

VISVA-BHARATI
SANTINIKETAN



NOTICE

A meeting of the **Academic Council** (Siksha-Samiti) will be held in online mode on **Monday, the 04th October, 2021 at 3.00 p.m. onwards. Online link will be sent separately.**

Members and Invitees are requested to login through the link on the day of the meeting.

Adhyakshas of Bhavanas/Vibhaga and Heads of the Departments are requested to send their proposals, if any, related to Academic Council (Siksha-Samiti) **within 23th September, 2021 positively** to Academic & Research Section, Visva-Bharati. Please note that, no agenda item will be accepted for this meeting after 23.09.2021.

HODs are also requested to inform the Academic Council members of their department. Soft copy of the agenda will be sent separately.

Memo no. Aca/S-19.2/156/2021-22
Date: 15/09.2021

Registrar (Acting)
Visva-Bharati

Memo no. Aca/S-19.2/156/2021-22

Santiniketan. Dated: 15/09.2021

Copy forwarded for information and necessary action to:

1. All members of the Academic Council (Siksha-Samiti), Visva-Bharati.
2. Joint Registrar (Exams.), Visva-Bharati. – Invitee.
3. Joint Registrar (Academic & Research), Visva-Bharati – Invitee.
4. CS to the Vice-Chancellor, Visva-Bharati.
5. P.A. to the Registrar, Visva-Bharati.
6. In charge, Computer Centre, V.B. – He is requested to upload the Notice in the University Website and make necessary arrangements for the above meeting at the Central Library Conference Room on 04.10.2021.

Registrar (Acting)
Visva-Bharati

**VISVA-BHARATI
SANTINIKETAN**



**Academic Council Meeting
(04.10.2021)**

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**VISVA-BHARATI
SANTINIKETAN**



**AGENDA FOR THE MEETING OF ACADEMIC COUNCIL (SIKSHA-SAMITI) TO
BE HELD ON 4TH OCTOBER, 2021 AT 3.00 P.M. IN ONLINE MODE**

Agenda No.1-: To confirm the minutes of the Academic Council (Siksha-Samiti) held on **04.01.2021** as at **Appendix-I (Pages 1 to 8)**.

Agenda No.2-: To consider the Action Taken Report (ATR) on the proceedings of AC meeting held on **04.01.2021** as at **Appendix-II (Pages 9 to 11)**.

A. Items for approval:

Agenda No.3-: To consider the recommendation of the Committee to frame Plagiarism Policy of the University as at **Appendix-III (Pages 12 to 24)**.

Agenda No.4-: To consider the inclusion of name of “Visva-Bharati” as a School Board/Council in the authenticated list of recognized Boards in India in the interest of passed out students from two schools (Patha-Bhavana & Siksha-Satra) of the University, as they are facing problem of non-consideration of their candidature for entry into services, as the name of Visva-Bharati is not appearing in the recognized Boards list of the Council of Boards of School Education in India as at **Appendix-IV (Pages 25 to 28)**.

Agenda No.5-: To consider the letter of the Under Secretary, Ministry of Education, Govt. of India regarding CA/CS/ICWA qualification to be treated equivalent to PG Degree as at **Appendix-V (Pages 29 to 30)**.

Agenda No.6-: To consider the proposal received from the Joint Secretary, National Commission for Women to initiate ‘Capacity Building & Personality Development Program’ for UG/PG female students in the University as at **Appendix-VI (Pages 31 to 33)**.

Agenda No.7-: To consider creation of an Endowment Fund in the memory of late Partha Sarathi Das, an alumnus of Patha-Bhavana. The Endowment Fund shall be used to awarded prizes in every year as under:

- (i) Student scoring highest no. of Marks in ‘Physical Science’ in School Certificate Examination of Patha-Bhavana;
- (ii) Student scoring highest no. of Marks in ‘Chemistry’ in Pre-Degree Examination of Patha-Bhavana as at **Appendix-VII (Pages 34 to 39)**.

Agenda No.8-: To consider the marks of internal assessment of Sri Mainak Mondal, a student of B.A. (Sem. V) in Comparative Religion, Vidya-Bhavana as at **Appendix-VIII (Pages 40 to 40C)**.

Agenda No.9-: To consider the proposal regarding conversion of Centre for Comparative Literature into Department of Comparative Literature under Bhasha-Bhavana as at **Appendix-IX (Pages 41 to 48).**

Agenda No.10-: To consider the proposal of the Principal, Bhasha-Bhavana duly endorsed by the Institute Board as under:

- i) Modality of conducting AECC English examination of UG Sem.-1
- ii) Modality of conducting AECC Bengali examination of UG Sem.-1
- iii) Revision of Syllabuses of French, German, Italian and Russian at CMELLCS, Bhasha-Bhavana as at **Appendix-X (Pages 49 to 61).**

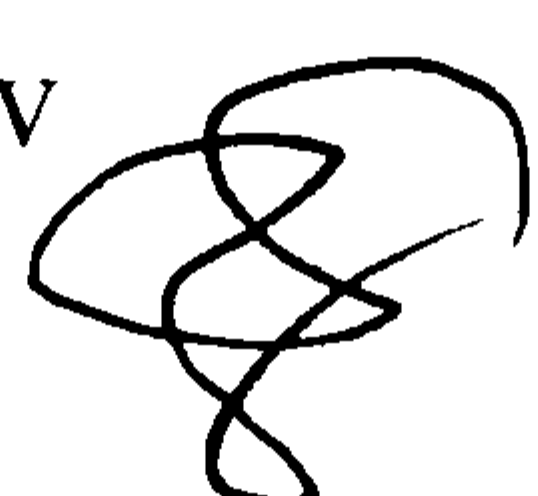
Agenda No.11-: To consider the proposal of the Principal, Vidya-Bhavana duly endorsed by the Institute Board as under:

- i) To change nomenclature of the Centre for Journalism and Mass Communication.
- ii) Revision of syllabus for the One-Year Foreign Casual Course of the Department of AIHC&A.
- iii) Revision of Ph.D. Course Work syllabus in Anthropology
- iv) Revision of syllabus for M.Phil and Ph.D. Course Work of the Centre for Women's Studies.
- v) Minor revision and modification of syllabus of the Centre for Journalism and Mass Communication.
- vi) Revision of syllabus for the Department of Geography.
- vii) Revision of Ph.D. Course Work syllabus in Philosophy and Comparative Religion.
- viii) Revision of syllabus for the Department of History.
- ix) Proposal of Assistant Professor of Women's Studies Centre to take classes in the Department of Geography as at **Appendix-XI (Pages 62 to 149).**

Agenda No.12-: To consider the recommendations of Detailed Project Report (DPR) Committee in respect of proposed Department of Linguistics as at **Appendix-XII (Pages 150 to 171).**

B. Note Items:

Agenda No.13-: To note with approval action taken in respect of a Public Notice issued by UGC vide memo no.F.1-10/2020(CPP-II) dated 16th March, 2021 regarding time extension by six month i.e. upto 31 December, 2021 for terminal M.Phil/Ph.D students, who were supposed to submit their thesis by 30th June, 2020 as at **Appendix-XIII (Pages 172 to 174).**

iv 

[P.T.O.]

Agenda No.14-: To note with approval the action taken by the Chairman of Academic Council to enroll the names of 46 nos. students as back candidates for 4th and final chance as a special case on payment of requisite fees and 01 no. students not permitted due to loss of all chances according to the existing ordinance as at **Appendix-XIV (Pages 175 to 177)**.

C. Miscellaneous: If any

Memo No. Aca/S-19.2/ **203**/2021-2022
Santiniketan, dated: 01.10.2021


Registrar (Acting)
Visva-Bharati

Agenda No. - 1

Appendix No. - I

Office of the Registrar (Chamber)
Visva-Bharati

Docket No. 2727 Date 31/1/21

**VISVA-BHARATI
SANTINIKETAN**



MINUTES OF THE ONLINE MEETING (NO. 1 OF 2021) OF THE ACADEMIC COUNCIL (SIKSHA-SAMITI) HELD ON MONDAY, 04TH JANUARY, 2021 AT 3.30 P.M. VISVA-BHARATI, SANTINIKETAN.

Prof. Bidyut Chakrabarty, Vice-Chancellor, Visva-Bharati presided over the meeting.

Obituary References:

Since the last meeting of Siksha-Samiti (Academic-Council) held on 19th October, 2020, the University has lost the following former employees, employees, and noted personalities.

1.	Purnananda Chattopadhyay	Former Assistant Lecturer, Patha-Bhavana
2.	Kritish Ranjan Banerjee	Former Section Officer, Purchase & Store Section,
3.	Subhendu Gopal Bagchi	Former Reader in AIHC&A, Vidya-Bhavana
4.	Mohindra Ray	Former Senior Assistant, Purba Palli Guest House
5.	Subhas Roy	Former Overseer, Civil, Engineering Section
6.	Salil Kumar Basu Sarbadhikary	Former Section Officer, Cadre Review Cell
7.	Ramendra Kumar Das	Former Assistant Registrar, Academic & Research
8.	Swapan Majumder	Former Adhyaksha, Rabindra-Bhavana
1	Megnath Mukherjee	In-service Driver, Transport Cell
1	Soumitra Chattopadhyay	'Dada sahib Fulke' Awardees & Noted Actor
2	Alok Ranjan Dasgupta	Alumni & Noted Poet

The house observed one-minute of silence in the memory of departed souls. The Council also expressed its condolences to the family of departed members.

Opening remarks of the Chairman:

The Vice-Chancellor welcomed all the members of the Academic Council and justified the need for holding meeting with institutional email Ids. The meeting started with recitation of Vedic Hymns.

The Vice-Chancellor pointed out following for the information of the House:

1/Minutes/Siksha-Samiti-2021/MIN-04-01-2021(SS).Doc

[P.T.O]

1. Fencing of Pous-Mela Ground – With the intervention of the High Court appointed Committee, the University successfully completed construction of fencing of the Pous-Mela ground.
2. Removal of unauthorized Shop – The University proactively removed the unauthorized shops near Santiniketan Post-Office, covered the premises with fencing and, authorized shops have been given to vendors on monthly rent thereby increasing the revenue of the University.
3. Infrastructure Projects under HEFA – Construction of classrooms for Siksha-Bhavana, 04 nos. Hostels of 200 seat capacity each, extension of Central Library Building and other project sanctioned under HEFA will soon commence. This will help the University in accommodating more students in classrooms and hostels.
4. Observance of Pous Utsava – In view of the Pandemic situation, Pous-Mela was discontinued for this year as per decision of the Court and Executive Council of the University in view of the MoHFW guidelines on COVID-19. However, Pous Utsava was observed as usual following the COVID-19 protocol.
5. Visit of Union Home Minister – Hon'ble Union Home Minister, Shri Amit Shah visited the University. He visited the Uttarayana and paid homage to Gurudev. He also addressed the faculty and staff at Bangladesh Bhavana.
6. Beginning of Centenary Celebration- The University started its centenary year celebrations from 24.12.2020. Hon'ble Priminister and Chancellor of the University, Shri Narendra Modi addressed the gathering online. Hon'ble Minister of Education Dr. Ramesh Pokhariyal Nishank also addressed the gathering online. Hon'ble Governor of West-Bengal and Rector of the University attended the centenary celebration programme physically.
7. Preparation of NAAC – SAR is already uploaded in the NAAC website. A team of faculty members put in dedicated efforts to complete the task. Once we get the nod from NAAC, then SSR will be uploaded. The University aims for A+ grading this time and co-operation of all stakeholders is required for this.

Notable Achievements:

The Academic Council noted the achievements of Teachers and Students of various departments since the last meeting dated 19.10.2020.

- Prof. Manas Maity has been nominated as an expert to the working group for Mega Science Vision document of India on Higher Energy Physics by the Office of the Principal Scientific Adviser, Govt. of India
- 18 nos. of Ph.D. & M.phil. from Odia department have qualified for service as Assistant Professor position in Govt. of Odisha

- Prof. Goutam Brahmachari in Organic Chemistry, Prof. Dulal Pal and Prof. Prashanta Kr. Mandal in Mathematics, Prof. Arun Roy in Zoology have been enlisted of World rankings of the 2% scientists from India.
- One Ph.D. student of Assamese has joined as Assistant Professor in Assam.
- 8 nos. of students of Cheena Bhavana have enrolled in job in various translational companies. Cheena Bhavana organized a two-day national webinar on "Understanding China from multidisciplinary perspective".
- Prof. Somenath Chakraborty was invited as Speaker for the session on Scientist-Philosopher Dialogue at the India International Science Festival (IISF), 2020.
- One scholar of Physics Department has received the prestigious Fulbright Scholarship and will joined at Princeton University as postdoctoral fellow, one ex-student will join as faculty of Mathematics and Physics in the Institute of Physics, University of Freiberg, Germany, one scholar will join as Post Doctoral Fellow in the University of Cape Town, South Africa and one scholar of Zoology has joined as Post Doctoral Fellow in the Department of Pharmacology and Chemical Biology, University of Pattsburg, Hillman Cencer Centre.
- A team of student-scholar-faculty led by Prof. Anil Kumar, Dept. of A.I.H.C & A conducted extensive exploratory work at Lakhisarai District, Bihar. After 3 years of rigorous excavation and exploration works, around 500 brahmanical Buddhist sculptures of deities were documented and 200 sculpture were preserved in various museum at Lakhisarai. The language of the record is Sanskrit and the script is Siddhamatrka of about 8th – 9th Century CE.
- Prof. Nilanjan Chakraborty, Co-ordinator, CMELLCS delivered a lecture in the International Virtual Conference, organized by Amity University on 4-5 December, 2020. Shri Romit Roy, Associate Professor of German delivered lecture in the webinar organized by Amity University, Jaipur on 7th October, 2020. Dr. Subhash Kumar Thakur, Assistant Professor of Russian and Shri Nipun Natun, Assistant Professor of French participated in International online recitation/Webinar on December 05, 2020 and October 01, 2020 respectively.
- Prof. K.Sunita Devi, Professor in Manipuri Dance received an International award by Dalit Sahitya Academy, Manipur for the year 2020.
- Prof. Swadesh Ranjan Biswas of Botany department has published a work in the Journal of Virology "Natural food preservative molecule may prevent Corona Virus binding of Cells"
- Prof. Mukteshwar Nath Tiwary, Prof. Rabindranath Mishra and Dr. Jagadish Bhakat, faculties of Hindi Bhavana have published /translated/edited books in December, 2020.

Agenda No.1:- To Confirm the minutes of the meeting of last Academic Council (Siksha-Samiti) held on 19.10.2020 as at Appendix-I.

Resolution: It was **RESOLVED** that the minutes of the Academic Council (Siksha-Samiti) held on 19.10.2020 circulated earlier be taken as read and confirmed.

Agenda No.2:- Action Taken Report (ATR) on the proceedings of Academic Council (Siksha-Samiti) meeting held on 19.10.2020 as at Appendix-II.

Resolution: It was **RESOLVED** that the **Action Taken Report (ATR)** on the minutes of the **Academic Council (Siksha-Samiti)** held on **19.10.2020** circulated earlier be noted and confirmed.

Agenda No.3-: To consider the creation/formation of Board of Studies (B.O.S) for the Centre for Women's Studies, Vidya-Bhavana as at **Appendix-III**

Resolution: It was **RESOLVED** that, the formation of Board of Studies for the Centre for Women's Studies, as recommended by the Institute Board of Vidya-Bhavana is accepted.

Agenda No.4-: To consider the recommendation of the Committee in respect of Learning Management System (LMS) as at **Appendix-IV**

Resolution: The Academic Council considered the recommendations of the Committee in respect of Learning Management System (LMS) and It was **RESOLVED** that, the recommendations of the Committee as accepted by the Chairman of Academic Council shall be implemented in the University.

Agenda No.5-: To consider the recommendation of the Committee in respect of Massive Online Open Courses (MOOCs) as at **Appendix-V**

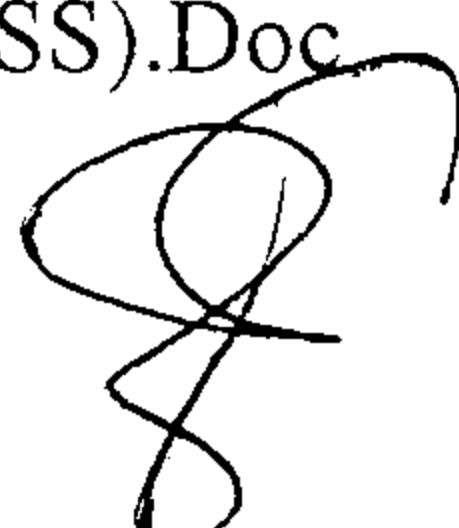
Resolution: The Academic Council considered and approved the recommendations of the Committee for Massive Online Open Courses (MOOCs) referring the issue of credit transfer to the committee constituted by the Academic Council on 19.10.2020. The Academic Council also approved that, departments/centres may adopt specific optional courses notified in the MOOCs/SWAYAM platform at the beginning of each academic session.

Agenda No.6-: To consider the recommendation of the Institute Board of Palli Siksha Bhavana (P.S.B) in respect of following courses:

- (i) A new elective course at the department of Agriculture Engineering, Semester- IV of B.Sc. (Hons.) in Agriculture bearing no. AEG-223 entitled "Remote Sensing & Geographical Information system for National Resource Management and Land Use Planning";
- (ii) Change of Ph.D. Course code for the Department of Agriculture Statistics as at **Appendix-VI**

Resolution: It was **RESOLVED** that, the recommendation of the Institute Board of Palli Siksha Bhavana be accepted as under:

- (i) A new elective course at the department of Agriculture Engineering, Semester- IV of B.Sc. (Hons.) in Agriculture bearing no. AEG-223 entitled "Remote Sensing & Geographical Information system for National Resource Management and Land Use Planning";



- (ii) Change of Ph.D. Course code for the Department of Agriculture Statistics.
(As per Annexure VI)

Agenda No.7:- To consider the recommendation of the Institute Board of Bhasha-Bhavana in respect of following courses, up-gradation and Ph.D. course work:

- (i) Revised syllabus of the Department of Arabic, Persian, Urdu and Islamic (A.P.U.I.S.);
- (ii) Revised syllabus of Centre of Marathi Language;
- (iii) Up-gradation of Centre for Comparative Literature to Department of Comparative Literature;
- (iv) Mandatory Course Work in Ph.D. in Comparative Literature for candidates who do not have M.A. and /or M.Phil in Comparative Literature as at **Appendix-VII**

Resolution: It was **RESOLVED** that, the recommendation of the Institute Board of ^{Bhasha-}~~Bhasha~~ Bhavana be accepted as under:

- (i) Revised syllabus of the Department of Arabic, Persian, Urdu and Islamic (A.P.U.I.S.)
- (ii) Revised syllabus of Centre of Marathi Language
- (iii) The Teacher-in-Charge, Centre for Comparative Literature should submit a detailed proposal on availability of staff, infrastructure and budget requirement to the University administration for consideration
- (iv) Mandatory Course Work in Ph.D. in Comparative Literature for candidates who do not have M.A. and /or M.Phil in Comparative Literature.

Agenda No.8:- To consider the recommendation of the Institute Board of Sangit-Bhavana alongwith justification by the Principal for bifurcation of the Department of Rabindra Sangit, Dance & Drama into four Departments i.e. Department of Rabindra Sangit & Rabindra Nirtya, Department of Manipuri Dance, Department of Kathakali Dance and Department of Drama & Theatre Arts as at **Appendix-VIII**.

Resolution: The Academic Council considered the justification submitted by the Principal, Sangit Bhavana in view of the resolution of the Academic Council vide Agenda Item No. Misc. (iii) dated 19.10.2020. It was **Resolved** that, the Vice Chancellor be authorized to constitute a Committee consisting of external expert to examine the requirement and recommend modalities for bifurcation of Department of



Rabindra Sangit, Dance and Drama as recommended by the Instituted Board of Sangit Bhavana.

Agenda No.9-: To consider reduction in syllabus for Post Graduate Courses in view of the delayed start of New Academic Session due to COVID-19 pandemic situation as at **Appendix-IX**.

Resolution: The Academic Council considered the proposal and after threadbare discussion it was **RESOLVED** that, the Principals of the Bhavana shall discuss the matter with Heads of the Departments/Centres under their control Recommendations with regard to reduction in syllabus for First Semester of this Academic Session for UG/PG courses be submitted to the Vice Chancellor and Chairman, Academic Council for approval. It is agreed that in view of delayed admission due to the Pandemic, full syllabus cannot be completed in the scheduled time limit.

The Academic Council also accepted the recommendations of joint Institute Board of Patha Bhavana and Siksha Satra on the subject.

Agenda No.10-: To consider the recommendation of Central Admission Committee (CAC) meeting dated 21.12.2020 in respect of Admission test and preparation of merit list for admission to M.A. in Geography, 2020 as at **Appendix-X**

Resolution: The Academic Council considered the recommendation of the Central Admission Committee in respect of Admission test and preparation of Merit list for admission to M.A. in Geography, recommendation of the Departmental Enquiry Committee, Department of Geography and, the mechanism followed by CSIR and CBCS under these circumstances. After threadbare discussion, it was **RESOLVED:**

- (i) Henceforth, the Department as a whole shall take the responsibility for the admission test as is done in other departments of the University.
- (ii) Existing merit list of M.A. in Geography be withdrawn. Fresh merit list be prepared following formula of awarding full marks for 10 questions having ambiguity to all students. Reevaluation of 5 questions with correct answer keys. where wrong answer key have been given.
- (iii) The Vice Chancellor is authorized to take appropriate action against the Faculty responsible for setting wrong question/answer keys.

Agenda No.11-: To note with approval action taken in respect of a Public Notice by UGC vide memo no. F.1-10/2020(CPP-II) regarding time extension by six month i.e. upto 30th June, 2021 for terminal M.Phil./Ph.D. students,



who were supposed to submit their thesis by 31st December, 2020 as per UGC's earlier notification dated 29.04.2020 as at **Appendix-XI**.

Resolution: The Academic Council (Siksha-Samiti) noted with approval the action taken by the competent authority regarding time extension by six month i.e. upto 30th June, 2021 for terminal M.Phil./Ph.D. students, who were supposed to submit their thesis by 31st December, 2020 as per UGC guideline vide no. F.1-10/2020(CPP-II, dated; 03.12.2020).

Agenda No.12-: To note with approval acceptance of Annual Refresher Programme in Teaching (ARPIT) 2020 courses which may be considered equivalent to regular refresher/courses for CAS as at **Appendix-XII**.

Resolution: The Academic Council (Siksha-Samiti) noted with approval the action taken by the competent authority regarding acceptance of Annual Refresher Programme in Teaching (ARPIT) 2020 courses which shall be considered equivalent to regular refresher/courses for CAS.

Agenda No.13-: To note with approval the action taken by the Chairman, Academic Council for withdrawal of revised syllabus of B.Sc. in Statistics as proposed by the concerned HoD and endorsed by the concerned Adhyaksha as at **Appendix-XIII**

Resolution: The Academic Council (Siksha-Samiti) noted with approval the action taken by the competent authority regarding withdrawal of revised syllabus of B.Sc. in Statistics as proposed by the concerned HoD and endorsed by the concerned Adhyaksha.

Miscellaneous:

- (i) Complaint of Mrs. Bodhirupa Sinha, Principal, Patha-Bhavana and member of the Academic Council regarding mass circulation of email by Prof. Sudipta Bhattacharya complaining irregularities in her appointment.

The matter was considered and discussed in detail. Majority of the members strongly condemned the Act of circulation of mass email complaining alleged irregular appointment instead of submitting it to the appropriate authority. External members Prof. Lipi Ghosh and Prof. Sudhakar Yarlagadda opined that appropriate action may be taken as per service rules. It was **RESOLVED** that, the Academic Council condemned the Act of the Prof. Sudipta Bhattacharya of sending emails to many people leveling baseless allegations against a female colleague. The Academic Council authorized the Vice-Chancellor to enquire into the matter and take appropriate action as per service rules.

- (ii) Constitution of a Committee to suggest draft of University Letter-Head in view of the Centenary Celebration.

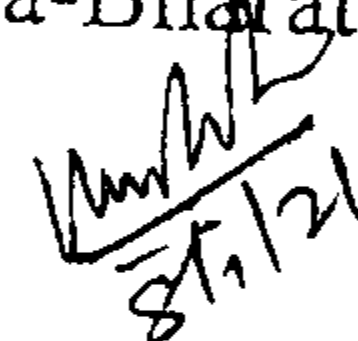
It was **RESOLVED** that all the teaching and administrative department must use uniform Letter-Head of the University for correspondence in view of the Centenary Celebration. A Committee of following members is constituted to suggest a draft of University Letter Head:

1. Prof. Pankaj Panwar, Principal, Kala-Bhavana – Chairman
2. Prof. Manabendra Mukhopadhyay, Department of Bengali – Member
3. Prof. Mukteshwarnath Tiwari, Department of Hindi – Member
4. Prof. Swati Ganguly, Department of English – Member

The committee shall submit the draft within 10 days from the date of notification.

The meeting ended with singing the National Anthem and then vote of thanks to and from the Chair.

Memo No.Aca/S-19.2/665/2020-2021
Santiniketan, Dated 08.01.2021


Registrar (Acting)
Visva-Bharati

8/1/21

**VISVA-BHARATI
SANTINIKETAN**



Action Taken Report on the minutes of the meeting of the Academic Council (Siksha-Samiti) held on 04.01.2021.

Agenda Item	Action taken
Item No.1 regarding: Confirmation of the minutes of the meeting of last Academic Council (Siksha-Samiti) held on 19.10.2020 as at Appendix-I .	Noted and placed before the Executive Council dated 09.12.2020 for approval and approved by the Executive Council.
Item No.2 regarding: Confirmation of Action Taken Report (ATR) on the proceedings of Academic Council (Siksha-Samiti) meeting held on 19.10.2020, as at Appendix-II .	Communicated to all members of Academic Council.
Decisions under opening remarks of the Chairman:	The decisions under opening remarks of the Chairman were taken as Resolutions and communicated to all Directors/ Adhyakshas of the Bhavanas / Vibhaga & Head of the Departments / Centres / Examination Section / Establishment Section accordingly for necessary action.
Item No.3 regarding Agenda No.3 (Appendix-III): To consider the creation/formation of Board of Studies (B.O.S) for the Centre for Women's Studies, Vidya-Bhavana, as at Appendix-III .	The decision was communicated to the concerned Bhavana and accordingly Board of Studies for Women Studies Centre has been formed.
Item No.4 regarding Agenda No.4 (Appendix-IV): To consider the recommendation of the Committee in respect of Learning Management System (LMS), as at Appendix-IV .	The recommendations of the Committee has been implemented in the University from 2020-21.
Item No.5 regarding Agenda No.5 (Appendix-V): To consider the recommendation of the Committee in respect of Massive Online Open Courses (MOOCs), as at Appendix-V .	Recommendations of the MOOCs Committee referred to a Committee for examining the issue of Credit Transfer. Recommendations are awaited.
Item No.6 regarding Agenda No.6 (Appendix-VI): To consider the recommendation of the Institute Board of Palli Siksha Bhavana (P.S.B) in respect of following courses: (i) A new elective course at the department of Agriculture Engineering, Semester- IV of B.Sc. (Hons.) in Agriculture bearing no. AEG-223 entitled "Remote Sensing & Geographical Information system for National Resource -	Recommendations of the Institute Board, Palli Siksha Bhavana accepted by the Academic Council has been communicated to concerned Bhavana and acted upon.


Agenda Item	Action taken
Management and Land Use Planning”; (ii) Change of Ph.D. Course code for the Department of Agriculture Statistics, as at Appendix-VI .	
Item No.7 regarding Agenda No.7 (Appendix-VII): To consider the recommendation of the Institute Board of Bhasha-Bhavana in respect of following courses, up-gradation and Ph.D. course work: (i) Revised syllabus of the Department of Arabic, Persian, Urdu and Islamic (A.P.U.I.S.); (ii) Revised syllabus of Centre of Marathi Language; (iii) Up-gradation of Centre for Comparative Literature to Department of Comparative Literature; (iv) Mandatory Course Work in Ph.D. in Comparative Literature for candidates who do not have M.A. and /or M.Phil in Comparative Literature, as at Appendix-VII .	Recommendations of the Institute Board of Bhasha Bhavana as accepted by the Academic Council has been communicated to the concerned Bhavana and implemented.
Item No.8 regarding Agenda No.8 (Appendix-VIII): To consider the recommendation of the Institute Board of Sangit-Bhavana alongwith justification by the Principal for bifurcation of the Department of Rabindra Sangit, Dance & Drama into four Departments i.e. Department of Rabindra Sangit & Rabindra Nirtya, Department of Manipuri Dance, Department of Kathakali Dance and Department of Drama & Theatre Arts, as at Appendix-VIII .	As per decision of the Academic Council formation of a Committee of external expert to examine the requirement and to recommend modalities for bifurcation of the Deptt. of Rabindra Sangit, Dance and Drama is under process,
Item No.9 regarding Agenda No.9 (Appendix-IX): To consider reduction in syllabus for Post Graduate Courses in view of the delayed start of New Academic Session due to COVID-19 pandemic situation, as at Appendix-IX .	The recommendations of the Joint Institute Board of Patha-Bhavana and Siksha-Satra as accepted by the Academic Council has been implemented.
Item No.10 regarding Agenda No.10 (Appendix-X): To consider the recommendation of Central Admission Committee (CAC) meeting dated 21.12.2020 in respect of Admission test and preparation of merit list for admission to M.A. in Geography, 2020, as at Appendix-X .	The decision of the Academic Council has been acted upon.
Item No.11 regarding Agenda No.11 (Appendix-XI): To note with approval action taken in respect of a Public Notice by UGC vide memo no. <u>F.1-10/2020(CPP-II)</u> regarding time extension by six month i.e. upto 30 th June, 2021 for terminal M.Phil./Ph.D. students, who were supposed to submit their thesis by 31 st December, 2020 as per UGC’s earlier notification dated 29.04.2020, as at Appendix-XI .	As per UGC letter no. F.1-10/2020 (CPP-II), dated 23.12.2020 time extension for submission of the thesis/dissertation to the terminal M.Phil/Ph.D. students has been granted.

Agenda Item	Action taken
Item No.12 regarding Agenda No.12 (Appendix-XII): To note with approval acceptance of Annual Refresher Programme in Teaching (ARPIT) 2020 courses which may be considered equivalent to regular refresher/courses for CAS, as at Appendix-XII .	Acceptance of Annual Refresher Program in the Teaching (ARPIT) courses has been notified for the benefit of all concerned.
Item No.13 regarding Agenda No.13 (Appendix-XIII): To note with approval the action taken by the Chairman, Academic Council for withdrawal of revised syllabus of B.Sc. in Statistics as proposed by the concerned HoD and endorsed by the concerned Adhyaksha, as at Appendix-XIII .	The decision of the Academic Council has been communicated to concerned department and acted upon.

Miscellaneous:

i) Complaint of Mrs. Bodhirupa Sinha, Principal, Patha-Bhavana and member of the Academic Council regarding mass circulation of email by Prof. Sudipta Bhattacharya complaining irregularities in her appointment.	Action has been taken as per decision of the Academic Council.
ii) Constitution of a Committee to suggest draft of University Letter-Head in view of the Centenary Celebration.	The decision of the Academic Council has been acted upon.

Memo No. Aca/S-19.2/202 /2021-2022
Santiniketan, date: 13.09.2021


Joint Registrar
(Academic & Research)
Visva-Bharati

ACADEMIC & RESEARCH
VISVA-BHARATI
No. 21-18
Date 23/1/21

अनुभाग अधिकारी/Docket No.:
1/VCSI/647
दिनांक/Date: 22/03/2021
कुलपति का सचिवालय
Vice-Chancellor's Secretariat
विश्वभारती/Visva-Bharati

RECEIVED

22 MAR 2021

Acad/Plag/905/2020-21

Joint Registrar (Chamber)
Visva-Bharati

5115 Date 22/3/2021

Agenda No. - 3
Appendix No. - III

Sub: Recommendations of the Committee constituted for drafting Plagiarism Policy of the university.

The Academic Council in its meeting held on 12th January 2019 vide item no 16 resolved to constitute a committee for examining ^{the} draft Plagiarism Policy of the university. Accordingly a committee was constituted and notified on 27.05.2019. The committee was re-constituted on 24.09.2020 and 06.10.2020 due to superannuation of some members. The committee consisting of following members held meetings on 03.03.2021 and 16.03.2021.

1. Prof. Sarbajit Sengupta, Principal Vidya Bhavana
2. Prof. Santanu Roy, Deptt. of Zoology
3. Prof. Sumanta Kumar Mondal, Deptt. of Physical Education and Sports Science
4. Prof. Asok Kumar Sarkar, Deptt. of Social Work
5. Prof. Hirak Chatterjee, Deptt. of Plant Protection
6. Prof. Pankaj Panwar, Deptt. of Sculpture
7. Prof. Amrit Sen, Deptt. of English
8. Prof. Sabyasachi Sarkhel, Deptt. of Hindustani Classical Music
9. Dr. Nimai Chand Saha, I/c Librarian
10. Dr. Prashant Meshram, Joint Registrar (Acad & Res)

Finance Office / वित्त कार्या
Visva-Bharati / विश्व भा
Chairman Docket No. 10/.....
Member पुस्तक सं. 21/06/2021
Member Date.....
Member
Member
Member
Member
Member
Member Secretary

The committee held 2 meetings on 03.03.2021 and 16.03.2021. The committee consulted the University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulation 2018 and, agreed upon the enclosed Draft Guidelines

Recommendation
of the
Registrar
below at
'A' may be
considered.

Prof. Sarbajit Sengupta 17/3/2021
Chairman

Joint Registrar (Academic & Research)
Member Secretary

'A' may be considered
if agreed to.

OK AR F/O V.C.
21/06/21

21.06.2021
S.O.(F)

Enclosed recommendations of the committee to
finalize guidelines on Plagiarism are placed
for approval.

Registrar

Vice-Chancellor

Vice-Chancellor

Recommendations of the

'A' Committee may be placed before the

Academic Council

the Executive Council,

and subsequently
for approval.

As usual, it may be sent to IAO and
F.O for obtaining their observation please.

OK

22/8/21

Visva-Bharati

Santiniketan

Background

The University Grants Commission considering the need for quality research and publication and, to avoid duplication of research came up with the “University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulation, 2018. The Regulation was circulated by the University Grants Commission on 6th August 2018. The Academic Council in its meeting dated 12 January 2019 constituted a committee for framing guidelines for Prevention of Plagiarism and Integrity in research and publications. The committee held ~~two~~ meetings, consulted the UGC Regulation 2018 and proposes the following guidelines for consideration and adoption.

