMS based services for which a detailed exercise will be required.

9.3 Programme Maintenance Cost:

The University will keep financial provision for organizing stake holders' meetings, counseling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme.

The cost calculated by the office of Finance Officer as regards maintenance of Arts programmes- is Rs. 1,750.00. The figures as indicated above will be applicable for the MA Programme in Bengali of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

10 QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES

10.1 Quality Assurance Mechanism:

With regard to quality assurance of all the Programmes of the University including the Two

Year Postgraduate Programme in Bengali, the University is involved in the following activities:

- The programme design and structure are decided upon after a series of discussions and deliberations with a team of a few carefully chosen subject experts, who are mostly eminent scholars and professionals from the reputed institutions of higher education. Formed with due approval from the University authority, this Committee on Courses is helped by the in-house discipline and School faculties while preparing the framework of the programme. The University adopts Learning Outcome Based Curriculum Framework for its 3 and / or 4 years UG and 1 and / or 2 years MA programmes. For implementation of NEP 2020, the University has networked with IGNOU, State Open Universities in India and other Universities in Assam by organizing workshops and participating in various meetings and seminars. Inputs from these discussions were used as quality benchmarks in designing the academic programmes.
- The University has a SLM Policy which is followed in development of SLM. (Link: <http://dlkhsou.inflibnet.ac.in/jspui/handle/123456789/825>) SLM Audit is a regular feature of the University which is conducted by CIQA. The course material writers and content editors are mostly in academics from reputed higher educational institutions. SLMs are distributed through a well laid down mechanism to all the learners by a mix of modes. Moreover, eSLM has been made available. Like the SLM Policy, the University has adopted University wide approaches for development of policies, Strategic Action Plan and their implementation.
- CIQA takes care of the following among others to enhance the quality of the various facets of the University:
 - Counsellors' workshops
 - Stakeholders' meetings
 - Feed back responses from the learners from various programmes
 - SLM Audit
- In order to keep the Two-Year Postgraduate Programme in Bengali updated, the programme would be revised and necessary changes would be incorporated for the benefit of the learners, based on the inputs received from the mechanism as mentioned above. Learners' and stakeholders' feedback is regularly collected and based on that, remedial measures and improvement mechanisms are worked out.

10.2 Expected Programme Outcome:

After completing the programme, the learner will be able to

- Learn the history and recent trends of Bengali literature, language and culture.
- Develop basic ideas of Bengali language and grammar in the context of contemporary linguistics.
- Grasp the history and trends of Bengali criticism and Literary Theory.
- Learn about the Bengali Language within the greater ambit of Indian literature, language and Culture.
- Explore the underlying spirit in the works of the selected authors.
- Explore the relation between Eco-system and literature & also learn about the eco-criticism.
- Know about the Social study and its impact in Bengali literature.
- Learn about the Socio-cultural aspect of Bengal and its impact in Bengali literature.
- Develop the communicative skills and research abilities, as well as cross-disciplinary and inter disciplinary thinking.

- Seek employment opportunities in the media sector, in the field of translation, Acting & Manuscript Study Center.
- Pursue academic research in future.
- Enhance the capabilities to involve in creative-writing.
- Acquire the qualification to apply for various competitive examinations and career advancement examinations.

11 DETAILS OF THE SYLLABUS (PROGRAMMEWISE) WITH UNITS

Annexure I: Detailed Syllabus of the MA in Bengali Programme

Annexure II: Guidelines for Seminar/ Presentation of MA Programme in Bengali

Annexure III: Guidelines for Project/ Dissertation of MA Programme in Bengali

Annexure IV: Common Basket of Ability Enhancement Courses (AECs) and Value-Added Courses (VACs) for MA Programmes

Annexure V: Course wise Faculty allotment of MA Programme in Bengali

Table 4: Course Objectives and LOCF of the MA in Bengali

Sem	Name of Course	Type of course	Course Objectives	Course Learning Objectives
1	Introduction of Bengali Literature—1	DSC 1	This course will have given an outline of the Bengali Literature to the learners. Explain to the learners the various stage of development of early Bengali Literature up to 19 th century.	<ul style="list-style-type: none"> • will able to remember the various stage of early Bengali Literature. • will able to understand the chronology of early Bengali Language and Literature. • will analyze the continuous history of the evolution and transformation of early and medieval Bangali Literature through this course.
	Introduction of Bengali Literature—2	DSC 2	This course make you know about an outline of modern Bengali literature to the learners. And also explain to the learners the various stage of development of modern Bengali Literature.	<ul style="list-style-type: none"> • The learners will remember the various stage of modern Bengali literature. • The learners will be able to understand chronology of the modern Bengali Literature. • The learners will able to analyze the different trands of Bengali Literature.
	Social & Cultural Aspects of Bengal	DSC 3	This course will be able to enable to learners to social-cultural picture of Bengal. Explain to the learners the various stages of development Bengal social life & cultural activity. Explain the different aspects of Bengali culture.	<ul style="list-style-type: none"> • The learners will able to remember the various stage of social life of Bengal. • The learners will able to understand about the Bengali Race and also learn about the origin of the Bengali race and culture. • The learners able to analyze the Bengali people & its own culture. • The learners will get to know the continuous history of the evolution and transformation of early Bangali life & culture.

	Bengali Spelling, Prosody & Rhetoric, Editing	DSE 1	This course will help the learners to understand the concept of Bengali spelling. This course also discusses about the prosody & Rhetoric of Bengali. This course also develops a knowledge about the editing, like book, magazine etc.	<ul style="list-style-type: none"> • The learners will be able to remember the frequent spelling mistakes in Bengali. • The learners will be able to understand the basic spelling rules, such as vowel combinations. • The learners will be able to analyze modern method of research.
	AEC	AEC (Anyone from the Bundle)	AEC to be selected from available basket, as may be offered from time to time.	
	Value Added Course	VAC 1	VAC to be selected from available basket, as may be offered from time to time.	<ul style="list-style-type: none"> • Basically will seek to add value added component to the academic curriculum.
II	Bengali Text—1	DSC 4	Given a taxal concept of the old and mediavel Bengali text. Explain to the learners the various area of Bengali literature by reading this selected text.	<ul style="list-style-type: none"> • The learners will remember the Bengali Literature and their area of explanations. • The learners will able to understand the various stage of Bengali Literature. • The learners will analyzethe subject matter and literary aspect of these texts.
	Bengali Text—2	DSC 5	Given a taxual concept of the modern Bengali text. Explain to the learners the various area of Bengali literature by reading this selected text.	<ul style="list-style-type: none"> • The learners will be able to remember the Bengali literature and their area of explanations. • The learners will able to understand the various stage of Bengali literature. • The learners able to stablished a link with Bengali language and literature. • The learners will be analyz the subject matter

				and literary aspect of these texts.
	Research Methodology & Techniques	DSC 6	Research is the essential body of literature so here given a brief idea about research. Explain to the learners the various area of literary and social research. Explain to learners about the various part of the research.	<ul style="list-style-type: none"> • The learners will be able to remember and articulate research questions, hypotheses and objectives. • The learners will be able to understand how to develop a research design, including sampling strategies, data collection methods, and data analysis techniques. • Effectively present and report research findings, using appropriate academic writing and presentation skills. • Demonstrate an understanding of ethical principles and standards in research, including informed consent and data protection.
	Translation Studies & Screenplay	DSE 2	Explain to the learners the various area of Translation Studies. And also explain to learners about the various part of the Screenplay.	<ul style="list-style-type: none"> • The learners will be able to remember translation theories and concepts. • The learners will be able to understand cultural and ideological issues in translation. • The learners will also analyze screenplay structures and formats. • The learners will be able to develop compelling characters and storylines. • The learners will be able to write effective dialogue and scene descriptions.
	Cyber Security	VAC	This course shall provide the basic theoretical knowledge about Cyber security.	<ul style="list-style-type: none"> • After going through this course, one will have knowledge about Cyber security.
	Seminar	Seminar		<ul style="list-style-type: none"> • Detail Guidelines in Annexure III
III	Environmental Studies & Bengali Literature	DSC 7	This course explains to learners about environmental concept.	<ul style="list-style-type: none"> • The learners will be able to remember about the environment and its problems.

			<p>Explain to the learners the various area of literature which is strongly attached with environmental behavior.</p> <p>Explain to learners about the various parts of Bengali eco-literature.</p>	<ul style="list-style-type: none"> • The learners will be able to understand the various stages of eco-literature. • The learners will critically analyze literary works that engage with environmental themes, considering ecological, cultural and historical contexts. • The learners will apply eco-critical theories and concepts, such as ecocentrism, anthropocentrism and environmental justice.
	Bengali Child & Adolescent Literature	DSC 8	<p>This course focuses on Child and Adolescent Psychology in Bengal. Explain to the learners the various areas of Child and Adolescent literature. Also explain to learners what fantasy, science fiction and Thriller are and what exactly their structure is.</p>	<ul style="list-style-type: none"> • The learners will be able to remember about the Child and Adolescent Psychology. • The learners will be able to understand the historical, cultural, and social contexts that influence the development of child and adolescent literature of Bengal. • Examine and analyze the literary themes and issues relevant to childrens and adolescents lives, such as identity, family and social justice. • The learners will be able to explore the broader human appeal within child and adolescent literature of Bengal.
	Cultural Study & Bengali Literature	DSC 9	<p>The main objective of this course is to explore the various forms of cultural studies of East and West. Explain to the learners the various areas of literary and social research and also explain to learners about the various parts of the research.</p>	<ul style="list-style-type: none"> • The learners will be able to remember the various cultural studies such as feminist literature, subaltern consciousness, Marxist theory etc. • The learners will be able to understand literary theories to interpret and evaluate literary texts, considering historical, cultural and social contexts. • The learners will be able to

				<p>analyze how cultural texts and practices shape and reflect identity formation, including individual and collective identities.</p> <ul style="list-style-type: none"> • The learners will be able to apply key cultural theories and concepts such as cultural hegemony, intersectionality and performativity to analyze cultural phenomena.
	Comparative Literature	DSE 3	<p>This course shall provide the basic concept of comparative literature. And explain to learners about the literary translations and adaptations.</p>	<ul style="list-style-type: none"> • The learners will be able to understand and compare literary themes and motifs. • The learners will be able to analyze literary works across cultures and languages. • The learners will develop critical thinking and comparative analysis skills. • The learners will apply comparative literary knowledge in real-world contexts.
	Life Skills	AEC (Anyone from Bundle 2)	<p>Enhance the ability of developing self knowledge and self awareness by overcoming all fears and insecurities. Increase emotional competency and emotional intelligence at the place of study/work. Provide the opportunity for realizing self-potential through practical examples. Develop interpersonal skills and adopt good leadership behaviour for self empowerment and the empowerment of others</p>	<ul style="list-style-type: none"> • Will gain Self competency and confidence • Will gain Emotional Competency • Will gain Intellectual Competency • Will gain an Edge through Professional Competency • Aim for a High Sense of Social Competency • Imbibe the attributes of an Integral Human Being
	Bengali Literary Work of North-East India	DSC 10	<p>Explain to the learners the various area of Bengali literature of</p>	<ul style="list-style-type: none"> • The learners will be able to remember the Bengali literary works from

			North-East India. And Explain to learners about how North-East India is represented in Bengali literature.	North-East India, considering themes, motifs, characters and literary devices. <ul style="list-style-type: none"> • The learners will be able to understand the various aspects of North-Eastern literature. • The learners will be able to analyze historical and cultural contexts of north-east India Bengali literature. • Familiarize themselves with major authors, movements and literary trends of north-east India.
	Literary Theory & Literary Criticism	DSC 11	Identify the characteristics of different literary theories. Analyze the some literary criticism trends in the East and West. Explain to learners about the various parts of literary theory & literary criticism.	<ul style="list-style-type: none"> • The learners will be able to remember the development of philosophical ideas about different literary theories and their application to practice. • The learners will be able to understand the fundamentals of the different trends in literary criticism in eastern and western cultures. • The learners will be able to apply those ideas in a practical way.
	Linguistics, Bengali Language & Bengali Script	DSC 12	After going through of this course, a learner will be able: Explain the evaluation and development and recent status of the Bengali language. And Summarize the common heritage of the Indo-Aryan language. Also classify the Bengali phonetics, morphology, syntax and semantics.	<ul style="list-style-type: none"> • The learners will be able to remember the history and essence of the Bengali language. • The learners will be able to understand basic spirit of the different aspects of Bengali grammar. • The learners will be able to analyze vocabulary in the Bengali language, and dialects of the Bengali language. • The learners will be able to apply Bengali phonetics, morphology, syntax and semantics.
	Folklore & Folk	DSE 4	This course explain to	<ul style="list-style-type: none"> • The learners able to

	Literature		<p>learners the folk narratives, considering their cultural, historical and social contexts. Also able to understand the identity and symble of folk culture. Explain to learners about the various area of folk literature.</p>	<p>remember the impact of folklore on literature and society.</p> <ul style="list-style-type: none"> • The learners will able to understand folklore genres and forms.. • The learners will able to anyze folktales, myths and legends. • The learners will cultivate critical thinking and analytical skills, considering multiple perspectives and cultural contexts.
	Project/Dissertation	Dissertation	Learner has to undertake a Project/Dissertation on a relevant issue.	<ul style="list-style-type: none"> • Project Guidelines attached in Annexure IV.

Annexure I : Detailed Syllabus of the MA Programme in Bengali

**KRISHNA KANTA HANDIQUI STATE
OPENUNIVERSITY**

Detailed Syllabus

MASTER OFARTS IN BENGALI



March, 2025

Core Paper (DSC)
Each semester three papers

First Semester

- DSC 1 : বাংলা সাহিত্যের পরিচয়—১
DSC 2 : বাংলা সাহিত্যের পরিচয়—২
DSC 3 : বাংলার সমাজ ও সংস্কৃতি

Second Semester

- DSC 4 : বাংলা সাহিত্যপাঠ-১
DSC 5 : বাংলা সাহিত্যপাঠ-২
DSC 6 : গবেষণা পদ্ধতিও প্রকরণ

Third Semester

- DSC 7 : পরিবেশ বিদ্যা ও বাংলা সাহিত্য
DSC 8 : শিশু ও কিশোর সাহিত্য
DSC 9 : সাংস্কৃতিক অধ্যয়ন ও বাংলা সাহিত্য

Forth Semester

- DSC 10 : উত্তর-পূর্ব ভারতের বাংলা সাহিত্য
DSC 11 : সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা
DSC 12 : ভাষাবিজ্ঞান, বাংলা ভাষা ও বাংলা লিপি

Elective Paper (DSE)

Each semester one Paper

- DSE 1 : বাংলা বানান, ছন্দ ও অলংকার, সম্পাদনা
DSE 2 : অনুবাদ বিদ্যা ও চিত্রনাট্য
DSE 3 : তুলনামূলক সাহিত্য চর্চা
DSE 4 : লোকসংস্কৃতি ও লোকসাহিত্য

First Semester

প্রথম ষাণ্মাসিক

DSC-1 (4)

Course: Introduction of Bengali Literature—1

পাঠ্য বিষয় : বাংলা সাহিত্যের পরিচয়—১

Course objective:

- Given an outline of the Bengali Literature to the learners
- Explain to the learners the various stage of development of early Bengali Literature up to 19th century.

Course outcome:

- The learners will able to remember the various stage of early Bengali Literature.
- The learners able to understand the chronology of early Bengali Language and Literature.
- The learners will analyze the continuous history of the evolution and transformation of early and medieval Bangali Literature through this course.

Details of the course

অধ্যায়-১ : প্রাক্ চর্যাপদ

বাংলা ভাষা সৃষ্টির পূর্বে বাঙালিদের সাহিত্যকর্ম, বাংলা সাহিত্যে জয়দেব, যুগবিভাগ ও যুগলক্ষণ

অধ্যায়-২ : চর্যাপদ

আবিষ্কার, পুঁথিপরিচয়, নামকরণ, প্রতিফলিত সমাজজীবন

অধ্যায়-৩ : শ্রীকৃষ্ণকীর্তন ও তার সমসময়

শ্রীকৃষ্ণকীর্তন কাব্য আবিষ্কার, পুঁথি পরিচয়, কবি পরিচয়, বিষয়বস্তু

অধ্যায়-৪ : অনুবাদ সাহিত্য

বাংলা অনুবাদ সাহিত্যের ত্রিধারা, রামায়ণের অনুবাদ— কবি পরিচয়, মহাভারতের অনুবাদ—কবি পরিচয়, ভাগবতের অনুবাদ—কবি পরিচয়

অধ্যায়-৫ : মঙ্গলকাব্য—১

মনসামঙ্গল কাব্য— কাহিনি ও কবি পরিচয়, চণ্ডীমঙ্গল কাব্য— কাহিনি ও কবি পরিচয় ও
অন্নদামঙ্গল কাব্য কাহিনি ও কবি পরিচয়

অধ্যায়-৬ : মঙ্গলকাব্য—২

ধর্মমঙ্গল কাব্যের কাহিনি ও কবি পরিচয়, শিবায়ন কাব্যের কাহিনি ও কবি পরিচয়

অধ্যায়-৭ : পদাবলি সাহিত্য

চৈতন্য পূর্ব ও পরবর্তী পদকার পরিচয় (বিদ্যাপতি, চণ্ডীদাস, গোবিন্দদাস, জ্ঞানদাস) শাক্ত
পদাবলির বিষয়বস্তু ও কবিপরিচয় (রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য ও দাশরথি রায়)

অধ্যায়-৮ : বৈষ্ণব দর্শন আশ্রিত সাহিত্য

বৈষ্ণব দর্শন শাস্ত্রের সংক্ষিপ্ত পরিচয়- উজ্জ্বলনীলমণি, ভক্তিরসামৃতসিন্ধু, পদকল্পতরু

অধ্যায়-৯ : চৈতন্য জীবনীসাহিত্য

সংস্কৃত ও বাংলা জীবনীকাব্য— সংস্কৃতে রচিত চরিত গ্রন্থ, বাংলা রচিত চৈতন্যচরিত
গ্রন্থসমূহ বৃন্দাবন দাসের চৈতন্যভাগবত, কৃষ্ণদাস কবিরাজের শ্রীচৈতন্যচরিতামৃত

অধ্যায়-১০ : নাথ সাহিত্য

নাথ ধর্মপন্থার সম্যক পরিচয়, নাথ সাহিত্যের ভিন্নধারা (গোরক্ষবিজয় ও সতী ময়নামতীর
গান) উল্লেখযোগ্য কবি

অধ্যায়-১১ : রাজসভার সাহিত্য

কোচবিহার, ত্রিপুরা ও আরাকান রাজসভার পরিচয় ও সাহিত্যচর্চা

অধ্যায়-১২ : গাথা ও গীতিকা

মৈমনসিংহ গীতিকা, পূর্ববঙ্গ গীতিকা, পালা পরিচয়, সমাজজীবন

অধ্যায়-১৩ : বাউল ও সুফি সাধনা

বিশিষ্ট বাউলদের সংক্ষিপ্ত পরিচয়, বিশিষ্ট সুফি সাধকদের সংক্ষিপ্ত পরিচয়

অধ্যায়-১৪ : অপরাপর সাহিত্য প্রয়াস

যুগসন্ধিরকাল ও কবিত্ব লক্ষণ, কবিওয়ালাদের উদ্ভব, ভোলাময়রা, হরুঠাকুর, অ্যান্টনি
ফিরিঙ্গি, আখড়াই, হাফ-আখড়াই, টপ্পা ইত্যাদি

Reference Books for this Course

Acharjee, Debesh (1989); Bangla Sahityer Itihas; Vol-1;Kolkata: United Book Agency
Bandyopadhyay, Asit kumar (1990); Bangla Sahityer Sampurna Itibritta; Kolkata: Modern
Book

Agency

Bandopadhyay, Debnath (1985); Rajsabhar Kabi O Kabya; Kolkata: Pustak Bipani
Chattopadhyay. Partha (2008); Bangla Sahityer Parichay O Sahitya Tika; Kolkata: Tulsi
Publication.