Short Title, application and commencement-

These guidelines may be called “The Visva-Bharati Guidelines for promotion of integrity and prevention of plagiarism in research and publications, 2021”

These guidelines shall come into force with from the date of approval by the Academic Council.

These guidelines shall be applicable for Students, Faculty and staff carrying out research and publication activity at Visva-Bharati.

Definitions -

In these regulations, unless the context otherwise requires—

- a. “Academic Integrity” is the intellectual honesty in proposing, performing and reporting any activity, which leads to the creation of intellectual property;
- b. “Author” includes a student or a faculty or a researcher or staff of Visva-Bharati who claims to be the creator of the work under consideration;
- c. “Common Knowledge” means a well known fact, quote, figure or information that is known to most of the people;
- d. “Degree” means any such degree specified by the University Grants Commission, by notification in the Official Gazette, under section 22 of the University Grants Commission Act, 1956;
- e. “Departmental Academic Integrity Panel” shall mean the body constituted at the departmental level to investigate allegations of plagiarism;
- f. “Faculty” refers to a person who is teaching and/or guiding students enrolled in the university in any capacity whatsoever i.e. regular, ad-hoc, guest, temporary, visiting etc;
- g. “Information” includes data, message, text, images, sound, voice, codes, computer programs, software and databases or microfilm or computer generated microfiche;
- h. “Institutional Academic Integrity Panel” shall mean the body constituted at Institutional

- level to consider recommendations of the departmental academic integrity panel and take appropriate decisions in respect of allegations of plagiarism and decide on penalties to be imposed. In exceptional cases, it shall investigate allegations of plagiarism at the institutional level;
- i. "Notification" means a notification published by Visva-Bharati and the expression "notify" with its cognate meanings and grammatical variation shall be construed accordingly;
 - j. "Plagiarism" means the practice of taking someone else's work or idea and passing them as one's own.
 - k. "Programme" means a programme of study leading to the award of a masters and research level degree;
 - l. "Researcher" refers to a person conducting academic / scientific research in Visva-Bharati;
 - m. "Script" includes research paper, thesis, dissertation, chapters in books, full-fledged books and any other similar work, submitted for assessment / opinion leading to the award of master and research level degrees or publication in print or electronic media by students or faculty or researcher or staff of the university; however, this shall exclude assignments / term papers / project reports / course work / essays and answer scripts etc.;
 - n. "Source" means the published primary and secondary material from any source whatsoever and includes written information and opinions gained directly from other people, including eminent scholars, public figures and practitioners in any form whatsoever as also data and information in the electronic form be it audio, video, image or text; Information being given the same meaning as defined under Section 2 (1) (v) of the Information Technology Act, 2000 and reproduced here in Regulation 2 (l);
 - o. "Staff" refers to all non-teaching staff working in Visva-Bharati in any capacity whatsoever i.e. regular, temporary, contractual, outsourced etc.;
 - p. "Student" means a person duly admitted and pursuing a programme of study including a research programme in any mode of study (full time or part-time);
 - q. "University" means Visva-Bharati as established by the Visva-Bharati Act of 1951 (Act No XXIX of 1951)
 - r. "Year" means the academic session in which a proven offence has been committed.

2. Objectives

- 3.1 To create awareness about responsible conduct of research, thesis, dissertation, promotion of academic integrity and prevention of misconduct including plagiarism in academic writing among student, faculty, researcher and staff.
- 3.2 To establish institutional mechanism through education and training to facilitate responsible conduct of research, thesis, dissertation, promotion of academic integrity and deterrence from plagiarism.
- 3.3. To develop systems to detect plagiarism and to set up mechanisms to prevent plagiarism and punish a student, faculty, researcher or staff of the university committing the act of plagiarism.

3. Awareness Programs and Trainings:

- (a) The university shall instruct students, faculty, researcher and staff about proper attribution, seeking permission of the author wherever necessary, acknowledgement of source compatible with the needs and specificities of disciplines and in accordance with rules, international conventions and regulations governing the source.

- (b) Every Bhavana of the university shall conduct sensitization seminars/ awareness programs ~~every~~ every semester on responsible conduct of research, thesis, dissertation, promotion of academic integrity and ethics in education for students, faculty, researcher and staff.
- (c) Cardinal principles of academic integrity shall be incorporated in the curricula of Undergraduate (UG)/Postgraduate (PG)/Master's degree etc. as a compulsory course work/module.
- (d) Elements of responsible conduct for research and publication ethics shall be a compulsory course work/module for Masters and Research Scholars as per UGC notification D.O. No. F.1-1/2018 (Journal/CARE) Dated December, 2019 as per **Annexure IV**.
- (e) Due training shall be provided to student, faculty, researcher and staff for using plagiarism detection tools and reference management tools.
- (f) The university shall establish facility equipped with modern technologies for detection of plagiarism.
- (g) Student, faculty, researcher and staff shall be encouraged to register on international researcher's Registry systems.

4. Curbing Plagiarism

- a) The university declares and implement the technology based mechanism using appropriate software recognized by University Grants Commission so as to ensure that documents such as thesis, dissertation, publications or any other such documents are free of plagiarism at the time of their submission.
- b) The mechanism as defined at (a) above shall be made accessible to all engaged in research work including student, faculty, researcher and staff etc.
- c) Every student submitting a thesis, dissertation, or any other such documents to the the university shall submit an undertaking indicating that the document has been prepared by him or her and that the document is his/her original work and free of any plagiarism as prescribed in **Annexure I**.
- d) The undertaking shall include the fact that the document has been duly checked through a Plagiarism detection tool approved by the university.
- e) On approval by the appropriate authorities, these guidelines shall be placed on the homepage of the university website.
- f) Each supervisor shall submit a certificate indicating that the work done by the researcher under him / her is plagiarism free as prescribed in **Annexure II**.
- g) All researchers/faculty/staff shall submit a Text recycling/Self Plagiarism Certificate for their publication of Reserach Papers/Articles/Books etc. which is submitted to the university for acknowledgement and career progression as prescribed in **Annexure III**.
- h) The university shall submit to INFLIBNET soft copies of all Masters, Research program's dissertations and thesis within a month after the award of degrees for hosting in the digital repository under the "Shodh Ganga e-repository".
- i) The university shall create Institutional Repository on institute website which shall include dissertation / thesis / paper / publication and other in-house publications.

5. Similarity checks for exclusion from Plagiarism

The similarity checks for plagiarism shall exclude the following:

- i. All quoted work reproduced with all necessary permission and/or attribution.

- ii. All references, bibliography, table of content, preface and acknowledgements.
- iii. All generic terms, laws, standard symbols and standards equations.

Note:

The research work carried out by the student, faculty, researcher and staff shall be based on original ideas, which shall include abstract, summary, hypothesis, observations, results, conclusions and recommendations only and shall not have any similarities. It shall exclude a common knowledge or coincidental terms, up to fourteen (14) consecutive words.

6. Levels of Plagiarism

Plagiarism would be quantified into following levels in ascending order of severity for the purpose of its definition:

- i. Level 0: Similarities upto 10% - Minor similarities.
- ii. Level 1: Similarities above 10% to 40%
- iii. Level 2: Similarities above 40% to 60%
- iv. Level 3: Similarities above 60%

7. Detection/Reporting/Handling of Plagiarism

If any member of the academic community suspects with appropriate proof that a case of plagiarism has happened in any document, he or she shall report it to the Departmental Academic Integrity Panel (DAIP). Upon receipt of such a complaint or allegation the DAIP shall investigate the matter and submit its recommendations to the Institutional Academic Integrity Panel (IAIP) of the university.

The authorities of the university can also take *suomotu* notice of an act of plagiarism and initiate proceedings under these regulations. Similarly, proceedings can also be initiated by the HEI on the basis of findings of an examiner. All such cases will be investigated by the IAIP.

8. Departmental Academic Integrity Panel (DAIP)

- i. All Departments in the university shall notify a DAIP whose composition shall be as given below:
 - a. Chairman - Head of the Department
 - b. Member - Senior academician from outside the department, to be nominated by the head of the university.
 - c. Member - A person well versed with anti plagiarism tools, to be nominated by the Head of the Department.
 - d. The tenure of the members in respect of points 'b' and 'c' shall be two years. The quorum for the meetings shall be 2 out of 3 members (including Chairman).
- ii. The DAIP shall follow the principles of natural justice while deciding about the allegation of plagiarism against the student, faculty, researcher and staff.
- iii. The DAIP shall have the power to assess the level of plagiarism and recommend penalty(ies) accordingly.
- iv. The DAIP after investigation shall submit its report with the recommendation on penalties to be imposed to the IAIP within a period of 45 days from the date of receipt of complaint / initiation of the proceedings.

9. Institutional Academic Integrity Panel (IAIP)

- i. The university shall notify a IAIP whose composition shall be as given below:
 - a. Chairman - Pro-VC/Seniormost Dean/Senior most Professor of the university.

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- b. Member - Senior Academician other than Chairman, to be nominated by the Vice-Chancellor.
- c. Member - One member nominated by the Vice-Chancellor from outside the university.
- d. Member - A person well versed with anti-plagiarism tools, to be nominated by the Vice-Chancellor.

The Chairman of DAIP and IAIP shall not be the same. The tenure of the Committee members including Chairman shall be three years. The quorum for the meetings shall be 3 out of 4 members (including Chairman).

- ii. The IAIP shall consider the recommendations of DAIP.
- iii. The IAIP shall also investigate cases of plagiarism as per the provisions mentioned in these regulations.
- iv. The IAIP shall follow the principles of natural justice while deciding about the allegation of plagiarism against the student, faculty, researcher and staff of the university.
- v. The IAIP shall have the power to review the recommendations of DAIP including penalties with due justification.
- vi. The IAIP shall send the report after investigation and the recommendation on penalties to be imposed to the Vice-Chancellor within a period of 45 days from the date of receipt of recommendation of DAIP/ complaint / initiation of the proceedings.
- vii. The IAIP shall provide a copy of the report to the person(s) against whom inquiry report is submitted.

10. Penalties

Penalties in the cases of plagiarism shall be imposed on students pursuing studies at the level of Masters and Research programs and on researcher, faculty & staff of the university only after academic misconduct on the part of the individual has been established without doubt, when all avenues of appeal have been exhausted and individual in question has been provided enough opportunity to defend himself or herself in a fair or transparent manner.

12.1 Penalties in case of plagiarism in submission of thesis and dissertations

Institutional Academic Integrity Panel (IAIP) shall impose penalty considering the severity of the Plagiarism.

- i. **Level 0: Similarities upto 10%** - Minor Similarities, no penalty.
- ii. **Level 1: Similarities above 10% to 40%** - Such student shall be asked to submit a revised script within a stipulated time period not exceeding 6 months.
- iii. **Level 2: Similarities above 40% to 60%** - Such student shall be debarred from submitting a revised script for a period of one year.
- iv. **Level 3: Similarities above 60%** - Such student Registration for that programme shall be cancelled.

Note 1: Penalty on repeated plagiarism- Such student shall be punished for the plagiarism of one level higher than the previous level committed by him/her. In case where plagiarism of highest level is committed then the punishment for the same shall be operative.

Note 2: Penalty in case where the degree/credit has already been obtained - If plagiarism is proved on a date later than the date of award of degree or credit as the case may be then his/her degree or credit shall be put in abeyance for a period recommended by the IAIP and approved by the Vice-Chancellor.

12.2 Penalties in case of plagiarism in academic and research publications

- i. **Level 0: Similarities up to 10%** - Minor similarities, no penalty.

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- II. **Level 1: Similarities above 10% to 40%**
- i) Shall be asked to withdraw manuscript.
- III. **Level 2: Similarities above 40% to 60%**
- i) Shall be asked to withdraw manuscript.
 - ii) Shall be denied a right to one annual increment.
 - iii) Shall not be allowed to be a supervisor to any new Master's, M.Phil., Ph.D. Student/scholar for a period of two years.
- IV. **Level 3: Similarities above 60%**
- i) Shall be asked to withdraw manuscript.
 - ii) Shall be denied a right to two successive annual increments.
 - iii) Shall not be allowed to be a supervisor to any new Master's, M.Phil., Ph.D. Student/scholar for a period of three years.

Note 1: Penalty on repeated plagiarism - Shall be asked to withdraw manuscript and shall be punished for the plagiarism of one level higher than the lower level committed by him/her. In case where plagiarism of highest level is committed then the punishment for the same shall be operative. In case level 3 offence is repeated then the disciplinary action including suspension/termination as per service rules shall be taken by the university.

Note 2: Penalty in case where the benefit or credit has already been obtained - If plagiarism is proved on a date later than the date of benefit or credit obtained as the case may be then his/her benefit or credit shall be put in abeyance for a period recommended by IAIP and approved by the Vice-Chancellor.

Note 3: Each of the paper publication/thesis/dissertation by the student, faculty, researcher or staff of the university shall be checked for plagiarism at the time of forwarding/submission.

Note 4: If there is any complaint of plagiarism against the Head of university, a suitable action, in line with these regulations, shall be taken by the Executive Council of the university.

Note 5: If there is any complaint of plagiarism against the Head of Department/Authorities at the institutional level, a suitable action, in line with these regulations, shall be recommended by the IAIP and approved by the Competent Authority.

Note 6: If there is any complaint of plagiarism against any member of DAIP or IAIP, then such member shall excuse himself / herself from the meeting(s) where his/her case is being discussed/investigated.

11. **Removal of Difficulty**

The university reserves the right to remove difficulty/difficulties in the course of implementations of these guidelines in consultation with the authorities of the university and the University Grants Commission.

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Sanjay Singh

Sanjay

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Sanjay

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Undertaking for Plagiarism Verification

1. Name of Researcher/Faculty/Staff/Student:
2. Registration No.:
3. Title of the Thesis:
.....
4. Name of the Department:
5. Name of Supervisor/Supervisors:
.....
.....

I declare that, the Thesis/Book/Research Paper/Document has been prepared by me and that the Thesis/Book/Research Paper/Document is my original work and free of any plagiarism. I also declare that, the Thesis/Book/Research Paper/Document has been duly checked through a Plagiarism detection tool approved by the university.

The above, Thesis/Book/Research Paper/Document was scanned for similarity detection. The report is as follows:

Software used Date.....

Similarity Index: Total word count.....

The system generated report is attached.

Signature of the candidate

✓
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Plagiarism Exclusion Certificate from Supervisor

This is to certify that the thesis entitled, "....."
 is a genuine work carried
 out by Mr. / Ms.
 bearing Registration, No..... of.....under my/our supervision and submitted
 for the partial fulfilment of the requirement for the award of the degree of Doctor of Philosophy
 (Ph. D.) in under the Department
 of, Bhavana, Visva-Bharati, Santiniketan-731235,
 West Bengal.

As part of requirement the candidate has presented his/her pre-submission seminar on
 and all the suggestions raised during pre-submission have been
 incorporated in the thesis. The work contained in the thesis is original, bonafide research work and the
 entire text of the thesis has been analysed through Plagiarism Detection Tool approved by the
 university for checking similarity and, found plagiarism-free after reconciliation.

The candidate has complied/satisfied with all the rules/regulations/requirements as laid down by the
 university for the submission of the thesis.

To the best of my/our knowledge, the thesis has not been submitted previously in part or full for the
 award of degree or diploma of any university or institute by the candidate.

Supervisor

Co-supervisor

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Text recycling/Self-Plagiarism Certificate by Author/Co-authors

My/Our following research paper/book has been published singly/jointly:

Name of research paper/book	Name of Journal / Book with the details (ISSN/ISBN No., etc.)

I/We declare that,

1. The above publication/publications is original work and has not been previously published/previously published but due citation has been given in the research paper/book.
2. The above publication does not involve smaller/excerpted work from a longer previous publication without proper acknowledgement and due citation.
3. The above publication does not contain any data used earlier in another publication in my / our name without proper acknowledgement and due citation.
4. The above publication does not involve breaking up a longer/larger study into smaller section.
5. The above publication does not contain paraphrasing of my/our previously published work.

Signature of author

Signature of Co-author

Signature of Co-author

Name

Name

Name.....

Address.....

Address

Address

.....

.....

.....

Course Title:

- **Research and Publication Ethics (RPE)**-Course for awareness about the publication ethics and publication misconducts.

Course Level:

- **2 Credit course (30 hrs.)**

Eligibility:

- M. Phil., Ph.D. students and interested faculty members (It will be made available to post graduate students at later date)

Fees:

- As per University Rules

Faculty:

- Interdisciplinary Studies

Qualifications of faculty members of the course:

- Ph.D. in relevant subject areas having more than 10 years of teaching experience

About the course**Course Code: CPE-RPE****Overview**

- This course has total 6 units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in this course.

Pedagogy:

- Class room teaching, guest lectures, group discussions, and practical sessions.

Evaluation

- Continuous assessment will be done through tutorials, assignments, quizzes, and group discussions. Weightage will be given for active participation. Final written examination will be conducted at the end of the course.

Course structure

- The course comprises of six modules listed in table below. Each module has 4-5 units.

Modules	Unit title	Teaching hours
Theory		
RPE 01	Philosophy and Ethics	4
RPE 02	Scientific Conduct	4
RPE 03	Publication Ethics	7
Practice		
RPE 04	Open Access Publishing	4

RPE 05	Publication Misconduct	4
RPE 06	Databases and Research Metrics	7
	Total	30

Syllabus in detail

THEORY

- **RPE 01 PHILOSOPHY AND ETHICS (3 HRS.)**

1. Introduction to philosophy: definition, nature and scope, concept, branches
2. Ethics: definition, moral philosophy, nature of moral judgements and reactions

- **RPE 02: SCIENTIFIC CONDUCT (5 hrs.)**

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
4. Redundant publications: duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

- **RPE 03: PUBLICATION ETHICS (7 hrs.)**

1. Publication ethics: definition, introduction and importance
2. Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest
4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types.
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

PRACTICE

- **RPE 04: OPEN ACCESS PUBLISHING (4 hrs.)**

1. Open access publications and initiatives
2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

- **RPE 05: PUBLICATION MISCONDUCT (4 hrs.)**

A. Group Discussions (2 hrs.)

1. Subject specific ethical issues, FFP, authorship
2. Conflicts of interest
3. Complaints and appeals: examples and fraud from India and abroad

B. Software tools (2 hrs.)

Use of plagiarism software like Turnitin, Urkund and other open source software tools

- **RPE 06: DATABASES AND RESEARCH METRICS (7 hrs.)**

- A. Databases (4 hrs.)**

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc.

- B. Research Metrics (3 hrs.)**

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, altmetrics

Department of Posts, Government of INDia
O/o the chief Postmaster General,
West Bengal circle
Yogayog Bhawan, Kolkata - 700 012

भारतीय डाक



India Post

To
The Joint Registrar,
Academic & Research,
Visva-Bharati,
Santiniketan, Bhirbhum-731235

Sri M. Nayer pl.
RK
24/8/2021

No: Rectt / R-100/Online/GDS/Cycle-III/Vol-I dated 13.08.2021

Subject: - Online selection process of Gramin Dak Sevak- Cycle-III, WB Circle.

Ref: your letter no / / 2021-22 dtd 28/07/2021

Respected Sir,

In acknowledging the receipt of your letter dtd 28-07-2021 addressed to the PMG, Kolkata Head Post Office, GPO, Kolkata-700001, it is intimated that the authenticated list of the recognized boards in India, as communicated by the Govt. Of India, Ministry of HRD, vide no. 11-3/2016 Sch-3 dtd 04/07/2017 does not include "Visva-Bharati" (copy enclosed).

I am directed to request you to take up the matter with the Ministry of HRD for necessary action.

Thanking You,

Enclos: as stated above

Yours Sincerely,

ADPS (Rectt)

O/O the Chief Postmaster General,
WB Circle, Kolkata- 700 012

Copy to:

1. The ADG(GDS/PCC), Dak Bhawan, Sansad Marg, New Delhi-1 for information.

ADPS (Rectt)

O/O the Chief Postmaster General,
WB Circle, Kolkata- 700 012

F.No. 11-3/2016 Sch.3
Government of India
Ministry of Human Resource Development
Department of School Education and Literacy
(School-3)

Room No. 100-D, Shastri Bhawan, New Delhi
Dated : 4th July, 2017

To

✓ The Assistant Director
Department of Posts,
Office of the Postmaster General
North Bengal region,
Silliguri, (W.B.)-734001

Subject: Collection of list of recognized Board of School Education
maintained by the Human Resource Development (HRD), Union of India

Sir

Reference your letter No. SFG/G-81/2013 dated 15.05.2017.

2. ~~It is clarified that Council of Boards of School Education in India (COBSE) is private body having no recognition from Ministry of Human Resource Development, Department of School Education and Literacy, Government of India. Its membership is purely voluntary.~~

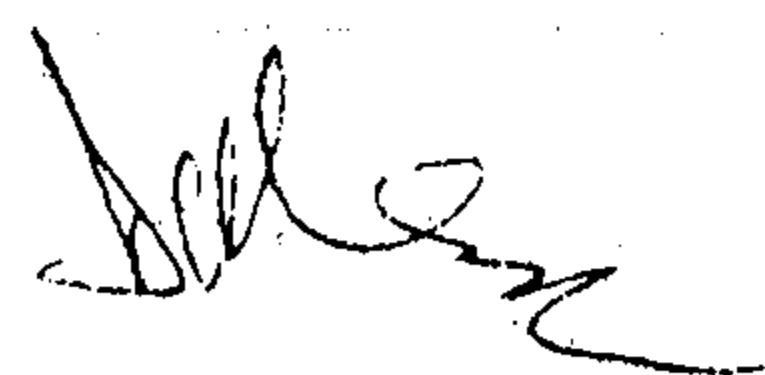
3. Keeping in view the direction given by the Hon'ble High Court Calcutta in WPCT Cases No. 232, 233 and 234 of 2015, an authenticated list of recognized boards in India is enclosed.

4. This department may be informed that whether Ministry of Human Resource Development, Department of School Education and Literacy is also a party in the said writ petition. If so, the details may be furnished.

5. Further necessary action may be taken as deemed necessary.

Encl. As above

Yours faithfully



(D.K. Goel)

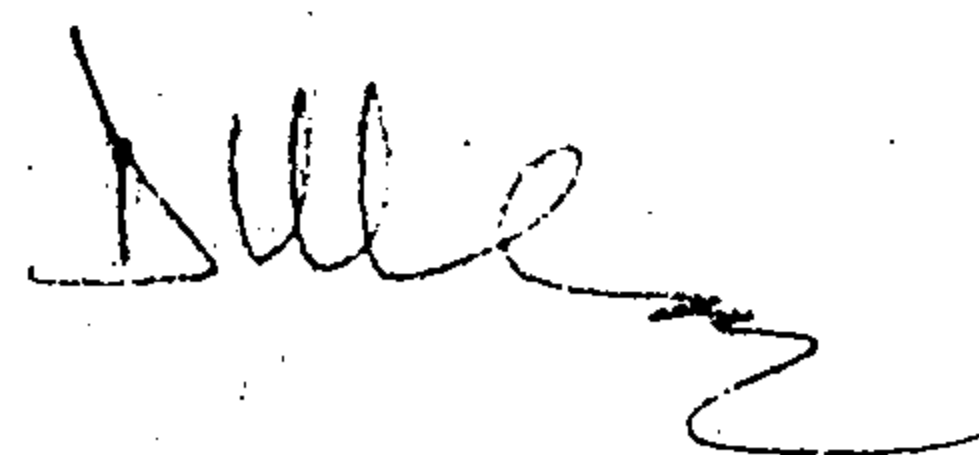
Deputy Secretary to the Govt. of India

Tele/Fax: 011-23074113

E-mail: dk.goel@nic.in

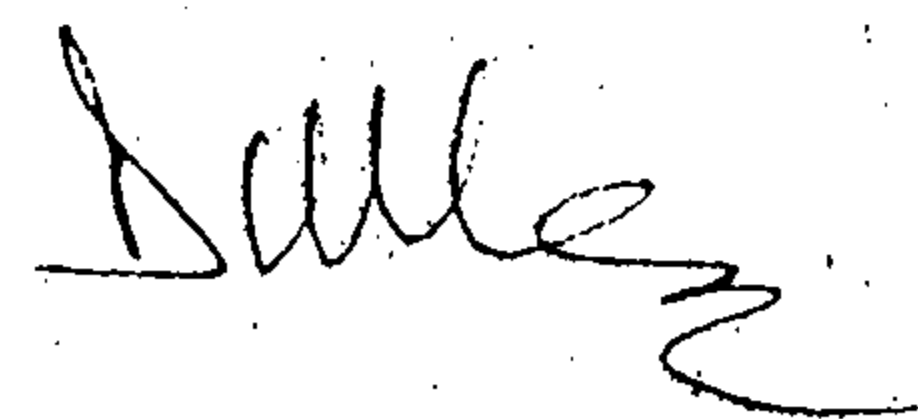
List of recognized Education Boards in India

Sl. No.	Name of the State	List of recognized Education Boards
1.	Andhra Pradesh	1. Board of Intermediate Education, Andhra Pradesh. 2. State Board of Technical Education and Training. 3. Board of Secondary Education, Andhra Pradesh
2.	Assam	1. Assam Higher Secondary Education Council, Bamunimaidan, Guwahati-21 2. Assam Board of Secondary Education, Bamunimaidan, Guwahati-21 3. Assam State Open School, Bamunimaidan, Guwahati-21.
3.	Bihar	1. Bihar School Examination Board, Patna 2. Bihar Sanskrit Siksha Board, Patna 3. Bihar Madarsa Board 4. Bihar Board of Open Schooling & Examination, Patna 5. Bihar Intermediate Education Council, Patna
4.	Chhattisgarh	1. Chhattisgarh Board of Secondary Education, Raipur 2. Chhattisgarh State Board of Open School, Raipur
5.	Goa	1. Goa Board of Secondary & Higher Secondary Education, Goa
6.	Gujarat	Gujarat Secondary and Higher Secondary Education Board, Gandhinagar
7.	Haryana	1. Haryana Board of Education, Hansi Road Bhiwani 2. Haryana Open School, Bhiwani
8.	Himachal Pradesh	1. Himachal Pradesh Board of School Education, Dharmashala 2. Himachal Pradesh State Open School, Dharmashala, Kangra
9.	Jammu & Kashmir	1. J & K State Board of School Education (JKBOSE) 2. J&K State Board of Technical Education (JKBOTE) 3. J&K State Open School, Srinagar
10.	Jharkhand	Jharkhand Academic Council, Ranchi
11.	Karnataka	1. Karnataka Secondary Education Examination Board, Bangalore 2. Karnataka Board of Pre-University Education, Bangalore 3. Karnataka Open School, JSS Maha Vidyapeeth, Mysore.
12.	Kerala	1. Kerala Board of Public Examinations 2. Govt. of Kerala Board of Higher Secondary Examination, Thiruvananthapuram 3. Govt. of Kerala Board of Vocational Higher Secondary Examination 4. Kerala State Open School, Thiruvananthapuram
13.	Maharashtra	Maharashtra State Board of Secondary and Higher Secondary Education, Pune



(देवेन्द्र कुमार गोयल)
(DEVENDRA KUMAR GOEL)
उप सचिव/Deputy Secretary
भारत सरकार/Govt. of India
महामंत्री, शिक्षा/Min. of H.R.D.
शिक्षा विभाग और साक्षरता मिशन
Dir. Sec. of Education & Literacy
नई दिल्ली/New Delhi

Sl. No.	Name of the State	List of recognized Education Boards
14.	Madhya Pradesh	1. Madhya Pradesh Madarsa Board 2. Maharshi Patanjali Sanskrit Sansthan, Bhopal 3. M.P. State, Open School, Bhopal 4. Madhya Pradesh Board of Secondary education, Bhopal
15.	Manipur	1. Manipur Council of Higher Secondary Education, Imphal 2. Manipur Board of Secondary Education, Imphal
16.	Meghalaya	Meghalaya Board of School Education (MBOSE)
17.	Mizoram	Mizoram Board of School Education (MBSE)
18.	Nagaland	Nagaland Board of School Education Chaltan, Aizwal
19.	Orissa	1. Orissa Council of Higher Secondary Education, Bhubaneswar 2. Orissa Board of Secondary Education, Cuttack
20.	Punjab	Punjab State Education Board
21.	Rajasthan	Rajasthan Board of Secondary Education, Ajmer
22.	Tamilnadu	1. Tamilnadu Board of Secondary education, Chennai 2. Tamilnadu Board of Higher Secondary Education, Chennai
23.	Tripura	3. Tripura Board of Secondary Education (TBSE)
24.	Uttar Pradesh	Madhyamik Shiksha Parishad, Uttar Pradesh
25.	Uttarakhand	Board of School Education Uttarkhand, Ramnagar Nainital,
26.	West Bengal	1. West Bengal Board of Secondary Education 2. West Bengal Council of Higher Secondary Education 3. West Bengal Council for Rabindra Open Schooling 4. West Bengal Board of Madarsa Education
27.	UT (Silvassa & Diu)	Gujarat State Board
28.	Telangana	1. Telangana Board of Secondary Education 2. Telangana Board of Intermediate Education 3. Telangana Open School Society 4. Telangana State Board of Technical Education and Training
29.	Delhi	NATIONAL BOARDS (Autonomous bodies under Ministry of Human Resource Development, Department of School Education and Literacy, Government of India) 1. Central Board of Secondary Education (CBSE), New Delhi 2. National Institute of Open Schooling (NIOS), NOIDA



(देवेन्द्र कुमार गोयल)
(DEVENDRA KUMAR GOEL)
उप सचिव/Deputy Secretary
भारत सरकार/Govt. of India
म.स.वि. मंत्रालय/Min. of H.R.D.
स्कूल शिक्षा और साक्षरता विभाग
D.S. School Education & Literacy
नई दिल्ली/New Delhi



विश्वविद्यालय अनुदान आयोग
University Grants Commission
शिक्षा मंत्रालय, भारत सरकार
(Ministry of Education, Govt. of India)
बहादुरशाह जफर मार्ग नई दिल्ली - 110 002
Bahadurshah Zafar Marg, New Delhi-110002
Phone : 011-23604309,

Agenda No. 5
Appendix IV



F.No.24-9/2021(CU)

September, 2021
7 6 SEP 2021

The Registrar
All Central Universities
As per list attached

Sub: Public Notice regarding CA/CS/ICWA qualification to be treated equivalent to PG Degree-regarding

Sir/Madam,

I am directed to invite your kind attention to this office Public Notice DO No.9-35/2016(CPP-II) dated 15.04.2021 (copy enclosed) and to say that UGC had received requests from the Institute of Chartered Accountants of India, the Institute of Company Secretaries of India and the Institute of Cost Accountants of India to consider the qualification being awarded by them, i.e, Chartered Accountant (CA), Company Secretary(CS) and Cost and Works Accountants (ICWA) respectively, equivalent to Post Graduation Degree.

The Commission in its 550th meeting held on 18th February, 2021 decided that:
"CA/CS/ICWA qualification be considered equivalent to PG Degree"

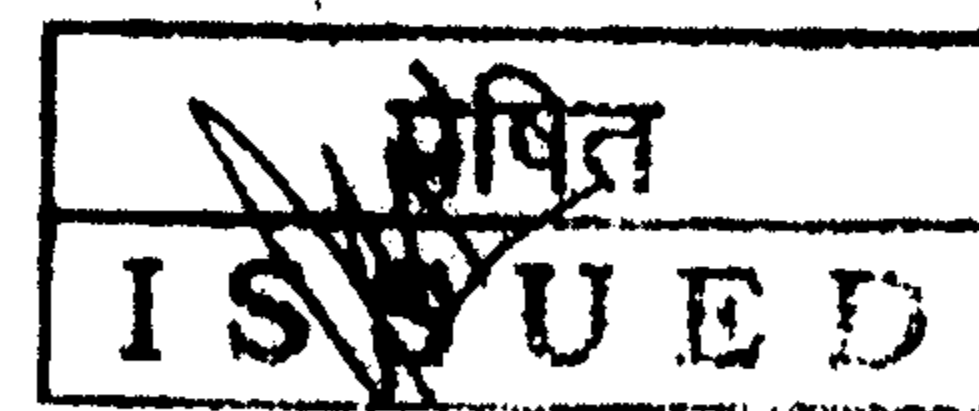
You are requested to take appropriate/necessary action as per instruction issued by UGC in the Public Notice.

Yours faithfully,

(A.S.Sajwan)
Under Secretary

Encl: as above

OK
15/9/21





प्रो. रघुनीश जैन
सचिव
Prof. Rajnish Jain
Secretary



विश्वविद्यालय अनुदान आयोग
University Grants Commission

(शिक्षा विभाग, भारत सरकार)
Ministry of Education, Govt. of India

बालमुखाद पंकर मार्ग, नई दिल्ली-110002
Balar Mukhaad Pankar Marg, New Delhi-110002

Ph : 011-23234288/23239337

Fax : 011-2323 8858

E-mail : ugc@ugc.ernet.in

15th April, 2021

D.O.No.9-35/2016 (CPP-II)

PUBLIC NOTICE

CA / CS / ICWA Qualification to be treated equivalent to PG Degree

UGC had received requests from the Institute of Chartered Accountants of India, the Institute of Company Secretaries of India and the Institute of Cost Accountants of India to consider the qualification being awarded by them, i.e., Chartered Accountant (CA), Company Secretary (CS) and Cost and Works Accountants (ICWA) respectively, equivalent to Post Graduation Degree.

The Commission in its 550th meeting held on 18th February, 2021 decided that:

CA/CS/ICWA qualification be considered equivalent to PG Degree.


(Rajnish Jain)



ए. अशोली चलाई
A. Asholi Chalai
संयुक्त सचिव
Joint Secretary

2 237
26/08/2021
Secretary
Bharati



सत्यमेव जयते

VC/65 3/9/2021

Agenda: 6
Appendix: V
भारत सरकार
राष्ट्रीय महिला आयोग
प्लॉट नं. 21, जसोला इंस्टीट्यूशनल एरिया
नई दिल्ली-110 025
GOVERNMENT OF INDIA
NATIONAL COMMISSION FOR WOMEN
PLOT NO.-21, JASOLA INSTITUTIONAL AREA,
NEW DELHI-110 025
Website : www.ncw.nic.in
E-mail : asholi.chalai@nic.in
jsncw-wcd@nic.in

D.O. No. 5-1/4/2021-22 WW&CB (NCW)

ACADEMIC & RESEARCH
VISVA-BHARATI
No. 121/51
Date 13/8/21

17th August, 2021

Dear Sir,

National Commission for Women (NCW) has proposed to initiate 'Capacity Building & Personality Development Program (PDP)' for UG/ PG female students. Current course will focus on preparing students for entering job/employment market. The course will focus on learning and applying the use of intuitive, logical and critical thinking, communication and interpersonal skills, not limited to cognitive/creative skills and will also touch on digital literacy. These skills and behavior set, when learned, will enhance outcome of employability. Details of the proposed training program are enclosed for your kind perusal.

The program will be conducted through college having sizable female students in rural/ educationally backward areas, so as to enhance communication and interpersonal skills of the female students. It is also to be mentioned here that the entire cost of the training i.e. remuneration to resource person and miscellaneous expenditure will be borne by NCW.

I shall be grateful if you could forward the proposal to colleges/ departments falling under your esteem organization. The interested and motivated departments may get associated with NCW program for the empowerment of their female students. A line of acceptance to the proposal with the proposed number of webinar, list of students willing to enroll for the training and proposed dates may be forwarded to this office. A positive response from your side would be highly appreciated, which may please be sent on neha.ncw@nic.in (Phone no. 8937900189).

With kind regards,

Yours sincerely,

(A. Asholi Chalai)

Prof. Bidyut Chakrabarty
Vice Chancellor
Visva Bharati
Shantiniketan -731235
West Bengal

May be forwarded to the following officials for necessary action Pt.

- 1) Director, PSNS
 - 2) Registrar
 - 3) Proctor
 - 4) JR (Aca & Res)
 - 5) File.
- DR & C. for c.



CAPACITY BUILDING & PERSONALITY DEVELOPMENT PROGRAM (PDP)

Personality Development Courses deal with developing the communication and interpersonal skills of an individual. Such courses are known to be high in demand as they help candidates to learn soft-skills and techniques that are required to gain a competitive edge during placement and job interviews. Personality development is gaining more and more importance as it enables students to create a good impression about themselves on others and helps them to build & develop relationships for career growth.

Objective:

Current course will focus on preparing students for entering job/employment market. Sometimes because of lack of confidence an individual may not be able to demonstrate good professional and communication skills. The course will focus on learning and applying the use of intuitive, logical and critical thinking, communication and interpersonal skills, not limited to cognitive/creative skills. These skills and behavior set, when learned, will enhance outcome of employability.

Course content: (total time duration 4.5 Hours)

- A. Personal Capacity Building**
- B. Professional -Career Skills**
- C. Digital Literacy & Effective use of Social Media**

A. Personal Capacity Building

- Listening
- Brainstorming
- Time management
- Stress management
- Group Discussion Skills and Internal Communication

Session duration- 1.5 hours

Objective and outcome:

The objective of the session is to make learners engage in effective communication by respecting diversity and embracing good listening skills. Practice interpersonal skills for better relations with seniors, juniors, peers and stakeholders. Understand the importance of documentation of key critical ideas/thoughts articulated and action points to be implemented. Learning effective time management skills; thereby avoiding unwarranted stress.

Budget estimate:

The Commission offers an estimate budget of Rs. 15,000/- per webinar. Estimated expenditure as per budget head is marked under:

S.No	Budget Head	Amount
1.	Honorarium to resource persons @2500*3	Rs. 7,500/-
2.	Misc. Expenditure	Rs. 7,500/-

TEST YOURSELF:

In order for studying to be effective, it is important that the students actually remember the information taught to them. After completion of all three sessions students will be asked to take an online quiz which will be organized through MyGov. The participants will be tested for their understanding of the subject through MCQs. The question paper will be based on the booklet/ training sessions conducted under the program. The participants will have to answer 20 Multiple-Choice Questions prepared by NCW within a time frame of 30 minutes. The question paper will be made available online at the time of examination. Assessment of question papers will be computerized.

Marking scheme: Each correct answer will be awarded two marks. There will be no negative marking.

Certificate: All the participants will be able to download a 'Certificate of Participation' on completing the quiz. Top 25 participants will be provided 'Certificate of Commendation' duly signed by NCW, MyGov and or Head of the Institute. In case of duplicity of result, preference will be given to participant who has taken lesser time to answer all the questions correctly.

अनुमत अधिकारी/Docket No.:

1/VCSI/474

दिनांक Date: 25/02/2021

विश्व भारती का महाविद्यालय

V. Chancellor's Secretariat
विश्व भारती/Visva-Bharati

JK(A & R)

Bo-11/3

No.Aca(Endow)/825/2020-21

ACADEMIC & RESEARCH SECTION
VISVA-BHARATI

SANTINIKETAN
RECEIVED

INT/7048/2021

01 MAR 2021

INTERNAL AUDIT OFFICE
VISVA-BHARATI

Office of the Registrar (Chamber)
Visva-Bharati

4450 25/2/21

Docket No. Date

Finance Office / वित्त कार्यालय

Visva-Bharati / विश्व भारती

Docket No. 1240

पूछांकन सं.

Dt: 25.02.2021

Date: 06/3/2021

तां: 3.40 PM

Subject: Creation of an Endowment Fund in memory of Late Partha Sarathi Das, an alumnus of Patha Bhavana, Visva-Bharati

Ref: Attached

As per donors second letter dated 23/11/2020, the prize will be given to the highest scorer in Physical Science in the School Certificate Examination from Patha Bhavana, along with highest scorer in Chemistry in the Pre-Degree Examination from Patha Bhavana. Smt. Mitra Santra (donor) has agreed that as per ethos of this place, no prize is given at any ceremony.

Sub.pl.

RK Kumar

25/2/2021

I/R(A & R)

As per suggestions of Principal, Patha Bhavana, and the acceptance by the donor, Endowment fund of Rs 2 lakhs may be accepted from Mrs Mitra Santra with the approval of Academic Council.

May be accepted subject to ratification by the Academic Council

The two points of the Internal Audit dt. 26/02/2020 have been clarified by the Donor and Adhyaksha, Patha Bhavana in their second letter and observations. The administration may proceed further as per donors desire (A above) and recommendations of the J.R(A & R) dated 03/3/2021.

We may seek the opinion of Finance officer regarding the above, if agreed to.

For your further opinion on the basis of response given by Principal, PB F.O. - For ICA observation 01/03/2021 P.T

INT/7048/2021

44-0616312021

AS proposed 10-11/3 no signature.

PA/W/2020-21

ACADEMIC & RESI
VISVA-BHARATI

9/282

23/11/2020

ଅନୁମତି, ପାଠ-ଭବନ 12/1/21

PATHA BHAVANA
VISVA-BHARATI

Docket No... 230
Date... 23.11.2020

ଶ୍ରୀମତୀ ବିଜୟା,

ଆମର 26/10/20 ତାରିଖର ଦାୟାସ୍ତ ଅନୁମତି
ଆମି ପାଠ-ଭବନର ମାଧ୍ୟମିକ ଦକ୍ଷତା ଶ୍ରୀମତୀଙ୍କ ଦ୍ଵାରା
କାର୍ଯ୍ୟକାରୀ ନକଲ ପ୍ରାପ୍ତ ହେବାକୁ ପ୍ରସ୍ତୁତ କରାଯାଇଥିବା ପ୍ରକାର
ନିମ୍ନଲିଖିତ, ଯେଉଁ ପ୍ରକାର ମା. ଶ୍ରୀମତୀଙ୍କ କାର୍ଯ୍ୟକାରୀ ନକଲ
ମାଧ୍ୟମିକ ଦକ୍ଷତା ଶ୍ରୀମତୀଙ୍କ ଦ୍ଵାରା ପ୍ରସ୍ତୁତ କରାଯାଇଥିବା
ପ୍ରାପ୍ତ ହେବାକୁ ପ୍ରସ୍ତୁତ କରାଯାଇଥିବା ଆମର ଦାୟାସ୍ତ

ଆବେଦନ ।

ଆମର ଦାୟାସ୍ତ ପ୍ରକାର ଅନୁମତି କାର୍ଯ୍ୟକାରୀ ହେବା

ଆମର ଦାୟାସ୍ତ ଆବେଦନ ।

ନକଲପ୍ରାପ୍ତ

ନିମ୍ନ ଶ୍ରୀମତୀଙ୍କ

3

ଅନୁମତି ଦାୟାସ୍ତ ।

ତାରିଖ - 23/11/2020

ଶ୍ରୀମତୀଙ୍କ ନକଲ

ଆମି ବିଜୟା

ପାଠ-ଭବନର ନକଲ - 2898268918

D.R. (Acad. & Resch)

ସୂଚକ - ଆମର ଦାୟାସ୍ତ

ଆମି ବିଜୟା

Adinika

23/11/2020

ଅଧ୍ୟକ୍ଷ / Principal

ପାଠ-ଭବନ

Patha-Bhavana

ବିଶ୍ଵଭାରତୀ

Visva-Bharati

35

ACADEMIC & RESEARCH SECTION
VISVA-BHARATI

No.Aca.(R)/422/2020-21

Dt.17.10.2020

The Adhyaksha,
Patha-Bhavana
Visva-Bharati

Subject: Creation of an Endowment Fund in memory of Late Partha Sarathi Das, an alumnus of Patha-Bhavana, Visva-Bharati.

With reference to your letter no.PB/V-1/447/2019-20 dated 14.02.2020 addressed to the Upacharya, Visva-Bharati. You are requested to inform your opinion on the Internal Audit observations given as at 'x'. On receipt of your opinion the proposal will be placed before the Vice-Chancellor for consideration.

Joint Registrar
(Academic & Research)
Visva-Bharati

'x' In response to the attached notesheet, my response is as follows —

- i) As per donor's second letter dated 23/11/2020, the prize will be given to the highest scorer in Physics Science in the School Certificate and Examination from Patha Bhavana, along with highest scorer in Chemistry in the Pre-Degree Examination from Patha Bhavana.
- ii) Smt Mitra Santra (donor) has agreed that as per ethos of this place, no prize is given at any ceremony.

Bhinka.
23/11/2020
अध्यक्ष / Principal
पाठ-भवन
Patha-Bhavana
विश्वभारती

RECEIVED
18/12/2019/19-20
26 FEB 2020
INTERNAL AUDIT OFFICE
VISVA-BHARATI

02 MAR 2020
CHANCELLOR'S OFFICE
VISVA-BHARATI

Office of the Registrar (Chamber)
Visva-Bharati
Docket No. VC/413 Date: 18.12.19
20.2.2020
26/2/20
04-03-2020

ACADEMIC & RESEARCH SECTION
VISVA-BHARATI

ACADEMIC & RESEARCH SECTION
VISVA-BHARATI
SANTINIKETAN

IR(A & R)

May pl. note the observation
of IAO and take a/c
accordingly.

Subject: Request for creation of an Endowment Fund in memory of Late Partha Sarathi Das,
an alums of Patha-Bhavana, Visva-Bharati.

Ref: Attached

Registrar
We may discuss.
26/03/2020

Enclosed, please find herewith a proposal by Smt. Mitra Santra for introduction of a prize
in memory of his deceased brother Late Partha Sarathi Das, a previous teacher of
Chemistry. As per donors desire the family wish to deposit Rs.2 lakhs (Rupees two lakhs
only) to the University. The proposal was thoroughly discussed and duly approved by the
two Institute Boards of Patha Bhavana & Siksha Satra. It was resolved that from the interest
of the corpus fund a prize will be given for the recipient of highest marks in Chemistry in
both School Certificate and Pre-Degree Examination every year.

Submitted for kind perusal & order of the Competent Authority.

Vice-Chancellor

Recommendation of IR(A & R)
marked at 'A' below may kindly
be considered for approval.

I/R(A & R)

28/2/2020

Sub.pl.
RK Komar

20/2/2020

Enclosed proposal of Smt. Mitra Santra may
be accepted and placed before the Academic Council
for Institution of a prize out of the interest earned on
the endowment fund donated for the students of Patha
Bhavana and Siksha Satra.

Registrar

Vice-Chancellor

The proposal is a good one. Before processing further, the modalities may be looked into:-
1. In S.E. examination, there is a paper 'Physical Science' of 100 marks and within the paper 'Chemistry' part is included. So it will be difficult to award the highest scores in chemistry in respect of School Certificate Examination.
2. On 8th pass, the students who complete and passed the S.E. and Pre-degree examination are given 'Saptarshi' on the dias. It may not be prudent to single out a student and award him the same dias. The award may be given by the school(s) authorities as per the modalities.

20/2/2020

1/10 - observation

18/12/2019/19-20
26/02/2020

Registrar

NOTE SHEET

The attached proposal by Smt. Mitra Santra regarding introduction of a Prize in memory of this deceased brother Partha Sarathi Das, was thoroughly discussed at a Teacher's Council meeting of Patha-Bhavana and it was resolved that Patha-Bhavana has no objection in initiating a Prize for the recipient of highest marks in Chemistry in both School Certificate and Pre-Degree Examination every year, on the basis of the fund donated by the family members of Partha Sarathi Das, who was also an alumnus of Patha-Bhavana.

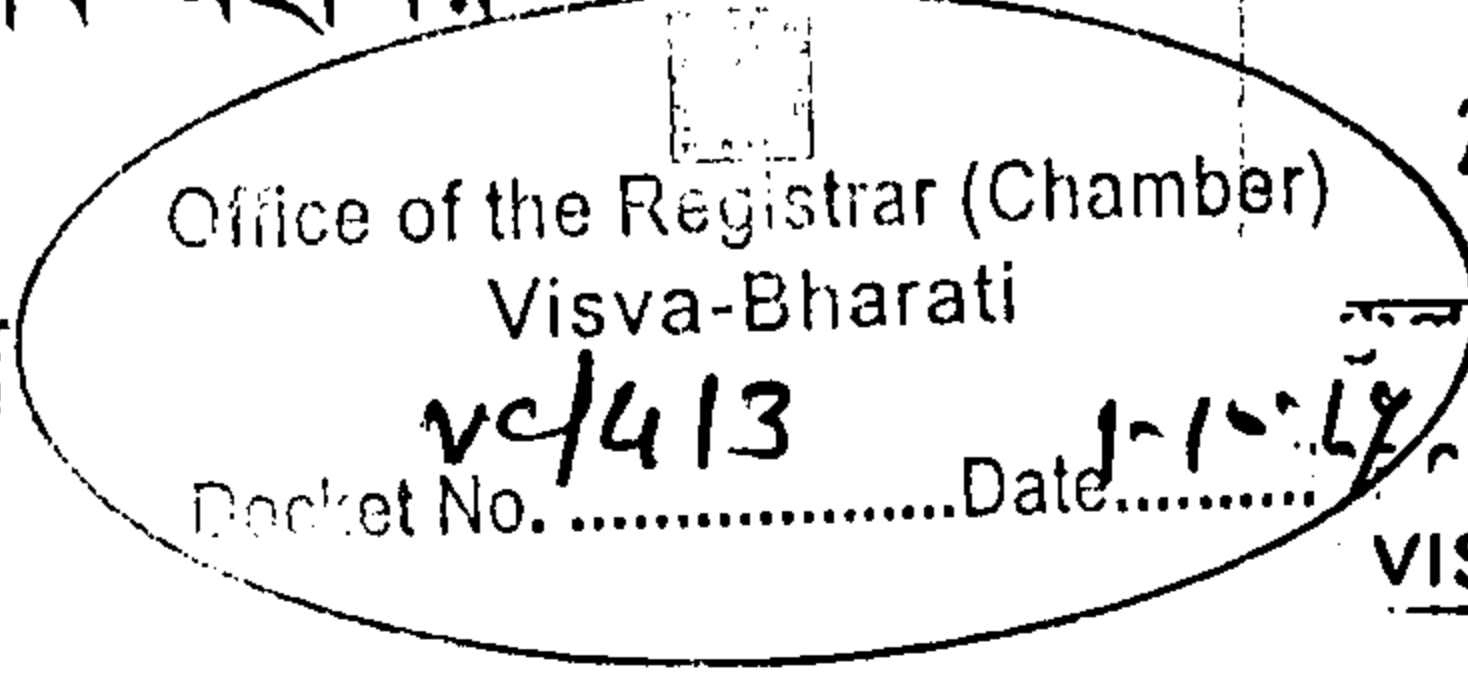
This resolution from Patha-Bhavana is placed for necessary approval from the honorable members of the Institute Boards of Patha-Bhavana & Siksha – Satra, so that it can be placed for approval in the next Academic Council meeting.

Bhishma
Adhyaksha 10.02.2020
अध्यक्ष / Principal
Patha-Bhavana
पाठ-भवन
Patha-Bhavana
विश्वभारती
Visva-Bharati

Signature of Members of Institute Boards of
Patha-Bhavana & Siksha-Satra, Visva-Bharati.

1. K. Chatterjee 10/02/2020
2. J. Mallikarjuna 10/2/2020
3. Asok Kr Sarker 10.02.2020
4. M. 10.2.20
5. Bhishma 10/2/20
6. Prasad Sarker 10/2/20
7. Smarajit Roy 10/02/20
8. Sujata Mitra. 13.2.2020

শ্রদ্ধেয় উপাচার্য মহাশয়
বিশ্বভারতী
শান্তিনিকেতন



সংখ্যা-1/কুলপতি.....
DOCT. NO. 2/VC/373
28 SEP 2019
CHANCELLOR'S OFFICE
VISVA-BHARATI

PATHA BHARATI
VISVA-BHARATI
Docket No. 825
Date 19-10-2019

সিউকিট এবং প্রেরণ
সাধারণ বিভাগ
বিশ্বভারতী
সং.....দিনাঙ্ক.....
DOCKET & DESPATCH
GENERAL SECTION
VISVA-BHARATI
No. 1/2787 Date 18/10/19

সবিনয় নিবেদন,

আমাদের সহোদর ভ্রাতা পরম স্নেহভাজন, শ্রীমান পার্থ সারথি দাস, বিশ্বভারতীর পাঠভবনের প্রাক্তন ছাত্র (১৯৭৪ - ১৯৮০ খ্রীঃ) ছিল। তার অকাল প্রয়াণে আমরা পারিবারিক সদস্যরা গভীরভাবে মর্মান্বিত। যেহেতু সে রসায়নের শিক্ষক ছিল, সে জন্য তার স্মৃতিতে আমরা পরিবারের তরফ থেকে পাঠভবনে রসায়নে মাধ্যমিক এবং উচ্চমাধ্যমিকের সর্বোচ্চ নম্বরপ্রাপ্ত দুজন ছাত্রকে সামান্য পুরস্কৃত করতে মনস্থির করেছি। মাধ্যমিক এবং উচ্চমাধ্যমিকের দুই কৃতি ছাত্রের জন্য এক লক্ষ করে, মোট দুই লক্ষ টাকা বিশ্বভারতী প্রতিষ্ঠানের নামে ফিক্সড ডিপোজিট করে তার থেকে সারা বছরে যে সুদ সঞ্চিত হবে সেই অর্থের মাধ্যমে প্রতিবছর তাদের পুরস্কৃত করার ব্যবস্থা করা হোক। আমাদের ইচ্ছা, পাঠভবনের বার্ষিক সমাবর্তন অনুষ্ঠানে এই পুরস্কার দুই কৃতি ছাত্রের হাতে তুলে দেওয়া হবে। প্রসঙ্গত উল্লেখযোগ্য এই যে, আমাদের পরিবারের সব সদস্যরাই কোনও না কোনও ভাবে বিশ্বভারতীর সঙ্গে যুক্ত ছিল।

আমাদের এই প্রস্তাব অনুগ্রহ করে বিশ্বভারতী গ্রহণ করলে আমরা বাধিত হব। এ ব্যাপারে আপনার সক্রিয় সহযোগিতা প্রার্থনা করছি।

তারিখ: ২৮/৯/১৯
সীমান্তপল্লী
শান্তিনিকেতন

নমস্কারান্তে
মিত্রা সাতরা
মিত্রা সাতরা

ও
অনিতা দাস

R.H. Das
সিউকিট
সংখ্যা-১/কুলপতি
২৪/১১/১৯

Resistive
For kind n.a.
as directed.

30/9/19

Principal, Patha-Bh.
Observation please
15/11/19

CONFIDENTIAL

ACADEMIC & RESEARCH
VISVA BHARATI
No.
Date: 21.01.2021

Agenda: 8
Appendix: VII

No PCR: 13/205/2020-21

Date: 21.01.2021

To be placed before
the A/c Bll - 8/2

To
The Joint Registrar (Examinations)
Visva-Bharati
Santiniketan

Through the Principal,
Visva-Bharati

Sir, Attached herewith please find an Application of
Mainak Mondal, Student of Comparative Religion, Department
of Philosophy & Comparative Religion, Visva-Bharati, and
concerning response of Dr. Mousumi Roy, Assistance Professor
of the Department.

The application of the student may be considered favorably.

Thanking You,
Yours' sincerely,

Anup Barman
21.01.2021
Head

Department of Philosophy
& Comparative Religion
Visva-Bharati
Santiniketan
विश्वभारती, शान्तिनिकेतन
Department of Philosophy & Comparative Religion
विश्वभारती, शान्तिनिकेतन
Visva-Bharati, Santiniketan

③
To
The Joint Registrar (Exam)
Dr. Mousumi Roy has already
expressed taken the responsibility
and apologise for the same. I have communicated
with her as per advice of our Honorable Vice-Chancellor.
She conveyed that this is the first time such an
inadvertent mistake occurred. Registrar (Exam)
in her 15 yrs. of service
Necessary action may be
taken as per rules.
May be considered favorably.
25/1/2021

Anup Barman
Head
विश्वभारती, शान्तिनिकेतन
Department of Philosophy & Comparative Religion
विश्वभारती, शान्तिनिकेतन
Santiniketan

विश्वभारती, शान्तिनिकेतन
Department of Philosophy & Comparative Religion
विश्वभारती, शान्तिनिकेतन
Santiniketan

The Joint Registrar (Exam)

①
The Result of Comparative Religion, B. A. Degree
was published on 14.01.2021. Internal
Exams Section in September, 2020 where the marks of
Sri Mainak Mondal in CC-8 were shown as Absent.

As per existing Examination Ordinance (Rule of the University) (Enclosed herewith)
no change in the Internal Assessment mark is permitted after they have
been forwarded / Submitted to the Exam. Section. Hence the matter may
be returned to the Department of Philosophy & Comparative Religion.

④
Honble Vice-Chancellor: As directed, the
HOD's comment dtd 02/01/2021 has
been obtained at ③ above. The Exam. Section already
informed that the request is not permissible now. 28/1/21

HOD,
Philosophy &
Comp. Religion

②
As per existing Examination Ordinance (Rule of the University) (Enclosed herewith)
no change in the Internal Assessment mark is permitted after they have
been forwarded / Submitted to the Exam. Section. Hence the matter may
be returned to the Department of Philosophy & Comparative Religion.

Sub. pl. 11/3/21
28/1/21

To

The H.O.D

Philosophy and Comparative Religion.

Vishva-Bharati

স্বাক্ষর,

আমি স্নাতক স্তর, আপনার বিভাগের,
'তুলনামূলক ধর্ম' বিভাগের Sem - V এর বর্তমান
ছাত্র। আমার অন্তিমের অর্থাৎ sem IV এর
সমাপ্তি প্রকাশ পেয়েছে, অতএব আমার
একটি আপার ০৫-০৪ এ ^{ইন্টারনাল পরীক্ষায়} অনুমোদিত দেখানো
হয়েছে যদিও আমি দুটি পরীক্ষা দি একটি
online ও offline এ (এই বিষয়টি ও পূর্বে
পেয়েছি।

আমার একান্ত অনুরোধ এই বিষয়টি
যদি সমীক্ষিত করা যায়।

Date - 20/01/2021

আপনার অনুগ্রহ
স্নাতক স্তর
তুলনামূলক ধর্ম
sem - V
বিদ্যা - বেন

R.P. on 14/01/2021

Student Applied on 20/01/21

2019-2020
CSE 20

The Head

Dept. of Philosophy & Comparative Religion

So it may not be
granted

25/6/2020

Dated: 21.01.2021

Visva-Bharati,

Sub: Request for Correction and Reconsideration of
Student's Marks,

Dear Sir,

This mail is regarding a mistake committed on my part in sending the tutorial marks of a student Mainak Mondal of B.A. Comparative Religion, Sem-IV of the session 2020-21, As per my personal record, Sri Mainak Mondal has submitted two tutorials in the paper CC-08, Hinduism: Textual Study. He has obtained the marks $\frac{2.5 + 3.5 = 6}{7.5 + 7.5 = 15}$ out of a total of 15 marks.

However, I have inadvertently marked him as absent in the final list of marks submitted at the department. This is a mistake on my part and it would be a grave injustice towards the student concerned if he has to suffer due to a mistake caused by me and not him.

I sincerely apologize for the mistake and earnestly request you to take necessary action leading to relevant correction in the marks of Sri Mainak Mondal in the concerned paper.

Apologizing once again for the trouble caused,

Thanking you,

Sincerely,

Mousumi Roy
(MOUSUMI ROY)

Asst. Professor

सहायक प्राध्यापक Assistant Professor
दर्शनशास्त्र एवं तुलनात्मक धर्म विभा
Department of Philosophy & Comparative Religion
विश्वभारती Bantiniketan
Visva-Bharati, Santiniketan



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marks, he/she should apply in writing to the Head of the Department concerned within a specified period for necessary correction of the marks. The Head of the Department will after scrutiny enter the correct marks. The Internal Assessment marks to be reached to Examination Section before commencement of the Examination. No change in the Internal Assessment marks will be permitted after they have been forwarded to the Examination Section.

U.G, P.G, M.Phil & Ph. D. Coursework Examination:

Normally, the student is expected to complete his/her programme within the minimum period as laid down under the relevant Regulation of the University which should be in conformity with the UGC Regulations on the award of First Degree (Under Graduate) and Masters Degree (Post Graduate).

Ordinarily, no student should be given time beyond the extended period of three years. However, in exceptional circumstances and on the basis of the merits of each case University may allow a student one more year for completion of the programme.

- a. The University shall follow the Choice Based Credit System in UG level. However semester system will continue in PG /M.Phil & Ph.D Course Work Examination.
- b. An academic year consists of two semesters with instructional contact of four months in each semester.
 - (1) Odd Semester (I , III and V, etc., Semesters): July to December
 - (2) Even Semester (II , IV and VI, etc., Semesters): January to June
- c. A candidate should secure minimum pass marks stipulated in all the courses offered in each Semester. Pass marks for each (Credited) Theory and Practical Course (Honours, Optional and Allied) shall be 40% of total marks in that course. Pass marks for Non-credited courses shall be 33% of total marks in each Course inclusive of internal assessment marks. However the Pass marks for M Phil and PhD course work Examination is 50% of total marks.
- d. A candidate who fails to secure at least 40% marks in any Credited Course and 33% marks in any Non-credited Course of a Semester Examination shall be declared to have failed in that Course. The candidate may appear as a Back Candidate in that Course in the **next corresponding** Semester Examination. He / She shall have three

48

40C

40C

अनुभाग अधिकारी/Docket No.:

1/VCS/275
दिनांक Date: 02/02/2021

कुलपति का सचिवालय
Vice-Chancellor's Secretariat
विश्वभारती/Visva-Bharati



Centre for Comparative Literature
Bhasha Bhavana
Visva-Bharati

Agenda: 9
Appendix: IX

डॉकेट/Docket 157

दिनांक/Date: 02/02/21 सं/No.:

तुलनात्मक साहित्य केंद्र
Centre for Comparative Literature
भाषा भवन, विश्वभारती
Bhasha-Bhavana, Visva -Bharati

To
The Honourable Vice Chancellor
Visva-Bharati
Santiniketan

ACADEMIC & RESEARCH
VISVA-BHARATI
No. V/112
Date: 02/02/2021

01.02.2021

Subject: Proposal to convert the Centre for Comparative Literature, Bhasha Bhavna, into Department of Comparative Literature under Bhasha Bhavana, Visva-Bharati.

Respected Sir,

We are submitting our proposal to convert the Centre for Comparative Literature, Bhasha Bhavna, into Department of Comparative Literature under Bhasha Bhavana, Visva-Bharati for your kind consideration. The proposal was discussed at the Academic Council held on 4th January, 2021.

We are attaching a proposal and profile of the Centre for Comparative, Bhasha Bhavana along with this letter.

Thank you.

Yours sincerely

Soma Mukherjee 01/02/2021

Soma Mukherjee
Assistant Professor of Comparative Literature
Teacher in Charge
Centre for Comparative Literature
Bhasha Bhavana

प्रभारी अध्यापक/Teacher-in-Charge
तुलनात्मक साहित्य केंद्र
Centre for Comparative Literature
भाषा भवन, विश्वभारती
Bhasha-Bhavana, Visva -Bharati

Forwarded
02/02/21
प्रभारी अध्यापक/Teacher-in-Charge
तुलनात्मक साहित्य केंद्र
Centre for Comparative Literature
भाषा भवन, विश्वभारती
Bhasha-Bhavana, Visva -Bharati

अध्यक्ष/Principal
भाषा भवन/ Bhasha-Bhavana
विश्वभारती/Visva-Bharati

May be sent to JR (Ac&Res)
as directed,

DR 2021/02

01/02/21
02/02/2021

**Proposal to convert the Centre for Comparative Literature, Bhasha Bhavna, into
Department of Comparative Literature under Bhasha Bhavana, Visva-Bharati**

Preamble:

The Centre for Comparative Literature (CCL) was established in 2013, in keeping with Gurudev Rabindranath Tagore's idea of 'Visvasahitya'. With only two full-time faculty members, and an ad hoc professor, the Centre for Comparative Literature (CCL) initiated MPhil programme from 2013, and PhD programme from 2014. A third full-time faculty member joined in 2014, prompting us to introduce MA programme. Now three successful MA batches have passed from CCL, a PhD degree-holder of the Centre has been inducted into a faculty position at Amity University, another student, yet to complete her PhD has got a job at Madhupur College, Jharkhand. Equal emphasis on critical thinking, hardcore literary studies, language skill, cutting-edge literary theory, and literary-skill development courses has been a characteristic feature of CCL syllabi. With extremely limited resources and infrastructure, CCL has managed to organise three international and national conferences, held translation workshops, and has collaborated with esteemed organisations like ICSSR and Sahitya Akademi. The Centre is also a proud recipient of UGC Incentivization Scheme (twelfth plan). Long before online interactions became the "preferable" mode, CCL organised an International Webinar in collaboration with Sarsuna College, Kolkata and others. Not only at the national and international levels, we have also collaborated with local institutes like Domkal College, Medinipur, and Ebong Amra Theatre Village, Burdwan, for several students' initiatives. We have published an English translation of Rabindranath's book of essays, *Prachin Sahitya*, and proceedings of an international conference. This small but thriving Centre has been organising a monthly lecture series, Carca: Exercise in Comparativisms, since 2016, which has already drawn attention of the immediate academic community. Our students have been publishing an annual magazine, *Tumulayan*, since 2015, and we have also launched a triannual e-newsletter, *ComplitEbarta* from 2019. One of our PhD students has recently received Fulbright Fellowship at University of Michigan, Ann Harbour, USA.

Proposal:

Now, keeping in mind the recommendations of NEP 2020, we propose to convert the Centre to a fully fledged Department of Comparative Literature. This, we believe, will allow us to

restructure our courses as per the recommendations of NEP, and also to develop the thrust areas we have been working on, such as Indian literatures, Translation Studies, Literature and the Other Arts, Literatures of the colonies and literary skill development courses.

NEP 2020 has stated that to initiate a holistic approach to education “HEIS shall have strong departments with adequate expertise and design programmes in Indian Languages, Comparative Literature, creative writing, arts, philosophy, archaeology etc. High – quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Artefact Conservation, Graphic Design and Web Design within the higher education system will also be created”.

So Following the NEP guidelines, we propose to introduce Five-year Integrated MA programme, and continue with the PhD programme. Gaining the status of Department will enable us to improve our resources in order to broaden our outreach.

Requirements:

In order to effect the changes proposed, we will require the following:

Existing Faculty:

Assistant Professor: 03

Associate Professor: 01 (vacant)

New Faculty positions required: 07

Professor: 01

Associate Professor: 02

Assistant Professor: 04

Existing Office Staff : 01

Office Staff Required: Peon - 01

Space and Equipment:

Existing Classrooms: 1.5 (out of which one is ICT enabled)

Classrooms required: 6

Faculty Room: 2

Computers and peripherals for all new inducted faculty members.

Contents

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Research Areas of the Centre:	3
Broad Areas of MPhil and PhD research conducted by research students:	Error! Bookmark not defined.
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Major Academic Events of the Centre (National and International Seminars, Conferences, Workshops, Symposium, Special Lecture Series):.....	4
Publications of the Centre:	4
Future plan for Academic expansion/ outreach:.....	5
Other Literary Activities of the Centre	5
About the Faculty Members	Error! Bookmark not defined.

Centre for Comparative Literature: An Overview

Comparative Literature started its voyage in Visva-Bharati since 2010 when the subject was first introduced as part of compulsory language courses at the undergraduate level. Dr Nilanjana Bhattacharya and Dr Soma Mukherjee joined as Assistant Professors in 2009 and 2010 respectively. Subsequently in 2011, Comparative Literature as a subsidiary subject was introduced in Bhasha Bhavana, Visva-Bharati.

The Centre for Comparative Literature was established in Bhasha Bhavana in 2013. Professor Tapati Mukherjee was appointed as Adjunct Professor and Chairperson of Comparative Literature. Dr. Dheeman Bhattacharyya joined in 2014 as an Assistant Professor and that has augmented our faculty strength.

Courses Offered:

- MPhil (from 2013)
- PhD (from 2014)
- MA (2015)
- GE (Comparative Literature)

Research Areas of the Centre:

- Comparative Indian Literature
- Rabindranath: Texts, Contexts & Intertexts
- Translation Studies
- The Journey of the Rama Narrative
- Bhakti and Sufi Trajectory
- Forms of Colonies
- Indigenous Studies
- Literature and the Other Arts

Library Facility

Considerable number of titles specific to Comparative Literature are now available with the Central Library which were procured through the grants available centrally.

Proposed Areas of Developing Library Resources:

- Access to online resources through Central Library
- Generating grant to procure more books and journals
- Creating a Departmental Seminar Library with the books received as gifts from Professor Manabendra Bandyopadhyay to the Centre.

Grants and Awards Received:

1. Rs. 6.5 lakhs from UGC Incentivisation Scheme to organise International Conference
2. Rs. 1 lakh from ICSSR to organise International Conference

Major Academic Events of the Centre (National and International Seminars, Conferences, Workshops, Symposium, Special Lecture Series):

The Centre for Comparative Literature, Visva-Bharati, organised its first academic International Conference on **“Exploring the Home and the World: Rabindranath and Comparative Literature”** on February 6 and 7, 2015—an international conference exploring the contours of Comparative Literature and the contribution of Rabindranath Tagore to it. It was held at the newly constructed Bhasha Bhavana.