Das, Nirmal (1997); Caryagiti Parikrama; Kolkata: Dey`s Publishing

Sen, Sukumar (2007); Bangala Sahityer Itihas; Vol-1,2; Kolkata: Ananda Publishers

DSC- 2 (4)

Course: Introduction of Bengali Literature—2

পাঠ্য বিষয় : বাংলা সাহিত্যের পরিচয়—২

Course objective:

- Given an outline of Bengali literature to the learners.
- Explain to the learners the various stage of development of modern Bengali Literature.

Course outcome:

- The learners will remember the various stage of modern Bengali literature.
- The learners will be able to understand chronology of the modern Bengali Literature.
- The learners will able to analyze the different strands of Bengali Literature.

Details of the course

অধ্যায়—১ : যুগসন্ধি ও বাংলা সাহিত্যে আধুনিকতার সূচনা

যুগসন্ধির পরিচয়, বাংলা সাহিত্যে আধুনিকতার আর্থ-সামাজিক প্রেক্ষাপট, কবি ঈশ্বরগুপ্ত, রঙ্গলাল বন্দ্যোপাধ্যায়, প্রকাশন ব্যবস্থা, নতুন শিক্ষা, শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ

অধ্যায়—২ : আধুনিক বাংলা কবিতা—১

মধুসূদন দত্ত, নবীনচন্দ্র সেন, বিহারীলাল চক্রবর্তী, মানকুমারী বসু, কামিনী রায়

অধ্যায়—৩: বাংলা সাহিত্যের বিকাশে সাময়িকপত্র

সাময়িকপত্র উদ্ভবের ইতিহাস, হিকি জেজেট, সংবাদপ্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন, প্রবাসী,

সবুজপত্র, গ্রামবার্তা প্রবেশিকা, বামাবোধিনী, কৃষ্ণিবাস

অধ্যায়-৪ : আধুনিক বাংলা গদ্য ও প্রবন্ধ—১

উইলিয়াম কেরী, মৃত্যুঞ্জয় বিদ্যালঙ্কার, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, অক্ষয়কুমার দত্ত, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, স্বামী বিবেকানন্দ

অধ্যায়-৫ : আধুনিক বাংলা নাটক—১

বাংলা নাটকের পূর্বসূত্র, রঙ্গমঞ্চ, রামনারায়ণ তর্করত্ন, মধুসূদনদত্ত, দীনবন্ধুমিত্র, অমৃতলাল বসু, জ্যোতিরিন্দ্রনাথ ঠাকুর

অধ্যায়-৬ : আধুনিক বাংলা কথাসাহিত্য—১

বঙ্কিমচন্দ্র চট্টোপাধ্যায়, ত্রৈলোক্যনাথ মুখোপাধ্যায়, রমেশচন্দ্র দত্ত, স্বর্ণকুমারী দেবী, রবীন্দ্রনাথ

ঠাকুর

অধ্যায়-৭ : আধুনিক বাংলা কবিতা—২

রবীন্দ্রনাথ ঠাকুর, নজরুল ইসলাম, জীবনানন্দ দাশ, বুদ্ধদেব বসু, সুকান্ত ভট্টাচার্য

অধ্যায়-৮ : আধুনিক বাংলা গদ্য ও প্রবন্ধ—২

রবীন্দ্রনাথ ঠাকুর, রামেন্দ্রসুন্দর ত্রিবেদী, প্রমথ চৌধুরী, রাজশেখর বসু, বুদ্ধদেব বসু

অধ্যায়-৯ : আধুনিক বাংলা নাটক—২

রবীন্দ্রনাথ ঠাকুর, ক্ষীরোদপ্রসাদ বিদ্যাবিনোদ, দ্বিজেন্দ্রলাল রায়, বিজন ভট্টাচার্য, মন্মথ রায়

অধ্যায়-১০ : আধুনিক বাংলা কথাসাহিত্য—২

শরৎচন্দ্র চট্টোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, বলাইচাঁদ মুখোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, জগদীশ গুপ্ত, আশাপূর্ণা দেবী

অধ্যায়-১১ : আধুনিক বাংলা কবিতা—৩

শক্তি চট্টোপাধ্যায়, নীরেন্দ্রনাথ চক্রবর্তী, শঙ্খ ঘোষ, সুনীল গঙ্গোপাধ্যায়, কবিতা সিংহ, শক্তিপদ ব্রহ্মচারী, রণজিৎ দাশ

অধ্যায়-১২ : আধুনিক বাংলা গদ্য ও প্রবন্ধ—৩

সৈয়দ মুজতবা আলী, শিবনারায়ণ রায়, সুজিৎ চৌধুরী, সুকুমারী ভট্টাচার্য

অধ্যায়-১৩ : আধুনিক বাংলা নাটক—৩

বাদল সরকার, উৎপল দত্ত, মোহিত চট্টোপাধ্যায়, মনোজ মিত্র

অধ্যায়-১৪ : আধুনিক বাংলা কথাসাহিত্য—৩

সুবোধ ঘোষ, মহাশ্বেতা দেবী, নারায়ণ গঙ্গোপাধ্যায়, সমরেশ বসু, দীপেন্দ্রনাথ বন্দ্যোপাধ্যায়, নবারুণ ভট্টাচার্য

Reference Books for this Course

Acharjee, Debesh (1989); Bangla Sahityer Itihas; Vol-2, 3, 4; Kolkata: United Book Agency
Bandyopadhyay, Asit kumar (1990); Bangla Sahityer Sampurna Itibritta; Kolkata: Modern Book Agency

Chattopadhyay. Partha (2008); Bangla Sahityer Parichay O Sahitya Tika; Kolkata: Tulsi Publication

Choudhury, Tarit (1994); Natyamukti; Guwahati: Ganesh Prakashan

Ghosh, Ajitkumar (1959); Bangla Nataka Itihas; Kolkata: General Printers and Publishers Ltd.

Gupta, Kshetra (2006); Bangla Upanyaser Itihas; Kolkata; Granthanilay

Sen, Sukumar (2007); Bangla Sahityer Itihas; Vol-2; Kolkata: Ananda Publishers

DSC- 3 (4)

Course : Social & Cultural Aspects of Bengal

পাঠ্য বিষয় : বাংলার সমাজ ও সংস্কৃতি

Course objective:

- Given an outline of the social-cultural picture of Bengal to the learners.
- Explain to the learners the various stages of development Bengal social life & cultural activity.
- Explain the different aspects of Bengali culture.

Course outcome:

- The learners will able to remember the various stage of social life of Bengal.
- The learners will able to understand about the Bengali Race and also learn about the origin of the Bengali race and culture.
- The learners able to analyze the Bengali people & its own culture..
- The learners will get to know the continuous history of the evolution and transformation of early Bangali life & culture.

Details of the course

অধ্যায়—১ : মানব সংস্কৃতির পরিচয় ও ভারতীয় সমাজ-সংস্কৃতি

ভারতীয় মিশ্রসংস্কৃতির স্বরূপ, ভারতীয় সমাজ-সংস্কৃতির অংশ হিসাবে বাঙালি সমাজের অবস্থান ও বিবর্তন

অধ্যায়—২ : বাঙালি জাতি ও সংস্কৃতির ইতিহাস এবং বাঙালির সমাজ বিন্যাস

প্রাচীন বাংলার ভৌগোলিক অবস্থান, বাঙালি জাতির পরিচয়, উদ্ভব ও ক্রমবিকাশ, বঙ্গের বাইরে বাঙালি জাতির পরিচয়

অধ্যায়—৩ : প্রাচীন বাংলার সাংস্কৃতিক ও সামাজিক পরিচয়

জীবনচিত্র, দৈনন্দিন জীবন, নগর ও পল্লীর জীবনাদর্শ, অন্ত্যজ বর্ণের জীবন ও যাপন চিত্র

অধ্যায়—৪ : বাঙালির সংস্কৃতি— দৈনন্দিন যাপন

বাঙালির খাদ্যাভ্যাস, সামাজিক আচার-ব্যবহার— জন্ম, মৃত্যু, বিবাহ আদি সামাজিক আচার-অনুষ্ঠান, পোশাক-পরিচ্ছদ, অলঙ্কার, আসবাব, আমোদ-প্রমোদ, যানবাহন

অধ্যায়—৫ : বাঙালির সংস্কৃতি— শিল্পকলা

লোকায়ত শিল্প ও সংগীত, নৃত্য, মৃৎশিল্প, পাট শিল্প, বস্ত্র শিল্প, স্থাপত্য, ভাস্কর্য, চিত্র ও চারুকলা

অধ্যায়—৬ : বাঙালির সংস্কৃতি— ধর্মকর্ম ও ধ্যানধারণা

লৌকিক ধর্ম, বিশ্বাস, পৌরাণিক ধর্ম, বিশ্বাস ও উৎসব, বাংলার মেয়েলি লোকাচার, পার্বণ

অধ্যায়—৭ : চৈতন্যদেব ও বাংলার সংস্কৃতি

চৈতন্যদেব ও বাংলার সামাজিক রূপান্তর, চৈতন্যদেবকেন্দ্রিক বৈষ্ণবীয় সমাজের সংক্ষিপ্ত পরিচয় ও বিভিন্ন কীর্তন ঘরানা, খেতুরী উৎসব

অধ্যায়—৮ : তুর্কি আক্রমণ ও নবাবি আমল

তুর্কি আক্রমণ ও তার প্রতিফলন, বাংলার নবাব আমল ও বঙ্গীয় সমাজ-সংস্কৃতি

অধ্যায়—৯ : বাংলার সমাজ সংস্কৃতিতে ইংরেজ শাসন : ব্রিটিশ পর্ব—১

ব্রিটিশ শাসনপ্রতিষ্ঠার পর্ব ও ব্যাপ্তি, নবজাগরণ, বাবু কালচার, জাতীয় কংগ্রেস প্রতিষ্ঠা, ইংরাজি শিক্ষার বিস্তার ও স্ত্রী শিক্ষা

অধ্যায়—১০ : মধ্যবিত্ত সমাজের উদ্ভব ও বিকাশ : ব্রিটিশ পর্ব—২

চিরস্থায়ী বন্দোবস্ত, রায়তওয়ারি ব্যবস্থা, মধ্যবিত্ত সমাজের উৎপত্তির সংক্ষিপ্ত ইতিহাস,

বাংলার মধ্যবিত্ত সমাজের লক্ষণ ও বৈশিষ্ট্য

অধ্যায়—১১ : বাংলার সমাজ সংস্কৃতিতে বিভিন্ন জাতীয় আন্দোলনের প্রভাব : ব্রিটিশ পর্ব—৩

বঙ্গভঙ্গ-বিরোধী আন্দোলন, মহাত্মা গান্ধীর আগমন, বিভিন্ন জাতীয় আন্দোলন, ট্রেড ইউনিয়ান, দেশভাগ, সভাসমিতি

অধ্যায়—১২ : স্বাধীনতা উত্তর বঙ্গীয় সমাজ ও সংস্কৃতি—১

স্বাধীন ভারতবর্ষ, জাতীয় কংগ্রেসের অবস্থান, যুক্তফ্রন্ট সরকার, বাংলাদেশের গণবিক্ষোভ, অনুপ্রবেশ, উদ্বাস্তু সমস্যা

অধ্যায়—১৩ : স্বাধীনতা উত্তর বঙ্গীয় সমাজ ও সংস্কৃতি—২

ভাষা আন্দোলন, নকশাল আন্দোলন, হাংরি আন্দোলন

অধ্যায়—১৪ : স্বাধীনতা উত্তর বঙ্গীয় সমাজ ও সংস্কৃতি—৩

কলোনি প্রতিষ্ঠা, কংগ্রেসের খাদ্য ও ভূমি নীতি, পঞ্চবার্ষিকী পরিকল্পনা ও তার প্রতিফলন

Reference Books for this Course

- Acharjee, Anil (2014); Sattar Dashak, Vol-1 & 2; Kolkata: Anustup
- Ghosh, Binay (2009); Bangla Samajik Itihaser Dhara; Kolkata: Prakash Bhaban
- Ghosh, Binay (1979); Banglar Nabajagriti; Kolkata: Prakash Bhaban
- Ghosh, Binay (1984); Metropolitan Mon: Madhyabitta Bidroha; Kolkata: Orient Langman
- Haldar, Gopal (1965); Sanskritir Rupantar; Kolkata: Orient Book Company
- Kabiraj, Narahari (1946); Madhyabitta Kon Pathe; Kolkata: Egal Publishers
- Lahiri, Ashis (Trns.) (2013); Bharatbarsha Swadhinatar Pare 1947-2000; Kolkata: Ananda Publishers Pvt. Ltd.
- Roy, Niharranjan (1953); Bangalir Itihas Adi Parba; Kolkata: Dey's Publishing
- Sastri, Shibnath (2007); Ramtanu Lahiri O Tatkalin Bangasamaj; Kolkata, New Age Publishers Pvt. Ltd.
- Sharma, Umesh (2011); Chinnamul Manushera; Jalpaiguri: Digital Graphix

Second Semester

দ্বিতীয় ষাণ্মাসিক

DSC-4 (4)

Course : Bengali Text—1

পাঠ্য বিষয় : বাংলা সাহিত্যপাঠ—১

Course objective:

- Given ataxual concept of the old and mediavel Bengali text.
- Explain to the learners the various area of Bengali literature by reading this selected text.

Course outcome:

- The learners will remember the Bengali Literature and there area of explanations.
- The learners will able to understand the various stage of Bengali Literature.
- The learners will analyzethe subject matter and literary aspect of these texts.

Details of the course

অধ্যায়-১ : শ্রীকৃষ্ণকীর্তন কাব্য

নির্বাচিত খণ্ড— জন্ম, তাম্বুলখণ্ড ও রাখাবিরহ, পাঠ ও শব্দার্থবোধ, নির্বাচিত খণ্ডের বিষয়বস্তু, কবি-কৃতিত্ব, কাহিনি, চরিত্র বিচার

অধ্যায়-২ : শ্রীকৃষ্ণবিজয় কাব্য

নির্বাচিত পাঠ— দেবদেবী বন্দনা থেকে রাসলীলা পর্যন্ত, পাঠ ও শব্দার্থবোধ, নির্বাচিত অংশের বিষয়বস্তু, কবিকৃতিত্ব, কাহিনি, চরিত্র

অধ্যায়-৩ : পদাবলি সাহিত্য—১

- ১। সেই কেবা শুনাইল শ্যাম নাম
- ২। কন্টক গাড়ি কমলসম পদতল

অধ্যায়-৪ : পদাবলি সাহিত্য—২

- ১। রূপ লাগি আখি বুঝে গুণে মন ভোর
- ২। এ সখী হামারি দুখের নাহিক ওর

অধ্যায়-৫ : পদাবলি সাহিত্য—৩

নির্বাচিত পদ— ১।ও গো রাগি, নগরে কোলাহল (রামপ্রসাদ সেন)
২। ওরে নবমী নিশি (কমলাকান্ত ভট্টাচার্য)

অধ্যায়-৬ : মনসামঙ্গল

নির্বাচিত গ্রন্থ— বিজয়গুপ্তের পদ্মাপুরাণ : (নির্বাচিত পাঠ— মনসার জন্ম পালা, মনসা বিবাহ পালা, হাসন হুসন যুদ্ধ পালা, গুয়াবাড়ি কাটা পালা, ছয় কুমার বধ পালা, ঝালুবাড়ির পূজা পালা, যাত্রাপাটন পালা, ডিঙ্গা বুড়ান, লখিন্দরের জন্ম ও চান্দ লাঞ্জনা পালা, লখিন্দরের বিবাহের জোড়নি পালা, লোহার বাসর ঘর নির্মাণ পালা, লখিন্দর দংশন পালা, ভাসান পালা) কাহিনি পাঠ, চরিত্র, সমাজচিত্র, কবিকৃতিত্ব

অধ্যায়-৭ : চণ্ডীমঙ্গল

নির্বাচিত গ্রন্থ— মুকুন্দ চক্রবর্তীর চণ্ডীমঙ্গল : আখ্যেটিকখণ্ড (নির্বাচিত পাঠ— কালকেতুর বিবাহ থেকে নীলাশ্বরের স্বর্গারোহন পর্যন্ত), কাহিনি পাঠ, কবিকৃতিত্ব, ঔপন্যাসিক লক্ষণ, চরিত্র নির্মাণ, সমাজচিত্র

অধ্যায়-৮: কৃষ্ণদাস কবিরাজের ‘শ্রীচৈতন্যচরিতামৃত’—১

নির্বাচিত অধ্যায়—আদিলীলার চতুর্থ পরিচ্ছেদ, বিভিন্ন তত্ত্ব বিচার, শ্রীচৈতন্য অবতারের কারণ

অধ্যায়-৯ : কৃষ্ণদাস কবিরাজের ‘শ্রীচৈতন্যচরিতামৃত’—২

পঠিত অধ্যায়— মধ্যলীলার অষ্টম পরিচ্ছেদ, সাধ্যসাধন তত্ত্ব, রাধাতত্ত্ব, কৃষ্ণতত্ত্ব, প্রেমবিলাস বিবর্ত

অধ্যায়-১০ : শিবায়ন

নির্বাচিত গ্রন্থ— রামেশ্বর ভট্টাচার্যের শিবায়ন, নির্বাচিত পাঠ— চাষপালা থেকে শঙ্খ পরিধান, কাহিনি পাঠ, কবিকৃতিত্ব, চরিত্র নির্মাণ, সমাজচিত্র

অধ্যায়-১১ : দৌলত কাজির ‘লোরচন্দ্রানী ও সতীময়না’

নির্বাচিত পাঠ- লোরচন্দ্রানী অংশ, কাহিনি পাঠ, কবিকৃতিত্ব, চরিত্র নির্মাণ

অধ্যায়-১২ : মৈমনসিংহ গীতিকা—১

নির্বাচিত পালা- মছয়া পালা, মলুয়া পালা, চন্দ্রাবতী পালা, লোকসাহিত্যের উপাদান, গীতিকার বৈশিষ্ট্য, মানবিক আবেদন, চরিত্র

অধ্যায়-১৩ : মৈমনসিংহ গীতিকা—২

কঙ্ক ও লীলা পালা, কাজলরেখা পালা, কাহিনি পাঠ, শব্দার্থ বোধ, লোকসাহিত্যের উপাদান, গীতিকার বৈশিষ্ট্য, চরিত্র

অধ্যায়-১৪ : বাউল

নির্বাচিত পাঠ— ১. খাঁচার ভিতর অচিন পাখী (লালন শাহ ফকির)

২. শুধু কি আল্লা বলে ডাকলে তারে (ফকির পাঞ্জ শাহ)

নির্বাচিত গানের শব্দার্থবোধ, তত্ত্ব বিচার, কৃতিত্ব

Reference Books for this Course

- Bandyopadhyay, Debnath (2003); Lor Chandrani O Sati Moyna; Kolkata: Sahitya Sangsad
- Bhattacharya, Amitrasudan (Ed.) (1969); Baru Chandidaser Srikrishnakirtan; Kolkata: Jigyasa
- Bhattacharya, Amitrasudan & Rana, Sumangal (Ed.) (1990), Srikrashnabijay, Kolkata: Ratnabali
- Bhattacharya, Dr.Taraknath (2016); Kabi Rameswarer Shib-Sankirtan Ba Shibayan, Kolkata: Sahitya Sangi
- Bhattacharya, Upendranath (1961); Banglar Baul O Baul Gaan; Kolkata: Orient Book Company
- Biswas, Achinta (2019); Bijay Gupter Manashamangal; Kolkata: New Boipatra
- Chakrabarty, Mukundaram (1921); Sachitra Kabikankan Chandi; Kolkata: Indian Publishars House
- Mukhapadhyay, Dhruvakumar (1962); Shaktapadabali; Kolkata:
- Mukhapadhyay, Harekrishna (1950); Baishanb Padabali, Kolkata, Sahitya Sangsad
- Mukhapadhyay, Sukhamay &Gangopadhyay,Sukhendusundar (2013), Maymansingha-Gitika,
Kolkata: Bharati Book Stal
- Sen, Dineshchandra (1958); Maimansingha Gitika; Kolkata: Pragyabikash

DSC-5 (4)

Course : Bengali Text—2

পাঠ্য বিষয় : বাংলা সাহিত্যপাঠ—২

Course objective:

- Given ataxual concept of the modern Bengali text.
- Explain to the learners the various area of Bengali literature by reading this selected text.

Course outcome:

- The learners will be able to remember the Bengali literature and there area of explenations.
- The learners will able to understand the various stage of Bengali literature.
- The learners able to stablished a link with Bengali language and literature.
- The learners will be analyzthe subject matter and literary aspect of these texts.

Details of the course

অধ্যায়-১ : আধুনিক বাংলা কবিতা—১

নির্বাচিত কবিতা পাঠ-

মধুসূদন দত্ত— বঙ্গভূমির প্রতি

রবীন্দ্রনাথ ঠাকুর— কৃপণ

অধ্যায়-২ : আধুনিক বাংলা কবিতা—২

নির্বাচিত কবিতা

জীবনানন্দ দাশ— আট বছর আগের একদিন

জয় গোস্বামী— মালতীবালা বালিকা বিদ্যালয়

অধ্যায়-৩ : বাংলা আধুনিক নাটক—১

নির্বাচিত নাটক—

ছেঁড়া তার—তুলসী লাহিড়ী : কাহিনি, চরিত্র, সংলাপ

অধ্যায়-৪ : বাংলা আধুনিক নাটক—২

নির্বাচিত নাটক—

ছেঁড়া তার—তুলসী লাহিড়ী : সমাজজীবন, নামকরণ, গঠনশৈলী

অধ্যায়-৫ : বাংলা আধুনিক নাটক—৩

নির্বাচিত নাটক—

বাকি ইতিহাস— বাদল সরকার : কাহিনি, চরিত্র, সংলাপ

অধ্যায়-৬ : বাংলা আধুনিক নাটক—৪

নির্বাচিত নাটক—

বাকি ইতিহাস— বাদল সরকার : নামকরণ, গঠনশৈলী

অধ্যায়-৭ : আধুনিক বাংলা উপন্যাস পাঠ—১

চতুরঙ্গ—রবীন্দ্রনাথ ঠাকুর : কাহিনি, চরিত্র, শিল্পরীতি

অধ্যায়-৮ : আধুনিক বাংলা উপন্যাস পাঠ—২

চতুরঙ্গ—রবীন্দ্রনাথ ঠাকুর : সমাজজীবন, নামকরণ

অধ্যায়-৯ : আধুনিক বাংলা উপন্যাস পাঠ—৩

তিতাস একটি নদীর নাম - অদ্বৈত মল্লবর্মন : কাহিনি, চরিত্র, লোকসংস্কৃতি

অধ্যায়-১০ : আধুনিক বাংলা উপন্যাস পাঠ—৪

তিতাস একটি নদীর নাম - অদ্বৈত মল্লবর্মন : সমাজজীবন, নামকরণ, আঞ্চলিক উপন্যাস

অধ্যায়-১১ : আধুনিক বাংলা গল্প পাঠ—১

নির্বাচিত গল্প- ক) রবীন্দ্রনাথ— স্ত্রীরপত্র

অধ্যায়-১২ : আধুনিক বাংলা গল্প পাঠ—২

নির্বাচিত গল্প- ক) জগদীশ গুপ্ত— চন্দ্র সূর্য যতদিন

অধ্যায়-১৩ : আধুনিক বাংলা গল্প পাঠ—৩

নির্বাচিত গল্প- ক) নারায়ণ গঙ্গোপাধ্যায়— টোপ

অধ্যায়-১৪ : আধুনিক বাংলা গল্প পাঠ—৫

নির্বাচিত গল্প- ক) রমাপদ চৌধুরী— আপটেন

Reference Books for this Course

Bandyopadhyay, Dwigindrachandra (1986), Gananatya Andalaner Uttaradhikar; Kolkata:

Nabark

Bandyopadhyay, Srikumar & Arunkumar Mukhopadhyay (1962); Unish Shataker Gitikabita

Sankalan; Kolkata: Modern Book Agency

Bhattacharjee, Ashutosh (2004); Bangla Natya Sahityer Itihas; Kolkata: A.Mukharjee And

Co

Pvt. Ltd.

Choudhury, Bhudeb (1969); Bangla Sahityer Chotagalpa Galpkar; Kolkata: Modern Book

Agency

Das, Jibanananda (2005); Jibanananda Daser Shreshtha Kabita, Kolkata: Bharabi

Ghosh, Ajitkumar (1999); Bangla Natak Itihas; Kolkata; Genaral Printers and Publishers

Pvt. Ltd.

Singha Roy, Jibendra (1964); Adhunik Bangla Kabita : Bichar O Bishleshan; Burdwan:
Burdwan Vishwavidyalaya
Thakur, Rabindranath (1949); Shyamali; Kolkata: Bishwabharati Granthalaya
Tripathi, Dipti (2013); Adhunik Bangla Kabya Parichay; Kolkata: Dey`s Publishing

DSC-6 (4)

Course: Research Methodology & Techniques

পাঠ্য বিষয় : গবেষণা পদ্ধতি ও প্রকরণ

Course objective:

- Research is the essential body of literature so here given a brief idea about research.
- Explain to the learners the various area of literary and social research.
- Explain to learners about the various part of the research.

Course outcome:

Completing this course, learners will be able to :

- The learners will be able to remember and articulate research questions, hypotheses and objectives.
- The learners will be able to understand how to develop a research design, including sampling strategies, data collection methods, and data analysis techniques.
- Effectively present and report research findings, using appropriate academic writing and presentation skills.
- Demonstrate an understanding of ethical principles and standards in research, including informed consent and data protection.

Details of the course

অধ্যায়—১ : গবেষণা পরিচয়

গবেষণা কী এবং কেন, গবেষণার প্রেরণা, গবেষণার প্রকারভেদ, গবেষণার উদ্দেশ্য

অধ্যায়—২ : গবেষণার সমস্যা সংজ্ঞায়িত করা ও বিষয় নির্বাচন

গবেষণার সমস্যা কী, সমস্যা সংজ্ঞায়িত করার প্রয়োজনীয়তা, একটি সমস্যাসংজ্ঞায়িত করার কৌশল, সঠিক বিষয় নির্বাচন, পূর্বপাঠ/অধ্যয়ন

অধ্যায়—৩ : গবেষণার নকশা

গবেষণা নকশার অর্থ, গবেষণা নকশার প্রয়োজনীয়তা, একটি ভালো নকশার বৈশিষ্ট্য, গবেষণাডিজাইন সম্পর্কে গুরুত্বপূর্ণ ধারণা, বিভিন্ন গবেষণামূলক নকশা

অধ্যায়—৪ : তথ্য সংগ্রহ ও তথ্য বিশ্লেষণ

প্রাথমিক তথ্য সংগ্রহ, পর্যবেক্ষণ পদ্ধতি, সাক্ষাৎকার পদ্ধতি, প্রশ্নাবলি দ্বারা তথ্য সংগ্রহ,

সেকেন্ডারি ডাটা সোর্স

- অধ্যায়—৫ : সন্দর্ভ নির্মাণের বিভিন্ন অঙ্গ নির্মাণ এবং গবেষণার ভাষা ও ভাষা বয়নের কৌশল—১
শিরোনাম, তত্ত্বাবধায়কেরশংসাপত্র, গবেষকের ডিক্লারেশন, কৃতজ্ঞতা স্বীকার, সারাৎসার/আউটলাইন/সিনপ্‌সিস, সূচিপত্র, ভূমিকা, অধ্যায় উপস্থাপন
- অধ্যায়—৬ : সন্দর্ভ নির্মাণের বিভিন্ন অঙ্গ নির্মাণ এবং গবেষণার ভাষা ও ভাষা বয়নের কৌশল—২
গবেষণার মূল আলোচ্য বিষয়, বিশ্লেষণ, উপসংহার, টীকা, গবেষণা সন্দর্ভের উল্লেখপঞ্জি/গ্রন্থতালিকা, পরিশিষ্ট, গবেষণার ভাষা
- অধ্যায়—৭ : সূত্র নির্দেশ/উল্লেখপঞ্জি/ তথ্য সমীক্ষা এবং টীকা প্রদানের পদ্ধতি
সূত্র নির্দেশের পরিচয়, সূত্র নির্দেশ প্রদানের প্রচলিত নিয়ম ও পদ্ধতি
- অধ্যায়—৮ : গ্রন্থপঞ্জি/পত্রিকাপঞ্জি/রচনাপঞ্জি, পরিশিষ্ট ছবি ও নথিপত্র প্রদানের পদ্ধতি
গ্রন্থপঞ্জি সংকলনের নিয়ম, অন্যান্য নথিপত্র সহযোগে পরিশিষ্ট নির্মাণের কৌশল
- অধ্যায়—৯ : ক্ষেত্রসমীক্ষা ও সাক্ষাৎকার গ্রহণের পদ্ধতি
ক্ষেত্র সমীক্ষা কী, গবেষণায় ক্ষেত্র সমীক্ষার প্রয়োজনীয়তা, ক্ষেত্র সমীক্ষার প্রতিবেদন, ক্ষেত্র সমীক্ষার পদ্ধতি, সাক্ষাৎকার গ্রহণের পদ্ধতি সমূহ
- অধ্যায়—১০ : অভিসন্দর্ভ রচনার খুঁটিনাটি—প্রুফ সংশোধন
প্রুফ কাকে বলে, প্রুফ সংশোধন আসলে কী, প্রুফ সংশোধনের পদ্ধতি
- অধ্যায়—১১ : কম্পিউটার— সাহিত্য গবেষণায় এর ভূমিকা
তথ্য সংগ্রহ ও ব্যবস্থাপনা, সাহিত্য গবেষণায় কম্পিউটারের ব্যবহার – (টাইপিং, এডিটিং, স্ক্যানিং
ও ছবি-সেটিং, প্রিন্টিং, সহযোগিতা ও যোগাযোগ, সাহিত্য পর্যালোচনা ও তথ্য পুনরুদ্ধার, তথ্য সংরক্ষণ) নৈতিকতা ও নিরপত্তা, কম্পিউটার ব্যবহারের অসুবিধাসমূহ
- অধ্যায়—১২ : গবেষণার নৈতিকতা
গবেষণার নৈতিকতার সংক্ষিপ্ত পরিচয়, গবেষণায় নৈতিকতার গুরুত্ব, গবেষণায় নৈতিকতার পালনীয় কর্তব্য ও নিয়মাবলি, গবেষণার নৈতিকতার সাধারণ দিক
- অধ্যায়—১৩ : কপিরাইট ও আই.পি.আর
কপিরাইট কী, কপিরাইট আইনের সংক্ষিপ্ত পরিচয়, কপিরাইটের আওতায় আসা বিষয় সমূহ, আই.পি.আর পরিচয়ও সংশ্লিষ্ট আইন
- অধ্যায়—১৪ : প্লাগারিজম
প্লাগারিজম কী, প্লাগারিজম পরীক্ষার পদ্ধতি, বিভিন্ন প্লাগারিজম চেকার, নৈতিকতা ও প্লাগারিজম

Reference Books for this Course

Bandyopadhyay, Surabhi (2011); Gabeshana Prakaran O Padhati; Kolkata: Dey's
Publication

Bhattacharjee, Taraknath (2012); Gabeshana : Tattwa O Prayag; Kolkata: Prgyabikash
Islam, Sheikh Makbul (2012); Gabeshanar Paddhatibijnan, A Book on 'Research
Methodology: Literature, Society and Culture; Kolkata: Bangiya Sahitya Samsad

Kumar, Ranjit (2011); Research Methodology; New Delhi: Sage

Laha, Prabir Kumar (2013); Proof Sangshodhaner Nirdeshika; Kolkata: New Bengal Press

Mukhopadhyay, Jagmohan (1992); Gabeshana-Patra Onusandhan O Rachana; Kolkata:
Ananda Publishers Pvt. Ltd.

Sen, Dipak (2022); Sahitya Gabeshana; Guwahati: Bangla Sahitya-Sanskriti Samaj

Third Semester

তৃতীয়সেমাস্টার

DSC-7 (4)

Course: Environmental Studies & Bengali Literature

পাঠ্য বিষয়— পরিবেশবিদ্যা ও বাংলা সাহিত্য

Course objective:

- This course explains to learners about environmental concept.
- Explain to the learners the various area of literature which is strongly attached with environmental behavior.
- Explain to learners about the various parts of Bengali eco-literature.

Course outcome:

- The learners will able to remember about the environment and its problems.
- The learners will able to understand the various stage of eco-literature.
- The learners will critically analyze literary works that engage with environmental themes, considering ecological, cultural and historical contexts.
- The learners will apply eco-critical theories and concepts, such as ecocentrism, anthropocentrism and environmental justice.