The Centre for Comparative Literature, Visva-Bharati, organised its second International Conference on **“Comparative Literature: At the Crossroads of Culture and Society”** in collaboration with Comparative Literature Association of India, ICSSR, and Rabindra Bhavana, Visva-Bharati on January 16 and 17, 2016.

The Centre for Comparative Literature organised an interactive session with Professor Peter J. Keegan, Faculty of Education, University of Auckland, New Zealand in association with DEOMEL and Centre for Cultural Studies, Visva-Bharati on February 17, 2015 at the Bhasha Bhavana. He spoke on **“Maori Literature and New Zealand Literature: Reflections on the Past and Future Directions”**.

The Centre for Comparative Literature organised the first International **Webinar on “Organised Higher Academics in South Asian Perspectives: Changing Perspectives”** organized in collaboration with Sarsuna College on February 25 and 26, 2019.

The Centre for Comparative Literature organised a Symposium on **“Comparative Literature Today: The Indian Scenario”** on March 25, 2019.

The Centre for Comparative Literature organised a symposium on **“Emotion, Experience, Expressions: Ethics and Aesthetics”** in collaboration with Sahitya Akademi on 23 April, 2016.

The Centre for Comparative Literature organised a special lecture by Professor Michaela Albl-Mikasa (Zurich University, Switzerland). **“Multilingualism, Translation and Interpreting: English as a Lingua Franca in Europe”** on December 19, 2016.

The Centre for Comparative Literature organised an International Conference on **“Comparative Literature: At the Crossroads of Culture and Society”** in collaboration with Comparative Literature Association of India, UGC, Sahitya Akademi, Rabindra Bhavana, Visva-Bharati on 6th-8th March, 2017.

The Centre organised a four-day Translation Workshop to translate Rabindranath's *Prachin Sahitya* into English and other Indian and Non-Indian Languages in collaboration with Rabindra Bhavana, Visva Bharati and CENTIL, Jadavpur University on 12th to 15th January, 2016. This was Translation Workshop I. The second workshop of the series was organised on March 16-17, 2018 to translate Rabindranath's *Adhunik Sahitya* which was jointly coordinated by Dr Sayantan Dasgupta and Dr Nilanjana Bhattacharya.

The Centre organised a symposium on Afsana-e- Chughtai on 19th March, 2016.

Publications of the Centre:

Pracin Sahitya: Annotated English Translation and Critical Essays edited by Nilanjana Bhattacharya and Sayantan Dasgupta, published by Centre for Comparative Literature, Visva-Bharati in April 2017

Comparative Literature at the Crossroads of Culture and Society (ISBN:978-81-7522-6760) edited by Professor Tapati Mukherjee and Professor Kailash Pattanaik.

Future plan for Academic expansion/ outreach:

The Centre has plans for the following projects:

- Publishing multiple volumes on Comparative Literary Studies in various Indian Languages
- Organising Translation Workshops
- Conducting Webinars
- Collaborating with various educational institutions/ industries to promote skill-based programmes in the field of Comparative Literature as extension programmes of the Skill Development courses being offered at the MA level.
- Promoting holistic education through collaborations with other disciplines/departments

Other Literary Activities of the Centre

CCL initiated a monthly lecture series “**Carcā: Exercise in Comparativisms**” to facilitate interactions among the teachers and students of various disciplines. The first session was held on August 29, 2016 which consisted of two lectures on classical Indian languages. We are still organizing the series in the online mode. The thrust area is the history of the various departments and disciplines in Visva-Bharati.

Students publish an annual multilingual Students’ magazine, called *Tumulayan*, on the day of Anandabazaar since 2015. The students also launched an e-newsletter of the Centre for Comparative Literature called CompLitEBarta from April, 2019.

About the Faculty Members:

Nilanjana Bhattacharya (Assistant Professor III) joined Visva-Bharati in 2009. Her research interest includes Translation Studies, Feminist Literary Criticism, and Historiography. India and Latin America are her primary areas of focus. She received an International Data Collection grant from ICSSR in 2017 and a grant from ICHS-Shandong University Solidarity Fund in 2015. A recipient of Charles Wallace Translation Fellowship (2012), she writes in English, Bengali and Spanish. She co-edited *Pracin Sahitya: An Annotated English Translation and Critical Essays*, a book of essays on Ancient Literature by Rabindranath Thakur.

Dr. Soma Mukherjee (Assistant Professor III) joined Visva-Bharati in 2010. Her area of research interests are Comparative Literature methodology, Indian Literatures, Literatures of Africa and Popular Literature and Culture. She co –edited the book *Tracing Transactions: An*

Anthology of Critical Essays on India and Southeast Asia and edited the book *Comparative Literature: Terms and Concept*.

Dr. Dheeman Bhattacharyya (Assistant Professor I) teaches at the Centre for Comparative Literature, Institute of Languages Literature and Culture, Visva- Bharati, Santiniketan. His doctoral thesis was on Indigenous Performance Traditions in India and Canada. He was the recipient of SICI Doctoral Fellowship (2010-11) and a scholar at University of Toronto, Canada. He has closely worked with Native Earth Performing Arts, Toronto. He is trained in Odishi and Rabindrasangeet and performs regularly within India and beyond. He has worked in productions like Niraba Rajani (original score and design), Yugaant, Prem Naba Naba Roope, Urubhangam, Andhyayug, NAAD. He has written original scripts for national and international collaborative projects like " Karuna Dharay Esho", " Megh Bhanga Gaan" , " Srabon Kheyale", " Naad", " Waterness", " Niraba Rajani". He has directed a documentary " Vimukti" in association with ICSSR, Govt. Of India and AAWW. He has published his articles on Indigeneity and performance traditions in several books and journals. He has written and co-edited a book " Ghumantoos" published by Jadavpur University. He is on the Advisory Board of the Centre for Canadian Studies, Jadavpur University and Executive Committee member of Comparative Literature Association of India.

ACADEMIC & RESEARCH VISVA-BHARATI
No. 9/751
Date 12/02/2021

Agenda: 10
Appendix: X


Ref. No.- BB/ 116 /2020-21

Date:-12/02/2021. —

To
The Joint Registrar
Academic & Research
Visva-Bharati

Please find enclosed herewith the minutes of the institute Board of Bhasha-Bhavana along with all relevant papers to be placed before the Academic-Council.


This is for your information and necessary action.



Principal 12-2-21
Bhasha-Bhavana

अध्यक्ष / Principal
भाषाभवन / Bhasha-Bhavana
विश्वभारती / Visva-Bharati

List of Enclosures:

1. Notification for convening of meeting of Institute Board, Bhasha-Bhavana dated 21/01/2021.
2. Minutes of the Institute Board of Bhasha-Bhavana, held on 29/01/2021.
3. Resolution of emergency BOS, Department of English, regarding modality of conducting AECC English examination of UG Sem.- I.
4. Resolutions of BOS and faculty meeting of Department of Bengali re. modality of conducting AECC Bengali examination, UG Sem.- I.
5. Resolution of BOS, CMELLCS, re. various revisions of syllabuses of French, German, Italian and Russian.

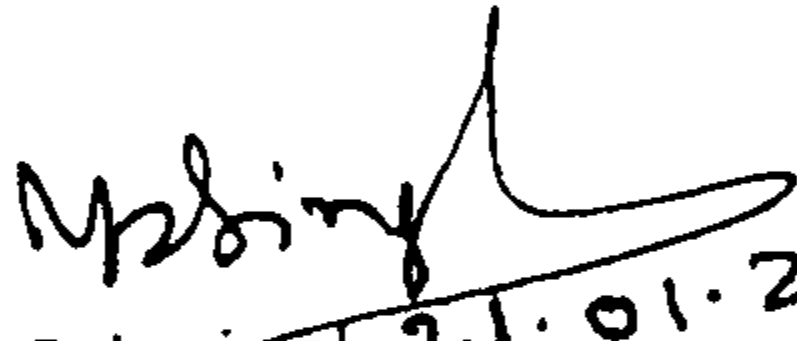
M. G.



12-2-21 अध्यक्ष / Principal
भाषाभवन / Bhasha-Bhavana
विश्वभारती / Visva-Bharati

NOTIFICATION
BHASHA-BHAVANA
VISVA-BHARATI

21 January 2021

A meeting of the Institute Board, Bhasha-Bhavana, will be held on 29 January 2021 from 10.30 a.m. in the Bhasha-Bhavana Conference Hall, first floor, Bhasha-Vidya-Bhavana Building. All Members are requested to kindly make it convenient to attend the meeting. Heads of Departments are requested to kindly forward this notification to Institute Board Members in their respective departments. Heads of Departments under Bhasha-Bhavana are requested to positively attend the meeting with their agenda, if any.


Principal 21.01.2021

Bhasha-Bhavana अध्यक्ष / Principal
Visva-Bharati भाषाभवन / Bhasha-Bhavana
विश्वभारती / Visva-Bharati

Agenda:

1. Deliberation and ratification of confidential reports on D.Litt. candidate Dr. Anuj Kumar
2. Announcement of AC and EC resolutions on Centre for Endangered Languages (CFEL) as a centre under Bhasha-Bhavana
3. Approval of various departmental agenda, if any, for placing before next Academic Council
4. Miscellaneous

Copy to:

- Prof. R. Sivakumar, Professor of History of Art, Kala-Bhavana
- All HODs and Professors of Bhasha-Bhavana
- Vice-Principal of Bhasha-Bhavana (Invitee)

The minutes of the Institute Board Meeting
Bhasha-Bhavana
held on 29/01/2021

1. Resolved that the D. Litt proposal of Dr. Anuj Kumar is approved by the Institute Board and it will be placed before Research Board, Visva-Bharati for further action.
2. Announcement of AC and EC resolutions on Centre for Endangered Languages (CEEL) as a Centre under Bhasha Bhavana. Noted.
3. Approved the proposal of syllabus revision of CHELLCS, Bhasha-Bhavana and may be placed before A.C.
4. Deptt. of Bengali and English:
Regarding Modalities of conducting ABCC Exam. of the Deptt. of Bengali and Deptt. of English.
* Proposal of Bengali Deptt. should be ratified through B.O.S after that it will be placed before Academic Council.
Misc: Status of Centre for Marathi / Assamese languages may be clarified at Academic Council.
Issue regarding Exam. fees of Certificate Course of Assamese.

Manju Ranis Singh

29.01.2021

Principal
भाषाभवन / Bhasha-Bhavana
विश्वभारती / Visva-Bharati

Institute Board of Bhasha-Bhavana 29/01/2021.

Meeting of the Institute Board of Bhasha-Bhavana held on 29/01/2021 at 1:30 in the Conference Hall of Bhasha Bhavana.

Agenda: 1. Deliberation and ratification of Confidential reports on D. Litt Candidate Dr. Anuj Kumar.

2. Announcement of AC and EC resolutions on Center for Endangered Languages (CFEL) as a Centre under Bhasha-Bhavana.

3. Approval of various departmental agenda, if any, for placement before next Academic Council.

4. Miscellaneous.

Members Present:

1.

2.

3.

4. Swati Ganguly 29.1.2021.

5. Sabita Prashan 29.1.2021

6. Greeni 29.1.2021

7. Anurag 29.1.21

8. Abhinav 29/1/21

9. Soma Mukherjee 29/1/21

10. Niranjana Jena 29.01.21

11. Manabendra Nath Saha 29.1.21

12. Mukteshwar Nath Jyoti 29.1.2021

13. Rabindranath Mishra. 29.1.2021.

14. Wasef Ahmed 29.1.2021

15. Shadiq Terzi 29.01.2021

16. Ravir Suneeth B. 29.01.21

17. Dhakeshwar Majhi. 29.1.2021

18. Nilanjana Chakrabarti 29.01.2021

**Resolution of the Emergency Board of Studies held on 23 rd January 2021
at 11 a.m. in Online Google Meet**

Agenda: Modality of the AECC English Examination for Undergraduate SEM I Students

Resolution: Keeping in mind the significant number of AECC (English) students for Undergraduate SEM I students 2020-21 dispersed across various Departments of the University, we feel that it would be judicious to have this online examination centrally organised by the Examination Section. The Department will send the Joint Registrar (Exams) the moderated Question paper well in advance so that they can send this to the respective Heads of the Departments concerned. We request him to distribute the digital scripts equally to the individual examiners (list of examiners has already been submitted) who will evaluate and submit the marks to the Examination Section in due course.

Members Present:

1. *Swati Ganguly* (Chair of BOS) 23.1.2021
2. *Tanuka Das* 23.1.2021
3. *Debarati Bandyopadhyay* 23.01.2021
4. *Aipankar Roy* 23/01/2021
5. *Samra Datta* 23.1.2021
6. *Sudar Pratin Ban* 23.01.2021
7. *Stuti Mamen* 23/01/2021
8. *Shreona Barik* 23/1/2021
9. *Tapan Biswas* 23/1/2021
10. *Ananya* 23/1/2021

23.1.2021
प्रोफेसर विभागाध्यक्ष / Professor & Head
अंग्रेजी विभाग
Department of English
विश्वभारती, शान्तिनिकेतन / Visva-Bharati, Santiniketan

কার্যবিবরণী(৮/২/২১)

বাংলা বিভাগ, ভাষা-ভবন


বিশ্বভারতী

পাঠসমিতির সভা

সময়: 8.02.2021 বেলা বারোটা। অনলাইন মাধ্যমে।

কার্যবিবরণ

১. পূর্ববর্তী সভার কার্যবিবরণী পাঠ করা হল।
২. মনোতোষ মাজির গবেষণা অভিসন্দর্ভের পরীক্ষকদের নাম স্থির হয়েছে, এই সভায় তা অনুমোদিত হল।
৩. নিবিড় ঘোষ, চন্দনকুমার মণ্ডল, ইসমাতারা খাতুন, শুভাশিস গায়েন, কৃষ্ণপ্রসাদ চ্যাটার্জি-র পিএইচ ডি অভিসন্দর্ভের পরীক্ষকদের নাম আবার পাঠানো করা হল।
৪. এম আই এল-এর পরীক্ষা নেওয়ার ক্ষেত্রে 22.1.2021 তারিখের বিভাগীয় সভায় গৃহীত প্রস্তাব, যেটি ইনস্টিটিউট বোর্ডে অনুমোদনের জন্য প্রেরিত হয়েছিল, সেটি যথাবিধি অনুমোদিত হল।
৫. এম আই এল পরীক্ষার জন্য প্রশ্নকর্তা ও পরীক্ষকের অনুমোদিত নাম হল।
৬. গবেষক ছাত্রছাত্রীদের বার্ষিক প্রতিবেদন গৃহীত হল। (স্বতন্ত্র তালিকা সংযুক্ত হল)
৭. সার্টিফিকেট কোর্সের প্রশ্নকর্তা পরীক্ষকদের নাম সভায় অনুমোদিত হল।
৮. গবেষকদের RAC-র সদস্যদের নাম গৃহীত হল। (স্বতন্ত্র তালিকা সংযুক্ত হল)


৪/২/২১
Professor & Head
Dept. of Bengali
Bhasha- Bhavana
Vishva-Bharati

VISVA-BHARATI

DEPARTMENT OF BENGALI

E-MAIL ID :

bangla_visvabharati@yahoo.com



BHASHA-BHAVANA

SANTINIKETAN- 731235

WEST BENGAL, INDIA

20

To


The Principal,

Bhasha Bhavana

Madam,

This is to inform you that the Teachers' Meeting of the Department of Bengali, Bhasha Bhavana, held on 22 January 2021, deliberated upon the issue of AECC examination of undergraduate Sem I students and resolved that the issue should be placed in the Institute Board so that the problem of the Department may be placed to the competent authority.

I am attaching the copy of the resolution herewith.


28/1/2020
Professor & Head
Dept. of Bengali
Bhasha- Bhavana
Visva-Bharati

Abhra Bose

Head

Department of Bengali, Bhasha Bhavana

বিশ্বভারতী

বাংলা বিভাগ

ই.মেল : bangla_visvabharati@yahoo.com



ভাষাভবন

শান্তিনিকেতন-৭৩১২৩৫

পশ্চিমবঙ্গ, ভারত

২০

২২ জানুয়ারি ২০২১ তারিখে বাংলা বিভাগের শিক্ষক সভায় গৃহীত সিদ্ধান্ত:

বর্তমান শিক্ষাবর্ষে AECC বাংলায় ছাত্রসংখ্যা বিপুল। এই ছাত্রছাত্রীরা বিশ্বভারতীর সমস্ত ভবন, সমস্ত বিভাগে ছড়িয়ে আছে। এতজন ছাত্রছাত্রীর প্রথম সেমেস্টার পরীক্ষা অনলাইনে নেবার মতো পরিকাঠামো বাংলা বিভাগের নেই। ফলত এই পরীক্ষাটি যদি পরীক্ষা বিভাগ গ্রহণ করার ব্যবস্থা করে তবেই এটি সুষ্ঠুভাবে হতে পারে।

অফলাইনের পূর্বতন ব্যবস্থার মতো বিভাগ পরীক্ষার আগে প্রশ্নপত্র পাঠিয়ে দেবে পরীক্ষা বিভাগকে এবং পরীক্ষা বিভাগ পরীক্ষা গ্রহণ করে খাতাগুলি পরীক্ষকদের মধ্যে সমভাবে বণ্টন করে দেবে - বিষয়টি এইভাবে পরিচালিত না হলে শুধু বাংলা বিভাগের পক্ষে এত বিপুল সংখ্যক ছাত্রছাত্রীর পরীক্ষা গ্রহণ করা নিতান্ত দুঃসাধ্য।

এই বিষয়ে প্রয়োজনীয় ব্যবস্থা যাতে গৃহীত হয়, সেই জন্য এই সভা ভাষাভবনের ইনস্টিটিউট বোর্ডের কাছে যথাযথ কর্তৃপক্ষের কাছে বিষয়টি প্রেরণের অনুরোধ রাখছে।

ABR
22/1/2021
Professor & Head
Dept. of Bengali
Bhasha-Bhavana
Visva-Bharati

৫৬

Date: 21/01/2021

To
The Chairman
Institute Board
Bhasha-Bhavana
Visva-Bharati

Sub: Items passed and approved by the BOS, CMELLCS, for Institute Board, Bhasha-Bhavana

Sir,

Please find the enclosed items for placing before the Institute Board, Bhasha-Bhavana

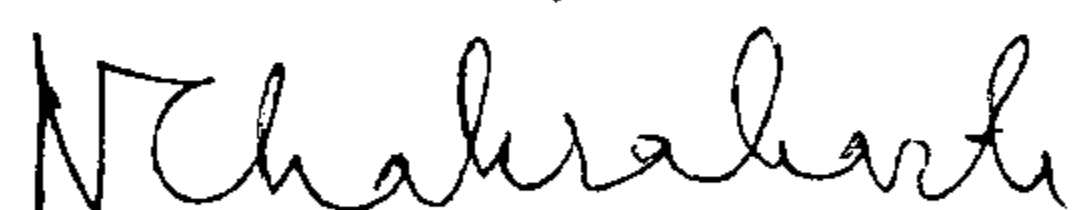
- i. Revised syllabus of SEC – I (SEM- III, CBCS) and SEC- II (SEM- IV, CBCS)
- ii. Change of nomenclature of CC-7 (BA Sem-III, CBCS)
- iii. M.A SEM – I, Course I (Linguistics) to be conducted in respective languages only
- iv. M.A. in French, new optional paper on philosophical traditions to be added and syllabus to be approved

I request you to kindly place the above items at the meeting of the Institute Board, Bhasha-Bhavana, for approval.

Item number i and ii was passed at the BOS, CMELLCS held on 08.09.2018 and Item number iii and iv was passed at the BOS, CMELLCS held on 19.08.2019.

Thanking you,

Yours sincerely,



Prof. Nilanjan Chakrabarti
Coordinator, CMELLCS
Bhasha-Bhavana, Visva-Bharati

Professor and Co-ordinator
Centre For Modern European Languages
Literatures & Culture Studies (CMELLCS)
Bhasha-Bhavana, Visva-Bharati

Board of Studies, CMELLCS, Bhasha-Bhavana, 08.09.2018/ 3 p.m.

Minutes of the Meeting of Agenda #2

Discussion of revision of SEC syllabus (under CBCS), following was decided and recommended.

SEM-III=SEC-I Developing Language Skills (I) Comprehension and Writing Skills
(course to be conducted in the language of specialization)

- Essay
- Event reporting
- Comprehension (written)
- Written communication (letters, e-mails, SMS, Social Media)

SEM-IV= SEC-II= Developing Language Skills (II) Advanced Writing Competence and Oral Expression (course to be conducted in the language of specialization)

- Developing comprehension skills through reading and listening, recapitulation and summary written texts.
- Transcription of audio texts.
- Dialog (Written and Oral)
- Group discussion of given topics
- Creative writing (Poems, Stories, anecdotes, blogs, etc.)

CC-7 to be called "Introduction to Literature" instead of "Study of Literary Genres", in SEM-III (B.A. Hons.)

Amritha
08.09.18
Neha
8/9/18

P. R.
08.09.18

Amritha 08/09/18

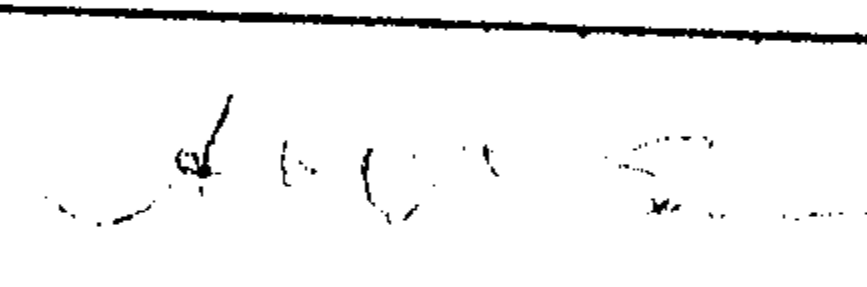
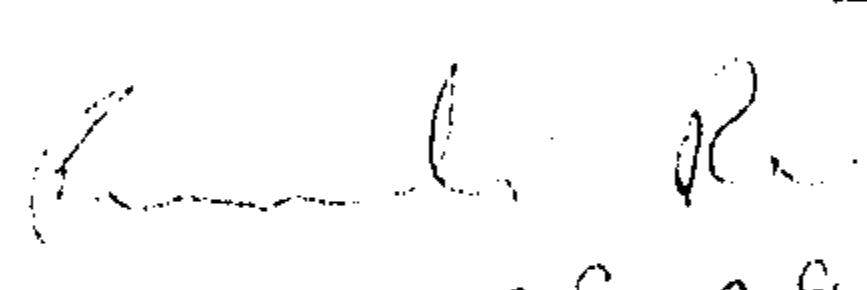
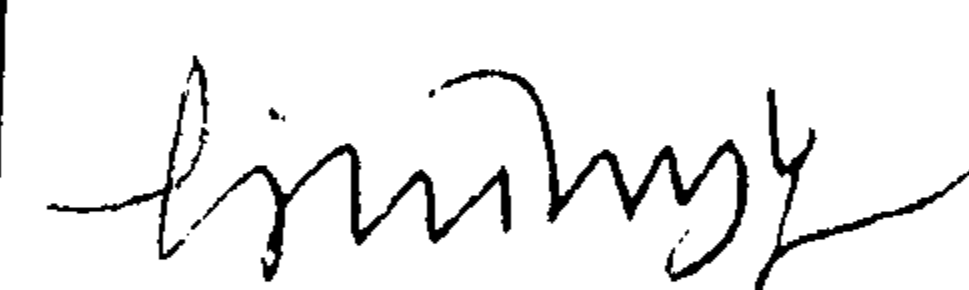
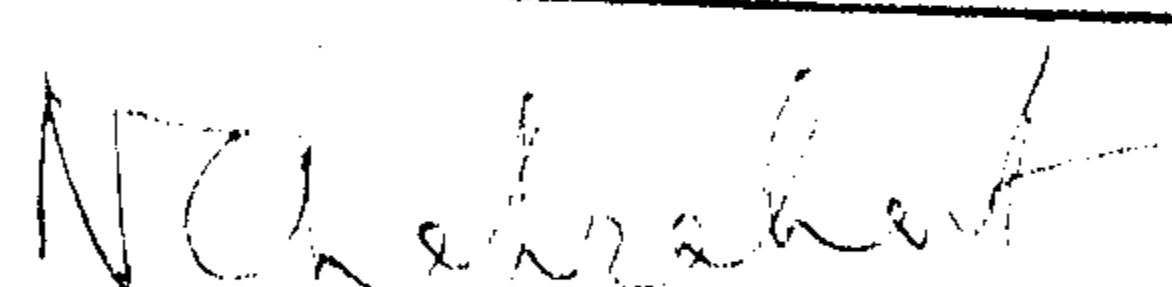
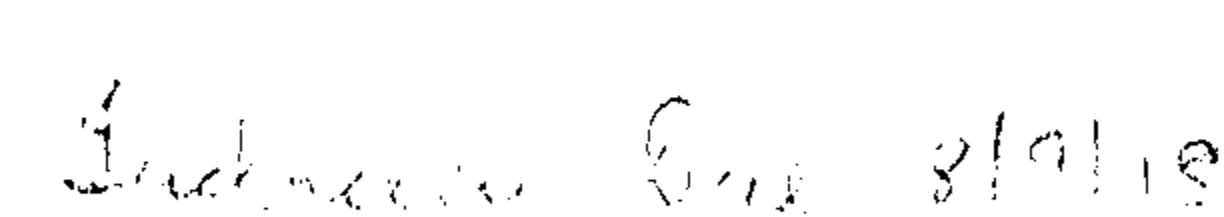
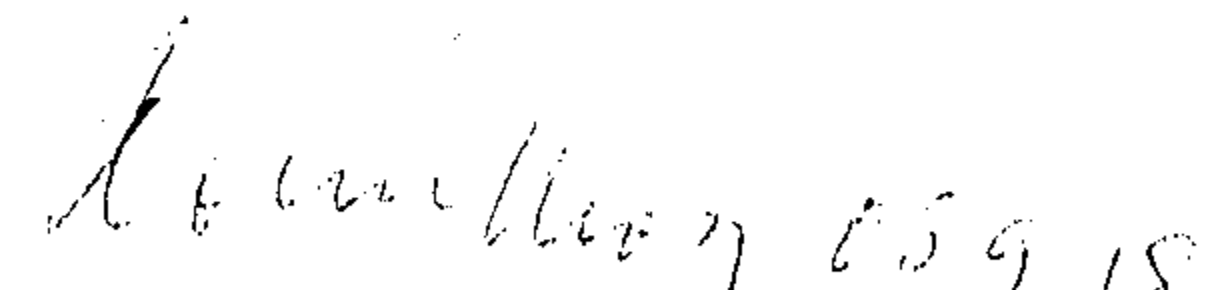
**CENTRE FOR MODERN EUROPEAN LANGUAGES, LITERATURES AND
CULTURE STUDIES (CMELLCS), BHASHA-BHAVANA**

3RD MEETING OF BOARD OF STUDIES

DATED: 08.09.2018

TIME: 3 P.M.

MEMBERS PRESENT IN THE MEETING

Sl. No.	Name	Designation/ Department	Signature
1.	Prof. Abhijit Sen	Chairman BOS, CMELLCS	 8/9/18
2.	Prof. Purabi Roy	External Member BOS	 08.09.2018
3.	Prof. Rajendra Dingle	External Member BOS	
4.	Prof. Nilanjan Chakroborty	Co-ordinator, CMELLCS	
5.	Prof. Indrani Das	Member, BoS	 Indrani Das 8/9/18
6.	Sri. Romit Roy	Member, BoS	 Romit Roy 08/09/18

To The Principal Item (3) Syllabus revision & be approved
Bhasha-Bhavana al Institute Board, Bhasha Bhavana.

N Chakrabarti 28/02/2020

ए इ एल एल सि एस, भाषा-भवन
ELLCS, Bhasha-Bhavana
विश्वभारती/Visva-Bharati

न सं०/Dct. No.

सं०/Des. No. 2.15

ल सं०/File No. B-3

ख/Date Meeting of the Board of Studies, CMELLCS
Indira Gandhi Centre, 19 August 2019, 3 p.m. onwards

28/2/20

CENTRE FOR MODERN EUROPEAN LANGUAGES, LITERATURES AND CULTURE STUDIES
BHASHA-BHAVANA
VISVA-BHARATI

प्रोफेसर एवं समन्वयक / Professor & Co-ordinator
आधुनिक यूरोपीय भाषा, साहित्य एवं संस्कृति अध्ययन केंद्र
Centre for Modern European Languages, Literatures and Culture Studies
भाषाभवन, विश्वभारती, शान्तिनिकेतन
Bhasha-Bhavana, Visva-Bharati, Santiniketan

Members present	Signature
Prof. Narottam Senapati, Chair, BOS, and Principal, Bhasha-Bhavana	N. Senapati
Prof. Nilanjan Chakrabarti, Prof. of French and Coordinator, CMELLCS	N Chakrabarti
Prof. Purabi Roy, External Member, BOS, CMELLCS	Purabi Roy
Prof. Rajendra Dingle, External Member, BOS, CMELLCS	Rajendra Dingle
Prof. Indrani Das, Prof. of Italian, Member, BOS, CMELLCS	Indrani Das
Mr. Romit Roy, Assoc. Prof. of German, Member, BOS, CMELLCS	Romit Roy

Agenda:

- 1) Proposal of names for the selection panel for selecting Assistant Professors of French, German, Italian and Russian
- 2) Approving panel of paper-setters, examiners, moderators and reviewers for all examinations in French, German, Italian and Russian, Odd semesters 2019
- 3) Syllabus revisions: (a) MA, Semester I, Course I (Linguistics) to be conducted in respective languages only; (b) MA in French, new optional paper on philosophical traditions to be added and syllabus to be approved; (c) GEC offered by CMELLCS to be basic language courses in any one of four languages as per students' choice, instead of present course on "Introduction to European Literatures"; maximum intake: 10 students per language per semester; (d) any others
- 4) Renewal, or proposal of new names, of tenure of External Members, BOS, CMELLCS for further 2 years;
- 5) Plea for providing additional rooms for new faculty members for holding classes and/or study and research (current number of rooms at various places: 6; at least 6 additional rooms required);
- 6) Number of seats in MA in French, German, Italian and Russian to be increased to 24 in each language with mandatory reservation quotas;
- 7) Increasing the maximum gap between last UG course completed successfully and application for MA in French, German, Italian and Russian to 15 years, since highly motivated older candidates are showing interest in doing these courses;
- 8) Proposal for cancellation of registration of Shri Amalendu Chakraborty, PhD research scholar in French;
- 9) Miscellaneous items.

Minutes and Resolutions

1) Proposal of names for the selection panel for selecting Assistant Professors of French, German, Italian and Russian

French: (i) Prof. Nalini Thampi, Pondicherry University,
(ii) Prof. Kiran Chowdhury, Centre of French Studies, JNU,
(iii) Prof. Kusum Agarwal, Delhi University,
(iv) Prof. Panneerselvam, Pondicherry University
(v) Prof. Cecilia Antonio, Punjab University, Chandigarh

German: (i) Prof. Babu Thaliat, Centre of German Studies, JNU,
(ii) Prof. Vibha Surana, Mumbai University,
(iii) Prof. Meher Bhoot, Mumbai University,
(iv) Prof. Madhu Sahni, Centre of German Studies, JNU,
(v) Prof. Sadhna Naithani, Centre of German Studies, JNU

Italian: (i) Prof. Sharmishtha Lahiri (retd.), Delhi University
(ii) Prof. Sukanta Chaudhuri, Emeritus Professor, Jadavpur University
(iii) Prof. Supriya Chaudhuri (retd.), Jadavpur University
(iv) Prof. Jayasri Chaudhuri (retd.), Kolkata
(v) Dr. Tanya Roy, Associate Prof., Delhi University

Russian: (i) Prof. Ramdas Ekella, EFLU, Hyderabad,
(ii) Prof. Mita Narayan, Centre for Russian Studies, JNU, (011)26704225,
mnarayan@mail.jnu.ac.in,
(iii) Prof. Neeraja Jaiswal, EFLU, Hyderabad,
(iv) Prof. Rashmi Doraiswamy, Jamia Millia Islamia, rdoraiswamy@jmi.ac.in (011) 26987582
(v) Prof. Aruna Mukherjee (retd., Visva-Bharati), Bolpur

2) Approving panel of paper-setters, examiners, moderators and reviewers for all examinations in French, German, Italian and Russian, Odd semesters 2019

Approved and accepted (List attached)

3) Syllabus revisions:

(a) MA, Semester I, Course I (Linguistics) to be conducted in respective languages only

Approved and accepted

(b) MA in French, new optional paper on philosophical traditions to be added and syllabus to be approved

Approved in principle; details of the syllabus to be sent to BOS members by e-mail.

Prachi Singh

(61)

Agenda : II
Appendix : XI

ACADEMIC & RESEARCH VISVA-BHARATI
No..... 9160.....
Date..... 15/7/21.....

The Joint Registrar
Academic and Research
Visva-Bharati

15.07.2021

Dear Sir

Enclosed please find the minutes of the Vidya Bhavana Institute Board Meeting held on 12.03.2021 for placing before the next meeting of the Academic Council

1. Committee to decide on the Nomenclature of the Centre for Journalism and Mass Communication
2. Syllabus Revision/ Modification/ reduction proposals from the following Departments
 - (a) AIHC&A
 - (b) Anthropology
 - (c) CJMC
 - (d) Centre for Women's Studies
 - (e) Geography
 - (f) History
 - (g) Philosophy and Comparative Religion
3. Approval of application of Assistant Professor of Centre for Women's Studies to take classes in the Department of Geography

Yours Sincerely

Sambajit Sengupta
Principal, Vidya Bhavana 15/7/21

अध्यक्ष / Principal
विद्याभवन / Vidya-Bhavana
विश्वभारती / Visva-Bharati
शान्तिनिकेतन / Santiniketan

Enclosures

1. Minutes of the BOS Meeting
2. Proposal of Syllabus modification from various Departments
3. Relevant BOS resolutions

M.G.
for AC
15/7/21

To

Date: 12th March, 2021

The Principal,
Vidya-Bhavana,
Visva-Bharati,
Santiniketan.


Subject: Revision of syllabus for the One-Year Foreign Casual course.

Respected Sir,

This is to inform you that the Department of A.I.H.C & A offers One-Year Foreign Casual course to the students coming from foreign countries and for those who are interested in learning the ancient Indian culture. This course was introduced in our department long time ago and the last time the syllabus was revised in the year 1990. The revised syllabus was for a period of one year and in the annual system of examinations two papers of 50 marks each was taught.