Details of the course

অধ্যায়—১ : পরিবেশবিদ্যা

সংজ্ঞা, পরিবেশচর্চার স্বরূপ, মানসিক ও সামাজিক সংবেদনশীলতা এবং বাংলা সাহিত্য

অধ্যায়—৩ : পরিবেশ ও সামাজিক আন্দোলন, বাংলা সাহিত্যে প্রতিফলন

পরিবেশকেন্দ্রিক বিভিন্ন সামাজিক আন্দোলন, বিভিন্ন কৃষক আন্দোলন, বাংলা সাহিত্যে তার প্রতিফলন

অধ্যায়—৪ : পরিবেশ-নারীবাদ (Eco-feminism) ও বাংলা সাহিত্য

ইকো-ফেমিনিসম চিন্তা ও তার স্বরূপ, বাংলা সাহিত্যে তার প্রতিফলন

অধ্যায়—৫ : প্রাচীন সাহিত্যে পরিবেশ ও মানবসম্বন্ধ

নির্বাচিত পাঠ—

ক) ওগগর ভত্তা রন্তঅ পত্তা (প্রাকৃত পৈঙ্গল)

খ) টালত মোর ঘর ণাহি (চর্যাপদ)

অধ্যায়—৬ : মধ্যযুগের বাংলা সাহিত্যে পরিবেশ ও মানবসম্বন্ধ—১

নির্বাচিত পাঠ—

ক) কবিকঙ্কণ চণ্ডী— ফুল্লরার বারমাসের দুঃখ

খ) বৈষ্ণব পদাবলি— সুখের লাগিয়া এ ঘর বাধিনু

অধ্যায়—৭ : অধ্যায়—৬ : মধ্যযুগের বাংলা সাহিত্যে পরিবেশ ও মানবসম্বন্ধ—২

নির্বাচিত পাঠ—

ক) শাক্ত পদাবলি— এবার আমি করব কৃষি (রামপ্রসাদ সেন)

শরত কমলমুখে আধ আধ বাণী (কমলাকান্ত)

খ) অন্নদামঙ্গল— অন্নপূর্ণাপুরী নির্মাণ

অধ্যায়—৮ : পরিবেশ ও রবীন্দ্রকাব্য

নির্বাচিত পাঠ—

ক) একদিন দেখিলাম উলঙ্গ সে ছেলে— পরিচয়

খ) দাও ফিরে সে অরণ্য— সভ্যতার প্রতি

অধ্যায়—৯ : ছিন্নপত্রে পরিবেশ ভাবনা

পাঠ্য পত্রসংখ্যা— ১৮, ১৯, ২০, ২৮

অধ্যায়—১০ : পরিবেশ ও রবীন্দ্রনাট্য—১

নির্বাচিত নাটক—মুক্তধারা, নাট্য প্লট, চরিত্র, নামকরণ, গঠনশৈলী

অধ্যায়—১১: পরিবেশ ও রবীন্দ্রনাট্য—১

নির্বাচিত নাটক—মুক্তধারা, রবীন্দ্রনাথের- মুক্তধারা, প্রকৃতি ও পরিবেশের চিত্ররূপ, পরিবেশ সচেতনতারবার্তা

অধ্যায়—১২ : পরিবেশওবাংলা আধুনিক কবিতা

নির্বাচিত কবিতা—

জীবনানন্দ দাশ— ক্যাম্পে

সমর সেন— মছয়ার দেশে

বিষয়বস্তু, পরিবেশের চিত্ররূপ, পরিবেশ চিন্তা প্রতিফলনে কবি কৃতিত্ব

অধ্যায়—১৩ : পরিবেশও আধুনিক বাংলা গল্প

বনফুল— নিমগাছ

সাধন চট্টোপাধ্যায়— মহাপ্রাণের ঋণ

কাহিনি, পরিবেশ সংক্রান্ত বার্তা

অধ্যায়—১৪ : পরিবেশ ও আধুনিক বাংলা উপন্যাস

বিভূতিভূষণ বন্দ্যোপাধ্যায়— আরণ্যক, কাহিনি, চরিত্র, প্রকৃতি ও পরিবেশের
চিত্ররূপ, পরিবেশ সচেতনতারবার্তা

Reference Books for this Course

Cheryll, Glotfelty (1996); Introduction: Literary Studies in age of Environmental Crisis;

London: University of Georgia Press

Gupta, Suwendu (2021); Prachin Bharate Paribesh Chinta; Kolkata: Sahitya Sangsad

DSC-8 (4)

Course: Bengali Child & Adolescent Literature

পাঠ্য বিষয় : বাংলা শিশু-কিশোর সাহিত্য ও কল্পবিজ্ঞান, থ্রিলার, ফ্যান্টাসি

Course objective:

- This course focuses on Child and Adolescent Psychology in Bengal.
- Explain to the learners the various areas of Child and Adolescent literature.
- Explain to learners what fantasy, science fiction and Thriller are and what exactly their structure is.

Course outcome:

- The learners will be able to remember about the Child and Adolescent Psychology.
- The learners will be able to understand the historical, cultural, and social contexts that influence the development of child and adolescent literature of Bengal.
- Examine and analyze the literary themes and issues relevant to childrens and adolescents lives, such as identity, family and social justice.
- The learners will be able to explore the broader human appeal within child and adolescent literature of Bengal.

Details of the course

অধ্যায়-১ : শিশু-কিশোর সাহিত্য পরিচয় ও তার শ্রেণি বিন্যাস

শিশু-কিশোর সাহিত্যের সংজ্ঞা ও স্বরূপ, শিশু-কিশোর সাহিত্যের ভিন্ন শ্রেণি ও তার পরিচয়

অধ্যায়-২ : কল্পবিজ্ঞান ও ফ্যান্টাসি

সংজ্ঞা, লক্ষণ, বাংলা কল্পবিজ্ঞান ও ফ্যান্টাসিরচনায় বাঙালির অবদান— নির্বাচিত ব্যক্তিত্ব :
প্রেমেন্দ্র মিত্র, সুকুমার রায়, সত্যজিৎ রায়

অধ্যায়-৩ : থ্রিলার

সংজ্ঞা, লক্ষণ, থ্রিলার রচনায় বাঙালির অবদান— নির্বাচিত ব্যক্তিত্ব : সৈয়দ মুস্তাফা সিরাজ,
সুনীল গঙ্গোপাধ্যায়

অধ্যায়-৪ : শিশু-কিশোর সাহিত্যকেন্দ্রিক পত্র-পত্রিকা

নির্বাচিত পত্রিকা- সন্দেশ, মৌচাক, শুকতারা

অধ্যায়-৫ : শিশু-কিশোর সাহিত্যকেন্দ্রিক ছড়া/কবিতা—১

নির্বাচিত ছড়া / কবিতা

১. সবার আমি ছাত্র— সুনির্মল বসু

অধ্যায়-৬ : শিশু-কিশোর সাহিত্যকেন্দ্রিক ছড়া/কবিতা—১

১. সৎপাত্র— সুকুমার রায়

অধ্যায়-৭ : শিশু সাহিত্যকেন্দ্রিক নাটক—১

নির্বাচিত নাটক-সুকুমার রায়ের- লক্ষণের শক্তিশেল : নির্বাচিত নাটকের বিষয়বস্তু, চরিত্র নির্মাণ

অধ্যায়-৮ : শিশু-কিশোর সাহিত্যকেন্দ্রিক নাটক—২

নির্বাচিত নাটক-সুকুমার রায়ের- লক্ষণের শক্তিশেল : গঠনশৈলী, শিশু-কিশোর সাহিত্যের বৈশিষ্ট্য

অধ্যায়-৯ : শিশু সাহিত্যকেন্দ্রিক কমিক্স

নির্বাচিত কমিক্স— গোপাল ভাঁড়, হাঁদা-ভোঁদা : কমিক্সের বিষয়, শিশু-কিশোরসাহিত্য বৈশিষ্ট্য

অধ্যায়-১০ : শিশু-কিশোর সাহিত্যকেন্দ্রিক উপন্যাস

নির্বাচিত উপন্যাস— অদ্রীশ বর্ধন— আদিম আতঙ্ক : কাহিনি, চরিত্র, শিশু-কিশোরসাহিত্য বৈশিষ্ট্য

অধ্যায়-১২ : শিশু-কিশোর সাহিত্যকেন্দ্রিক গল্প

নির্বাচিত গল্প-

- গুপী গাইন বাঘা বাইন— উপেন্দ্রকিশোর রায়চৌধুরী : কাহিনি, প্রতিফলিত শিশু-কিশোর সাহিত্য বৈশিষ্ট্য

অধ্যায়-১৩ : বাংলা ভৌতিক গল্প

নির্বাচিত গল্প

- পরশুরাম— ভূশঙ্কর মাঠে : কাহিনি, প্রতিফলিত শিশু-কিশোরসাহিত্য বৈশিষ্ট্য

অধ্যায়-১৪ : বাংলা রহস্য গল্প

নির্বাচিত গল্প—

- সত্যজিৎ রায়— জয় বাবা ফেলুনাথ : কাহিনি, প্রতিফলিত শিশু-কিশোরসাহিত্য বৈশিষ্ট্য

Reference Books for this Course

Basu, Budhadeb (1991); Bangla Sishusahitya; Kolkata: Dey's Publication

Bhattacharjee, Sanjay (1949); Sishusahitya; Kolkata: Purbasha

Chakrabarty, Krishnarup (1986); Sukumar Royer Ashcharja Jagat; Kolkata: Ananda

Publishers

Pvt. Ltd.

Dey, Ashokkumar (1999); Bangla Sishusahitya Parikrama; Kolkata: Dakshabharati

Gangopadhyay, Asha (1963); Bangla Sishusahityer Kramabikash (1800-1900); Kolkata:

D.M.Libreriy

Mitra, Khagendranath (1958); Shatabdir Shishu-Sahitya (1818-1918); Kolkata: Bidyaday

Libreriy Pvt. Ltd.

Sen, Nabendu (2000); Banglar Shishu Sahitya Tathya Tattwa Rup O Bishleshan; Kolkata:

Puthipatra

DSC-9 (4)

Topic: Cultural Study & Bengali Literature

পাঠ্য বিষয় : সাংস্কৃতিক অধ্যয়ন ও বাংলা সাহিত্য

Course objective:

- The main objective of this course is to explore the various forms of cultural studies of East and West.
- Explain to the learners the various area of literary and social research.
- Explain to learners about the various part of the reaserch.

Course outcome:

- The learners will able to remember the various cultural studies such as feminist literature, subaltern consciousness, Marxist theory etc.
- The learners able to understand literary theories to interpet and evaluate literary texts, considering historical, cultural and social contexts.
- The learners will able to analyze how cultural texts and practices shape and reflect identity formation, including individual and collective identities.
- The learners will able to apply key cultural theories and concepts such as cultural hegemony, intersectionality and performativity to analyze cultural phenomena.

Details of the course

অধ্যায়—১ : প্রাচ্য ও পাশ্চাত্য দর্শন ও সংস্কৃতিচর্চার দিগদিগন্ত

সংস্কৃতি ও সাহিত্যের সম্বন্ধ, ভারতীয় ঐতিহ্য ও সাংস্কৃতিক মূল্যবোধ, পাশ্চাত্য সাংস্কৃতিকঅধ্যয়নের নানা দিক

অধ্যায়—২ : প্রাচ্য সংস্কৃতিচর্চা ও বাংলা প্রবন্ধ

- প্রাচীন ভারতবর্ষের সভ্যতার ইতিহাস- রমেশচন্দ্র দত্ত
নির্বাচিত অংশ— সামাজিক ও গার্হস্থ্য আচার প্রণালি ১/৫, সামাজিক ও গার্হস্থ্য জীবন ২/৬

অধ্যায়—৩ : প্রাচ্য দর্শন ও বাংলা কবিতা

- শ্রী লক্ষ্মীদেবীর অষ্টোত্তর শতনাম—যশোধরা রায়চৌধুরী
বিষয়, নামকরণ, প্রতিফলিত প্রাচ্য দর্শন

অধ্যায়—৪ : প্রাচ্য দর্শন ও বাংলা নাটক

- সাবিত্রী সত্যবান— কালীপ্রসন্ন সিংহ

অধ্যায়—৫ : প্রাচ্য দর্শন ও বাংলা উপন্যাস—১

- অন্তর্জলী যাত্রা— কমলকুমার মজুমদার : কাহিনি, চরিত্র নির্মাণ

অধ্যায়—৬ : প্রাচ্য দর্শন ও বাংলা উপন্যাস—২

- অন্তর্জলী যাত্রা— কমলকুমার মজুমদার : গঠনশৈলী, প্রতিফলিত প্রাচ্য দর্শন

অধ্যায়—৭ : প্রাচ্য দর্শন ও বাংলাগল্প

নির্বাচিত গল্প—

- চুয়া চন্দন— শরদিন্দু বন্দ্যোপাধ্যায়

অধ্যায়—৮ : পাশ্চাত্য দর্শন ও বাংলা প্রবন্ধ

- বাঙলার নারী আন্দোলন— ছবি বসু (রায়) : পাঠ্য অংশ— সংস্কৃতি ও বাঙালি মেয়ে

অধ্যায়—৯ : পাশ্চাত্য দর্শন ও বাংলা কবিতা

- মল্লিকা সেনগুপ্ত— দ্রৌপদী জন্ম

অধ্যায়—১০ : পাশ্চাত্য দর্শন ও বাংলা নাটক

- চাকভাঙা মধু— মনোজ মিত্র

অধ্যায়—১১ : পাশ্চাত্য দর্শন ও বাংলা উপন্যাস—১

- শ্বেত পাথরের থালা— বাণী বসু : কাহিনি, চরিত্র নির্মাণ

অধ্যায়—১২ : পাশ্চাত্য দর্শন ও বাংলা উপন্যাস—২

- শ্বেত পাথরের থালা— বাণী বসু : গঠনশৈলী, প্রতিফলিত প্রাচ্য দর্শন

অধ্যায়—১৩ : পাশ্চাত্য দর্শন ও বাংলা গল্প—১

- জটায়ু— দীপেন্দ্রনাথ বন্দ্যোপাধ্যায়

অধ্যায়—১৪ : : পাশ্চাত্য দর্শন ও বাংলা গল্প—২

- দেবাংশী— অভিজিৎ সেন

Reference Books for this Course

Bandopadhyay, Srikumar & Pal, Prafullachandra (1964); Sahitya-Samalochana; Kolkata: A. Mukharjee and Co Pvt. Ltd.

Bhattacharya, Pradyot (2012), Bharitiya Darshaner Ruprekha; Dhaka: Rodela

Bhattacharya, Sadhan Kumar (1968); Shilpatattwa Parichay; Kolkata: Jatiya Sahitya Parisad

Bidyabhushan, Pandit Amulyacharan (1964); Bharat-Sanskritir Utsadhara; Kolkata: Bharati Librery

Chattopadhyay, Bimal Bhushan (1999), Sahitya-Tattwer Ruprekha; Kolkat:

Radhakrishanan, Sarbepalli (1963); Prachya O Pashchatya Darshaner Itihash; Kolkata:

M.C.Sarkar
and Sons Pvt. Ltd.

Fourth Semester

চতুর্থ ষাণ্মাসিক

DSC-10 (4)

Course: Bengali Literary Work of North-East India

পাঠ্য বিষয়: উত্তর-পূর্ব ভারতের বাংলা সাহিত্য

Course objective:

- Explain to the learners the various area of Bengali literature of North-East India.
- Explain to learners about how North-East India is represented in Bengali literature.

Course outcome:

- The learners will be able to remember the Bengali literary works from North-East India, considering themes, motifs, characters and literary devices.
- The learners will be able to understand the various aspects of North-Eastern literature.
- The learners will be able to analyze historical and cultural contexts of north-east India Bengali literature.
- Familiarize themselves with major authors, movements and literary trends of north-east India.

Details of the course

অধ্যায়-১ : উত্তর-পূর্বের বাঙালি ও বাংলা সাহিত্যের স্বর

উত্তর-পূর্বের বাঙালি জনসমাজের সংক্ষিপ্ত পরিচিতি, উত্তর-পূর্বের সাহিত্যচর্চা ও প্রতিনিধি স্থানীয় সাহিত্যিক

অধ্যায়-২ : উত্তর-পূর্ব ভারতের বাংলা কবিতা পাঠ-১

নির্বাচিত কবিতা- শক্তিপদ ব্রহ্মচারী— উদ্বাস্তর ডায়েরি
অমিতাভ দেব চৌধুরী— আলপথ

অধ্যায়-৩ : উত্তর-পূর্ব ভারতের বাংলা কবিতা পাঠ-২

নির্বাচিত কবিতা— প্রবুদ্ধসুন্দর কর— লুইত স্তবক

পীযুষ রাউত— আমরা কয়েকজন কয়েকজনের জন্য

অধ্যায়-৪ : উত্তর-পূর্ব ভারতের বাংলা কবিতা পাঠ—৩

নির্বাচিত কবিতা— সঞ্জয় চক্রবর্তী— স্বদেশ

স্বর্ণালী বিশ্বাস ভট্টাচার্য— পূর্বরাগ

অধ্যায়-৫ : উত্তর-পূর্ব ভারতের বাংলা নাটক—১

নির্বাচিত নাটক: প্রদ্যোত চক্রবর্তী- জগন্ময়ের ঘর

অধ্যায়-৬ : উত্তর-পূর্ব ভারতের বাংলা নাটক—২

নির্বাচিত নাটক: প্রদ্যোত চক্রবর্তী- জগন্ময়ের ঘর

অধ্যায়-৭ : উত্তর-পূর্ব ভারতের বাংলা উপন্যাস—১

নির্বাচিত উপন্যাস: দুলাল ঘোষ— অগ্নিসূত্র

অধ্যায়-৮ : উত্তর-পূর্ব ভারতের বাংলা উপন্যাস—২

নির্বাচিত উপন্যাস: দুলাল ঘোষ— অগ্নিসূত্র

অধ্যায়-৯ : উত্তর-পূর্ব ভারতের বাংলা প্রবন্ধ

নির্বাচিত প্রবন্ধ: উষারঞ্জন ভট্টাচার্য— রবীন্দ্রনাথ ও সতীশচন্দ্র

অধ্যায়-১০ : উত্তর-পূর্ব ভারতের বাংলা গল্প—১

নির্বাচিত গল্প:দেবীপ্রসাদ সিংহ— অমাবস্যার দিনলিপি

বনমালী গোস্বামী -ইয়ার

অধ্যায়-১১ : উত্তর-পূর্ব ভারতের বাংলা গল্প—২

নির্বাচিত গল্প:দেবব্রত দেব— বিবর্জিত উপত্যকা

বদরুজ্জামান চৌধুরী— লাখ টাকার মানুষ

অধ্যায়-১২ : উত্তর-পূর্ব ভারতের বাংলা লিটল ম্যাগাজিন চর্চা

ইতিহাস, বর্তমান লিটল ম্যাগাজিন চর্চার গতি-প্রকৃতি

অধ্যায়-১৩ : উত্তর-পূর্বের মহিলা গল্পকারদের গল্প

নির্বাচিত গল্প:মীনাক্ষী সেন— কাঁটাতারের বেড়ার ওপারে

মেঘমালা দে মহন্ত— লাইসান্সিফ

অধ্যায়-১৪ : উত্তর-পূর্বের অনুবাদ গল্প

নির্বাচিত গল্প— ইলিশ মাছের স্বাদ- এল. বীরমঙ্গল সিংহ (মণিপুরী গল্পের অনুবাদ)

দাওহুদুর গান- জ্যোতির্ময় সেনগুপ্ত (বেড়া গল্পের অনুবাদ)

Reference Books for this Course

Barman, Prasun (ed) (2016); Ninth Column; Uttarpurber Bangla Sahitya; Guwahati:

- Bhattacharya, Usharanjan (2019); Rabindranath O Queenie; Kolkata, Gangchil
- Bhattacharya, Usharanjan (2019); Uttar-Purba Bharate RabindraCharcha; Kolkata, Ananda Publishersh Pvt. Ltd.
- Ghosh, Rajib (ed) (2019); Tripurar Bangla Chotogalpa O Galpakar; Vol-1; Agartala : Niharika
- Ghosh, Rajib (ed) (2024); Tripurar Bangla Chotogalpa O Galpakar; Vol-2; Agartala : Niharika
- Roy, Bikash, Deb Choudhury, Amitabh (2008); Barak Upatyakar Bangla Chotogalpa O Galpakar, Kolkata: Udbhodak
- Roy, Bimalananda (ed) (2008); Barnamala Sahityapatra; Burdwan:
- Sengupta, Jyotirmoy (2012); Asomer Bangla Little Magazine : Chotogalpacharchar Prekshapat O Kramabikash, Kolkata: Bangiya Sahitya Samsad

DSC-11 (4)

Course: Literary Theory & Literary Criticism

পাঠ্য বিষয় : সাহিত্যতত্ত্ব ও সাহিত্য-সমালোচনা

Course objective:

- Identify the characteristics of different literary theories.
- Analyze the some literary criticism trends in the East and West.
- Explain to learners about the various parts of literary theory & literary criticism.

Course outcome:

- The learners will able to remember the development of philosophical ideas about different literary theories and their application to practice.
- The learners will able to understand the fundamentals of the different trends in literary criticism in eastern and western cultures.
- The learners will able to apply those ideas in a practical way.

Details of the course

অধ্যায়-১ : ভারতীয় সাহিত্যতত্ত্ব : অলংকারবাদ, গুণবাদ ও রীতিবাদ

পরিচয় ও বিস্তৃত আলোচনা

অধ্যায়-২ : ভারতীয় সাহিত্যতত্ত্ব : ধ্বনিবাদ

পরিচয় ও বিস্তারিত পাঠ

অধ্যায়-৩ : ভারতীয় সাহিত্যতত্ত্ব : ঔচিত্যবাদ

পরিচয় ও বিস্তৃত আলোচনা

অধ্যায়-৪ : ভারতীয় সাহিত্যতত্ত্ব : রসবাদ

পরিচয় ও বিস্তৃত আলোচনা

অধ্যায়-৫ : উজ্জ্বলনীলমণি : নায়কভেদ প্রকরণ

নায়কের প্রকারভেদ ও পরিচয়, নায়কের লক্ষণ ও উদাহরণ

অধ্যায়-৬ : উজ্জ্বলনীলমণি : নায়িকাভেদ প্রকরণ

নায়িকার সংজ্ঞা ও প্রকারভেদ, প্রত্যেক প্রকার নায়িকার লক্ষণসূত্র, অষ্টনায়িকা, সংজ্ঞা, লক্ষণ ও চেষ্টা

অধ্যায়-৭ : উজ্জ্বলনীলমণি : শৃঙ্গারভেদ প্রকরণ

উজ্জ্বল রস কী, তার প্রকারভেদ, প্রত্যেক প্রকার উজ্জ্বল রসের সংজ্ঞা ও তাদের প্রকারভেদ

অধ্যায়-৮ : প্রতীচ্যের সাহিত্যতত্ত্ব : অ্যারিস্ততলের ‘পোয়েটিক্স’

অনুকরণের মাধ্যম, অনুকরণের বিষয়, অনুকরণের পদ্ধতি, কমেডির উদ্ভব, মহাকাব্য ও ট্রাজেডি, ষড়ঙ্গশিল্প ট্রাজেডি

অধ্যায়-৯ : প্রতীচ্যের সাহিত্যতত্ত্ব : অ্যারিস্ততলের ‘পোয়েটিক্স’

কাহিনির গঠন, কাহিনির ঐক্য, বিভিন্ন শ্রেণির কাহিনি, বিপ্রতীপতা ও উদ্ঘাটন

অধ্যায়-১০ : প্রতীচ্যের সাহিত্যতত্ত্ব : অ্যারিস্ততলের ‘পোয়েটিক্স’

ট্রাজেডির বহিরঙ্গ, ভাগ্যের পরিবর্তন, করুণা ও ভয়, চরিত্র রচনা, অতিপ্রাকৃত

অধ্যায়-১১ : প্রতীচ্যের সাহিত্যতত্ত্ব : অ্যারিস্ততলের ‘পোয়েটিক্স’

মহাকাব্য, মহাকাব্যের শ্রেণি, কাব্যের সমালোচনা, মহাকাব্য ও ট্রাজেডি

অধ্যায়-১২ : আধুনিক সাহিত্য তত্ত্বের ধারা—১

ধ্রুপদীবাদ (Classicism), রোমান্টিকতাবাদ (Romanticism), বাস্তববাদ (Realism)

অধ্যায়-১৩ : আধুনিক সাহিত্য তত্ত্বের ধারা—২

সুররিয়ালিজম (Surrealism), সিম্বলিজম (Symbolism) উত্তরাধুনিকবাদ (Post-Modernism)

অধ্যায়-১৪ : সাহিত্য সমালোচনার পদ্ধতি

ইতিহাসমূলক সমালোচনাবাদ (Historical Criticism), তুলনামূলক সমালোচনাবাদ (Comparative Criticism), পাঠভিত্তিক সমালোচনাবাদ (Textual Criticism)

Reference Books for this Course

Bhattacharjee, Sadhankumar (1966); Aristotoler Poetics O Sahityatattwa; Kolkata: Jatiya Sahitya Parishad

Das, Shishirkumar (1957); Kabyatattwa : Aristotol; Kolkata: Asha Prakashani Goswami, Sri Dasgupta, Sudhirkumar (1362); Kabyalok; Kolkata: A. Mukharjee And Co Pvt. Ltd.

Gupta, Atulchandra (1952); Kabyajigyasa; Kolkata: Viswavarati Granthalay

Goswami, Rup (1892); Ujjwalnilamani; Murshidabad: Haribhaktipradayini Sabha

Mukhopadhyay, Hirendranarayan (ed) (1969); Ujjwalnilamani; Kolkata: Bharati Prakashan

Sen, Nabendu (1962); Pashcatya Sahitya Tattwa O Sahitya Bhabna; Kolkata: Ratnabali

DSC-12 (4)

Course: Linguistics, Bengali Language & Bengali Script

পাঠ্য বিষয় : ভাষাবিজ্ঞান, বাংলা ভাষা ও বাংলা লিপি

Course objective:

After going through of this course, a learner will be able:

- Explain the evaluation and development and recent status of the Bengali language.
- Summarize the common heritage of the Indo-Aryan language.
- Classify the Bengali phonetics, morphology, syntax and semantics.

Course outcome:

- The learners will able to remember the history and essence of the Bengali language.
- The learners will able to understand basic spirit of the different aspects of Bengali grammar.
- The learners will able to analyze vocabulary in the Bengali language, and dialects of the Bengali language.
- The learners will able to apply Bengali phonetics, morphology, syntax and semantics.

Details of the course

অধ্যায়-১ : ভাষা পরিবার ও ভারতীয় ভাষা

ভাষার সংজ্ঞা, বিশ্ব ভাষার ভৌগোলিক মানচিত্র, ইন্দো-ইউরোপীয়ভাষাগোষ্ঠী, ইন্দো-ইরানীয় ভাষা গোষ্ঠী, শতম ও কেন্দ্রম গুচ্ছ

অধ্যায়-২ : ভারতীয় আর্য ভাষা ও বাংলা ভাষার উৎপত্তি

ভারতীয় আর্য ভাষা ও তার যুগ বিভাগ, পালি ও প্রাকৃত ভাষার সংক্ষিপ্ত পরিচয়, প্রাচীন, মধ্য ভারতীয় আর্যভাষার মধ্য দিয়ে ও নব্য ভারতীয় আর্যভাষা হয়ে বাংলাভাষা উদ্ভবের ঐতিহাসিক আলোচনা

অধ্যায়-৩ : বাংলা ভাষা পরিচয়

বাংলা ভাষার যুগবিভাগ, প্রাচীন, মধ্য ও আধুনিক বাংলার বৈশিষ্ট্য, সাধু ও চলিত

অধ্যায়-৫ : বাংলা ধ্বনি পরিচয়

ধ্বনি, বাংলা স্বর ও বঞ্জনধ্বনি, বাক্ প্রত্যঙ্গ, মূলধ্বনি, সহধ্বনি, অবিভাজ্য ধ্বনি, ধ্বনির অবস্থান ও স্ব-লক্ষণ, ধ্বনি পরিবর্তনের কারণ ও রীতি

অধ্যায়-৬ : বাংলা রূপতত্ত্ব—১

রূপ, রূপমূল, বাংলা ভাষার রূপ বৈচিত্র্য, বাংলা ভাষার রূপতাত্ত্বিক আলোচনা- বচন, লিঙ্গ, পুরুষ, সন্ধি, সমাস, বিভক্তি, কারক ও প্রত্যয়

অধ্যায়-৬ : বাংলা রূপতত্ত্ব—২

মৌলিকশব্দ, সাধিতশব্দ, ধ্বন্যাঙ্ক, অনুকার শব্দ, শব্দদ্বৈত
কিছু বিশেষ শব্দ নির্মাণ : লোকনিরুক্তি, বিষমচ্ছেদ, জোড়কলম শব্দ, সঙ্কর শব্দ, ভুয়া শব্দ, সমরূপ শব্দ

অধ্যায়-৭ : বাংলা বাক্যতত্ত্ব

বাক্যের গঠন, শ্রেণিবিভাগ, উদ্দেশ্য ও বিধেয়, আকাঙ্ক্ষা-আসক্তি-যোগ্যতা, বাক্য গঠনের বিভিন্ন রীতি ও কৌশল, বাচ্য ও তার প্রকারভেদ, বাংলা বাক্যের পদক্রম

অধ্যায়-৮ : বাংলা উপভাষা

উপভাষা কী, উপভাষা মানচিত্র, বাংলা উপভাষার পরিচয় ও ভৌগোলিক অবস্থান

অধ্যায়-১০ : মনোভাষাবিজ্ঞান

মস্তিষ্কের ভাষা কেন্দ্র, ভাষা আত্মীকরণ, ভাষা অর্জন, ভাষার বোধগম্যতা, ভাষা উৎপাদন

অধ্যায়-১১ : সমাজভাষাবিজ্ঞান

সমাজভাষার পরিচয়, সমাজভাষা বিজ্ঞানের ত্রিধারা (সচল বা পরিবর্তমান, বর্ণনামূলক ও প্রয়োগমূলক) সামগ্রিক আলোচনা

অধ্যায়-১২ : বাংলা লিপির পরিচয়

ব্রাহ্মী ও খরোষ্ঠি লিপি, কুষাণ লিপি, গুপ্ত লিপি, কুটিল লিপি, বিবর্তনের পথে বাংলা লিপির উদ্ভব ও ক্রমবিকাশ

অধ্যায়-১৩ : বাংলা উচ্চারণ পদ্ধতি

বাংলা উচ্চারণসূত্র ও তার প্রয়োগ, স্বরধ্বনির উচ্চারণ, ব্যঞ্জনধ্বনির উচ্চারণ, বিদেশী শব্দের বাংলা প্রতিবর্ণীকরণ, শব্দের গঠনগত অশুদ্ধি, বাক্যের অশুদ্ধি, বিরামচিহ্ন

অধ্যায়-১৪ : পরিভাষা

বাংলা পরিভাষা, সাহিত্যের পরিভাষা, বাণিজ্যিক পরিভাষা, সমাজ বিষয়ক পরিভাষা

Reference Books for this Course

Bhattacharya, Pareshchandra (1968); Bhashabidya Parichay; Kolkata: Jaydurga Librery

Bhattacharya, Subhas (2012); Bhasar Tattwa O Bangla Bhasa; Kolkata: Bangiya Sahitya Samsad

Jageshchandra, Bidyanidhi, M.A (1916); Bangla Bhasha: Prathambhag; Kolkata: Bangiya Sahitya Parisat

Majumder, Pareshchandra (2005); Bangla Bhasa Parikrama; Kolkata: Dey`s Publishing Roy,
Majumder, Pareshchandra (1965); Sanskrita O Prakrita Bhasar Kramabikash; Kolkata:
Saraswat Librery
Sen, Sukumar (1957); Bhasar Itibritta; Burdwan: Sahityasabha
Shaw, Dr. Rameswar (2012); Sadhara Bhasavijanan O Banla Bhasa; Kolkata: Pustak Bipani

First Semester

প্রথম ষাণ্মাসিক

DSE-1

Course : Bengali Spelling, Prosody & Rhetoric, Editing

পাঠ্য বিষয়: বাংলা বানান, ছন্দ ও অলংকার, সম্পাদনা

Course objective:

- This course will help the learners to understand the concept of Bengali spelling.
- This course also discuss about the prosody & Rhetoric of Bengali.
- This course also develop a knowledge about the editing, like book, magazine etc.

Course outcome:

Completing this course the learners will be able to :

- The learners will be able to remember the frequent spelling mistakes in Bengali.
- The learners will be able to understand the basic spelling rules, such as vowel combinations.
- The learners will be able to analyze modern method of research.

Details of the course

অধ্যায়-১: বাংলা বানানের ইতিহাস ও সমস্যা পর্যালোচনা

বাংলা বর্ণমালা ও তাদের উচ্চারণ, বানানকেন্দ্রিক নানা সমস্যা ও তার সমাধানপ্রয়াস।

অধ্যায়-২: বাংলা বানানের গঠন পর্যালোচনা

বাংলা বানান গঠনের রীতিপদ্ধতি, গত্ববিধি-ষত্ববিধি।

অধ্যায়-৩: পশ্চিমবঙ্গ বাংলা আকাদেমির বানানবিধি

আকাদেমি নির্দেশিত বাংলা বানানের সূত্রসমূহের পর্যালোচনা।

অধ্যায়-৪ : বাংলা ছন্দ পরিচয়

বাংলা ছন্দের ত্রিধারা, ছন্দ নির্ণয়ের নানা অনুযঙ্গ ও পদ্ধতি

অধ্যায়-৫ : বাংলা ছন্দ নির্ণয়

নির্দিষ্ট পদ্ধতি অনুযায়ী ছন্দনির্ণয়

অধ্যায়-৬ : বাংলা অলংকার পরিচয়—১

বাংলা অলংকারের সংজ্ঞা ও বৈশিষ্ট্যসমূহ, প্রকারভেদ, উপাদান

অধ্যায়-৭ : বাংলা অলংকার পরিচয়—২

শব্দালংকারের সামগ্রিক পরিচয়, নির্বাচিত অলংকার সমূহ—শব্দালংকার— ১. অনুপ্রাস ২. যমক

৩. শ্লেষ ৪. বক্রোক্তি : সংজ্ঞা ও নির্দিষ্ট পদ্ধতি অনুসরণে নির্বাচিত অলংকার নির্ণয়

অধ্যায়-৮ : বাংলা অলংকার পরিচয়—৩

অর্থালংকারের সামগ্রিক পরিচয়, নির্বাচিত অলংকার সমূহ—

অর্থালংকার— ১. উপমা ২. রূপক ৩. উৎপ্রেক্ষা ৪. অপহুতি ৫. ব্যাতিরেক ৬. ব্যাজস্ততি সংজ্ঞা ও নির্দিষ্ট পদ্ধতি অনুসরণে নির্বাচিত অলংকার নির্ণয়

অধ্যায়-৯ : বাংলার খ্যাতনামা সম্পাদকের পরিচয়

নির্বাচিত সম্পাদক— রবীন্দ্রনাথ ঠাকুর, সাগরময় ঘোষ

অধ্যায়-১০ : বাংলা সম্পাদনা স্বরূপ ও নানা প্রসঙ্গ

সম্পাদনা কী ও কেন, সম্পাদক ও সম্পাদনা, সম্পাদকীয় নির্মাণ, সংবাদ সূচনা ও পুনর্লিখন,

সংকলন ও কপি পরীক্ষা

অধ্যায়-১১ : সম্পাদনার নীতি ও অন্যান্য প্রসঙ্গ

সম্পাদনার নীতি সমূহ, সংবাদপত্র সম্পাদনা, সম্পাদনা চিহ্ন, অঙ্গসজ্জা, শিরোনাম, টাইপসজ্জা ও মার্জিন

অধ্যায়-১২ : গ্রন্থ সম্পাদনা

গ্রন্থ সম্পাদনা কী, গ্রন্থ সম্পাদকের করণীয় কর্তব্য, নীতি ও নিয়ম

অধ্যায়-১৩ : প্রুফ সংশোধন—১

প্রুফ সংশোধন কী ও কেন, প্রুফ সংশোধনের ইতিহাস

অধ্যায়-১৪ : প্রুফ সংশোধন—২

পাণ্ডুলিপি পরিচয়, প্রুফ সংশোধন প্রক্রিয়া, প্রুফ সংশোধনের বিভিন্ন সংকেত চিহ্ন ও তাদের

প্রয়োগ

Reference Books for this Course

Bandyopadhyay, Aparajita (2019); Proof Sangshodhaner Pratham Path; Kolkata: Pragya Bikash

Bhattacharjee, Subhas (2018); Bangla Lekhak Sampadaker Abhidhan; Kolkata, Ananda Publisers Pvt. Ltd.

Chakrabarty, Shyamapada (1960), Alankar Chandrika; Kolkata: Indian Associated

Publishing Co Pvt. Ltd.

Ghosh, Manindrakumar (1955); Bangla Banan; Kolkata: Asha Prakashani

Ghosh, Sagarmay (1966); Sampadaker Baithake; Kolkata: Tribeni Prakashan Pvt. Ltd.

Lodh, Bijankumar (ed) (1973); Sampadaker Kalamey; Kolakata: Dipti Prakashani

Sarkar, Pabitra (2018); Babaharik Bangla Banan Abhidhan; Kolkata: Lalita Prakashani

Sarkar, Pabitra (2018); Bangla Likhun : Nirbhul, Nirbhaye; Kolkata: Kathaprabakash

Sarkar, Pabitra (1996); Bananer Class; Kolkata: Kathaprabakash

Sen, Nilratan (1995); Adhunik Bangla Chanda; Kolkata: Dey`s Publishing

Sengupta, Jyotirmay (2022); Pandulipi Theke Proof Sangshodhan; Kolkata: Bangiya

Sahitya Samsad

Singha Roy, Jibendra (1958); Bangla Alonkar; Kolkata: Modern Book Agency

Second Semester

দ্বিতীয় ষাণ্মাসিক

DSE-2

Course : Translation Studies& Screenplay

পাঠ্য বিষয় : অনুবাদ বিদ্যা ও চিত্রনাট্য

Course objective:

- Explain to the learners the various area of Translation Studies.
- Explain to learners about the various part of the Screenplay.