Sir, recently we decided to revise the syllabus for the One-Year Foreign Casual course which was previously done three decades ago and after revising it carefully the syllabus was placed and approved by the Board of Studies of the Department of A.I.H.C & A, held on 11.03.2021.

Thank You.


Prof. Anil Kumar
Department of A.I.H.C & A,
Vidya-Bhavana,
Visva-Bharati,
Santiniketan, West Bengal.

Syllabus for One Year (Two Semesters)

Foreign Casual Course

Department of Ancient Indian History, Culture and Archaeology

Vidya Bhavan, Visva-Bharati

**Semester I Paper I: Survey of Ancient Indian Culture – I
(40+10 Marks)**

**Semester II Paper II: Survey of Ancient Indian Culture – II
(40+10 Marks)**

(Total: 100 Marks in Two Semesters)

Department of Ancient Indian History, Culture and Archaeology

Semester I

Paper I: Survey of Ancient Indian Culture-I

Total Marks: 50 (10 Internal and 40 for written examination)

1. Sources of Indian Civilization.
2. Textual Traditions (Epics, Jatakas, Avadanas and Puranic literature).
3. Law, Political Economy and Spirituality (Upanishad, Mimansa, Vedanta, Arthashastra, Manusmrti Dharmashastra).
4. Changing layers of Politics in Early India (From Territorial States to Regional Kingdoms from the sixth Century BCE to twelfth Century CE).
5. Illustrious Figures in Early Indian History: (Buddha, Mahavira, Sankara, Asoka, Kanishka, and Samudragupta, Harsha, Pulakesin and Rajendra Chola).

Semester II

Paper II: Survey of Ancient Indian Culture-II

Total Marks: 50 (10 Internal and 40 for written examination)

1. Urbanization and Urbanism in Early India (Indus Valley Civilization, Early Historic Urbanism and Early Medieval Centres of Urbanity).
2. From Stupa to Temple (Mauryan and Post-Mauryan Art; Regional Schools of Architecture in the Early Medieval Period).
3. Hindu, Buddhist, and Jain Iconography (Textual norms to Artists' choices: developments from the mid-first millennium BCE to early second millennium CE).
4. Environment and Medicine (Water conservation and Buddhism, Irrigation and Hindu temples, Buddhist texts, monasteries and Medicine, Hindu medicine).

References

- A.L.Basham, Aspects of Ancient India Culture, Heras Institute of Indian History and Culture, 1966.
- A.L.Basham, The Origins & Development of Classical Hinduism, edited and completed by Kenneth G. Zysk, Beacon Press, 1989.
- A.L.Basham, Wonder That Was India, volume I, Sidgwick & Jackson, 1954.
- B.D.Chattopadhyaya, The Making of Early Medieval India, Oxford, 1998.
- B.P.Sahu and Herman Kulke, Interrogating Political Sysyets: Integrative Processes and States in Pre-Modern India, Manohar, 2015.
- B.P.Sahu, Iron and Social Change in Early India, Oxford, 2006.
- Bratindra Nath Mukherjee, The Rise and Fall of the Kushana Empire, Firma KLM, 1988.
- Charles Allen, Ashoka The Search for India's Lost Emperor, Abacus, 2013.
- D.D.Kosambi, Myth and Reality: Studies in the Formation of Indian Culture, 1962.
- D.N.Jha, The Feudal Order: State, Society and Ideology in Early Medieval India, Manohar Publishers and Distributors, 1999.
- Devangana Desai, Khajuraho, Oxford, 2000.
- F.R.Allchin, The Archaeology of Early Historic South Asia The Emergence of Cities and State, Cambridge University Press, 1995.
- G.P.Singh, Ancient Indian Historiography: Sources and Interpretations, D.K.Printerworld, 2003.
- Gautam Sengupta and Sharmi Chakraborty, Archaeology of Early Historic South Asia, CASTEI, 2008.
- Gregory L.Possehl, The Indus Civilization: A Contemporary Perspective, Altamira Press, 2002.
- Harbans Mukhia, The Feudalism Debate, Manohar, 2003.
- Herman Kulke, The State in India 1000-1700, Oxford, 1998.
- Irfan Habib, Man and Environment: The Ecological History of India, Tulika Books, 2010.
- James Heitzman, Gifts of Power: Lordship in an Early Indian State, Oxford, 2001.
- Julia Shaw, Buddhist Landscapes in Central India: Sanchi Hill and Archaeologies of Religious and Social Change c. Third Century BC to Fifth Century AD, Routledge, 2016.
- K.A.Nilakanta Sastri, The Colas, University of Madras, Madras, 1955.
- Kesavan Veluthat, Early Medieval in South India, Oxford, 2010.
- Krishna Deva, Temples of North India, (Reprint) 2008.
- Madhav Gadgil, Ramachandra Guha, The Fissured Land An Archaeological History of India, University of California Press, 1993.
- Monica L.Smith, Cities: The First 6000 Years, Viking, 2019.
- Nandini Sinha Kapur, Environmental History of Early India: A Reader, Oxford, 2011.
- Patrick Olivelle, Janice Leoshko, Himanshu Prabha Ray, Reimaging Asoka: Memory and History, Oxford, 2012.
- Pia Brancaccio, Living Rock: Buddist, Hindu and Jain Cave Temples in the Western Deccan, Marg Foundation, 2013.
- R.Champakalashmi, Trade, Ideology and Urbanization: South India 300 BC to AD 1300, Oxford, 1999.

- R.S.Sharma, Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Revised Edition, 1996.
- R.S.Sharma, Early Medieval Indian Society: A Study of Feudalisation, Orient Longman, 2001.
- R.S.Sharma, India's Ancient Past, Oxford. 2005.
- R.S.Sharma, Indian Feudalism, Laxmi Publications, (Third Edition) 2008.
- R.S.Sharma, Urban Decay in India c.300-c.1000, Munshiram Manoharlal Publishers, 1987.
- Romila Thapar, Cultural Pasts: Essays in Early Indian History, Oxford, 2000.
- Romila Thapar, From Lineage to State: Social Formations in the Mid-First Millennium B.C. in the Ganga Valley, Oxford, 1991.
- Romila Thapar, The Past Before Us: Historical Traditions of Early North India, First Published in India by Permanent Black, 2013.
- S.K.Jha, Beginning of Urbanization in Early Historic India: A Study of the Gangetic Plains, Novelty & Co., 1998.
- S.Radhakrishnan and Charles A.Moore, A Source Book In Indian Philosophy, 1957.
- S.Radhakrishnan, Indian Philosophy, volume I, Paperback, (Second Edition) 2009.
- S.Radhakrishnan, The Philosophy of Hinduism, (reprint), Niyogi Books, 2016.
- S.Radhakrishnan, The Philosophy of the Upanisads, 1924.
- Satischandra Chatterjee and Dhirendramohan Datta, An Introduction to Indian Philosophy (reprint), Rupa & Company, 2007.
- Shereen Ratnagar, Understanding Harappa: Civilization in the Greater Indus Valley, Tulika, 2001.
- Shonaleeka Kaul, Emagining The Urban: Sanskrit and the City in Early India, Permanent Black, 2010.
- Susan L. Huntington, The Art of Ancient India: Buddhist, Hindu, Jain, Motilal Banarsidass, (Reprint) 2005.
- Vidya Dehejia, Art of the Imperial Cholas, Columbia University Press, 1990.
- Vijay K. Thakur, Urbanization in Ancient India, Abhinav Publications, 1981.

To
The Principal
Vidya Bhavana
Visva-Bharati,
Santiniketan

Sub: Ph.D. Coursework Syllabus in Anthropology, 2021


Dear Prof. Sengupta,

Please find the Board of Studies in Anthropology (in its meeting held on 03/02/2021) approved Ph.D. coursework syllabus in Anthropology (2021) for onward transmission to the forthcoming meeting of the Academic Council through the Institute Board meeting to be held on 12/03/2021.

Your kind cooperation is solicited.

Thanks and Regards

Date: 03/03/2021


Dr. Arnab Ghosh
Head of the Department
Department of Anthropology
Visva-Bharati, Santiniketan

Enclosure:

- Ph.D. Coursework syllabus in anthropology (2021)
- Resolution of Board of Studies meeting held on 03/02/2021

Head
Deptt. of Anthropology
Vidya Bhavana
Visva-Bharati, Santiniketan
मानव विज्ञान विभाग
विद्याभवन
विश्वभारती, शान्तिनिकेतन



VISVA-BHARATI

DEPARTMENT OF ANTHROPOLOGY

Ph.D. COURSEWORK IN ANTHROPOLOGY
2021

Total no. of Semester: 01, Total no. of Papers: 03, Total Marks: 300, Total Credits: 24

Paper I: Research Methodology

Full Marks=100 (8 credit)

Written=80

Continual Assessment=20

UNIT I: Research Ethics- Theory and Principles, Framework for ethical analysis, Ethics in anthropological research.

Recommended Readings

1. Addie S, Hackmann M, Choi K, Wizemann T, Beachy SH. An Examination of Emerging Bioethical Issues in Biomedical Research. 2020. National Academic Press.
2. Hedgecoe A. Trust in the Systems: Research Ethics Committees and the Regulation of Biomedical Research. 2020. Manchester University Press.
3. Zaner RM. A Critical Examination of Ethics in Health Care and Biomedical Research: Voices and Visions. 2015. Springer.
4. Lahman MKE. Ethics in Social Science Research: Becoming Culturally Responsive. 2017. SAGE Publications Inc.
5. Bos J, Hoeneveld F, Steenbergen N. Research Ethics for the Students of Social Sciences. 2020. Springer.

UNIT II: Qualitative Approach-Definition, objectives and types of Research. Criteria of good research. Formulation of research problem, research designs.

Recommended Readings

1. Bernard HR. Research Methods in Anthropology. 2008. Rawat Publications
2. Young PV. Scientific social surveys and research. 2010. PHI Learning Pvt. Ltd.
3. Puri S, Castillo DA. Theorizing Fieldwork in the Humanities: Methods, Reflections and Approaches to the Global South. 2017. Palgrave MacMillan.
4. Lapante J, Gandsman A, Scobie W. Search after Method: Sensing, Moving and Imagining in Anthropological Fieldwork. 2020. Barghahn Books.
5. Robben ACGM, Sluka JA. Ethnographic Fieldwork: An Anthropological Reader. 2011. Wiley-Blackwell.

UNIT III: Quantitative Approach-Heritability, GWAS, GCTA. Different methods of study – Cross-sectional, Longitudinal, Mixed longitudinal, Linked longitudinal, Observational (Descriptive, Ecological, Case-control,

Cohort), Experimental (Randomized controlled trials, field trials, community trials). Biostatistics and its application, Central tendency, Measures of dispersion, Probability, Parametric and nonparametric test, Correlation, Regression, ANOVA, ANCOVA, MANOVA, ROC, Factor analysis, Metanalysis, Secular trend analysis, Time series analysis.

Recommended Readings

1. Caballero A. Quantitative Genetics. 2020. Cambridge University Press.
2. Tsunoda T, Tanaka T, Nakamura Y. Genome Wide Association Studies. 2019. Springer.
3. Dennis DJ. SPSS Data Analysis for Univariate, Bivariate and Multivariate Statistics. 2018. Wiley.
4. Schmid CH, Stijnen T, White I. Handbook of Meta-Analysis. 2020. Chapman and Hall / CRC.
5. Zou KH, Liu A, Bandos AI, Ohno-Machado L. Statistical Evaluation of Diagnostic Performance: Topics in ROC Analysis. 2016. Chapman and Hall/CRC.

UNIT IV: Indexing and citation, h-Index, i¹⁰-Index, Citation score, Application of available software (s) in analysis of data

Paper II: Recent Advances in Anthropology

Full Marks=100 (8 credit)

Written=80

Continual Assessment=20

UNIT I: Molecular Anthropology and Biomedical Research-Application of Biological Anthropology in the service of Mankind; Medical genetics: Meaning and scope; Application of Genetics in Medicine; Genetic Epidemiology with special reference to non-communicable diseases, Chromosome, DNA & RNA, Central dogma, Genetic polymorphism, SNP, HGP, HAPMAP; Techniques in molecular biology (concept and application)–Electrophoresis, PCR, RT PCR, DNA Finger printing, ELISA, Spectrophotometry, Chromatography, Genome sequencing, Protein sequencing, Nucleotide sequencing, Amino acid sequencing, Microarray, Basic concept and application-Genomics, Disease informatics, Genetic counselling; disease association, Haemoglobinopathies, HLA system and Immunogenetics, Metabolomics, Proteomics, Nutrigenomics, Public Health Genomics.

Recommended Readings:

1. Allison LA. Fundamental Molecular Biology. 2021. Wiley-Blackwell.
2. Sameer AS, Banday MZ, Nissar S. Genetic Polymorphism and Cancer Susceptibility. 2021. Springer.
3. Hoffmann A, Clokie S, Wilson and Walker's Principles and Techniques of Biochemistry and Molecular Biology. 2018. Cambridge University Press.
4. Ebomoyi EW. Public Health Genomics and International Wealth Creation. 2015. Idea Group USA.
5. Han X. Lipidomics: Comprehensive Mass Spectrometry of Lipids. 2016. Wiley.

UNIT II: Epidemiology and Public Health-Epidemiology – Theory and concept, Emerging fields of epidemiology – Nutritional, Environmental, Occupational, Descriptive, Clinical, Analytical, Experimental and Public health epidemiology, Epidemiological transition through time and space, Epidemiological functions with respect of NCDs – CVD, Diabetes, Cancer, COPD etc.

Recommended Readings

70

1. Elmore JG, Wild D, Nelson HD. Jekel's Epidemiology. Biostatistics, Preventive Medicine and Public Health. 2020. Elsevier.
2. Aschengrau A, Seage GR. Essentials of Epidemiology in Public Health. 2018. Jones and Bartlett Publishers.
3. Prafrey PS, Bartlett BJ. Clinical Epidemiology: Practice and Methods. 2021. Humana.
4. Evangelou E. Genetic Epidemiology: Methods and Protocols. 2019. Humana.
5. Kim D. New Horizons in Modelling and Simulation for Social Epidemiology and Public Health. 2021. Wiley.

UNIT III History of Anthropological Thoughts: An Overview; Evolutionism: A critical Assessment of Classical Evolutionism and Neo-Evolutionism, Recent trends in Evolutionary Thoughts; Diffusionism: A critique on Diffusionistic Thoughts; Historical Particularism: F Boas; Functionalism and Structure-Functionalism: A Critical Review; f. Post Modernism and deconstruction theories in Anthropology; g. Recent trends in Psychological Anthropology; Culture Relativism

UNIT IV Concept of Development; Culture and Development; An overview of Plan Development in India; Problems of Tribal Development in India; Tribal Development programme in India –An overview; Development of Particularly Vulnerable Tribal Groups; Anthropological approaches to Development. Tribes and Forest dwellers Planning: Micro and Macro approaches.

Recommended Readings:

1. Barbara M. Cultural Anthropology. 2012. Pearson
2. Kotlak C. Cultural Anthropology. 2012. McGraw-Hill Education.
3. Upadhaya VS, Pandey G. Social-cultural Anthropology. 2017. Concept publishing company.
4. Felix. M. Keesing Cultural Anthropology: The Science of Custom. 1962. Rinehart.
5. Rao CNS. Sociology: Principles of Sociology with an Introduction to sociological thought. 2019. Vikas Publishing House Pvt. Ltd.

Paper III: Literature Review

Full Marks=100 (8 credit)

Written=80

Continual Assessment=20

Meaning of Thesis- Some basic dimensions and formality of submission- components of thesis and their importance.

Presentation and writing of synopsis

Writing the introduction-conducting review of literature- developing theoretical orientation and framing conceptual model-organizing research methodology chapter- drawing the summary and conclusion- writing implications and framing empirical model-citing the references and appendices.

NOTICE

An offline/online meeting of the Board of Studies in Anthropology will be held on 03/02/2021 at 2 pm in the office of the undersigned. Following members are requested to make it convenient to attend the meeting.

External Members*:

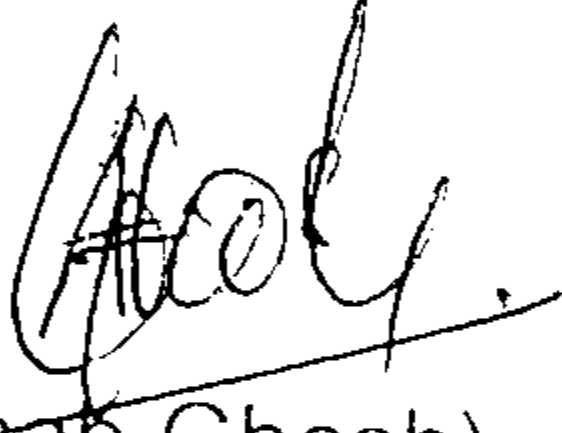
- Prof. (Retd.) Debnath Chaudhuri
All India Institute of Hygiene and Public Health
Kolkata
- Prof. Jaydip Sen
North Bengal University
Darjeeling

**TA/DA of the external members will be paid as per the University norms*

Internal Members:

- Prof. Sarbajit Sengupta, Principal, Vidya-Bhavana, Visva-Bharati, Santiniketan
- Dr. Jyoti Ratan Ghosh, Assistant Professor, Department of Anthropology, Visva-Bharati, Santiniketan
- Dr. Rangya Gachui, Assistant Professor, Department of Anthropology, Visva-Bharati, Santiniketan

Ref. No. BOS/Anth/01/2021
Date: 25/01/2021


(Arnab Ghosh)
Chairman, Board of Studies in Anthropology
&
Head of the Department
Department of Anthropology
Visva-Bharati, Santiniketan
Head
Deptt. of Anthropology
Vidya Bhavana
Visva-Bharati, Santiniketan
मानव विज्ञान विभाग
विद्याभवन
विश्वभारती, शान्तिनिकेतन

Agenda:

1. List of paper setters, examiners and moderators for even Semesters, 2021
2. List of experts for adjudication of Ph.D. thesis
3. Finalisation of Ph.D. titles for research scholars
- ✓ 4. Revision of existing coursework syllabus in Anthropology
5. Miscellaneous

Copy forwarded for necessary information to:

- Prof. Sarbajit Sengupta, Principal, Vidya-Bhavana, Visva-Bharati, Santiniketan

1. List of paper setters, examiners and moderators for even semester, 2021 was placed and approved.
Abinash Chandra

1/4/2021

Rangya Ghosh
3/2/2021

2. List of paper setters, examiners and moderators for even semester, 2021 was placed and approved.

3. List of experts for adjudication of Ph.D. thesis was placed and approved (in response to the Ref. No - Exam. Ph.D./3050, dated 15.01.2021 for Irin Mondal Mandal).

4. Finalization of Ph.D. thesis title for Maitrayee Mitra (title - Associations of maternal anthropometry, metabolic profiles, haemodynamic factors, bio-markers, food consumption pattern, physical activity, psychological stress and pregnancy outcomes: A study on Asian Indian women living in and around Kolkata, West Bengal) and Milon Das (Associations of anthropometry, body composition and lung function measures by maturity and habitat: a cross-sectional study of children and adolescents of Asian Indian origin from West Bengal) were placed and approved.

5. Revised syllabus for coursework in Anthropology²⁰²¹ was placed and accepted.

6. The research advisory committee for all^{Ph.D.} registered students in the Dept. will be formed with the following composition: 1. Supervisor as Chairman of the concerned student and 2. two other faculty^{as member} from the Dept. Any suggestion alteration or modification of RAC will be noted the the Dept.

7. Ph.D. Course work for 2021 shall commence on and from 8.2.2021.

1/4/2021
3.2.2021

Rangya Ghosh
3/2/2021

Abinash Chandra
03/02/2021

Abinash Chandra
03/02/21

To
The Principal
Vidya-Bhavana
Visva-Bharati
Santiniketan

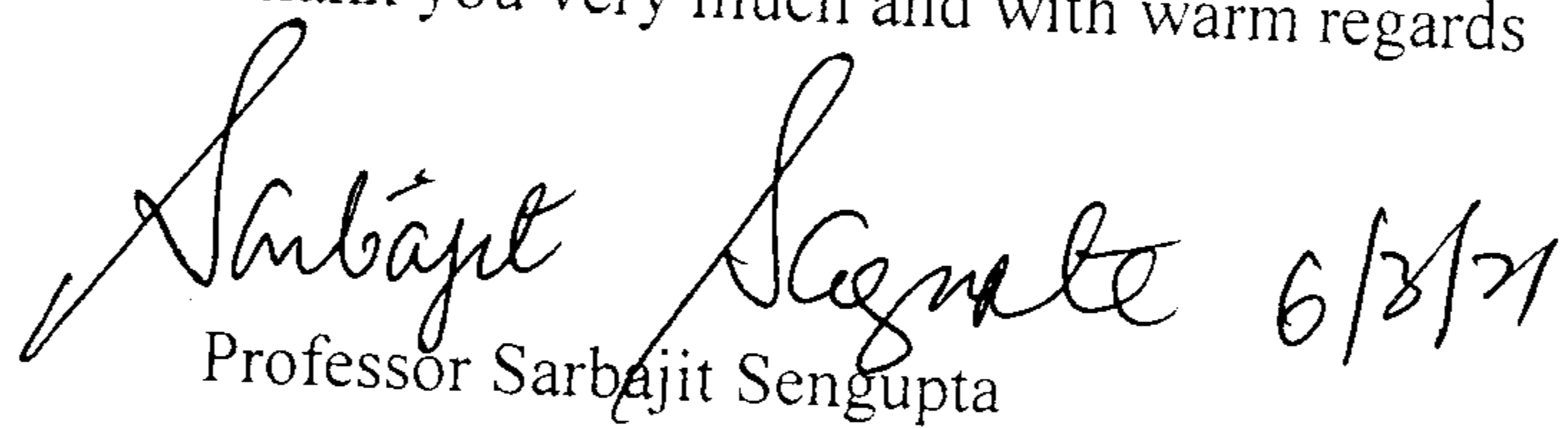
06-03-2021

Sub: Revised Syllabus for M.Phil and PhD coursework

Dear Sir,

The Centre for Women's Studies in its Board of Studies Meeting held on 28/01/2021 revised the structure and syllabus of the M.Phil. and PhD coursework. Details are enclosed herewith. We shall remain grateful if you include this as an agenda in the upcoming Institute Board meeting to be held on 12-03-2021 for necessary approval.

Thank you very much and with warm regards

 6/3/21
Professor Sarbajit Sengupta

Professor-in-Charge
Centre for Women's Studies
Visva-Bharati
Santiniketan

প্রফেসর / Professor-in-Charge
মহিলা অধ্যয়ন কেন্দ্র / Centre for Women's Studies
বিশ্বভারতী / Visva-Bharati
সান্টিনিকেতন Santiniketan - 731235

Enclosure: Proposal of the BoS regarding modified structure and syllabus of M.Phil and PhD coursework

Regarding the M.Phil Programme

- It was resolved that the name of the programme offered by the Women's Studies Centre would be M.Phil. in Women's Studies, instead of M.Phil. in Gender and Development
- Course Code for M.Phil: 23
- There will be two core courses of 4 credits each in Semester I, one core course in Semester II of 4 credits and one optional course of 4 credit in the Semester III. The Structure of the M.Phil. Course will be as follows:

SL. No.	Name of Course		Credit	Semester
1	Research Methods and Computer Applications	Core	4	I
2	Feminist Thought	Core	4	I
3	Gender and development with reference to India	Core	4	II
4	Gender, Family and Work- A dialog between theory and empirics	Optional	4	III
5	Social Indicators of Development with Emphasis on Health and Education: A Gendered Perspective	Optional	4	III
6	Rural Women in the Indian Development Experience	Optional	4	III
7	Women, Resource and Environment	Optional	4	III
8	Gender, Media and Society	Optional	4	III
9	Women and Religion	Optional	4	III
10	Gender and History in Indian Perspective	Optional	4	III
11	Feminist Literary Critique: Tagore and Other Selected <i>Bangla</i> Texts	Optional	4	III
12	Women and/in Literature	Optional	4	III
13	Dissertation		8	IV

- Title of the following optional courses were modified:
 - The title of the core course Research Methods was changed to Research Methods and Computer Applications.
 - The title of the optional course Gender, Media and Development was changed to Gender Media and Society
 - The title of the optional course Women in Ancient India was changed to Gender and History in Indian Perspective
 - The title of the course Women and Environment was changed to Women, Resource and Environment.
- The modified syllabi of Research Method (core course), Feminist Thought (core course), Gender and Development (Core course), Women, Resources and Environment (optional course) were discussed in detail and approved by the Board of Studies.

Regarding PhD Programme

- It was resolved that the name of the programme offered by the Women's Studies Centre would be PhD in Women's Studies, instead of PhD in Gender and Development
- Course code for PhD: 28
- The Board discussed and recommended that the PhD coursework would be of six months in accordance with the PhD ordinance.
- The structure of the coursework shall be:

SL. No.	Name of Course	Credit	Semester
1	Research Methods and Computer Applications	4	I
2	Feminist Thought	4	I
3	Reviewing of published research work in relevant field of research and written presentation of a synopsis on the proposed area.	4	I

Minutes of the Board of Studies Meeting

Centre for Women's Studies
Visva-Bharati

Date: 28.01.2021

Time: 11 am

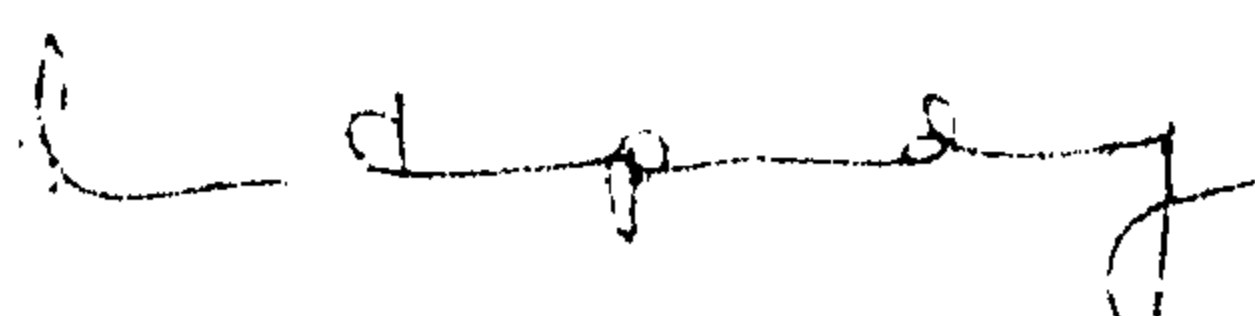
Mode: Online

Regarding the M.Phil Programme

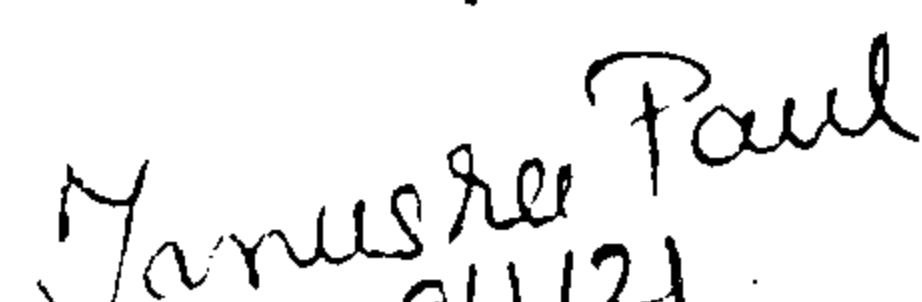
- It was resolved that the name of the programme offered by the Women's Studies Centre would be M.Phil. in Women's Studies, instead of M.Phil. in Gender and Development.
- Regarding Programme and Course Codes, it was resolved that the Centre will look at the system followed in the Visva-Bharati prospectus and inform the programme and course codes to the Academic and Research Section for necessary action and inclusion.
- There will be two core courses of 4 credits each in Semester I, one core course in Semester II of 4 credits and one optional course of 4 credit in the Semester III. The Structure of the M.Phil. Course will be as follows:


Sl. No.	Name of Course		Credit	Semester
1	Research Methods and Computer Applications	Core	4	I
2	Feminist Thought	Core	4	I
3	Gender and development with reference to India	Core	4	II
4	Gender, Family and Work- A dialog between theory and empirics	Optional	4	III
5	Social Indicators of Development with Emphasis on Health and Education: A Gendered Perspective	Optional	4	III
6	Rural women in the Indian Development Experience	Optional	4	III
7	Women, Resource and Environment	Optional	4	III
8	Gender, Media and Society	Optional	4	III
9	Women and Religion	Optional	4	III
10	Gender and History in Indian Perspective	Optional	4	III
11	Feminist Literary Critique: Tagore and Other Selected Bangla Texts	Optional	4	III
12	Women and/in Literature	Optional	4	III
13	Dissertation		8	IV

- Title of the following optional courses were modified
 - The title of the core course Research Methods was changed to Research Methods and Computer Applications.
 - The title of the optional course Gender, Media and Development was changed to Gender Media and Society
 - The title of the optional course Women in Ancient India was changed to Gender and History in Indian Perspective
 - The title of the course Women and Environment was changed to Women, Resource and Environment.


Debarati Bandyopadhyay


Swati Ghosh


Janusree Paul
28/1/21


Sanjay Kumar
28/1/21

- The modified syllabi of Research Method (core course), Feminist Thought (core course), Gender and Development (Core course), Women, Resources and Environment (optional course) were discussed in detail and approved by the Board of Studies

Regarding PhD Programme

- It was resolved that the name of the programme offered by the Women's Studies Centre would be PhD in Women's Studies, instead of PhD in Gender and Development
- Regarding Programme and Course Codes, it was decided that the Centre will look at the system followed in the Visva-Bharati prospectus and inform the programme and course codes to the Academic and Research Section for necessary action
- The Board discussed and recommended that the PhD coursework would be of six months in accordance with the PhD ordinance.
- The structure of the coursework shall be:

SL. No.	Name of Course	Credit	Semester
1	Research Methods and Computer Applications	4	1
2	Feminist Thought	4	1
3	Reviewing of published research work in relevant field of research and written presentation of a synopsis on the proposed area	4	1

Ratification of the name of the external expert for PhD Pre-submission Seminar.

The Board ratified (post facto) the name of Professor Gopa Samanta as the External Expert of the PhD Pre-submission Seminar of Ms. Sreesooriya T.R. Title of her thesis is "Impact of Self-Help Groups on Social Capital and Quality of Life of Women: A Case Study of Selected Districts of Kerala"

Miscellaneous

- Regarding PhD Scholar Krishna Pada Pal
Krishna Pada Pal's case was discussed in the BoS. Since his PhD Supervisor, Professor Sabujkoti Sen retired in 2020, it was discussed that new supervisor has to be assigned. So it was suggested that a RAC meeting will be conducted immediately. The Board empowered Dr. Tanusree Paul to initiate the process of assigning a new supervisor after RAC.
- Dr. Mausumi Bhattacharyya, CMC proposed that Dr. Tanusree Paul and two Students from Women's Studies Centre will be selected (in consultation with Dr. Tanusree Paul) to participate in the India-Greece Project coordinated by Dr. Mausumi Bhattacharyya titled "The Room Where It Happens" (World Learning Alumni Ties by U.S. Government) based on social media. This proposal was accepted by the Board of Studies.
- Ms. Sreesooriya T.R. made her Pre-PhD Presentation on "Impact of Self-Help Groups on Social Capital and Quality of Life of Women: A Case Study of Selected Districts of Kerala" and she performed satisfactorily. Her thesis was recommended unanimously for final submission by the Members of BoS and the External Expert, Professor Gopa Samanta.

Debarati Bandyopadhyay

Santosh Samanta
28/11/21

Sirati Ghosh

Tanusree Paul
28/11/21

Semester I

Core Course: Research Methods

Credit-8/ Marks- 100

Module 1: Scientific Social Research

Unit 1: Social Research -Meaning, Objectives, Laws and Social Facts, Laws of Science in Social Research Validation and Falsification

Unit 2: Quantitative and qualitative research methodology

Types of research designs

Sensing the problem, statement of problem, objective, hypothesis, research design; Research design vis-à-vis research methods, is hypothesis essential for a research problem?

Review of published literature- book review, literature review, systematic review, review articles

Module 2: Data Collection

Unit 1: Collection of quantitative data, sampling, structured questionnaires,

Unit 2: Doing Qualitative Research, Questions of generalisability

Module 3: Data Analysis and Interpretation

Unit 1: Quantitative techniques

Measures of central tendencies

Measures of dispersion

Sampling

Parametric and non-parametric techniques to test hypotheses

Analysis of variance

Correlation and regression

Unit 2: Qualitative techniques

Developing coding frame

Searching for texts

Content analysis

Unit 3: National and international statistical resources for the study of women and gender;

Limitations and difficulties of published data

Unit 4: Computer applications- use of software for quantitative data analysis- SPSS

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Module 4: Advanced Methods in Relation to Gender Studies

Unit 1: Feminism and research

Is there a feminist research methodology?

Feminist Research Ethic

Unit 2: Key methodological and epistemological debates within women's studies

Feminist Objections to scientific method in social research

Objectivity, Subjectivity, Relativism- Competing Paths to Truth

Research vs. Researched

Personal vs. Political

Unit 3: Methods- ethnography, oral history, life histories, focus group discussions, case studies, in-depth interviews

Recommended Readings:

Bama, Faustina, *Sangati: Events*. OUP, New Delhi, 2005

Bardhan, Pranab and Isha Ray, (ed.) 2008, *The Contested Commons: Conversations between Economists and Anthropologists*, Wiley Blackwell.

Bowles and Duell-Klein, (ed.) 1988, *Theories of Women's Studies*, London: Routledge & Kegan Paul.

Mukherjee Chandan Howard White, Marc Wuyts (2013) *Econometrics and Data Analysis for Developing Countries*, Routledge, UK.

Dasi, Binodini, *My Story, My Life as an Actress*, (ed.) and (tr.) 1998, Rimili Bhattacharya, Kali for Women, New Delhi.

Dasi, Rassundari, *Amar Jibon*, Dev Book Store, Kolkata, 1995

Debi, Rassundari, *Amar Jibon*, (ed.) 2002, Chintita Bandyopadhyay, Kolkata, PrayasPrakashana.

Devi, Rassundari, *Amar Jibon (My Life)*, (tr.) 1999, Enakshi Chatterjee, Writers Workshop, Kolkata

Gates, Henry Louis, Jr., (ed.) 1984, *Black Literature and Literary Theory*, Methuen, New York

Gates, Henry Louis, *The Signifying Monkey: A Theory of Afro-American Literary Criticism*, OUP, New York, 1988.