Course outcome:

- The learners will be able to remember translation theories and concepts.
- The learners will be able to understand cultural and ideological issues in translation.
- The learners will also analyze screenply structures and formats.
- The learners will able to develop compelling characters and storylines.
- The learners will able to write effective dialogue and scene descriptions.

Details of the course

অধ্যায়—১ : অনুবাদ বিদ্যার পরিচয়

অনুবাদচর্চার কারণ, প্রকরণ প্রণালী, অনুবাদ তত্ত্ব, অনুবাদের প্রয়োগ

অধ্যায়—২ : অনুবাদের পদ্ধতি বিদ্যা

অনুবাদের বিভিন্ন পদ্ধতি ও প্রকার, ট্রান্সলেশন (ভাষান্তর) বনাম ট্রান্সক্রিয়েশন (রূপান্তর),
অনুবাদের সমস্যা ও সমাধান

অধ্যায়—৩ : অনুবাদ চর্চা ও বাংলা সাহিত্য

অনুবাদ চর্চার সংক্ষিপ্ত ইতিহাস, বাংলায় প্রতিনিধিস্থানীয় অনুবাদ

অধ্যায়—৪ : রবীন্দ্রনাথ ঠাকুরের গীতাঞ্জলি ও তার অনুবাদ—১

নির্বাচিত কবিতা—

কত অজানারে জানাইলে তুমি / অনু— Thou has made me known to
friends

ভাব ও বিষয়, মৌলিকতা, মূলের প্রতি আনুগত্য

অধ্যায়—৫ : রবীন্দ্রনাথ ঠাকুরের গীতাঞ্জলি ও তার অনুবাদ—২

চিত্ত যেথা ভয় শূন্য উচ্চ যেথা শির/ অনু— Where the mind is without
fear

ভাব ও বিষয়, মৌলিকতা, মূলের প্রতি আনুগত্য

অধ্যায়—৬ : বাংলা সাহিত্য অনুবাদ- সফোক্লেস-এর আন্তিগোনে শিশির কুমার দাশের অনুবাদ—১

গ্রীক আন্তিগোনে নাটকের পরিচয়, নাট্য বিষয়

অধ্যায়—৭ : বাংলা সাহিত্য অনুবাদ- সফোক্লেস-এর আন্তিগোনে শিশির কুমার দাশের অনুবাদ—২

লক্ষ্য ভাষায় অনুবাদ বিশেষের গুরুত্ব

অধ্যায়—৮ : বাংলা সাহিত্য অনুবাদ- বীরেন্দ্র ভট্টাচার্যের মৃত্যুঞ্জয় উষারঞ্জন ভট্টাচার্যের অনুবাদ—১

কাহিনি ও প্রেক্ষাপট

অধ্যায়—৯ : বাংলা সাহিত্য অনুবাদ- বীরেন্দ্র ভট্টাচার্যের মৃত্যুঞ্জয় উষারঞ্জন ভট্টাচার্যের অনুবাদ—২

লক্ষ্য ভাষায় অনুবাদ বিশেষের গুরুত্ব

অধ্যায়—১০ : চিত্রনাট্যের সাধারণ পরিচয়

চিত্রনাট্যের সংজ্ঞা ও বৈশিষ্ট্য, চিত্রনাট্যকার, যোগ্যতা

অধ্যায়—১১ : চিত্রনাট্য নির্মাণ কৌশল

পদ্ধতি, সতর্কীকরণ, যোগ্যতা, থ্রি-অ্যাক্ট স্ট্রাকচার, দি হিরোস জার্নি

অধ্যায়—১২ : সাহিত্যের চলচ্চিত্রায়ন

কথাসাহিত্যের চলচ্চিত্রায়ন, নাটকের চলচ্চিত্রায়ন, সাহিত্যের ভাষা বনাম চলচ্চিত্রের ভাষা,
পরিস্থিতি নির্মাণ

অধ্যায়—১৩ : চিত্রনাট্যকার

চিত্রনাট্যকারের যোগ্যতা ও কার্যপ্রণালী

অধ্যায়—১৪ : বাংলার কয়েকজন সফল চিত্রনাট্যকারের সংক্ষিপ্ত পরিচয়

নির্বাচিত— চিত্রনাট্যকার মৃগাল সেন, সত্যজিৎ রায়, ঋত্বিক ঘটক

Reference Books for this Course

Chakrabarty, Sumita ; Anubader Tattwa Anubadaker Man; Kolkata: Ashadip

Dasgupta, Dhiman (ed) (2000); Movie Photography; Kolkata: Digital Library of India

Dasgupta, Dhiman (2020); Chitranatya Rachana O Chitranatya Bishleshan; Kolkata:

Banishilpa

Mahanta Bezbarua, Nirajana (2000); Anubad : Tattva Aru Prayag; Guwahati: Banalata

Routh, Saikat (2023); Prasanga : Chitranatya; Kolkata: United Book Agency

Roy, Satyajit (2014); Bishay Chalachchitra; Kolkata: Ananda Publishers Pvt. Ltd.

Sengupta, Pallab (1990); Anubader Bhasa : Kabitar Anubad; Kolkata: Rabindrabharati

Viswavidyalaya Bibhagiya Patrika

Third Semester

তৃতীয় ষাণ্মাসিক

DSE-3

Course : Comparative Literature

পাঠ্য বিষয় : তুলনামূলক সাহিত্য

Course objective:

- Explain to the learners the various area of comparative literature.
- Explain to learners about the literary translations and adaptations.

Course outcome:

- The learners will able to understand and compare literary themes and motifs.
- The learners will able to analyze literary works across cultures and languages.
- The learners will develop critical thinking and comparative analysis skills.
- The learners will apply comparative literary knowledge in real-world contexts.

Details of the course

অধ্যায়—১ : তুলনামূলক সাহিত্যের সাধারণ পরিচয়

সংজ্ঞা, প্রকৃতি বা স্বরূপ, তুলনামূলক সাহিত্যের পরিসর, পটভূমি, প্রাসঙ্গিকতা

অধ্যায়—২ : তুলনামূলক সাহিত্যের সমস্যা ও সমাধান

সমস্যাও তার প্রতিকার সমূহ

অধ্যায়—৩ : জয়দেব ও বাংলা পদাবলি সাহিত্য

সাহিত্য নির্মাণের বিষয়, তুলনামূলক দৃষ্টিতে উভয়সৃষ্টির বিষয় পর্যালোচনা

অধ্যায়—৪ : জয়দেব ও বাংলা পদাবলি সাহিত্য

ভিন্নতার কারণ ও লক্ষণ, মৌলিকতা

অধ্যায়—৫ : কালিদাস-অভিজ্ঞান শকুন্তলম্ / বিদ্যাসাগর-শকুন্তলা

কাহিনি বিচার, উভয় সাহিত্যিকের পরিচয়

অধ্যায়—৬ : কালিদাস-অভিজ্ঞান শকুন্তলম্ / বিদ্যাসাগর-শকুন্তলা

মৌলিকতা, আধুনিকতা, ভিন্নতার কারণ ও লক্ষণ

- অধ্যায়—৭ : ডব্লিউ. বি. ইয়েটস্- হি রিপ্ৰভস্ দ্যা কারলিউ / জীবনানন্দ দাশ-হায়চিল
কাহিনি বিচার, উভয় সাহিত্যিকের পরিচয়
- অধ্যায়—৮ : ডব্লিউ. বি. ইয়েটস্- হি রিপ্ৰভস্ দ্যা কারলিউ / জীবনানন্দ দাশ-হায়চিল
মৌলিকতা, আধুনিকতা, ভিন্নতার কারণ ও লক্ষণ
- অধ্যায়—৯ : নবকান্ত বড়ুয়ার- কপিলি পরীয়া সাধু / সমরেশ বসুর- গঙ্গা
কাহিনি বিচার, উভয় সাহিত্যিকের পরিচয়
- অধ্যায়—১০: নবকান্ত বড়ুয়ার- কপিলি পরীয়া সাধু / সমরেশ বসুর- গঙ্গা
মৌলিকতা, ভিন্নতার কারণ ও লক্ষণ
- অধ্যায়—১১ : ম্যাক্সিম গোর্কির— মাদার / সতীনাথ ভাদুড়ীর—জাগরী
মা চরিত্রের আঙ্গিকে কাহিনি বিচার, উভয় সাহিত্যিকের পরিচয়
- অধ্যায়—১২ : ম্যাক্সিম গোর্কির— মাদার / সতীনাথ ভাদুড়ীর—জাগরী
মৌলিকতা, ভিন্নতার কারণ ও লক্ষণ
- অধ্যায়—১৩ : মুন্সী প্রেমচন্দ / শরৎচন্দ্র
উভয় সাহিত্যিকের পরিচয়, উভয় সাহিত্যিকের তুলনীয় সাহিত্যিক উপাদান, ভিন্নতার
কারণ ও লক্ষণ
- অধ্যায়—১৪ : বিজয় টেনডুলকর / বিজন ভট্টাচার্য
উভয় নাট্যকারের পরিচয়, উভয় সাহিত্যিকের তুলনীয় সাহিত্যিক উপাদান, ভিন্নতার
কারণ ও লক্ষণ

Reference Books for this Course

- Bhattacharjee, Sanjay (2023); Tulanamulak Tattwa-Sahitya (Bengali-Assamese); Kolkata:
Padi
- Mahanta Bezbaruh, Dr. Nirajan (2019); Tulanamulak Sahitya : Ki, Kiya, Kenekoi; Guwahati:
Banalata
- Pal, Debjit (2021); Tulanamulak Sahityer Katha; Kolkata Bangiya Sahitya Parishad

Fourth Semester

চতুর্থ ষাণ্মাসিক

DSE-4

Course: Folklore & Folk Literature

পাঠ্য বিষয় : লোকসংস্কৃতি ও লোকসাহিত্য

Course objective:

- Explain to learners the folk narratives, considering their cultural, historical and social contexts.
- Explain to the learners the identity and symble of folk culture.
- Explain to learners about the various area of folk literature.

Course outcome:

- The learners able to remember the impact of folklore on literature and society.
- The learners will able to understand folklore genres and forms..
- The learners will able to anylze folktales, myths and legends.
- The learners will cultivate critical thinking and analytical skills, considering multiple perspectives and cultural contexts.

Details of the course

অধ্যায়-১ : সংস্কৃতির সংজ্ঞা, স্বরূপ ও ক্রমবিকাশ

সংস্কৃতির বিবর্তন, সংস্কৃতির শ্রেণিবিভাগ, আদিম সংস্কৃতি, আদিবাসী সংস্কৃতি, লোকায়াত সংস্কৃতি, নাগরিক সংস্কৃতি

অধ্যায়-২ : লোকসংস্কৃতির সংজ্ঞা ও স্বরূপ

লোকসংস্কৃতির সংজ্ঞা ও বৈশিষ্ট্য, স্বরূপ, লোকসংস্কৃতির শ্রেণিবিভাগ, লোকসংস্কৃতির পরিধি ও মাত্রা

অধ্যায়-৩ : লোকসংস্কৃতি চর্চা

লোকসংস্কৃতি পাঠের প্রয়োজনীয়তা, লোকসংস্কৃতি গবেষণায় ক্ষেত্রসমীক্ষার গুরুত্ব ও পদ্ধতি, লোকসংস্কৃতি চর্চার বিভিন্ন তত্ত্ব

অধ্যায়-৪ : লোক অভিকরণ শিল্প

বাংলা লোকগীতের ভিন্ন ও বহুমুখী ধারা, লোকনাট্যের ভিন্নতা ও বৈচিত্র্য, বাংলার

লোকনৃত্যের ভিন্ন ধারা, বিভিন্ন লোকদ্রীড়া পরিচয়

অধ্যায়-৫ : লোকভাষা

সমাজভাষা, স্থাননাম, ব্যক্তি নাম ইত্যাদি, লোকভাষার ব্যাকরণ

অধ্যায়-৬ : লোকসাহিত্য : সংজ্ঞা ও স্বরূপ

লোকসাহিত্যের সংজ্ঞা, বৈশিষ্ট্য, শ্রেণিবিভাগ, লোকসাহিত্য বনাম প্রতিষ্ঠিতসাহিত্য

অধ্যায়-৭ : লোকসাহিত্যের ভিন্নরূপ : ছড়া ও প্রবাদ

ছড়ার সংজ্ঞা ও স্বরূপ, বৈশিষ্ট্য, বর্ণিতদেশ-কাল-সমাজ, বাংলায় প্রচলিত লোক প্রবাদের সম্যক পরিচয়

অধ্যায়-৮ : লোকসাহিত্যের ভিন্নরূপ : ঝাঁধা

ঝাঁধার সংজ্ঞা ও স্বরূপ, বাংলায় প্রচলিত ঝাঁধার সম্যক পরিচয়

অধ্যায়-৯ : লোকসাহিত্যের ভিন্নরূপ : লোককথা

লোককথার সম্যক পরিচয় ও বিভিন্ন লোককথা, রূপকথা-উপকথা ও লোককথা, কিংবদন্তী ও লোককথা, পুরাণকথা ও লোককথা

অধ্যায়-১০ : লোকাচার ও লোকধর্ম

সামাজিক লোকাচার, উৎসব, পার্বণ, বাংলায় প্রচলিত বিভিন্নলোকাচার ও লোকধর্ম, উপকরণ, কৌশল

অধ্যায়-১১ : লোকসংস্কার ও লোকবিশ্বাস

লোকসংস্কার কী ও কেন, লোকবিশ্বাসের স্বরূপ, বাংলার লোকসংস্কার ও লোকবিশ্বাস সমূহ

অধ্যায়-১২ : বাংলার পারিপার্শ্বিক লোকসংস্কৃতি চর্চা- অসমের লোকসংস্কৃতি

মৌখিক সাহিত্যের সংক্ষিপ্ত পরিচয়, সামাজিক লোকাচার, আচার ও অনুষ্ঠান, পরিধেয়, খাদ্য, লোকশিল্প

অধ্যায়-১৩ : বাংলার পারিপার্শ্বিক লোকসংস্কৃতি চর্চা- ত্রিপুরার লোকসংস্কৃতি

মৌখিক সাহিত্যের সংক্ষিপ্ত পরিচয়, সামাজিক লোকাচার, আচার ও অনুষ্ঠান, পরিধেয়, খাদ্য, লোকশিল্প

অধ্যায়-১৪ : বাংলার পারিপার্শ্বিক লোকসংস্কৃতি চর্চা- বাংলাদেশের লোকসংস্কৃতি

মৌখিক সাহিত্যের সংক্ষিপ্ত পরিচয়, সামাজিক লোকাচার, আচার ও অনুষ্ঠান, পরিধেয়, খাদ্য, লোকশিল্প

Reference Books for this Course

Ahmed, Oyakil (1965); Banglar Lokosanskriti; Dhaka: Bangla Academi

Bhattacharjee, Ashutosh (1962); Banglar Lok-Sahitya; Kolkata: Calcutta Book House

Chakrabarty, Barunkumar (1984); Loka-Sanskriti : Nana Prasanga; Kolkata: Book Trust

Choudhury, dulal (1964); Banglar Loksahitya O Sanskriti; Kolkata: Lokayata Prakashan

Tagore, Rabindranath (1996); Loksahitya; Kolkata: Visvabharati Granthanbibhag

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Padmanath Gohain Baruah School of Humanities



Two Year Postgraduate Programme in Bengali

Guidelines for Seminar/Presentation

Annexure II

2025

Guidelines for Seminar/Presentation

Introduction

There is a requirement to present a seminar paper in the Two Year MA Programme in Bengali, offered by Krishna Kanta Handiqui State Open University. The seminar presentation is in the Second Semester of the Two Year Postgraduate Programme in Bengali. This seminar paper presentation work consists of 4 credits, requiring about 120 hours of study and work.

In seminar papers, a specific aspect of a given text is discussed in a short piece of writing. The purpose of a seminar paper is to interpret specific examples and evidence. Seminar papers should have a very clear thesis; they should be able to elaborate thoroughly on their topic. You can choose any relevant topic for presentation. It may be a field study-based or library-based topic. There are two broad types of seminar papers in academic settings – Empirical Seminar Paper and Theoretical Seminar Paper.

Traditionally, a seminar paper consists of four major sections: Introduction, Background, Analysis and Conclusion.

General Structure of a Seminar Paper

1. Introduction

Here, you need to set out the "Crux" of the paper. Your major tasks include:

- a) Introduce and note why the topic is significant.
- b) Briefly summarize the necessary background information.
- c) Convey your organization of the paper (i.e., "roadmap").
- d) Tell the audience what your paper will show and in what order.
- e) If you can concisely summarize your research and outline the arguments of your paper, then it is more likely that your audience will be able to follow your analysis.

2. Background

Here, you need to orient your audience towards your research area. Major tasks are:

- a) Describe the genesis of the subject.
- b) Describe the changes that occurred during its development.
- c) Explain the reasons for the changes.
- d) Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis

Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

- **Large-Scale Organization:** This follows the following tasks:
 - a) Discuss the major issues;
 - b) Separate issues and sub-issues
 - c) Order issues logically
- **Small-Scale Organization:** This follows the following tasks:
 - a) Introduce and conclude on each issue.
 - b) Present your arguments and invalidate opposing arguments.
 - c) Use organizational paradigms where appropriate.

4. Conclusion

Here your agenda include:

- a) Restate the thesis of the paper
- b) Summarize major points
- c) If you chose to use a hypothesis in your introduction, revisit the hypothesis to "tie-up" your paper.

Certain Key Points

- a) You should always keep a copy of your seminar paper duly signed by your Centre Coordinator and a Certificate of Presentation from him/her. The University may ask for a copy of that report as and when required.
- b) You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- c) Seminar reports must be typed on a computer. Reports may be printed on both sides on standard A4 size papers with 1.5 inch margins on the left and 1.2 inch margins on right sides. In addition, 1.2 inch margins on the top and bottom. Page numbers must be maintained throughout.
- d) It is essential that the Presentation Room must be well-organised with a banner of the Seminar in the background.
- e) You should request your study centre to maintain a video-recording of your presentation session and obtain a copy of the session you attended.
- f) Alternatively, you can record a video of the presentation yourself and keep a copy until the declaration of your Final Semester Results. The University may require this video at any time.

*** **

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Padmanath Gohainbaruah School of Humanities



Two Year Postgraduate Programme in Bengali
Guidelines for
Project/Dissertation

Annexure III

2025

Guidelines for Project/Dissertation

Section I

Introduction

There is a requirement to prepare and submit a Project/Dissertation in Two Year MA Programme in Bengali offered by Krishna Kanta Handiqui State Open University. The Project/Dissertation has been incorporated in the Fourth Semester of the Two Year Postgraduate Programme in Bengali.

A Project/Dissertation is a particular kind of academic task. You will usually be asked to generate a topic for yourself; to plan and execute a project investigating that topic; and to write up what you did and what your findings had been. You are expected to hone your theoretical and quantitative abilities through their application in the light of the information gathered while considering different aspects of literature, language and culture. This Project/Dissertation work consists of 8 credits, requiring about 240 hours of study and work.

Dear learners, please note that you need to take this task utmost seriously and with all your sincerity and dedication because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding of relevant issues of literature, language and culture. Secondly, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undertaking the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. You should formulate a detailed research proposal along with your theoretical understanding of the issue. For doing this, you can take help from the unit of the course offered in the Second Semester of the Two Year Postgraduate Programme in Bengali. You need to write your Project/Dissertation Report either in Bengali or in English.

The main steps to write a dissertation are:

- a) Choose your research topic carefully.
- b) Check what is exactly required.
- c) Have a clear goal and structure.
- d) Write as you go.
- e) Continue to question.
- f) Don't underestimate the editing stage.
- g) Enjoy the achievement.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. Moreover, the University will use high-end plagiarism detection software to check all the project and dissertation reports. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the projects will be rejected. Zero mark will be awarded to both.

Presentation Style

You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation

Writing of Project/Dissertation Report is one of the research tasks. So, you need to follow a particular style of citation and referencing. The University follows the American Psychological Association's APA 7 Citation Style. A link to download a brief APA Citation Guide is: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

Role of your Project/Dissertation Guide

Your project/dissertation guide should be well-versed in the subject area, which will help you in designing the objectives, procedure for data collection, and analysis. You must discuss your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide

- Faculty (from the University/Degree College)/Course Coordinator/Academic Consultant/Counsellor having relevant teaching experience.
- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, research publications and experience in guiding the project work.

Certain Key Points

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report may be printed on both sides in standard A-4 size papers with 1.5 inch margins on left and 1.2 inch margins on right sides and 1.2 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3,...) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc...).
- The Project/Dissertation Report should be printed on both sides of paper. For Bengali everyone has to use Kalpuriush or Vrinda font, size 13 point (click the font name to download) with spacing of minimum 1.5. In case of English, Times New Roman font, size 12 point with spacing of minimum 1.5 has to be used.

Section II : Project/ Dissertation Performa

Cover Page :

The cover page on the bound copy of the report should indicate.

- The title of the report. It would be short, if necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no / year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

Colour of the Hard Cover of the Project Report must be NAVY BLUE.

প্রজেক্ট রিপোর্ট/ অনু-গবেষণা নিবন্ধ

বিষয়ের শিরোনাম

বিশ্ববিদ্যালয়ের লোগো

কৃষ্ণকান্ত সন্দিকৈ রাজ্যিক মুক্ত বিশ্ববিদ্যালয়ের পদ্মনাথ গোস্বামী বরুয়া মানবিকী অধ্যয়ন বিভাগ অন্তর্গত বাংলা
বিভাগের স্নাতকোত্তর উপাধির জন্য প্রদত্ত অনু-গবেষণা নিবন্ধ

প্রদানকর্তা

নাম :.....

নিবন্ধিকরণ নং:

অধ্যয়ন কেন্দ্রের কোড :.....

তত্ত্বাবধায়ক

তত্ত্বাবধায়কের নাম :

তত্ত্বাবধায়কের পদ :

কৃষ্ণকান্ত সন্দিকৈ রাজ্যিক মুক্ত বিশ্ববিদ্যালয়

গুয়াহাটি, অসম

Certificate of the Guide/ Supervisor (Format)

Certificate of the Guide/ Supervisor

Mentor/ Guide Name:

Designation:

This is to certify that the project report entitled“ ” has been prepared by Ms/Mrs.....bearing enrolment No under my supervision and guidance, for the partial fulfillment of Four Year Undergraduate Programme/ Two Year Postgraduate Programme in Bengali of Krishna Kanta Handiqui State Open University. His/ her field work is satisfactory.

Date:

Signature:

Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre

Certificate of Study Centre Coordinator/ Academic consultant

Coordinator/ Name of Academic Consultant:

Designation:

This is to certify that the project report entitled “.....” has been prepared by Ms./Mr..... under the guidance of Dr./ Sri/Mr./Ms.....for the Partial fulfilment of Four Year Undergraduate Programme/ Two Year Postgraduate Programme in Bengali of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Date:

Signature:

Acknowledgement:

The learner should provide an acknowledgement of the help received from the Supervisor, other teachers, Libraries and any other organizations/ sources/ persons. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrolment No. at the end of the acknowledgement.

Self-Declaration by the Learner

The learner has to make the following declaration:

<u>Self-Declaration by The Learner</u>	
<p>I do here by declare that this project work entitled “.....” submitted by me for the partial fulfilment of the requirement for the award of Four-Year Undergraduate Programme/Two Year Postgraduate Programme in Bengali of Krishna Kanta Handiqui State Open University is a product of my own research work. There port embodies the finding based on my study and observations and has not been submitted earlier for the award of any degree or diploma to any Institute or University.</p>	
Name:	Enrolment Number:
SignatureoftheLearner:	Date:

Table of Contents:

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major sub divisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography, appendices & annexures.

Main Report

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

Chapter I: Introduction of the Problem: This chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided.

Chapter-II: Theoretical Perspective, Methodology, Scope, Limitations: This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major findings thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow. This chapter should describe in detail the steps followed in completing the study. If you have done a field study based work then the sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.

Chapter III, IV, V, VI. Discussion/ Body of the Report : Presentation of there levant data and analysis and discussion there of form them a in body of the report. After you define your research problem clearly and definitely, before you start the report, decide on them a in theme of
you

Report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapters required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.

Appendices and Annexure : Appendices are listed alphabetically e.g., Appendix A, Appendix B etc. and contain the table and data collection for the study. They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.

Annexures are numbered numerically e.g., Annexure II etc. and contain such supporting information which are not collected as primary and secondary data, yet is relevant in discussion and for easy reference.

References : References can be mentioned either at the bottom of the appropriate page where these are referred or at the end of each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexures.

Bibliography : A bibliography is a list of the published sources consulted during the course of the project work and normally includes all works listed in the text and text notes. The bibliography should be arranged in APA 7th Citation Style.

Section III :

A Guide to Organising the Contents of Project Report / Dissertation

Title

A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Avoid titles that imitate news paper headlines; a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. Your project/ dissertation title should be a short yet accurate description of the report 9s content. Avoid using terms such as “are search into...” or “an experiment to discover”— in the opening of your title. Such sentences are redundant and contribute nothing to the text; they also reflect sloppy thinking. The phrase “title” is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

Abstract

The abstract describes your entire work in a single paragraph. A short overview of the go a land approach should be provided, as well as sections on the findings and discussion. Exclude detailed information such as statistics and statistical test-names from this section. Aim for a length of maximum150words for your abstract. The abstract is the second thingare addresses after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading

Ornot. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a concise abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

Introduction

To begin, you should defend the study you are addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous works (and may be your own) that relate to the subject at hand.

Justify your previous works inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not need to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be lot easier.

Ascertain the relevance of your theories to the essays main body. Your theories do not have to be enumerated or bulleted.

Methodology of Research

Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable there a der to reproduce the experiment. If you're not very much sure about the research methodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

Chapterisation

Based on your chapterisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your work in a way so that there is a continuity of flow throughout the discussion.

Findings and Discussions

Begin by outlining the actions you took to process the data you found in your study. Never copy and paste others arguments into your report. Always assess what information is pertinent and significant and then communicate it without repetition in the most efficient manner possible. In your results section, use the same descriptive labels that you did in your analysis section. This will be beneficial for your readers.

Conclusion

To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain specific points of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

**KRISHNA KANTA HANDIQUI
STATE OPEN UNIVERSITY**

Padmanath Gohainbaruah School of Humanities



**Two Year Postgraduate Programme in Bengali
Common Basket of Ability
Enhancement Courses (AECs) and
Value Added Courses (VACs) for MA
Programmes**

Annexure IV

2025

**Annexure IV : Common Basket of Ability Enhancement Courses (AECs)
and Value Added Courses (VACs) for MA Programmes**

Semester	CourseType	Nameof theCourse
I	AEC (any one course)	101 Essential Bengali
		102 English for Media Studies
		103 Social Entrepreneurship and Project Management
	VAC (any one course)	101 Introduction to Ethics <i>(Open to all except those from Philosophy)</i>
		102 Essentials of Indian Constitution <i>(Open to all except those from Political Science)</i>
		103 Indian Traditional Knowledge System
		104 English Communication Skills
		105 Traditional Media
II	VAC	201 Advertisement Strategy
		202 CyberSecurity
III	AEC (any one course)	301 Life Skills
		302 Computer Applications in Quantitative Analysis

AEC 101 Essential Assamese

Course Objective

- To introduce learners with the nuances of Assamese grammar
- Illustrate useful contents related to vocabulary, narrative writing and professional writings

Course Outcomes

- The learners will develop their art of speaking and writing
- The learners will be able to demonstrate their professional skill in media houses and other professional houses

Syllabus

অধ্যায় ১: বৰ্ণ আৰু আখৰ

বৰ্ণ বা আখৰ, ধ্বনি, বৰ্ণ বা আখৰ আৰু ধ্বনিৰ সম্পৰ্ক, অসমীয়া স্বৰ আৰু ব্যঞ্জন ধ্বনি, অসমীয়া ভাষাৰ আখৰ, চন্দ্রবিন্দুৰ ব্যৱহাৰ, গত্ৰবিধি আৰু যত্ৰবিধি

অধ্যায় ২: বাক্যসজ্জা

অসমীয়া ভাষাৰ বাক্যবীতি : উদ্দেশ্য আৰু বিধেয়, বাক্যৰ শ্ৰেণীবিভাজন, বাচ্য, উক্তি, বাক্যত পদৰ ক্ৰম

অধ্যায় ৩: প্ৰত্যয় আৰু বিভক্তি

প্ৰত্যয় : কৃৎ প্ৰত্যয়, তদ্ধিৎ প্ৰত্যয়, নিদিষ্টতাৰ্হাচক প্ৰত্যয়, বিভক্তি : নাম বিভক্তি বা কাৰক বিভক্তি, ক্ৰিয়া বিভক্তি, বিভক্তি আৰু প্ৰত্যয়ৰ পাৰ্থক্য, উপসৰ্গ,

অধ্যায় ৪: কাৰক, লিঙ্গআৰু বচন

কাৰকৰ সংজ্ঞা, কাৰকৰ ভাগ, লিঙ্গৰ সংজ্ঞা, লিঙ্গৰ ভাগ, লিঙ্গবিচাৰৰ নিয়ম, বচনৰ সংজ্ঞা, বচনৰ ভাগ

অধ্যায় ৫: সন্ধি আৰু সমাস

স্বৰসন্ধি, ব্যঞ্জনসন্ধি, দ্বন্দ্ব সমাস, দ্বিগু সমাস, বহুব্ৰীহি সমাস, কৰ্মধাৰয় সমাস, তৎপুরুষ সমাস, অব্যয়ী ভাব সমাস

অধ্যায় ৬: জতুৱা ঠাঁচ আৰু ভাব সম্প্ৰসাৰণ

জতুৱা ঠাঁচ আৰু খণ্ডবাক্য, ভাব সম্প্ৰসাৰণ, সাৰাংশ লিখন

অধ্যায় ৭: বচনা লিখাৰ সাধাৰণ প্ৰণালী

বচনা কি, বচনা লিখাৰ নীতি, বচনাৰ শ্ৰেণীবিভাগ

অধ্যায় ৮: লিখনি নিৰ্মাণ

যতিচিন, লিখনি সুসঙ্গত গঠন; অনুচ্ছেদ নিৰ্মাণ; অনুচ্ছেদ লেখন প্ৰক্ৰিয়া; প্ৰবন্ধ/ বচনা নিৰ্মাণ; আপোনাৰ লেখনীৰ সম্পাদনা

অধ্যায় ৯: বিশেষ প্রবন্ধ লিখাৰ কৌশল

বিশেষ প্রবন্ধৰ অৰ্থ, বিশেষ প্রবন্ধৰ বিভিন্ন প্ৰকাৰ- সাক্ষাৎকাৰভিত্তিক প্রবন্ধ, তথ্যভিত্তিক প্রবন্ধ, বিশেষ ব্যক্তিক কেন্দ্ৰ কৰি লিখা প্রবন্ধ, ফিচাৰেটচ্, সংবাদভিত্তিক প্রবন্ধ আৰু মানৱীয় আগ্ৰহ বৃদ্ধিকাৰী প্রবন্ধ, বিশেষ প্রবন্ধ নিৰ্মাণ কৌশল

অধ্যায় ১০: বৃত্তান্ত ইয়াৰ বিভিন্ন ৰূপ

বৃত্তান্ত কি; বৃত্তান্ত কথন, কথক, বৃত্তান্তৰ ধৰন, বৃত্তান্তৰ দৃষ্টিভংগী, শ্ৰোতা নাইবা সম্বোধিত ব্যক্তি; কথনৰ প্ৰকাৰ; কথনৰ উপাদান; বৃত্তান্তৰ বৰ্ণনা উপযুক্ততা আৰু বিশ্বাসযোগ্যতা; বৈখিক আৰু অ-বৈখিক বৃত্তান্তৰ গাঁথনি; বৃত্তান্তৰ অনুচ্ছেদ; প্রবন্ধ ৰচনাত বৃত্তান্ত

অধ্যায় ১১: ভাষা দক্ষতা

শব্দকোষ-শব্দৰ বাছনি; একাধিক অৰ্থ থকা শব্দ; সমার্থক আৰু বিপৰীত শব্দ, বাক্য গাঁথনি, কিছুমান সাধাৰণ ভুল

অধ্যায় ১২ : সংবাদ মাধ্যমৰ বাবে লিখাৰ উৎস

উৎসৰ প্ৰকাৰ; সংবাদ উৎসৰ বিকাশ; নীতিগত দিশ আৰু আৰোপিত বৈশিষ্ট্য

অধ্যায় ১৩ : সমীক্ষা লেখন

গ্ৰন্থ সমীক্ষাৰ কলা; চলচ্চিত্ৰ সমীক্ষাৰ কলা; নাট্য সমীক্ষাৰ কলা; সংগীত সমীক্ষাৰ কলা

অধ্যায় ১৪ : বিজ্ঞাপন

বিজ্ঞাপন কি; বিজ্ঞাপনৰ প্ৰধান ধাৰণাসমূহ; কপি ৰাইটিং; ৰেডিঅ' কপি; টেলিভিছন কপি

Reading List

- Goswami, U. (1997). *Axamiya Bhasar Byakoron*. Moni-Manik Prakash
 Goswami, G. (1996). *AxamiyaBornopokash*. Bina Library
 Bora S. (1998). *Bohol Byakoron*. Guwahati
 Anker.S. (1998). *Real Writing*. Bedford Books
 Misra.P. S. (2009). *An Introduction to Stylistics: Theory and Practice*. Orient Black Swan
 Puri, M. (2006). *Art of Editing*.Pragun Publications.

AEC 102

English for Media Studies

UNIT 1: INTERVIEWING AND NOTE TAKING

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

UNIT 2: EDITORIAL WRITING

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, Writing the Article, writing the middle, Letters to the Editor

UNIT 3: ART OF COLUMN WRITING

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

UNIT 4: ELEMENTS OF GOOD WRITING

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

UNIT 5: PREPARING COPY

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

UNIT 6: MASTERING THE LANGUAGE OF EDITING

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

UNIT 7: REVIEW WRITING

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

UNIT 8: NEWS WRITING

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

UNIT 9: HEADLINE WRITING

Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of Short Synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for Headline Writing

UNIT 10: WRITING FOR ADVERTISING COPY

Introduction, Key concepts in Advertising, Copywriting, Radio copy, Television copy

UNIT 11: WRITING AND REWRITING FOR PUBLIC RELATIONS

Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting News Releases, Writing newsletter stories

UNIT 12: GRAMMAR AND USAGE

Sequence of Tenses, Voice, Narration, Punctuation, Vocabulary

UNIT 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE

Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions

UNIT 14: REPORTING PUBLIC SPEECH

Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

UNIT 15: STYLE AND THE STYLEBOOK

Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

AEC 103

Writing for Media

Unit 1: THE STRUCTURE OF WRITING

The cohesive structure of writing, The Structure of Paragraphs, The Writing Process of Paragraphs, The Structure of Essays/Articles, Editing your writing

Unit 2: WRITING FEATURE STORIES

Meaning of a feature story, Types of feature stories – Interview features, Information features, Personality features, Featurttes, News features and human interest features, Feature story construction

Unit 3: FORMS OF NARRATION

What is Narrative, Narration, Narrator, Narrative Mode and Narrative Point of View, Varieties of Narration, Elements of Narration, Reportability and Credibility of a Narrative, Linear and Non-linear Narrative Structure, The Narrative Paragraph, Narration in an Essay

Unit 4: LANGUAGE SKILLS

Vocabulary: Making choices, Words having multiple meaning, Synonyms and Antonyms, Sentence Structure, Some Common Errors

Unit 5: SOURCES OF WRITING FOR THE MEDIA

Types of sources, Developing news sources, Ethics and Attribution

Unit 6: REVIEW WRITING

Techniques of book review, Techniques of film review, Techniques of play review, Techniques of musical review

Unit 7: COPYWRITING FOR ADVERTISEMENTS

Introduction: What is advertising?, Key concepts of advertising, Copywriting, Radio copy, Television copy

UNIT8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE

Column writing, Science write- up, Press Release

UNIT 9:EDITING

Meaning of Editing, Language Editing, Writing and Editing Photo Caption, Language for explaining graphs, charts, maps; Proof Reading

UNIT 10: WRITING FOR RADIO

Language and style of radio, Writing for radio news, structure of a radio news bulletin, Radio features and current affairs programmes