Harding, Sandra, *Feminism & Methodology*, Indiana: Indiana University Press, 1987

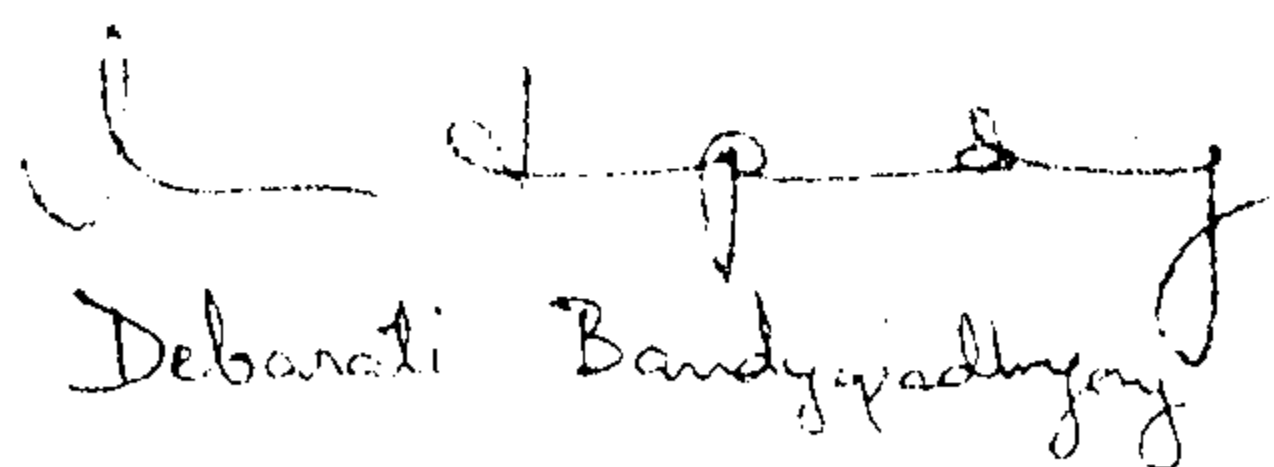
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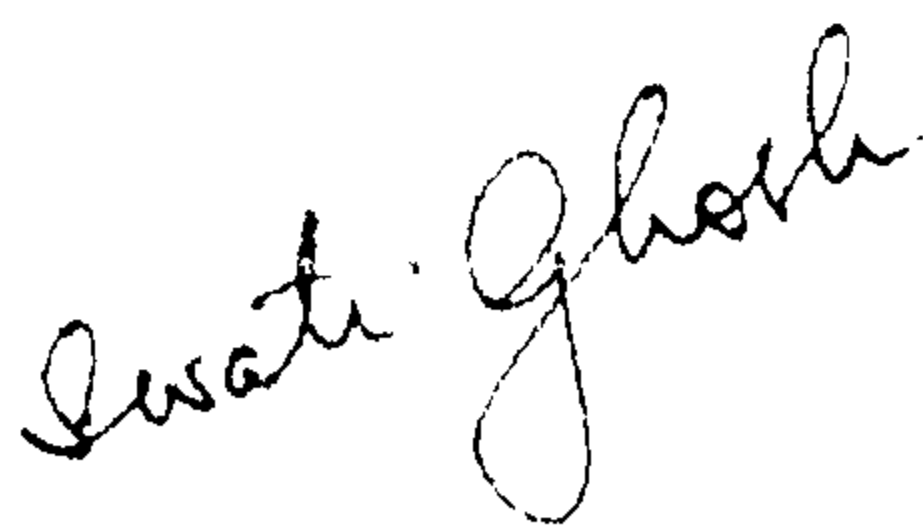
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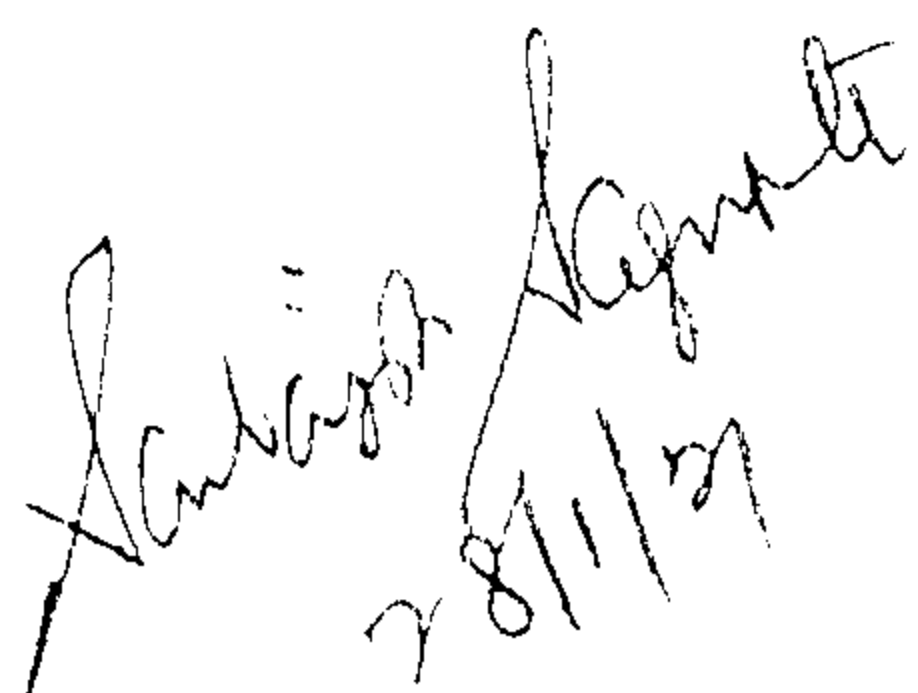
- Matthews, Bob and Liz Ross, *Research Methods: A practical guide for the social sciences*, England: Pearson Education Limited, 2010.
- Mikkelsen, B. *Methods of Development Work & Research*, London: Zed Books, 1995.
- Mitchell, Juliet & Ann Oakley, *What is Feminism?*, Blackwell, U.K. 1989.
- Oakley, P. et al, *Projects with People*, Geneva, 1991.
- Pandey, D., *Empowerment of Women: Participatory Action Research Approach*, R. CWS, 1995.
- Perks, Robert and Alistair Thomson, eds., *The Oral History Reader*, Routledge, New York, 1998.
- Randall, Margaret, *Sandinista's Daughters: Testimonios of Nicaraguan Women in Struggle*, (ed.) 1981, Lynne Yarn, New Star Books, Toronto.
- Roberts, Helen, *Feminist Research*, (ed.) 1988, Routledge & Kegan Paul London.
- Sarkar, Tanika, *Words to Win: The Making of Amar Jiban: A Modern Autobiography*, Kali for Women, New Delhi, 1999.
- Seale, Cleve (ed.) 2008, *Social Research Methods: A Reader*, London: Routledge.
- Sen, Manikuntala, *Sediner Katha*, Nabapatra Prakashan, Kolkata, 1982.
- Sen, Minakshi, *Jailer Bhetor Jali: Pagulbari Parha*, Spandan, Kolkata, 1993.
- Summer, Doris, "Not Just a Personal Story: Women's Testimonios and the Plural Self", in Bella Brodsk and Celeste Schenck, eds., *Life/Lines: Theorizing Women's Autobiography*, Cornell University Press, Ithaca, New York, 1988, pp. 107-30.
- Spivak, Gayatri Chakravorty, 'A Literary Representation of the Subaltern: Mahasweta Devi's "Stanadayini"', in R. Guha (ed.) 1987, *Subaltern Studies V*, Oxford University Press, Delhi.
- Stree Shakti Sanghatana, *We Were Making History: Women and the Telengana Uprising*, Zed Press, London, 1989.
- Tharu, Susie and K. Lalitha, *Women Writing in India*, Vol I, OUP, Delhi, 1991.
- Tharu, Susie and K. Latika, *Women Writing in India*, Vol II, OUP, Delhi, 1993.
- Visweswaran, Kamala, *Fictions of Feminist Ethnography*, University of Minnesota Press, Minneapolis, 1994.

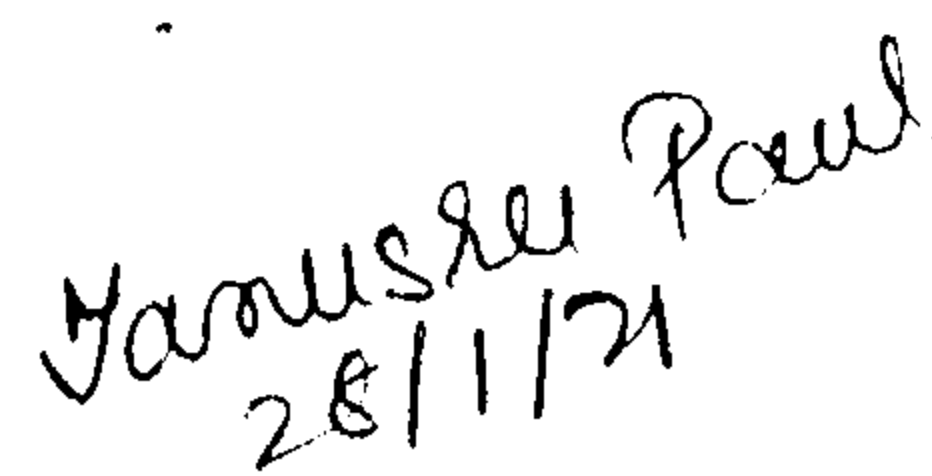

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Semester I

Core Course: Feminist Thought

Credit-8/ Marks- 100

Module 1: Understanding Feminist Thought

- Unit 1: Instability of the Analytical Categories of Feminist Theory
Unit 2: Feminist Theory and Claims of Truth

Module 2: Enlightenment and Liberalism

- Unit 1: Contribution of thinkers such as Mary Wollstonecraft, J.S. Mill, Betty Friedan, and others
Unit 2: Conceptual Roots: Before the "First Wave"- Equal Education
Unit 3: Different aspects of Liberal Feminism- Equal Liberty and Suffragate, Equal Rights, Intersectionality

Module 3: Various Strands of Feminist Theories and Contemporary Movements

- Unit 1: Friedrich Engels: Origin of the Family, Private Property and the State, Marxist and Socialist feminism
Unit 2: Radical Feminism, Libertarian and cultural perspectives
Unit 3: Psychoanalytic feminism
Unit 4: Existentialist Feminism: Simone de Beauvoir
Unit 5: Questions of intersectionality, Black Feminism, Third World Feminism, Dalit Women's critique of caste based patriarchy

Module 4: Women and environment- Theories and Evidences

- Unit 1: Roots of Ecofeminism, Early concepts
Unit 2: Women, Nature and Culture- Some Tensions
Unit 3: Different approaches to Ecofeminism

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Module 5: Gender and Development

- Unit 1: Esther Boserup's thesis and the report of the committee on the status of women in India (1974) beginnings of women and development debate
- Unit 2: Critique of Boserup: question of third world feminism. I. Beneria, Geeta Sen

RECOMMENDED READINGS:

- SANDRA HARDING, INSTABILITY OF THE ANALYTICAL CATEGORIES OF FEMINIST THEORY IN
MICHELINE R MALSON ET AL. *FEMINIST THEORY IN PRACTICE AND PROCESS* NEW DELHI RAWAT
- KAREN J WARREN, ED. *ECOLOGICAL FEMINISM*, Routledge, London, 1994. (Selections)
- John Stuart Mill, *The Subjection of Women*, Logic and feminist logic
- Sigmund Freud, *On Sexuality*, ed. Angela Richards, Penguin Books, Harmondsworth, 1991.
(Selections)
- Sara Heinamaa, 'Women Nature, Product, Style? Rethinking the Foundation of Feminist
Philosophy of Science', *Science and the Philosophy of Science*, ed. Lynn Hankinson Nelson
and Jack Nelson, Kluwer Academic Publishers, Dordrecht, 1997.
- Simone de Beauvoir, *The Second Sex*, (1949) trans. Constance Borde and
Shiela Malovany Chevellier, Alfred Knopf, New York 2010
- Shafali Moitra, *Feminist Thought, Androcentrism, Communication and
Objectivity*, Munshiram Manoharlal Publishers, New Delhi, 2002
- Val Plumwood, 'The Politics of Reason, Towards a Feminist Logic', *Australasian Journal of
Philosophy*, vol. 71, No. 4, 1994.
- Elizabeth Grosz, *Volatile Bodies*, Indiana University Press, Bloomington, 1994 (Selections)
- Miora Gatens, *Imaginary Bodies*, Routledge, New York, 1996. (Selections).
- Sandra Harding, 'Rethinking Standpoint Epistemology', in *Feminism and Science*, ed. Evelyn
Fox Keller and Helen Longino, Oxford University Press, Oxford, 1996.
- Elizabeth Kiss, 'Justice', *A Companion to Feminist Philosophy*, ed. Alison M Jaggar and Iris
Marion Young, Blackwell, Oxford, 1998.

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Semester II

Core course: Gender and development with reference to India

Credits-8/ Full Marks- 100

Module 1: Notions of gender, development and well-being

- Unit 1: Growth vs. development: concern for human well-being
Interrogating development, feminism, gender and policy

Module 2: Review of theoretical approaches to development

- Unit 1: Conceptual rationale for gender questions in development
Unit 2: International initiatives in women's development: International Women's Decade, Plan of Action - Mexico-1975, Program of Action- Copenhagen - 1980, Forward looking strategies - Nairobi - 1985, Platform for Action- Beijing-1995, Millennium Development Goals, SDGs
Women in development, Women and development: gender and development: The capability approach: 'development as freedom' (Amartya Sen, Martha Nussbaum)
Unit 3: Third world policy approaches to women in development- Welfare, Equity, Anti-poverty, Efficiency and Empowerment.

Module 3: Indian experience of development and gender with a focus on West Bengal

- Unit 1: Kinship organisation in India, North-South Divide in Development through a gender lens
Intersectionality with special focus on caste and class
Unit 2: Women in the labour market
Gender inequality in the labour market- the domestic labour debate, beyond domestic labour debate- capitalist patriarchy-
Issues in measuring women's work- Case of India
Long term trend in women's outside work participation- interregional patterns in India
Self-employment and the debate on the informal sector: Self-help groups- debates on alternative models
Women and home-based work

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More recent scenario: Impact of the increasing opening up of the market

Unit 3: Development of capability, a gendered approach

Sex ratio and the conceptualization of Missing women: facts and explanations

Girl child, marriage and sexuality - an interregional analysis

Women's right to health

Other health indicators

Broad indicators of education

Capabilities and violence against women

Unit 4: State and policies, Law and Rights

Approach to women's development in the Indian five year plans- Welfare Perspective (I-Vth Plan), Development Perspective (VI-VIIIth Plan), Empowerment Perspective (VIIIth Plan and onwards).

The National Policy for the Empowerment of Women-2000

Right to health; Health policies

Gender analysis of family planning beyond the 'feminist vs population control' debate

Right to education: policies related to education of girls, adult education of women.

Mapping women's activism in India

CEDAW, Enactment of the Laws

Recommended Readings:

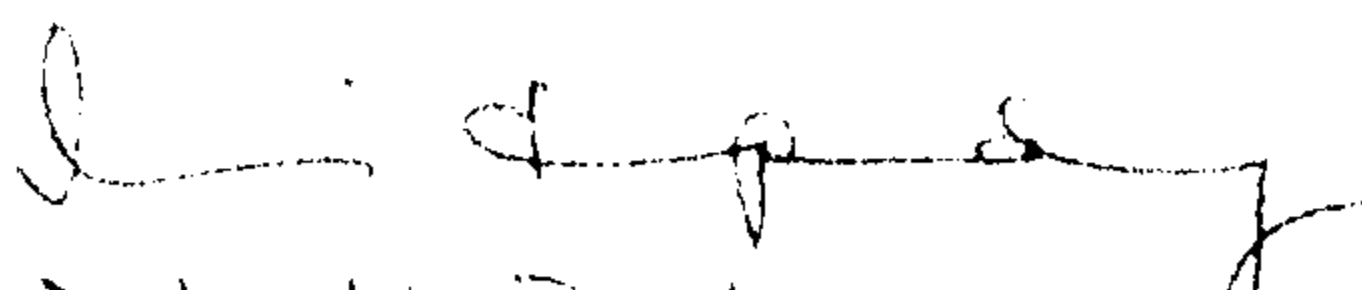
Jackson, Cecile and Ruth Pearson. (1998). *Feminist Visions of Development: Gender Analysis and Policy*. Routledge

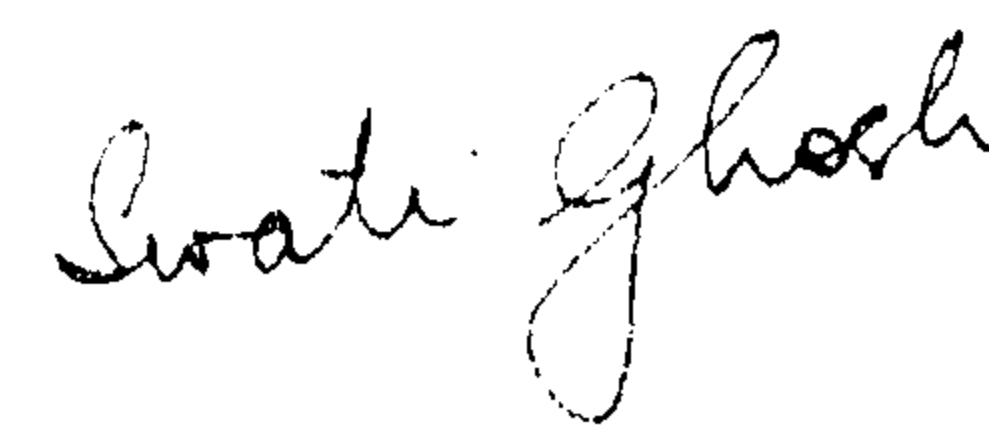
Caroline O.N. Moser, "Gender Planning in the Third World: Meeting Practical and Strategic Gender Needs", in *World Development*, 17.11, 1989, pp.1799-1825.

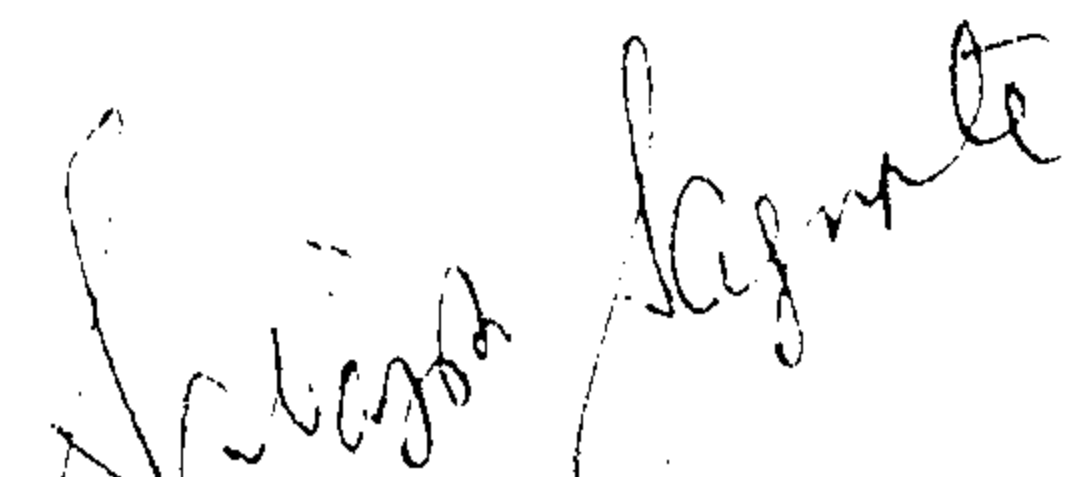
Dreze, Jean and Amartya Sen. *India: Development and Participation*. Oxford India Paperbacks, New Delhi, 2005 (chapter 7).


Escobar, Arturo, *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press, Princeton, 1995.

Agarwal, Bina, Jane Humphries, Ingrid Robeyns. *Amartya Sen's Work and Idea: A Gender Perspective*. Routledge, 2005


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Ahmad, Imtiaz, *Family, Kinship, and Marriage among Muslims in India*, Manohar, New Delhi, 1976.

Bandopadhyaya S., *Caste, Culture and Hegemony*, Sage, New Delhi, 2003

Bhasin Kamla and Menon Ritu (2000) *Borders and Boundaries: Women in India's Partition*, New Delhi, Kali for Women.

Butalia Urvashi (2002) 'Confrontation and Negotiation: The women's Movement Responses to Violence Against Women', in Kapadia Karin (ed) *The Violence Of Development*, New Delhi: Palgrave-Macmillan.

Chakravarti Uma (2007) 'Burdens of Nationalism' some thoughts on South Asian Feminists on the Nation State 'in De Mel Nilofeur and SelvyThiruchandran (eds) *At The Cutting Edge: Essays in Honour of KumariJaywardene*, New Delhi: Women Unlimited.

ChakravartyDeepita and IshitaChakravarty: 'Girl Children in the Care Economy: Domestics in West Bengal', *Economic and Political Weekly*, 43(4), (200)

Burra, Neera, Myron Weiner, Asha Bajpai (ed.) *Born Unfree, Child Labour, Education and the State in India*, Oxford University Press.

Domestic Violence Bill: A campaign (2003), New Delhi: Indian Social Institute.

Gandhi Nandita and Shah Nandita (1992) *Issues at Stake: Theory and Practice of Women's Movement in India*, New Delhi: Kali for Women.

GangoliGeetanjali (2007) *Indian Feminisms: Law, Patriarchies and Violence in India*, Ashgate Publications (Bhanwari Devi Campaign).

Hirway, Indira, "Critique of Gender Development Index: Towards an Alternative", *Economic and Political Weekly*, October 26, 1996

Kabeer, Naila, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso, London, 1994 (chapters 1-4).

KannabiranKalpana (2005) *Violence of Normal Times*, New Delhi: Women Unlimited.

Karve, Irawati, *Kinship organization in India*, Asia Publishing, Bombay, 1965

Mies, Maria and Vandana Shiva, *Ecofeminism*, Zed Books, London, 1994.

Mitter, Swasti, "Technological Changes and the Search for a New Paradigm for Women's Work", *Gender, technology and Development*, 3:1, 1999.

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- Molyneux, Maxine and Martha Nussbaum, eds., *Gender Justice: Development and Rights*, OUP, New Delhi, 2002 (chapter 3 and 20).
- Nussbaum, Martha C., "Capabilities as Fundamental Elements: Sen on Social Justice". Draft, <http://www.ise.ac.uk/Depts/humanrights/documents/documents/Constitutional-Capabilities.pdf>
- Nussbaum, Martha, *Women and Development: The Capabilities Approach*, Kali for Women, New Delhi, 2000, pp. 59-100.
- Omvedt, Gail *We Will Smash this Prison: Indian Women in Struggle*, Zed Press, London, 1980.
- Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*, Kali for Women, New Delhi, 1990.
- Panda, Pradeep and Bina Aggarwal, (2005). Marital violence, Human Development and Women's Property Status. *World development*, Volume 33 (5): 823-850
- Paul, Tanusree and Saraswati Raju. (2014). Gendered labour in India: Diversified or Confined? *Economic and Political Weekly* Vol - XLIX No. 29, 197-208
- Paul, Tanusree. 2011. 'Space, Gender and Fear of Crime: Some Explorations from Kolkata'. *Gender Technology and Development*, 15 (3): 411-436
- Raju, Saraswati. 2013. The Maternal and the Symbolic: Intersectionalities of Home-Based Work in India. *Economic and Political Weekly*, Vol. 48(1): 66-68
- Raworth, Kate and David Stewart, "Critiques of the HDI: A Review", in Sakiko Fukuda-Parr and A.K. Shiva Kumar, eds., *Reading in Human Development Concepts: Measures and Policies for a Development Paradigm*, UNDP, 2003.
- Ray, Debraj, *Development Economics*, Oxford India Paperbacks, New Delhi, 2004 (chapter 2, pp. 25-44)
- Razavi, Shahrashoub and Carol Miller, *From WID to GAD: Conceptual Shifts in the Women and Development Discourse*, United Nations Research Institute for Social Development, Occasional paper 1, 1995
- Rustagi, Preet, (2004) Significance of Gender-related Development Indicators: An Analysis of Indian States, *Indian Journal of Gender Studies*, 11(3), 291-343
- Sangari, Kumkum and Uma Chakravarty, eds., *Recasting Women: Essays in Colonial History*, Kali for Women, New Delhi, 1990.
- Sen, Amartya, *Development as Freedom* (introduction and chapter 1), OUP, New Delhi, 2000.

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Swaminathan Padmini (ed): *Women and Work: Essays from Economic and Political Weekly*, Orient Black Swan, 2013.

Towards Equality: Report of the Committee on the Status of Women in India, Ministry of Education and Social Welfare, Government of India, New Delhi, 1974.

United Nations, Development Programme, *Human Development Report 1995*, OUP, Delhi, 1995 (chapters 1 and 3).

United Nations, *World Survey on the Role of Women in Development: Globalisation, Gender and Work*, New York, 1999.

V. Geetha (1998) 'On Bodily Love and Hurt' in Mary John and Janaki Nair (eds). *A Question of Silence: The Sexual Economies of Modern India*, New Delhi, Kali For Women.

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Semester III

Optional Course: Women and Environment with Special Emphasis on Forest and Water

Credits 4/ Marks 50

Module 1: Conceptualizing Nature, the Environment and Justice

- Unit 1: The social construction of nature
Unit 2: From ecofeminism to feminist environmentalism; Environmental management, Equity and ecofeminism
Unit 3: The concept of political ecology and feminist questions
Unit 4: Conceptualising environmental collective action: why gender matters?

Module 2: Women and forests

- Unit 1: Women's participation in community forestry with special reference to South Asia
Unit 2: Women and forest conservation
Unit 3: Women's movements around forests in India

Module 3: Women and Water

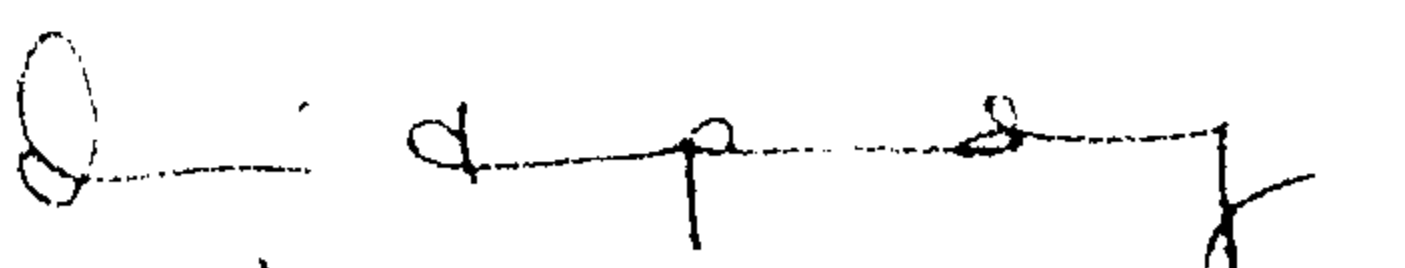
- Unit 1: Right to water- prospects and possibilities
Unit 2: Women, water and development- understanding the issues
Unit 3: Women's activism around water-
Fight against Coca Cola in Plachimada, Kerala, other movements in India
Big dams and environmental justice- the Narmada Bachao Andolan

Module 4: Gender and climate change

- Unit 1: Gender issues in climate change
Unit 2: Advancing multi-disciplinary scholarship on gender, water and environmental change through feminist political ecology

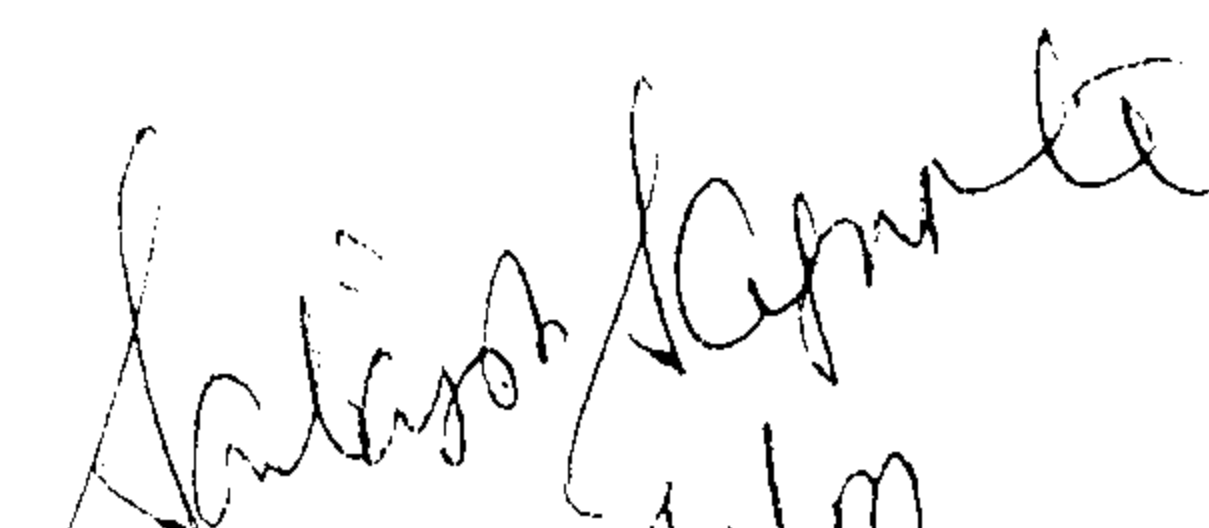
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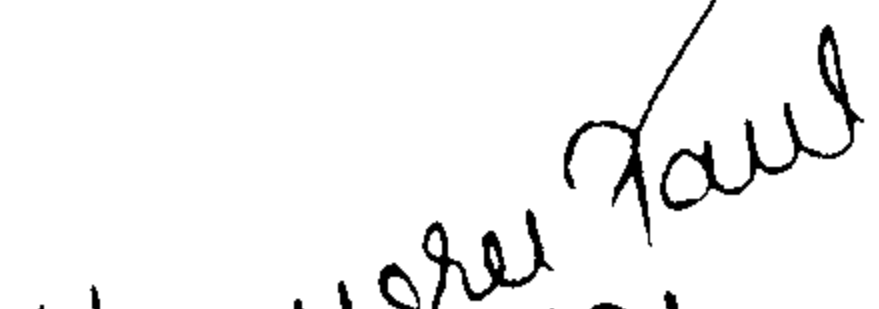
Agarwal Bina. 2016. *Gender Challenges, Environmental Change and Collective Action*.
Oxford University Press.


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Buechler, Stephanie and Anne-Marie Hanson. 2015. *A Political Ecology of Women, Water and Global Environmental Change*. Oxford: Routledge

Rouchleau, Dianne, Barbara Thomas-Slayter and Esther Wanger. 1996. *Feminist Political Ecology: Global Issues and Local Challenges*. Oxon: Routledge

Greider, Tom and Lorraine Garkovich. 1994. "Landscapes: The Social Construction of Nature and the Environment." *Rural Sociology* 59: 1-24.

Fine, Gary Alan. 1997. "Naturework and the Taming of the Wild: The Problem of 'Overpick' in the Culture of Mushrooms." *Social Problems* 44(1): 68-88.

Yard, Jaime. 2009. 'Softwood Lumber & the Golden Spruce: Two Perspectives on the Material and Discursive Construction of British Columbian Forests.' *Topia: Canadian Journal of Cultural Studies* 21: 85-103.

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Shiva, Vandana. 1989. "Resources "

Scarce, Rik. 1997. "Socially Constructing Pacific Salmon." *Society & Animals* 5(2): 117-135. 8

Cronon, William. 1995. "The Trouble with Wilderness, or, Getting Back to the Wrong Nature." Pp 69-90 in *Uncommon Ground: Rethinking the Human Place in Nature*, William Cronon, Ed., New York: W. W. Norton & Co.

Takas, David. 1996. "Tensions at the Crossroads of Science, Nature, and Conservation. Pp 1-99 in *The Idea of Biodiversity*. Baltimore, MD. Johns Hopkins University Press

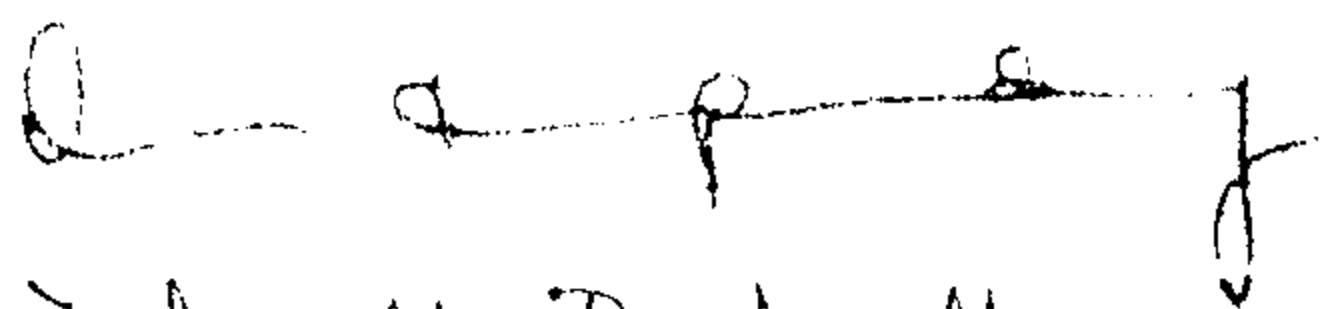
Murphy, R. 1994. "The Sociological Construction of Science without Nature." *Sociology* 28(4): 957-974.)

Agarwal, Bina. 1992. "The Gender and Environment Debate: Lessons from India." *Feminist Studies*, 18(1):119-158.

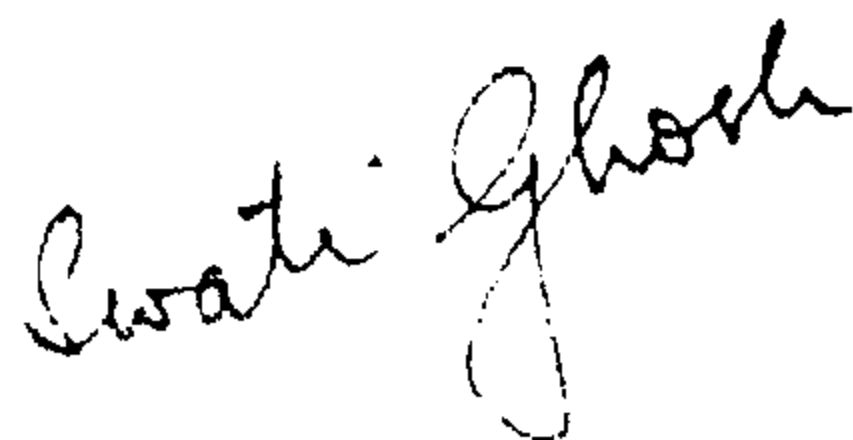
Seager, Joni. 2003. "Rachel Carson Died of Breast Cancer: The Coming of Age of Feminist Environmentalism." *Signs*, 28(3): 945-972.