UNIT 11: WRITING FOR TELEVISION

Characteristics of broadcast news, Broadcast Lead, Preparing a Broadcast Copy

UNIT12: SCRIPTWRITING FOR FILMS

Format, component and styles, Shooting script and storyboarding, Steps to follow while writing a script

UNIT13: ART OF WRITING PLAYS

Types of Play, Formats of performance, Structure of a Play, Steps to write a Play

UNIT 14: WRITING CAPTIONS FOR PHOTOJOURNALISM

Concept of photojournalism, Basics of photojournalism, Qualities of a photojournalist, Basic parts of a caption, Writing and editing captions

UNIT15: COPY AND PROOF EDITING

Principles of copy editing, The Language of copy writing, Print media requirements, Radio and television copyediting

AEC 104

Social Entrepreneurship and Project Management [Credits=3+1]

Course Objectives

The Course aims at enabling the learner

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs
- To be able to describe and apply key theories and concepts the field of social entrepreneurship
- To understand the key elements and functions of project management

Course Outcomes

This course will enable the learners

- To understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

Syllabus

UNIT 1: ENTREPRENEURSHIP

Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

UNIT 2: THEORIES OF ENTREPRENEURSHIP

Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

UNIT 3: SOCIAL ENTREPRENEURSHIP

Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA

Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs

UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS

Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

UNIT 6: SOCIAL SECURITY AND LIVELIHOODS

Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance

UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP

Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

UNIT 8: PROJECT LIFE CYCLE

Phases: Conception/Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

UNIT 9: PROJECT ASSESSMENT

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics, Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans

UNIT 11: VALUE-CO CREATION

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models

UNIT 12: NETWORKING

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

Practicum: Social Entrepreneurship and Livelihood Initiatives/ Projects, Case Studies (1 credit)

Readings List

- Khanka. S. S. (2013). *Entrepreneurial Development*; S. Chand & Co. Ltd., Ram Nagar, New Delhi.
- Donald F. Kuratko, (2014). *Entrepreneurship – Theory, Process and Practice*, 9th Edition, Cengage Learning.
- Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, *Middle East Journal of Business*, Oct. 2018, Vol. 13, Iss. 4
- PetarJovanović, IvanaBerić, (2018), Analyses of the available Project Management Methodologies, *Journal of Sustainable Business and Management Solutions in Emerging Economies*, 2018/23(3)

AEC 301

Life Skills

Course Objectives

The objectives of the course are to:

- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes

After successfully completing the course, learners will be able to

- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

Syllabus

UNIT 1: LISTENING AND SPEAKING

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its importance; Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurs, traits and competencies of entrepreneur; creating business plan -problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth- truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its

forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

Reading List

- Sen, Madhuchanda. 2010. *An Introduction to Critical Thinking*. Delhi: Pearson.
- Silvia, P. J. 2007. *How to Read a Lot*. Washington DC: American Psychological Association
- EH McCrath, 1999; *Basic Managerial Skills for All*; Prentice Hall of India
- Ashokan, M. S. 2015. *Karmayogi: A Biography of E. Sreedharan*. London, UK: Penguin
- Chandra, P. 2017. *Financial Management: Theory & Practice*. 9th edition. New York: McGraw Hill Education
- Leading with Cultural Intelligence: The New Secret to Success*, New York: American Management Association
- McCormack, M.H. 1986. *What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive*. New York: Bantham
- Sinek, S. 2009. *Start With Why: How Great Leaders Inspire Everyone to Take Action*. London: Penguin
- Basham, A.L. 1954. First edition. *The Wonder That Was India*. London: Picador Press.
- Ghosh, Shantikumar. 2004. *Universal Values*. Kolkata: The Ramakrishna Mission.
- Ghosh, Sri Aurobindo. 1998. *The Foundations of Indian Culture*. Pondicherry: Sri Aurobindo Ashram.
- Joshi, Kireet. 1997 *Education for Character Development*, Delhi: Dharma Hinduja Centre of India Studies

AEC 302**Computer Applications in Quantitative Analysis [Credits 3+1]****UNIT1: FUNDAMENTALS OF QUANTITATIVE ANALYSIS**

Introduction to quantitative analysis, Idea and process of quantification, issues of quantification, counting and measurement, notion of scale, dimensions of measurement, reliability and validity of scale, sensitivity and robustness of scale

UNIT 2: TYPES OF QUANTITATIVE DATA AND REPRESENTATION

Primary and secondary data; nominal, ordinal, interval and ratio data; time series, cross section and panel data; graphs and diagrams, tables – one way and cross tables

UNIT 3: BASICS OF HANDLING DATA IN SPSS

Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

UNIT 4: DESCRIPTIVE STATISTICS USING SPSS

Obtaining Frequency Tables; Getting Descriptive Statistics Measures: Central Tendency, Dispersion, Skewness and Kurtosis

UNIT 5: HANDLING OUTLIERS AND TESTING NORMALITY

Exploring Data to Check Key Assumptions such as Outliers and Normality

UNIT 6: CROSS TABULATION

Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

UNIT 7: CUSTOM TABLES

Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

UNIT 8: CORRELATION ANALYSIS

Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

UNIT 9: REGRESSION ANALYSIS

Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity, Logistic Regression

UNIT 10: TESTING OF HYPOTHESIS

Basic steps in Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

UNIT 11: FACTOR ANALYSIS

Basic understanding of data reduction, Utility of Factor Analysis, Dimensions and Rotations, Component Matrix, Factor and Factor Scores

Practical: Hands on activities and work-sessions [1 Credit]

VAC 101

Introduction to Ethics

UNIT 1: NATURE AND SCOPE OF ETHICS

Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY

Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

UNIT 3: FACT AND VALUE

What is fact, What is value, Classification of values, Distinction between fact and value

UNIT 4: MORAL CONCEPTS

Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

UNIT 5: FREEDOM AND DETERMINISM

Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestination, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 6: PURUSARTHA

Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 7: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

Theories of Punishment, Deterrent Theory, Reformatory Theory, Retributive Theory, Capital Punishment

Reading list

- S.P. Sharma: *Nature and Scope of Ethics*
- Ravi, I: *Foundations of Indian Ethics*
- J.N. Sinha: *A Manual of Ethics*
- J.N. Mohanty: *Classical Indian Philosophy*
- I.C. Sharma: *Ethical Philosophies of India*
- J.N. Mohanty: *Explorations in Philosophy*
- P. Benn: *Ethics: Fundamentals of Philosophy*

VAC 102**Essentials of Indian Constitution****UNIT 1: MAKING OF THE INDIAN CONSTITUTION**

Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 2: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 3: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 4: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

UNIT 5: DIRECTIVE PRINCIPLES OF STATE POLICY

Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

UNIT 6: GOVERNMENT AT THE UNION AND STATE LEVELS

Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

UNIT 7: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 8: JUDICIARY IN INDIA

Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

Reading List

- Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
- Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.
- Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.
- Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.

- Pylee, M. V. (2006). *Constitutional Government in India*. New Delhi: S. Chand and Company.
- Singh Sisodia, Yatindra (2005). *Functioning of Panchayati Raj System*. Jaipur: Rawat Publication.
- Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). *Oxford Companion to Politics in India*. New Delhi. Oxford University Press.

VAC 103

Indian Traditional Knowledge System

Course Objectives

- To illustrate selective contents from the rich grove of Indian classical literature as well as other fields of pragmatic study
- To develop understanding of rich Indian heritage through the selective texts among the learners

Course Outcomes

- The learners will be able to identify a rich cultural past and connect it with the present India
- The learners will be able to organize themselves and gain benefit in their vocational pursuit

Syllabus

অধ্যায়১: যোগদর্শনৰপৰিচয়

দর্শনৰসংজ্ঞা, দাৰ্শনিকপৰিভাষাতযোগৰমূল্যায়ন, যোগৰসংজ্ঞাআৰুঅর্থবিচাৰ, যোগৰউৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰশ্ৰেণীবিভাজন, যোগদর্শনৰমূলসিদ্ধান্তসমূহ, যোগৰলক্ষ্যআৰুউদ্দেশ্য

অধ্যায়২: আয়ুৰ্বেদআৰুবাস্তুশাস্ত্ৰ

আয়ুৰ্বেদবাচিকিৎসাশাস্ত্ৰ, আয়ুৰ্বেদশাস্ত্ৰৰউদ্দেশ্যআৰুভাগ, আয়ুৰ্বেদশাস্ত্ৰৰউৎস, বিভিন্নআয়ুৰ্বেদশাস্ত্ৰৰউল্লেখ, বাস্তুশাস্ত্ৰপৰিচয়, বাস্তুশাস্ত্ৰৰউৎস, বিভিন্নবাস্তুশাস্ত্ৰৰউল্লেখ, শব্দার্থতালিকা

অধ্যায়৩: বেদান্তদর্শনৰপৰিচয়

বেদান্তৰউৎপত্তিআৰুক্রমবিকাশ, অদ্বৈতবেদান্তদর্শনৰবিভিন্নবিষয়বস্তুৰচমুআভাস, জ্ঞানতত্ত্ব, ব্ৰহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

অধ্যায়৪: অলংকাৰশাস্ত্ৰৰসম্প্ৰদায়সমূহ

কাব্যশাস্ত্ৰৰআৰম্ভণিআৰুবিকাশ, অলংকাৰশাস্ত্ৰৰবিভিন্নসম্প্ৰদায়

অধ্যায়৫: কৌটিল্যৰঅর্থশাস্ত্ৰপৰিচয়

অর্থশাস্ত্ৰৰচয়িতা, অর্থশাস্ত্ৰৰবিষয়বস্তু, অর্থশাস্ত্ৰৰনামকৰণৰতাৎপৰ্য, ভাৰতীয়পৰম্পৰাতঅর্থশাস্ত্ৰৰগুৰুত্ব

অধ্যায়৬: চৰকসংহিতাঃসাধাৰণআলোচনা

আয়ুৰ্বেদঃআয়ুৰ্বেদৰঅৱতৰণ, চৰকসংহিতাৰপৰম্পৰা, চৰকসংহিতাৰঅধ্যয়বিভাগ, চৰকসংহিতাৰঅধ্যয়সমূহৰনামকৰণ, চৰকসংহিতাটীকাকৰ

অধ্যায়৭: অসমতৰচিতহোৱাসংস্কৃতকাব্য

ধৰ্মশাস্ত্ৰঅথবাস্মৃতিশাস্ত্ৰতন্ত্ৰসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্যঃশ্ৰীকৃষ্ণলীলামৃত, সতীজয়মতী, শ্লোকমালা, পতাকাহায়, প্রকামকামৰূপম, অবিনাশি, কবিকৌতুহলম, প্রশস্তিমূলককাব্য, ব্যঞ্জনাপ্রপঞ্চসমীক্ষা, অনূদিতকাব্য

Reading List

Bahadur.K.P. The Wisdom of Yoga; New Delhi;Sterling Publishers Pvt. Ltd.

Kane,P.V. (1994);History of Indian Poetics; Delhi:MotilalBanarasidas

Goswami, Haramohan Deb (1992);Sanskrit SahityarBuranji; Guwahati:Bookland

Goswami, (Dr) Dilip Kumar (2018);Essentials of Ayurveda; Jorhat:Eastern Readers Publication

VAC 104

English Communication Skills

UNIT 1: WHAT IS COMMUNICATION?

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers to Communication, Effective Communication

UNIT 2: COMMUNICATION SKILLS

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 4: ISSUES ON ORAL COMMUNICATION II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 5: TELEPHONE SKILLS

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 6: INTERVIEW SKILLS

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 7: PUBLIC SPEAKING

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 8: DIALOGUES IN CONTEXTS

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

VAC 105

Traditional Media

UNIT1: TRADITIONAL FOLK MEDIA

Traditional folk media- An introduction, Nature of traditional folk media, communication through traditional folk media, traditional media as a part of socio-cultural and ritual communication

UNIT 2: FEATURES OF TRADITIONAL FOLK MEDIA

Traditional media as a mass medium, features and characteristics of traditional folk media- its advantages and disadvantages, storytelling as the core of traditional media

UNIT 3: TRADITIONAL MEDIA IN INDIA

History and growth of traditional media in India- A brief overview of some of the traditional folk media forms of India; Applications of traditional media for development purposes

UNIT 4: TECHNOLOGICAL IMPLICATIONS ON TRADITIONAL FOLK MEDIA

Impact of electronic media on traditional media; Mass communication media vis-à-vis Folk Culture; Success stories of the use of traditional media as a catalyst of social change and development

UNIT 5: TRADITIONAL MEDIA FOR DEVELOPMENT COMMUNICATION

Development Communication and Traditional Media – Development Communication, Traditional media as development media; How to use traditional folk media for development communication

UNIT 6: TRADITIONAL FOLK MEDIA AND INDIAN CULTURE

Features of Folk Tradition- features of folk tradition, role of traditional media, Media for Communicating Social Ethos- traditional media and social ethos, modern mass media and social ethos, Folk media as a platform for disseminating information about Indian culture

Unit 7: RELEVANCE OF TRADITIONAL FOLK MEDIA

Traditional folk forms in rural India- folk theatre, folk songs, narrative forms, religious discourse, puppet show, Impact on rural development, Uses in different fields

VAC 202

Cyber Security

Course Objectives

- Learn the foundations of Cyber security and threat landscape.
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats.
- To develop skills in students that can help them plan, implement, and monitor cybersecurity mechanisms to ensure the protection of information technology assets.
- To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber-crimes and threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

On completion of this course, the learners will be able to

- Understand the cyber security threat landscape.
- Develop a deeper understanding and familiarity with various types of cyberattacks, cyber-crimes, vulnerabilities and remedies thereto.
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media
- Analyse and evaluate the cyber security risks
- Based on the Risk assessment, plan suitable security controls, audit and compliance
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training
- Increase awareness about cyber-attack vectors and safety against cyber-frauds
- Take measures for self-cyber-protection as well as societal cyber-protection

MODULE 1: OVERVIEW OF CYBER SECURITY

Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyberwarfare, Case Studies.

MODULE 2: CYBER CRIMES

Cyber crimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber-squatting, Pharming, Cyber espionage, Cryptojacking, Darknet- illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news cyber crime against persons - cyber grooming, child pornography, cyber stalking., Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

MODULE 3: CYBER LAW

Cyber crime and legal landscape around the world, IT Act, 2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case

Studies.

MODULE 4: DATA PRIVACY AND DATA SECURITY

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations(GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA)., Social media- data privacy and security issues.

MODULE 5: CYBER SECURITY MANAGEMENT, COMPLIANCE AND GOVERNANCE

Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

Reading List

Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd

Information Warfare and Security by Dorothy F. Denning, Addison Wesley

Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform

Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press

Information Security Governance, Guidance for Information Security Managers by W. Krag Brothy, 1st Edition, Wiley Publication

Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning

VAC 106

Advertisement Strategy

UNIT1: ADVERTISING – BASIC CONCEPT

Concept of advertising; objectives & scope; social and ethical implications of advertising; types of advertising

UNIT2: INTEGRATED MARKETING COMMUNICATION AND ADVERTISING

Importance of business communication; advertising as a communication process; AIDA model and its purpose; advertising as an element of marketing mix

UNIT 3: DEVELOPING EFFECTIVE PROMOTION

Identifying the target audience; determining the promotional objectives; designing the promotion and selecting the channel; establishing the promotional budget and implementing promotional strategy

UNIT4: MANAGING ADVERTISEMENTS -I

Developing and managing advertising program, setting advertising objectives, DAGMAR, Deciding on advertising budget

UNIT 5: MANAGING ADVERTISEMENTS -II

Developing the advertising message, role of music and humour in advertising, factors considered while developing the advertising copy, creativity in advertising

UNIT 6: MEDIA STRATEGIES

Media planning and objectives, deciding on media, different types of media and their advantages and disadvantages, choosing among major media types, media schedule decisions, space and time buying

UNIT 7: EVALUATING ADVERTISING EFFECTIVENESS

Deciding on reach, frequency and impact; copy testing, advertising recognition and recall tests, Issues in assessing impact of advertising, measuring the performance of an advertising agency

**KRISHNA KANTA HANDIQUI
STATE OPEN UNIVERSITY**

Padmanath Gohainbaruah School of Humanities



Two Year Postgraduate Programme in Bengali
Course wise Faculty Allotment

Annexure V

2025

Two Year Postgraduate Programme in Bengali

SEMESTER	DSC (CORE)	SCHOOL	DISCIPLINE	FACULTY/ COURSE COORDINATOR
I	MABN S1 C01 Introduction of Bengali Literature—1	MABSH	Bengali	Ashok Kumar Roy
	MABN S1 C02 Introduction of Bengali Literature—2	MABSH	Bengali	Pankaj Kanti Malakar
	MABN S1 C03 Social & Cultural Aspects of Bengal	MABSH	Bengali	Dr. Saikat Routh
II	MABN S2 C04 Bengali Text—1	MABSH	Bengali	Pankaj Kanti Malakar
	MABN S2 C05 Bengali Text—2	MABSH	Bengali	Ashok Kumar Roy
	MABN S2 C06 Research Methodology & Techniques	MABSH	Bengali	Dr. Saikat Routh
III	MABN S3 C07 Environmental Studies & Bengali Literature	MABSH	Bengali	Pankaj Kanti Malakar
	MABN S3 C08 Bengali Child & Adolascence Literature	MABSH	Bengali	Ashok Kumar Roy
	MABN S3 C09 Cultural Study & Bengali Literature	MABSH	Bengali	Dr. Saikat Routh
IV	MABN S3 C10 Bengali Literary Work of North-East India	MABSH	Bengali	Ashok Kumar Roy
	MABN S3 C11 Literary Theory & Literary Criticism	MABSH	Bengali	Pankaj Kanti Malakar
	MABN S3 C12 Linguistics, Bengali Language & Bengali Script	MABSH	Bengali	Dr. Saikat Routh
SEMESTER	DSE (MINOR) <i>(Have to Pickup one only)</i>	SCHOOL	DISCIPLINE	FACULTY/COURSE COORDINATOR
I	MABN S1 E01 Bengali Spelling, Prosody & Rhetoric, Editing	MABSH	Bengali	Dr. Saikat Routh

II	MABN S2 E02 Translation Studies & Screenplay	MABSH	Bengali	Dr. Saikat Routh
III	MABN S3 E03 Comparative Literature	MABS	Bengali	Ashok Kumar Roy
IV	MABN S3 E03 Folklore & Folk Literature	MABS	Bengali	Pankaj Kanti Malakar