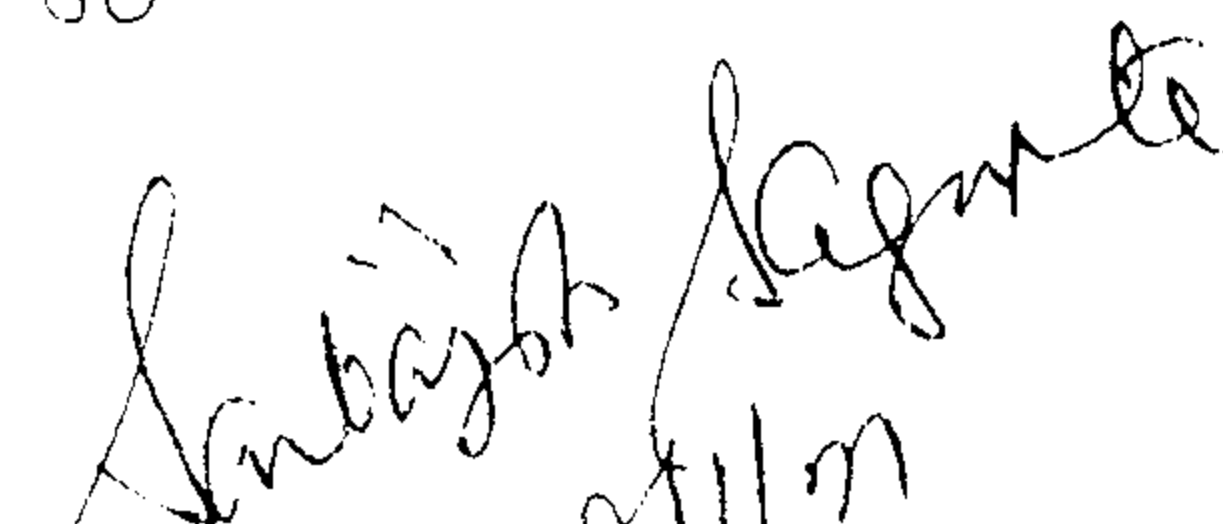
Seager, Joni. 2003. "Pepperoni or Broccoli? On the Cutting Wedge of Feminist Environmentalism." *Gender, Place & Culture* 10(2): 167-174. DOI: 10.1080/0966369032000079550

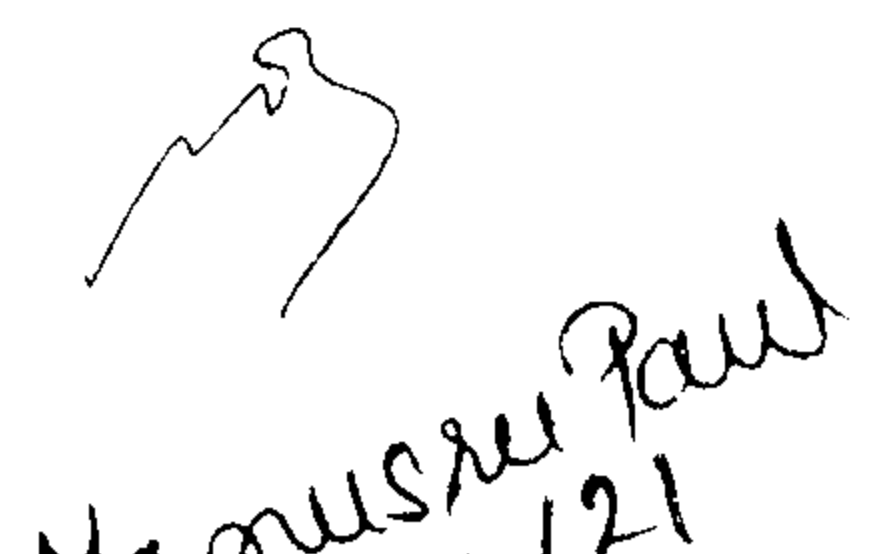

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- Hovorka, A. J. 2006. "The No. 1 Ladies' Poultry Farm: A feminist political ecology of urban agriculture in Botswana." *Gender, place and culture* 13(3), 207-225.
- Walker, Peter A. 2005. "Political Ecology: Where is the Ecology?" *Progress in Human Geography* 29(1):73-82.
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- Ray, Isha. "Women, water, and development." *Annual Review of Environment and Resources* 32, 2007:421-49.
- Green, Cathy and Sally Baden. "Integrated water resources management: A gender perspective." *IDS Bulletin* 28, 1, 1995:92-100..)
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- "The case against Coca-Cola Kerala State, India." 8 pp. <http://www.righttowater.info/ways-to-influence/legalapproaches/case-against-coca-cola-kerala-state-india/>
- O'Bannon, Brett. "The Narmada River project. Toward a feminist model of women in development." *Policy Sciences* 27, 1994:247-267.
- Mehta, Lyla. "Balancing pains and gains: A perspective paper on gender and large dams." WCD Thematic Review 1.1, 2000. 42 pp. Scan this paper and look for information specific to how gender plays a role in conflicts over dams and how dam projects impact men and women differently.

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Audio-Visuals

Video, 1 of a series on the displacement of people in the Narmada River Valley
<http://www.youtube.com/watch?v=lx87vLep88> [9:30]

DAM - AGE - a documentary about ARUNDHATI ROY & the Narmada Dam Project
<http://www.youtube.com/watch?v=QQ2iViE31bc> [49:41]

Indians Protest Coca Cola Plant <http://www.youtube.com/watch?v=-wyFsodVLd-o> [1:31]

Video: Blue Gold: World Water Wars <http://www.youtube.com/watch?v={Kcf-RBHirw>
[1:29:42]

Video: Bolivia Water Wars <http://www.youtube.com/watch?v=aTKnI7uZRAE> [3:37]

Video: Environmental Justice: Coca-Cola in India (about 2 1/2 min in begins a discussion of
the anti coke campaign that includes Panchimada and Mediganj)
<http://www.youtube.com/watch?v=fajrWmAuvsY> [6:15]

Debarati Bandyopadhyay

Swati Ghosh

Manusree Paul
28/1/21

Satish Kumar
28/1/21

To

The Principal,

Vidya Bhavana

Sub: Institute Board Agenda

Sir,

CJMC Board of Studies dated 10th March, 2021 (attended by Prof. Sandip Basu Sarbadhikary acting Principal Vidyabhavan, Prof. Avijit Roy of JU [external expert], Dr. Mausumi Bhattacharya and the undersigned) discussed and accepted minor modifications to MA in Communication & Journalism 4-semester curriculum (started in 2018) to be adopted from the 1st Semester 2021-22.

Please find minor modification to MA in Communication & Journalism 4-semester curriculum (started in 2018) to accommodate

1. Rationalisation of marks from 2400 to 1200
2. Incorporating course code
3. To incorporate provision for credit transfer between CJMC and other universities/institutes in India and abroad (3rd/4th semester) as CJMC is going to start faculty and student exchange under Erasmus-Mundus programme
4. Minor incorporations/deletions in very few topic and pedagogy
5. Renaming few courses to reflect the reality existing in course area thrust,

-- *This is for acceptance and further necessary action by the Institute Board.*

-- *Bhaw* 11/3/21
Prof.(Dr.) Biplab Loho Choudhury

Professor & In-charge

Center For Journalism & Mass Communication

Visva - Bharati, Santiniketan

West Bengal, India

Annexed Modified curriculum P1-46.

Minor
Modification
accepted in BOS (10/3/21)
Bhar 11/3/21

Curriculum of Masters of Communication and Journalism
Centre for Journalism and Mass Communication
Visva-Bharati
2018

(with minor modifications/revisions to be adopted from the batch of 2021)

Name of the Programme: Masters in Communication & Journalism

Bhavana: VidyaBhavana, Visva-Bharati

Centre: Centre for Journalism & Mass Communication

Duration: 2 years

Number of Semesters: 4

Total Marks: 1200 Marks

Marks Per Semester: 300 Marks

First Three semesters: 6 courses Per Semester of 50 marks each with 4 credits in each course

Pass marks per course of 50 marks: 20 marks (Composite Course structure) [Theory, internal assessment and practical together]

Last Semester: 4 courses (3 in major specialization & 1 in minor specialization) 75 marks each having 6 credits

Pass Marks per course of 75marks: 30 marks (Composite Course Structure)[Theory and internal assessment together in Theory paper, Practical/internship report/dissertation assessment in other major specialisation papers, Term paper assessment in minor specialisation]

Course character: Taught & self-learnt in open class, brick & Mortar class, virtual class, lab and field

Credit pattern: @weekly theory class 1 hour for course duration= 1 credit

@weekly tutorial 1 hour for course duration= 1 credit

@weekly practical 2 hours for course duration= 1 credit

@weekly guided field work 2 hours for course duration= 1 credit

The Nature of Credit Transfer: This credit system gives a student of CJMC a chance to undertake a specialization major and minor in fourth semester from either within CJMC or from Kalabhavana/ SilpaSadana/Department of Rural Studies/any other Bhavana/ any faculty if offered by the respective Bhavana/Department. This curriculum would also offer the possibility of credit transfer between Visva-Bharati and any masters' degree programme in India and abroad. That credit transfer would be for an entire semester, but not more than two semesters in a full 4-semester programme. The credit earned by the student in 4th semester in any other university will be accepted as equivalent to 24 credit in our programme. For CJMC students, 1st semester, second and 3rd semester won't be open for credit transfer from any other university as first three semesters aim at developing core competence in communication and journalism through Visva-Bharati experience.

Vision

The Centre for Journalism and Mass Communication (CJMC) was established by Visva-Bharati, a central university and an Institute of National Importance in India in April 29, 2000, with a PG Diploma Course in Journalism and Mass Communication as a self-financing programme. In

2003-2004 Post-graduate Master's degree programme was started replacing the earlier programme. By 2005-2006, it was recognised as a statutory centre of Visva-Bharati and was placed under Vidya-Bhavana (The Institute of Social Science). In 2017, Executive Council of the University took decision to upgrade CJMC as Department of Communication and Journalism after obtaining consent of the Visitor of the university.

This unit of Visva-Bharati is to fulfill the objectives of the university (section 5A of Visva-Bharati Act 1951) “to study the mind of man in its realization of different aspects of truth from diverse points of view;” and “to seek to realize in a common fellowship of study the meeting of the East and the West and thus ultimately to strengthen the fundamental condition of world peace through the establishment of free communication of ideas between the two hemispheres”. These objectives were among the objects for which Gurudev Rabindranath Tagore founded Visva-Bharati at Santiniketan in 1921.

Mission

In 2003-04, the landmark year of the Centre, a full-fledged two-year MA course was introduced, which was intended to keep up with the then present global trends in the art, social science and science of communication discipline in making. However, in keeping up with the changing times, the syllabus is now getting restructured to incorporate a lot of new aspects. The salient traits of the curriculum are:-

- Training for young minds in harnessing the trans-disciplinary phenomenon of communication
- A to and fro movement among field experience, practical and theoretical learning
- A to-and-fro movement between holistic and reductionist pedagogy to realize the interdependence and connectedness among various constituent vocations and avocations informed by communication and media field.
- Skill and integrated personality building exercises
- Developing a society responsive and industry improving inertia among learners.
- Preparing for working towards “establishment of free communication of ideas between the two hemispheres” as desired from Visva-Bharati by Her founder.

**1st Year
Semester I**

Code	Course Title	Contact Hours Per Week			Credit	
		Lecture	Tutorial	Consultation/Practical/Fieldwork	Full	
MACJ I.I	Course I Communication Theory and Practice	2	1	2	5	4
MACJ I.II	Course II Media Literacy	3	-	2	5	4
MACJ I.III	Course III Fundamentals of Journalism	2	-	4	6	4
MACJ I.IV	Course IV Media Organization Management	2	1	2	5	4
MACJ I.V	Course V Media Technology I (Print and Web)	1	1	4	6	4
MACJ I.VI	Course VI Personality Development	1	1	4	6	4
		11	4	18	33	24

Semester II

Code	Course Title	Contact Hours Per Week			Credit	
		Lecture	Tutorial	Consultation/Practical/Fieldwork	Full	
MACJ II.I	Media : Laws, Ethics & Evolution	3	1		4	4
MACJ II.II	Communication Research I	3	1		4	4
MACJ II.III	Print and Web Journalism I	3		2	5	4
MACJ II.IV	Radio Production	2		4	6	4

MACJ II.V	Media Technology II(Audio-Visual Post Prod & Research)	1		6	7	4
MACJ II.VI	Indian Culture & Heritage	3	1		4	4
		15	3	12	30	24

2nd Year
Semester III

Code	Course Title	Contact Hours Per Week			Credit	
		Lecture	Tutorial	Consultation/Practical	Full	
MACJ III.I	Print & Web Journalism II		1	6	7	4
MACJ III.II	TV Journalism & AV Production	3		4	7	4
MACJ I.III	Communication Research II		1	6	7	4
MACJ III.IV	Corporate Communications	2		4	6	4
MACJ III.V	Development Communication	2		4	6	4
MACJ III.VI	Advertising	2		4	6	4
		9	2	28	39	24

Semester IV

Code	Course Title	Contact Hours Per Week			Credit	
		Lecture	Tutorial	Consultationon Project/ Term Paper/ Dissertation	Full	
MAC J IV.I	Specialization Major I Theory	2	2	2	6	6
MAC J IV.I	Specialization Major II (Theory/Practical)	2	2	2	6	6
MAC J IV.I	Specialization Major III	0	0	6	6	6
MAC J IV.I	Specialization Minor	0	0	6	6	6
		8/4	4/3	12/17	24	24

Semester Break-Up Overview

Semester I

Semester Objective

The first semester has been designed for critical exposure to the trans-disciplinary, universal and cultural-relativist reality of communication, its theorization, its various media and their techniques of persuading audience, various aspects of their utilization. The core objectives of the first semester are shaping the personality of the students for vocation and avocations in the field, and skill development for print and cyber journalism towards preparing them for the profession.

Course MACJ I.I :Communication Theory and Practice (Credit 4, Int. Assessment 10 marks, End-sem written 40)

Course MACJ I.II : Media Literacy (Credit 4, Int. Assessment 10 marks, End-sem written 40)

Course MACJ I.III : Fundamentals of Journalism (Credit 4, Int. Assessment 10 marks, End-sem written 20, theoretical 20)

Course MACJ I.IV : Media Organization Management(Credit 4, Int. Assessment 10 marks. End-sem written 40)

Course MACJ I.V : Media Technology I (**Print and Web**) (Practical 50)

Course MACJ I.VI: Personality Development(Credit 4, Practical 50)

Semester II

Semester Objective

The second semester introduces the students to the various theoretical and practical aspects necessary for them to be equipped for the requirement of the industry within the legal and cultural framework of the country.

Course MACJI I.I : Media: Laws, Ethics & Evolution(Credit 4, Int. Assessment 10 marks, End-sem written 40)

Course MACJI I.II : Communication Research I(Credit 4, Int. Assessment 10 marks, End-sem written 40)

Course MACJI I.III : Print and Web Journalism I(Credit 4, Int. Assessment 10 marks, End-sem written 20, Practical 20)

Course MACJ II.IV: Radio Production (Credit 4, Int. Assessment 10 marks, End-sem written 20, practical 20)

Course MACJI I.V : Media Technology II (Audio-Visual Post Production & Research)
(Credit 4, Practical 50)

Course MACJI I.VI : Indian Culture & Heritage(Credit 4, Int. Assessment 10 marks, End-sem written 40)

Semester III

Semester Objective

The third semester takes the students a step ahead in the direction of research and field work alongside honing their skills in online journalism, advertising and corporate communication. They will be introduced to advertising and CC tools. Thus, during second and third semester, they will be given enough exposure to various practices and theoretical areas so that by the end of third semester they are able to choose the specialization in area of their natural liking and core competence.

Course MACJ III.I: Print and Journalism II(Credit 4, Int. Assessment 10 marks, theory 20, Practical 20)

Course MACJ III.II :TV Journalism & Audio Visual Production (Credit 4, Int. Assessment 10 marks, End-sem written 20, Practical 20)

Course MACJI I.III : Communication Research II (Credit 4, Practical 50)

Course MACJII I.IV : Corporate Communication (Credit 4, Int. Assessment 10 marks, End-sem written 20, Practical 20)

Course MACJ III.V : Development Communication(Credit 4, Int. Assessment 10 marks, End-sem written 20, practical 20)

Course MACJII I.VI : Advertising (Credit 4, Int. Assessment 10 marks, End-sem written 20, Practical 20)

Semester IV

Semester Objective

A Masters' graduate needs to stand out from the crowd of skilled professionals in media and communication in his/her thoroughness in practice and perspective beyond practice. He/she should be able to plan communication strategy and media execution. A major specialization with three papers in theory, practical assignment and research in the fourth semester is aimed at achieving this objective of differentiating a better professional from the rest. Self-driven minor specialization aim at providing an opportunity to the students to work in another area of their liking. For theoretical study, two months will be utilized whereas other month/months will be for specialisation relevant field/industry/organizational engagement and dissertation /term paper completion.

(3 Papers in one major specialization and 1 paper in minor specialization)

Set A: (3 Papers in major specializations x 75 marks from any of the following specializations)



- ✓ Communication Design
- ✓ Communication and Media Aesthetics
- ✓ Rural Communication
- ✓ Gender and Media
- ✓ Indian Communication Thought & Practice
- ✓ Advance Media Organization Management
- ✓ Film Appreciation
- ✓ Health Communication
- ✓ Science Communication
- ✓ Advanced Audio-Visual Production
- ✓ Advance Cyber Communication and Journalism

MACJ IV.I Major Paper I: Specialization Theory

(6 credit, End semester written 50+ internal assessment-25)

MACJ IV.II Major Paper II: Theory/Project in Major Specialization

(6 credit,

End semester written 50+ internal assessment-25/End semester reporting and interview 75)

Depending upon the paper requirement

MACJ IV.III Major Paper III: Dissertation/ Project (Live/industry)/ Internship in Major Specialization

(End semester evaluation of dissertation by guide & one external expert for 75 marks.
Project/ internship report should be complete with separate details of everyday activity with proof of own work in the format prescribed by CJMC)

Set B:

MACJ IV.IV **Minor Paper:** Self-initiated (Organizational Engagement/ Field Project / Term Paper)(50 marks for final presentation/submission of practical to be examined by one internal faculty of Visva-Bharati and an outside expert+ 25 marks interim evaluation by a board comprising the major specialisation faculty and In-charge, CJMC). In case of Field Project/ Organizational report, it should be complete with separate details of everyday activity with proof of own work in the format prescribed by CJMC.

The minor paper chosen is to be related to the major, the reason being both the papers will together offer the necessary edge for job/further research/entrepreneurship to the pass-out.

- ✓ Design process
- ✓ Community Radio
- ✓ Folk media
- ✓ Indigenous Communication
- ✓ Caste, Gender & Communication
- ✓ Asian Communication Thoughts
- ✓ Communication & Art
- ✓ Political Communication
- ✓ Religion & Communication
- ✓ Environment Communication
- ✓ Film making (documentary/short feature)
- ✓ Communication for sanitation & hygiene
- ✓ Social media
- ✓ Media Entrepreneurship
- ✓ Citizen Journalism
- ✓ Branding
- ✓ Communication for peace & Conflict resolving
- ✓ Advocacy
- ✓ Social Marketing
- ✓ Corporate Social Responsibility
- ✓ Mindful Communication
- ✓ Digital Marketing

Detailed Semester Break-Up

Semester I

Total - 24 Credits/300 Marks

Paper I: Communication Theory and Practice (4 Credits/ 50 Marks)

Pedagogy: Instruction in first 2 units will be experiential learning based along with theoretical exposition. Third unit will be taught theoretically through comparison and contrasting. Fourth unit would be demonstrated through practical exercises of any four among the six areas.

Total: 50(Credit 4, Int. Assessment 10 marks, End-sem written 40)

Unit I: Overview

Phenomenon & function of Communication: Natural and technology mediated, traits & types

Mass Self-Communication and Machine-communication in digital age

Human communication: understanding changing contexts (society, culture, power structure, economy and technology),

Evolution of communication ages

Communication studies: Science, arts and social science aspects; question of discipline

UnitII: Brain & Mind in Communication

Human communication structure: The Brain, Body proper, sense organs and neural network

Mind, the process: Making neural patterns and Mental Images -- Consciousness (wakefulness, attention and connection to self), Response to internal & external stimuli, constructing reality in reaction to actual events.

Framing of the Mind: Perception, Emotion, feeling, reasoning and Cognition (Information processing to relate content & format of message to memory)

Communicative action: Motor-sensory coordination, metaphor (connecting brain circuitry and language), signs, narratives, activating mirror neurons for behavior change

Media in work: Notion of Bias-Agenda setting, Priming & framing, counter-framing & indexing

Unit III: Perspectives

Overview of Indian perspective: Sadharanikaran, Rasa,Dhvani,Apoha and Sphota

Overview of other Asia-centric perspective: Chinese, Japanese, Korean and West Asian

Overview of European perspective: Rhetorics, Frankfurt School

Overview of US perspective: Information Theory, Technological Determinism, Uses & Gratification, Systems
Digital Age perspectives: network, information, interface, archive and simulation

Unit IV: Practicing Communication

Applying tool for understanding common orientation of people
Observing Communicative behavior: Within, one-to-one, family, group and crowd
Self-Development as Communicator: Self-reflection and situational response analysis
Micro lab, Who Am I and Interpersonal perception games for contextual expressiveness
Message structuring exercise as human media and for utilizing technology aided group communication
Mobile Communication experience lab

Recommended Readings:

- Mass Communication Theory by Denis McQuail (Sage).
- Communication Theory: Eastern and Western Perspective by D. Lawrence Kincaid (Academic Press)
- Communication Theory: The Asian Perspective by Wimal Dissanayake (AMIC)
- Mass Communication Today by Subir Ghosh (Sishu-Sahitya Samsad)
- Communication Power by Manuel Castells (Oxford University Press)
- Media & Communication Practices & Issues by M. Chatterjee & B. L. Choudhury (SB Enterprise)

Paper II: Media Literacy (4 Credits/ 50 Marks)

Pedagogy: Classroom interaction on media content and package creation dynamics, media ontology and evolution of media. Debate on media presentation and representation of current issues to understand mind and motive of media creation.

Total: 50 Marks (Credit 4. Int. Assessment 10 marks, End-sem written 40 to test level of media literacy by giving at least two questions from any current issue's treatment by different newspapers of same category and writing a report objectively on the same issue)

Unit I: Task, trait and ontology of Media

Traits of media: Constant and in transition:
Expanding task of media in making Information age:
Medium, message and language;
Redefining Media

Unit III: Content and packaging in media

Political economy question; Socio-cultural context of media owners, professionals and audience ;
Technological limitations; Consumer-centric approach; Issues thrown by possibility of Machine-
Communication

Unit II: Literacy requirement for different media

Human media: From personal to folk, art, classical and community
Print and film;
Radio & Television;
Web Media

Unit IV: Media presentation and representation

Issues in current media; Identifying variance in presentation and representation; Framing;
Identifying bias and slant

Recommended Readings:

- Media Literacy by W. James Potter (SAGE Publications, Inc.)
- Introduction to Mass Communication: Media Literacy and Culture: Stanley Baran (McGraw-Hill)
- Media Literacy: Keys to Interpreting Media Messages: Art Silverblatt, Donald C. Miller, Julie Smith, Nikole Brown (Praeger)
- Convergence Culture: Where Old and New Media Collide by Henry Jenkins (New York University Press)

Paper III: Fundamentals of Journalism

Total: 50 Marks (Credit 4, Int. Assessment 10 marks, End-sem written 20, practical 20)

Pedagogy: Classroom interaction based on media content and product dynamism in mass media and Web media, followed by practical journalism practices in mother of all media (print) in one issue of Visva-Bharati Chronicle.

Total: 50 Marks

Unit I: Journalism Concepts

Process in Journalism: Research and Assignment, Sourcing and documentation, Story Construction, Editing, designing with visual elements
Perspective in Journalism: Social Construction of Reality, Market-Driven journalism, Social Media Push, governance and journalism
Journalism practice variation among print, radio and television
Journalism career

Unit II:

Translation for Journalism

Units III & IV:

Visva-Bharati Chronicle -1 issue (Journalism part)

Recommended Readings:

- The Journalists Handbook by M.V. Kamath (Vikas Publishing House)
- News Reporting and Editing by K.M. Srivastava (Sterling Publishers)
- The Media Student's Handbook by G. Branston and R. Stafford (Routledge)
- Understanding Journalism by Lynette Sheridan Burns (Sage Publications)
- Newspaper Journalism: A Practical Introduction by Susan Pape & Susan Featherstone (Sage Publications)

Paper IV: Media Organization Management

Total:50marks (4 credit), Int. Assessment 10 marks, End-sem written 40 with at least one question on management practice for Visva-Bharati Chronicle current issue and Visvabharatichronicle.org)

Pedagogy: First two units will be taught through class colloquium in teacher-guided, student-presented topics. Case studies will inform the reality of the industry too. Third and fourth units will be taught in combination of policy review, case study informed by theoretical input. Live VBC project will be reflected in assessment in the course in production, general management and marketing engagement ..

Unit I: Overview of Media Industry

Media organization: core tasks, product & services (concept, traits, stand-alone & trans-media product), vision, mission and goal

Constituents of media Industry, boundary spanning organizations, unique traits of media business, contribution of media business to national income, Competition, industrial organization model, legal status of different segments of industry, industry bodies & government relation

Media organization ownership: types of ownership, issues in investment (including FDI-OCB-NRI-FII), and MO share trading in open market

Trend of convergence in media organizations, implications for media products, HR and management

Unit II: Overview of Management

Concept of management, management principles for media organizations, Types of management,

Policy formulation, planning and control, Organizational design for delegation, decentralization, authority sphere, motivation, control and co-ordination.

Hierarchy, functions and organisational structure of different departments: general management, finance, editorial/programme, circulation/distribution, advertising, branding, HR, production, IT and reference sections

Unit III: Managing core tasks

Editorial/programme management across media types : Communication package/editorial mix/ Programme Mix, Planning and execution of programme production – production terms, control practices and procedures, scheduling, transmitting/updating, record keeping, quality control and cost effective techniques, Editorial – Response system.

Marketing management across media types: distribution/transmission/hosting/circulation, pricing for time/space/time-space/product/archival services, brand promotion, advertisement procurement & placement (strategy, contract and agency relations), PR with external public, Exploiting social media platform & digital marketing techniques

Unit IV: Media Economics

Basics in Concept & types of capital, Revenue model, MO profit equation & break-even Accounting System, Budgeting and finance, budget control, costing.

Commercial policy, Communication & financial audit, Tax, labour laws, conformity to financial closures.

Recommended Readings:

- The Indian Media Business by Vanita Kohli-Khandekar (Response Books)
- Media Organization Management by B. Loha Choudhury (Unique Books International)
- Electronic Media Management by Peter Pringle, Michael F Starr (Focal Press)
- The Media Economy by Alan B. Albarran (Routledge)
- Understanding Media Economics by Gillian Doyle (Sage Publications)
- Handbook of Media Management and Economics by Alan B. Albarran (Lawrence Erlbaum Associates)

Paper V: Media Technology I (Print and Web)

Pedagogy: The course is foundational for students in working with focussing on the practice of the print and web media. Emphasising on management, reporting and editing, production and marketing the course relies heavily on practical and hands-on-training. This will be done in workshop mode. As a part of the course, production of one weekly group newspaper on given audience focus and one web portal will be taken up.

Total 50(Credit 4, practical 50)

Unit I

The basic functionality of font, alignment, spacing, and color, but it also provides its users with professional typesetting options such as kerning, curving text along a line, and ligatures, Box Positioning, Coloring (CMYK & RGB), use of all the tools.
Design and layout of newspapers/magazines etc.

Unit II

Hyper text language- Introduction, Basic, Tags, Examples; Using Tools, syntax highlighting, code completion, Integrated Development Environment;
Desk Top Publishing, Ad Copy Designing, Publishing Tools, Newspaper Design, Magazine Design, Web Design;
Use of photo edit Tools, Photography Edit.

Unit III & IV – Practical Projects (at least one)

1. Tabloid/magazine work
2. Web portal work

Recommended Readings:

- Adobe Photoshop Elements 10 Classroom in a Book by Adobe Press (2011)
- Adobe Dreamweaver CS6 Digital Classroom by Jeremy Osborn (John Wiley & Sons)
- Adobe InDesign CS6 Classroom in a Book by Adobe Press (2012)
- HTML and CSS: Design and Build Websites by Jon Duckett (John Wiley & Sons)

Paper VI: Personality Development(4 Credits/ 100 Marks)

Pedagogy: As students at PG level are already grown up, the thrust would be to impress upon them desired qualities of any communication professional for success in career and long-term relationships. Personality traits such as perseverance, earnestness, diligence, patience, responsibility, fellow feeling, co-operation and social-consciousness will be improved in diagnostic workshops, follow-up observations and group activities. Lectures will be minimal and create ambition for proper personality required in communication and media industry which will be assessed through practical session/s.

Total:50 (4 credit, Practical 50)

Unit I: Understanding Personality

Personality traits
Assessing own personality development
Formation of a Philosophy of life
Experiments on personality

UnitII: Constructing a media & communication personality

An exercise to study deeper into life and making of one's own choicest media personality and finding own requirements for nearing/surpassing him/her

UnitIII: Attractiveness quotient building

Self-exercise based conscious effort for personality augmentation/improvement on own strength to be assessed through continuous observation

Assertiveness; Relationship success; Gestures and postures; Hand Movements; Smiles; Walking Style; Voice Modulation

Unit IV: Group Worth

Improving group-worthiness and community-utility through planned activities

Group discussion strategies

Negotiation strategies

Recommended Readings:

- Social and Personality Development by David R. Shaffer (Wadsworth Publishing)
- Business Communication by AshaKaul (Prentice Hall)
- The Case of the Bonsai Manager: The Lessons for Managers on Intuition by R Gopalakrishnan
- What The CEO Really Wants From You by R Gopalakrishnan (Collins Business)
- You Can Win by Shiva Khera

Semester II

Total - 24 Credits/300 Marks

Paper VII: Media: Laws, Ethics & Evolution (4 Credits/ 50 Marks)

Pedagogy: This paper captures the evolution and development of the media in India. It is also focused on the development of the legal and ethical perspective of students with respect to the media environment, and on the development and evolution of electronic media and films in India. In unit II.III and IV first topic is mandatory and course teacher will select three more topics in every module for lecture/ practice workshop

(Credit 4, Int. Assessment 10 marks, End-sem written 40)

Unit I: Media History

Pre-printing press age

Journalism in India between 1780-1947:An Overview

Overview of Newspaper development between 1947- 2017 in Indian languages and English

Overview of electronic media development: Radio (from 1920-2017), TV (1950-2017), Film (1910s-2017)

Overview of Web media development: From Dotcoms to social media (1995-2017)

Unit II: Media Ethics

Ethics in Indian Philosophical Tradition and Its Application in Journalism

Why Media Ethics- truth-accuracy-balance-decency-human rights; Etic & Emic;

Freedom of the press and the Constitution-need for a free press in a democracy;

Issues of privacy and security in data journalism

Right to Information: ethical aspects

Press Commissions and ethical journalism; The Press Council Act

Self-regulation vs. Govt. Regulation of media conduct

Unit III: Media Law

Recent changes in media laws in India

Laws for the press: PRB, Working Journalists Act etc.

Laws and regulations for Broadcasting: AIR Code, FM Policy, Community Radio Policy etc.

Laws and regulations for Television: Cable Television Act and Rules etc.

Film and Recorded Music Regulations: Cinematographic Act, censor, Copy right, performance right etc.; Laws for new media and Telecommunication: TRAI etc.

Unit IV: Legislative and Judicial Requirements

Current legal issues being debated in the media;

The State: Sedition-incitement to violence - IPC 121 read with 511 inflammatory writing (IPC 353); Citizens: Defamation (IPC 499, 500) civil and criminal defamation-libel, slander;

Contempt of Court;

Legislature: Parliamentary privileges / Articles 105 (Parliament) Article 194 (State Legislation);

Covering and reporting court proceedings (Article 361A)

Common court terminology - Plaintiff, defendant, affidavit, evidence, prosecution, conviction, accused, acquittal, bail, prima facie, sub judice

Recommended Readings:

- A History of Communications: Media and Society from the Evolution of Speech to the Internet by Marshall T. Poe. (Cambridge University Press)
- History of Indian Journalism by J. Natarajan (Publications Division, GoI)
- Romance of Indian Journalism Jitendranath Basu (Calcutta University)
- Laws of the Press by D.D. Basu (Prentice Hall)
- Introduction to the Constitution of India by D.D. Basu (Prentice Hall)
- Broadcasting in India by P.C. Chatterjee (Sage Publications)
- Freedom of Press: Politico Legal Aspects of Press Legislation of India by Sita Bhatia (Rawat Publications)

- Media Ethics: Cases and Moral Reasoning by Clifford G. Christians, Mark Fackler, Kathy Richardson, Peggy Kreshel, Robert H. Woods (Allyn & Bacon)

Paper VIII: Communication Research I (4 Credits/ 50 Marks)

Pedagogy: The course is designed to train the students in the evolving field of media and communication research. Relevant parts of this course will be taught in conjunction with basic principles for using analysis software..

(Internal 10, Theory 40)

Unit I: Introducing Research

Meaning and Concept, Methods of Acquiring knowledge; Question of researchability; Types of Research: Basic-Applied-Descriptive-Analytical-Clinical-Case Study-Historical Standard of Research: Reliability, Validity, replicability, closure, objectivity, ethical dimensions; Inductive, Deductive, Empiricism, Qualitative, Quantitative; Overview of Communication research in India

Unit II: Research Design & Approaches

Perspective in research; Research Design-Types and Needs-Structure-Component; Experimental and Classic Research Design, Solomon Four Group- Post Test only Control Group; Quasi Experimental Design-One Shot Case Study-Longitudinal Research-Panel-Trend Study; Audience Ethnography-Talk, Text, Action, Participant Observation, Focus Group; Survey Research-Questionnaire Construction

Unit III: Reception Research

Media Meaning through Talk-Conversational Analysis; Discourse Analysis, CDA; Viewing and Interpreting Image, Advertising, Message, Content Analysis; Methodological Pluralism, Triangulation; Internet Research-Reliability of Data, Processing Internet Data, Data Mining

Unit IV: Data Processing and Application

Coding and Tabulation, Analysis and Interpretation, Levels of Measurement; Hypothesis Testing, Frequency Distribution, Standard Deviation, Normal Curve; Quantitative Data Analysis-Univariate and Bivariate; Writing a Research Proposal and research paper

Recommended Readings:

- Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches by Arthur Asa Berger (Sage Publications)
- Mass Media Research by Roger D. Wimmer and Joseph R. Dominick (Wadsworth, Cengage Learning)
- Social Research Methods by Alan Bryman (Oxford University Press)

Paper IX: Print and Web Journalism Journalism I(4 Credits/ 50 Marks)

Pedagogy: This course aims at students' understanding of close connect between print and web journalism in areas of sourcing, documentation, research while variance in story presentation, editing and formatting. This will be done utilising common content in 'compare, contrast and create' mode teaching-learning supported by theoretical understanding of why media and platform differences need to be addressed. Translation capacity will be honed.

Total Mark 50 (Credit 4, internal assessment 10, Theory 20{unit I,II}, Practical 20{unit III ,IV})

Unit I: Common Sourcing for story

News and story concepts: news value, feature worthiness, topicality
Indications of a story possibility: from social media clues, trends, sudden changes, etc.
Befriending Sources without getting influenced: official and Non-official
Archival material for research: contextuality and fact richness
Sharing Info with other Journos: Dos and Dents

Unit II: Journalism differences between print and web

Language proficiency measures
Translation skills
Understanding write-up genres
Differences of reading habits for print and cyber
Deadline and style differences
Pressure for likes and sharing: Cyber Challenges

Unit III: Journalism for Visva-Bharati Chronicle (1 issue)

UnitIV: Inter-language story translations and Web reporting (at least one to be published in Visva-Bharatichronicle.org)

Recommended Readings:

- Writing and Reporting News: A Coaching Method (Sixth Edition) by Carole Rich(Wadsworth, Cengage Learning)
- Online Newsgathering Research and Reporting for Journalism by Stephen Quinn and Stephen Lample(Focal Press)
- Journalism Online by Mike Ward(Focal Press)

Paper X: Radio Production I(4 Credits/ 50 Marks)

Pedagogy: This paper is focused on the concept of Radio Production and Broadcasting. At least One practical and viva-voce are compulsory for the practical assessment.

Total 50(Internal assessment 10,theory 20,practical 20 based on unit III & IV)

Unit I

Radio as a medium of mass communication in today's context; Characteristics and Limitations of radio; Formation of PrasarBharati; Privatisation and expansion of FM Radio channels; Development of Educational & Community Radio.

Sound:Audio elements used in video programmes - lip synchronized sound, voice, music, ambience, sound effects; Types of microphones;Use of audio mixers for recording & editing of sound; Audio post production;

Unit II

Radio Formats;Writing for the Ear;Knowing your audience; Developing your style ; Writing for different formats and messages ; Dramatising messages

Unit III

Practical Exercises: Recording and editing exercises; Writing exercises; Interviews-simulated and actuality; Research and scripting of radio documentary/feature/drama;

Unit IV

Practical Exercises: Presentation of various types of programmes; Production of radio discussions/talk shows; Production of public service messages (max 30 seconds); Production of radio documentary/feature; Preparation of community based fictional/non-fictional shows (for community radio stations).

Recommended Readings –

- Essential Radio Journalism by Paul Chantler & Peter Stewart (A & C Black Publishers Limited)
- Freelancing for Television and Radio Media Skills by Leslie Mitchell (Routledge)
- Presenting on TV and Radio: An Insider's Guide by Janet Trewin (Focal Press)
- The Radio Producer's Handbook by R. Kaempfer & S. John (Allworth Press)
- The Radio Station: Broadcast, Satellite and Internet by M.C.M. Keith (Focal Press)
- Radio Production by R. McLeish (Focal Press)

Paper XI: Media Technology II (Audio-Visual Post Production & Com.Research) (4 Credits/ 50 Marks)

Pedagogy: The paper is a foundation for students in journalism focussing on the practice of the audio visual production technology and data analysis. The course relies heavily on practical and hands-on-training. As a part of the course, the students will produce 1 min audio-visual programs at regular intervals as well as analyse data sets. Evaluation will be based on one project/practical each in AV area and com research area along with Viva-voce.

(Practical 50)

Unit I

Video Adding, Colour Balance, Slow Motion, Time Lapse, Other Effects, Transitions, Specialized Effects, Exporting
Video Editing Basics, Transition, Rendering, Exporting

Unit II

Quantitative Analysis: Data Entry, Correlation, Correlation and Regression, Factor Analysis, Confirmatory Factor Analysis. SEM.

Qualitative Analysis: Data Entry, Data Analysis, and Interpretation.

Unit III & IV: Projects (any one from 1 &2,any one from 3 &4)

1. Post-production of 1 min audio-visual fiction or non-fiction feature/program
2. Post-production of 5 min audio fiction or non-fiction feature/program.
3. Analysing a Quantitative data set for a research project
4. Analysing a Qualitative data set for a research project

Recommended Readings:

- Adobe Premiere Pro Power Tips: Secrets, Shortcuts, and Techniques by Larry Jordan (Routledge)
- Final Cut Pro X: Making the Transition by Larry Jordan (Peachpit Press)
- Qualitative Data Analysis with NVivo by Patricia Bazeley& Kristi Jackson (Sage Publications)

Paper XII: Indian Culture & Heritage (4 Credits/ 50 Marks)

Pedagogy: This paper is a theory one aimed at a broader understanding of Indian Culture and heritage from own perspective developed by Tagore, Ananda Coomarswamy and others. This is done through exposing students to the overview of broad areas and urging them to feel how Visva-Bharati, through its events and curriculum in art, aesthetics, music etc. are creating an experience of the culture and heritage. This is done in participatory and observational approach. Seven bold typed topics are to be discussed in seminar/debate mode.

Total 50 (Internal assessment 10, Theory 40)

Unit I: Holistic or Composite Culture?

The Foundation of Indian culture

Elements of Indian Culture

Cultural resources, new inclusions and national integration after independence

The Problematique: A cultural nation or a political nation building

UnitII: Philosophical underpinnings

What makes us Indian?

Philosophical Schools: Unity and diversity

Contemporary Question of Identity: Tagorean discourse in context

The Problematique: Glorious heritage and reductionist present

UnitIII: Tagorean Thoughts on Indian Civilisation

Indian approach to art, culture, language and literature

Indian educational approach: Santiniketan and Sriniketan vis-a-vis New Education Policy

Indian classical dances and music

Scientific heritage of India & Science education

UnitIV: Communication and Cultural resources

Festivals in Tagore's abode: continuity and purpose

Chain of events and message continuation: Tagorean Communication

Folk and Community media development

Contributing to the Globe: Ambition of Visva-Bharati

Recommended Readings:

- Composite Culture of India and National Integration by RasheeduddinKhan (IAS, Simla)
- RabindraParichay (Visva-Bharati)
- The Cultural Heritage of India (Volumes I-IX) (Ramakrishna Mission Institute of Culture)

Semester III

Total - 24 Credits/300 Marks

Paper XIII: Print and Web Journalism II(4 Credits/ 50 Marks)

Pedagogy: This course aims at students' understanding of variance between print and cyber journalism in areas of story editing, layout and formatting. This will be done utilising common content in 'compare, contrast and create' mode teaching-learning supported by theoretical understanding of why media and platform differences need to be addressed.

Total Marks: 50 (4 credits, internal assessment 10, Theory 20[unit I,II], practical 20[unit III,IV])

Unit I: Editing

Editing as natural process: executive and creative functions
Conforming to Communication package or editorial formula of the product
Style Book
Headlines: forms, Functions, dos and don'ts
Headline schedule
Utilising visual and dynamism factors in print and cyber

Unit II: Principles of Design and layout

Layout elements: Layout principles; Exploiting optical axis; Design for aesthetic look

Unit III:

Working for Visva-Bharati Chronicle (1 issue)

Unit IV:

Working for Visva-bharatichronicle.org

Recommended Readings –

- Online Journalism: A Basic Text by Tapas Ray (Foundation Books)
- Writing and Reporting News: A Coaching Method (Sixth Edition) by Carole Rich (Wadsworth, Cengage Learning)
- Online Newsgathering Research and Reporting for Journalism by Stephen Quinn and Stephen Lambie (Focal Press)
- Journalism Online by Mike Ward (Focal Press)

Paper XIV: TV Journalism & Audio-Visual Production

Pedagogy: This paper takes care of conceptual development necessary for media professionals in TV Journalism. Last two units are practical for Audio-visual production. It follows an integrative pedagogy for a to & fro mental journey between theory and practice for the aim of logic-based practice of journalism & production.

Total marks 50 (4 credit, internal 10, Theory 20, practical 20)

Unit I

Understanding the medium - Nature and Language of TV: Television Genre: Formats, Styles and treatments; Aesthetic Factor of video editing: Types of video editing- Non-Linear editing. Cut to cut, assemble & insert, on line, off line editing; Designing, Evaluation and field testing of programme.

Unit II

Camera: Introduction to video camera; Parts of video camera and their functions; Camera movement equipment; Lenses – functions and types; Types of shots, camera angles and camera movements; Aperture control and depth of field

Lights: Lights and its properties; Different types of lights; Other tools used in lighting – diffusers, reflectors, cutters & gels; Basic lighting techniques; Accessories used in lighting.

Scripting: Process of Script Writing-Ideation-Research-Brainstorming-Drafting News & Documentary Scripts

Unit III

Practical Exercises/Assignments: Fiction programme preparation:(- Any one)

Unit IV

Practical Exercises/Assignments: Non Fiction programme preparation; Producing news packages every week. (any one)

Recommended Readings:

- Video Production by V. Belavadi (Oxford University Press)
- Broadcast News Writing, Reporting and Production by Ted White Frank Barnas (Focal Press)
- Broadcast News: Radio Journalism and an Introduction to Television by Mitchell Stephens, (Rinehart & Winston)
- Introduction to Video Production: Studio, Field and Beyond by R. Compesi and J. Gomez (Routledge)
- Shoot Edit Share: Video Production for Mass Media, Marketing, Advertising, and Public Relation by K. Johnson, and J. Radosh (Focal Press)
- Producing for TV and New Media by C. Kellison (Focal Press)
- Digital Video Production Cook Book by C. Kenworthy (O'Reilly)

Paper XV: Communication Research II (4 Credits/ 50 Marks)

(Practical 50)

Pedagogy: This paper introduces the students to the practical aspects of conducting research and encourages them to take up their preferred research topic and submit a dissertation on the same.

Unit I: Communication Research Domains

Investor Research:Control Studies, Content Studies; Medium Research:Media Studies; Audience Research:Audience Studies, Effect Studies; Communication per se

Unit II: Basics of Research and Dissertation Writing

Choosing a research topic; Titling the dissertation; Arrangement of contents; The body of the dissertation; Figures, tables and charts; Footnotes; Endnotes; Quotations; Abbreviations; The conclusion; The index; The appendix; Ethical Considerations in Research

Unit III: Basics of Documentation in Research

Need for acknowledgment; Citation & Reference Styles, Reference vs. Bibliography

Unit IV: Practical Exercise/Assignment

Dissertation Submission preferably within 5,000 words

Recommended Readings:

- Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences by Fred C. Lunenburg, Beverly J. Irby (Corwin Press)
- The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation by Carol M. Roberts (Corwin Press)
- Writing Your Dissertation: How to plan, prepare and present successful work by Derek Swetnam (How To Books Ltd)

Paper XVI: Corporate Communications (4 Credits/ 50 Marks)

Scope: The paper aims to build clear knowledge of Corporate Communications and its praxis through the practical orientations to meet the scopes of the field

(4 credit, internal 10, Theory 20, practical 20)

Unit I: Public Relations

Definition. Role. Functions. Origin: PR Tools-Brochures. Direct Mail Campaigns. Media Kits. Media Lists. Media Tours. Newsletters. News Releases. Opinion-Editorials. Public Service Advertisements and Announcements. Speeches. Web Pages. Public Communications Toolbox: Publics in PR; Different Sectors of PR: PR Research: PR Ethics: Understanding Target Audience.

Unit II: Corporate Communication

Definition. Historical roots. Scopes: Annual Reports: Audio News Releases: Communication Audits: Video News Releases and Electronic Press Kits. Media Relations: Branding: Logo: Consumer Communication; External PR: Differences between Marketing Communication and Corporate Communication; Organization Profiles; Campaign; Analysis of Market Trend: Balance Sheet; PRO and his role; CSR Applying PR in practice. Product PR. Business PR. Financial PR, Political PR, Internal PR: Planning & Evaluation- Example of a PR Plan

Unit III: Event Management

Methods and purpose, tools for it; Public Affairs; Lobbying; Crisis Management; Agency Services

Unit IV: Practical Projects

- ❖ Students will have to produce short PR commercials as per the instructions of the course instructor. Such productions will constitute materials for external evaluation and students will have to appear for viva. (15)
- ❖ They will also produce event based projects incorporating different stages of management planning and execution of which viva will be done. (15)

Recommended Readings:

- Essentials of Corporate Communication by Cees B. M. van Riel & Charles J. Fombrun (Routledge)
- The 18 Immutable Laws of Corporate Reputation: Creating, Protecting, and Restoring your Most Valuable Asset by R. J. Alsop (Free Press)
- Corporate Communication by P. Argenti (McGraw Hill Education)
- Reputation Rules: Strategies for Building Your Company's Most Valuable Asset by D. Diermeier (McGraw Hill Education)
- Public Relations in India: New Tasks and Responsibilities by J. V. Vilanilam (Sage Publications)
- The Practice of Public Relations by Fraser P. Seitel (Pearson)

Paper XVII: Development Communication(4 Credits/ 50 Marks)

Pedagogy: The paper sheds light on different communication strategies adopted so far worldwide, and the theoretical and ideological factors responsible for the application of such strategies as an indispensable component in different developmental programmes. Practical is on Development Journalism for departmental newspaper and portal.

(4 credit, internal 10, Theory 20, practical 20)

Unit 1: Rural Area and its Communication

Concept, Characteristic features, Rural-Urban dichotomy, Rural demography, Ethnic Pluralism; Definition, Nature and Structure of the Village, Social/cultural organization of the communities in Indian context. Different types, Function and Process: Sanskritization, Secularization and Westernization, Role of Media in Social / Cultural change

Unit 2: Development and Rural Area

Development: concept, issues, indicators, dynamics; Theories of development: Tagore, Gandhi and Western; Development communication: approaches, models, initiatives, international perspectives.

Unit 3: Development Communication in India **Current issues**

Government Measures: Constitutional provisions, Five-year Plans, different schemes & projects, participation of Local Govt.: Panchayats.
Role of Communication Agents: NGOs, SHGs, Religious Institutions

Unit4: Devcom practical

Development reporting

Field work

Recommended Readings:

- Development Communication: Theory and Practice by Uma Narula (Har-Anand)
- Communication and Development: A Study of Two Indian Villages by Y. V. Laksmana Rao, (University of Minnesota)
- Media, Communication and Development: Three Approaches by Linje Manyozo (Sage Publications)
- Development Communication Sourcebook: Broadening the Boundaries of Communication by Paolo Mefalopulos (The World Bank)
- Communication for Development and Social Change by Jan Servaes (Ed.) (Sage Publications Inc.)

Paper XVIII: Advertising (4 Credits/ 50 Marks)

Pedagogy: This paper introduces the concept of Advertising with a focus on development of creative abilities.

(4 credit, internal 10, Theory 20, practical 20)

Unit I

Advertising: Definition. Role, Functions: Advertising as communication tool; Advertising as a social process- consumer welfare. standard of living and cultural values: Classification of advertising on the basis of Target Audience. Market Segmentation. Medium. Purpose; Advertising vs. Marketing: Market segmentation process: Integrated Marketing Communication: Models of Advertising Communication: Semiotic theory: Image: a selling proposition: Role of colours. photographs. computer graphics: Concept & stages of Branding. brand management. brand image: Segmentation. brand positioning. brand equity:

Unit II

Account planning –Elements of Marketing plan: Plan advertising campaign (the planning cycle) and types; USP; Budgeting process; Media Planning and research: Media agencies- definition. need and importance; Media plan: objectives, Methods of measuring effectiveness of advertising programme – different types of pre-testing, concurrent testing and post testing. Advertising Research: Consumer, Market & Product: Concept of creativity: Idea generation; The creative brief; Types of copy. how to prepare

ad copy; Copy and script writing: Print, Electronic, Cyber, Outdoor; Appeals in Advertising; Ad Agency Structure & Functions: Concept of advertising agencies; Client –agency relationship;

Unit III & IV: Practical Projects

Students will have to produce combination of Advertisements (across different media platforms) as per the instructions of the course Instructor. Such productions will constitute materials for external evaluation and students will have to appear for viva.

Recommended Readings:

- Advertising Basics by J. Vilanilam (Sage Publications)
- Visual Persuasion: The Role of Images in Advertising by Paul Messaris (Sage Publications)
- Advertising Cultures: Gender, Commerce, Creativity by Sean Nixon (Sage Publications)
- Ogilvy on Advertising by David Ogilvy (Crown Publishers)
- Advertising Procedure by Russel, J. Thomas (Prentice Hall)
- Brand Positioning: Strategies for Competitive Advantage by Subroto Sengupta (McGraw-Hill Education)

Semester IV

I Major Paper I: Specialization Theory

(6 credit, End semester written 50+ internal assessment-25)

MACJ IV.II Major Paper II: Theory/Project in Major Specialization

(6 credit,

End semester written 50+ internal assessment-25/End semester reporting and interview 75)

Depending upon the paper requirement

MACJ IV.III Major Paper III: Dissertation/ Project (Live/industry)/ Internship in Major Specialization

(End semester evaluation of dissertation by guide & one external expert for 75 marks.

Project/ internship report should be complete with separate details of everyday activity with proof of own work in the format prescribed by CJMC)

Set B:

MACJ IV.IV Minor Paper: Self-initiated (Organizational Engagement/ Field Project / Term Paper)(50 marks for final presentation/submission of practical to be examined by one internal faculty of Visva-Bharati and an outside expert+ 25 marks interim evaluation by a board comprising the major specialisation faculty and In-charge, CJMC). In case of Field Project/ Organizational report, it should be complete with separate details of everyday activity with proof of own work in the format prescribed by CJMC).

(A) Communication Design
Paper I - Theory – 75
Written: 50
Continuous Assessment: 25

Pedagogy: The study of the creative design process is integral to effective communication. The paper on communication design seeks to introduce the students to graphic techniques of visual communication expression and presentations and the aesthetics and design principles of communication.

Unit I: Introduction

Communication and design; Visual communication design versus graphic design; Creativity and communication; Visual communication design tools: signs, symbols, diagrams, maps, tables, charts, pie charts etc.

Unit II: Design Principles and Functions

Visual communication design principles: perception, signification, meaning, interpretation, contexts; Functions of graphic design: information, persuasion, decoration, metalinguistic and phatic functions; Creativity and problem-solving

Unit III: Typographic Design

Evolution, principles, functions, specimens (Serif/Sans Serif); Macrotypography and Microtypography; Typesetting Factors: Space and Spacing. Alignments and Paragraphs, Hierarchy, Aesthetic Tailoring; Impact of new media on the art of typography

Unit IV: New Media Communication Design Praxis

Principles of web designing; Principles of social media profile making; The science of emojis; History, evolution, contemporary usage and relevance

Recommended Readings:

- Communication Design: Principles, Methods and Practice by Jorge Frascara (Allworth Press)
- Graphic Design as Communication by Malcolm Barnard (Routledge)
- Typographic Design: Form and Communication by Rob Carter, Philip B. Meggs, Ben Day, Sandra Maxa, Mark Sanders (Wiley)
- Design Elements, Typography Fundamentals: A Graphic Style Manual for Understanding How Typography Affects Design by Kristin Cullen (Rockport Publishers)
- Visual Communication: Understanding Maps, Charts, Diagrams, and Schematics by Ned Racine (LearningExpress, LLC)
- Web Site Design Is Communication Design by Thea Van Der Geest (John Benjamins Publishing Company)
- The Semiotics of Emoji: The Rise of Visual Language in the Age of the Internet by Marcel Danesi (Bloomsbury)

Paper II–Practical – 75

Pedagogy: This paper will introduce the students to the fundamentals of communication design from the Indian perspective through demonstration and practical assignment for which units will offer foundation as per requirement of the practical.

Unit I: Introduction

Visual communication (painting, sculpture) in ancient India: Bhimbetka rock art, Ajanta and Ellora paintings and sculptures; Visual communication (painting, sculpture) in medieval India: Tanjore paintings; Folk and tribal art forms in modern India: Madhubani paintings, Patachitra, Rangoli

Unit II: The Saṅgā Canons

Six aspects of visual depiction in Yasodhara's commentary on Vatsyayana's Kamasutra: Rūpabheda, Pramāṇa, Bhāva, Lāvaṇyayojana, Sādrśya, Varnikā-bhaṅga

Unit III: Illustration-Making (Citrakarma)

Eight aspects given in Bhoja's Samarāṅgaṇasūtradhāra: vartikā, bhūmibandhanam, lekhyam/lekhā, rekhākarmāṇi, varṇakarma, vartanā-krama, lekhakaraṇam, dyutikarma

Unit IV: Application

Contemporary relevance and application of the principles of *saṅgā* and *citrakarma* in communication design in sync with modern advances in graphics making technology

Recommended Readings:

- Saṅgā or The Six Limbs of Painting by Abanindranath Tagore (The Visva-Bharati Quarterly, Vol. VIII, Parts I & II, May-October, 1942)
- On the Sadanga Canons of Painting By Prithvi Kumar Agrawala (PrithiviPrakashan)
- The Theory of Citrasutras in Indian Painting: A Critical Re-Evaluation of their Uses and Interpretations by Isabella Nardi (Routledge)

(I) Communication and Media Aesthetics

Paper I - Theory – 75

Written: 50

Continuous Assessment: 25

Pedagogy: The knowledge of communication and media aesthetics is critical to effective communication and media application in sync with the individual and socio-cultural needs and expectations. The paper on communication and media aesthetics seeks to introduce the students

to aesthetic aspects associated with the expression of communication and media content in the desirable manner in the public realm.

Unit I: Overview of Aesthetics

Defining “Art” and “Aesthetics”; Aspects of Aesthetics: Subject, Object, Communication, Experience, Beauty and Art: Indian and Western Perspectives; Imagination, Conceptualization and Interpretation; Imitation and Representation: Ancient Indian and Greek View

Unit II: Communication and Applied Media Aesthetics

Communication and Aesthetics; Art and applied Media Aesthetics; Audio and Visual Aesthetics; Essential Elements of Applied Media Aesthetics: Light, Colour, Two-Dimensional Space, Three-Dimensional Space, Time, Motion and Sound

Unit III: Sound Aesthetics

The Science of Vocal Aesthetics: Pitch, Timbre, Rhythm, Tempo etc.; Importance of Audio Aesthetics; Aspects of Vocal Aesthetics: Recording, Processing, Mixing, Noise Reduction; Aspects of Verbal Communication Aesthetics: Form, Content and Expression

Unit IV: Visual Aesthetics

Aesthetics of visual representations (Photography, Paintings, Graphics etc.): Form, Content and Expression; Aesthetics of calligraphy and typography: Font, Size, Colour, Alignment etc.

Recommended Readings:

- Introducing Aesthetics by David E. Fenner (Praeger)
- Sight, Sound, Motion: Applied Media Aesthetics by Herbert Zettl (Wadsworth Cengage Learning)
- Shaping Sound in the Studio and Beyond: Audio Aesthetics and Technology by Gary Gottlieb (Thomson Course Technology)
- Experience and Nature by John Dewey (Oxford Book Company)
- Aesthetics and Painting (Continuum Aesthetics) by Jason Gaiger (Continuum)
- Picture Theory: Essays on Verbal and Visual Representation by W. J. T. Mitchell

Paper II–Theory – 75

Written: 50

Continuous Assessment: 25

Pedagogy: This paper will introduce the students to the fundamentals of communication and media aesthetics from the Indian perspective.

Unit I: Overview of Indian Aesthetics

History and Brief Overview of Indian Aesthetics; Seven Fundamental Elements of Indian Aesthetics: Characteristic (Lakṣaṇa), Embellishment (Alaṅkāra), Quality (Guṇa), Defect (Doṣa), Style (Riti), Suggestion (Dhvani), Aesthetic Configuration (Rasa)

Unit II: The Aesthetics of Verbal Communication in Bharata Muni's Natyasastra

The Thirty-Six Fundamental Characteristic Marks/ Indicators (Lakṣaṇa); The Four Figures of Speech (Alaṅkāra); The Ten Faults/ Defects (Doṣa); The Ten Merits/ Qualities (Guṇa); Seven Characteristics of a Message Fit for Presentation (Yogyatā)

Unit III: The Aesthetics of Paralinguistics in Bharata Muni's Natyasastra

Utility of the Three Voice-Registers in the Human Body: Chest/ Breast, Throat and Head in Communication Aesthetics vis-à-vis Degrees of Timbre and Application; Eight Types of 'Resonance'; Six Categories of Sound/ Voice Based on their Intensity/ Degree of Loudness; Three-Degree Scale for Tempo; The Five Pitch Levels; The Four Pitch Accents; Intonation Based on Intended Effect and Speed of Addressing; Five Faults of Voice etc.

Unit IV: Rabindranath Tagore on Art and Aesthetics

Principal Object of Art: The Expression of Personality; Art as the Response of Man's Creative Soul to the Call of the Real; The Six Fundamental Principles/Concepts of Aesthetics: Beauty, Truth, Goodness, Joy, Expression and Art; Inter-relation of the Six Principles;

Recommended Readings:

- Comparative Aesthetics: Volume I (Indian Aesthetics) by Kanti Chandra Pandey (Chowkhamba Sanskrit Series Office)
- The Natya Shastra (English Translation) Volume I (Chapters I-XXVII) by Manomohan Ghosh (The Asiatic Society)
- The Nāṭya Shastra Ascribed to Bharata Muni (English Translation) Volume II (Chapters XXVIII-XXXVI) by Manomohan Ghosh (The Asiatic Society)
- Rabindranath Tagore on Art & Aesthetics: A Selection of Lectures, Essays and Letters by Prithwish Neogy/Inter-National Cultural Centre (Orient Longmans)
- Studies in Comparative Aesthetics by Pravasjivan Chaudhury (Visva-Bharati)

(C) Rural Communication

Paper I-Theory – 75

Written: 50

Continuous Assessment: 25

Pedagogy: Communicating for development in the rural settings continues to be a challenge for the communication and development professionals in the modern age. Therefore, the paper on

rural communication seeks to guide the students on meeting the practical challenges of successful rural communication.

Unit I: Introduction

Rural Community and Infrastructure, Urban-Rural Communication and Development Dichotomy, Role of Communication in Rural Development; Communication Spectrum of Rural Settings: Interpersonal Communication, Group Communication, Mass Media and New Media Penetration, Informal Communication Channels

Unit II: Approaches and Perspectives

Approaches to Rural Communication: Rapid Rural Appraisal (RRA), Participatory Rural Appraisal/ Participatory Rural Communication Appraisal (PRA/PRCA); Perspectives: The Gandhian Perspective of Rural Development, Tagore's Views on Rural Reconstruction, Paulo Freire's Views on Participatory Development

Unit III: Communication Research for Rural Communication

Participatory Action Research (PAR), Ethnographic Action Research (EAR), Key Informant Interview (KII), Focus Group Discussion (FGD), Most Significant Change (MSC) etc.

Unit IV: Case Study

Significant Rural Communication Experiences from India and the World

Recommended Readings:

- Communication for Rural Development Sourcebook by Mario Acunzo, Marzia Pafumi, Cleofe Torres and Maria Stella Tirol (FAO)
- Framework on Effective Rural Communication for Development by R. D. Castello & P.M. Braun (FAO)
- Development Communication Sourcebook: Broadening the Boundaries of Communication by Paolo Mefalopulos (The World Bank)
- e-Governance for Development: A Focus on Rural India by Shirin Madon (Palgrave Macmillan)
- Rabindranath Tagore on Rural Reconstruction by Sudhir Sen (Visva-Bharati)

Paper II-Practical-75

Practical Assignments (any 2/5)

Module 1: Project on Rural Reporting/Communication through Print Media

- Content analysis of rural news, articles, features etc. in dailies/periodicals

Module 2: Project on Rural Reporting/Communication through Radio

- Preparation of spoken word program on rural issues

Module 3: Project on Audio-Visual Rural Reporting/Communication

- Scripting and compiling program/preparing short film any rural issue

Module 4: Project on Rural Reporting/Communication through Folk Media

- Identification of folk forms suitable to rural communication and preparation of suitable content

Module 5: Project on Rural Organizations/ Communication Professionals

- Submission of a project report after visiting a rural institution/interviewing a rural communication professional

Recommended Readings:

- Reporting on Rural Issues: A Media Guide by Rosalind Yarde, Loretta de Luca, Vittorio Longhi, Léa Breton, Paola Victoria (International Labour Organization)
- Rural Reporting in India by K. Ramachandra Murthy (Prajasakti Book House)
- Management of Rural Reporting Network in India: A Study with Special Reference to Four Selected Newspapers (A Thesis Submitted to Sri Krishnadevaraya University Anantapur for the award of the degree of Doctor of Philosophy in Management) by K. Ramachandra Murthy
- Radio Broadcasting Serves Rural Development (Reports and Papers on Mass Communication: No. 48) by B. P. Bhatt, P. V. Krishnamoorthy, R. Marathey & M. Bourgeois (UNESCO)
- The Role of Film in Development (Reports and Papers on Mass Communication: No. 64) by Peter Hopkinson (UNESCO)

(D) Gender and Media

Paper I - Theory – 75

Written: 50

Continuous Assessment: 25

Pedagogy: The paper seeks to introduce the students to the evolutionary praxis of gender and media relations in the public sphere.

Unit I: Understanding Patriarchy

Public and Private Patriarchy; Social Construction of Femininity and Masculinity

Unit II: Sex and Gender

Approaches to conceptualising gender; Gender as constrained choice; Gender roles; Gender identity; Gender relations; Gender as performance (embodied gender)

Unit III: Gender and Empowerment

Measuring Empowerment; Factors Influencing Economic Empowerment of Women

Unit IV: Feminist Theory and Media

Media and Gender Studies: The Beginning; Feminist intervention in communication theory; Feminist Theory Perspectives and development;

Recommended Readings:

- Gendered Lives: Communication, Gender, and Culture by Julia T. Wood (Wadsworth Publishing)
- Sociology of Gender: The Challenge of Feminist Sociological Knowledge by Sharmila Rege (Ed.) (Sage Publications)
- Towards a Theory of Patriarchy in The Polity Reader in Gender Studies by Sylvia Walby (Polity Press)
- The Gender and Media Reader by Mary Celeste Kearney (Ed.) (Routledge)

Paper II–Theory – 75

Written: 50

Continuous Assessment: 25

Pedagogy: This paper will delve into the area of media representation of gender identity and the role and impact of media in promoting gender stereotypes.

Unit I: Gender Stereotypes

Cultural Stereotypes: Gendered Media - its influence in society: Gender portrayal in films and in mass media

Unit II: Gendered media

Contemporary Social Issues- Masculinity and Sexuality and Media - Gendered Verbal & Nonverbal Communication

Unit III: The Third Gender

Issues in representation; challenges and perspectives

Unit IV: Media Monitoring on Gender Issues

Discussion on Media Monitoring - Project on Coverage of Gender Representation in Media (Print/Audio-Visual/New Media/Social Media/Film); Gender perspectives in Print, Visual and New Media

Recommended Readings:

- The Gender Communication Connection by Teri Kwai Gamble and Michael W. Gamble (Routledge)
- Media, Gender, and Popular Culture in India: Tracking Change and Continuity by Sanjukta Dasgupta, Dipankar Sinha and Sudeshna Chakravarti (SAGE Publications India Pvt Ltd)
- Media, Gender and Identity: An Introduction by David Gauntlett (Routledge)
- Heroes, Heroines, and Everything in Between: Challenging Gender and Sexuality Stereotypes in Children's Entertainment Media by CarrieLynn D. Reinhard; Christopher J. Olson (Eds.) (Lexington Books)

(E) Indian Communication Thought & Practice

Paper I - Theory – 75

Written: 50

Continuous Assessment: 25

Pedagogy: This course aims to introduce the students to the indigenous concepts of communication theory and practice from the Indian sub-continent.

Unit I: Ancient Indian Communication Thought

Definition and scope; Key concepts in Ancient Indian Communication Thought; Key thinkers of Ancient Indian Communication Thought

Unit II: Medieval Indian Communication Thought

Definition and scope; Key concepts in Medieval Indian Communication Thought; Key thinkers of Medieval Indian Communication Thought

Unit III: Modern Indian Communication Thought

Definition and scope; Key concepts in Modern Indian Communication Thought; Key thinkers of Modern Indian Communication Thought

Unit IV: Communication in the Indian Philosophical and Aesthetic Traditions

Understanding the Hindu view of communication (Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Mīmāṃsā and Vedānta) ; Understanding the Buddhist view of communication; Understanding the Jaina

view of communication; Further exploration of Indian perspectives of communication from ancient Indian texts, viz., Nāṭyaśāstra, Vākyapadīya

Recommended Readings:

- Culture and Communication in Ancient India and China by Robert T. Oliver (Syracuse University Press)
- In Quest of Alternative Views on Theories of Communication: Excavating Thoughts of Sufism by M. Bolouri (Lambert Academic Publishing)
- Social Communication in Religious Traditions of Asia by Eilers, F. J. (Ed.). (Logos Publications)
- The Gesture Language of the Hindu Dance by Hughes, R. M. (Pseud. La Meri) (Columbia University Press)
- The Word and the World: India's Contribution to the Study of Language by B. K. Matilal (Oxford University Press)
- Intercultural Communication: The Indian Context by R. N. Rao & A. Thombre (Sage Publications India Pvt Ltd.)

Paper II – Theory – 75

Written: 50

Continuous Assessment: 25

Unit I: Contemporary Concepts from Ancient Indian Communication Thought

Rasas and advertising appeals; Sadharanikaran and science communication; Contemporary relevance of Bharata Muni's AICA communication strategy in impersonal communications

Unit II: Field Work Studies Utilizing Indian Communication Thought

Assam University Rural Communication Project (AURCP); Behaviour Change Communication (BCC) Strategy for (National Rural Health Mission) NRHM in Uttar Pradesh; Saloni Swasth Kishori Yojna (SSKY) Adolescent Health Program

Unit III: Models from Indian Communication Thought

The Gandhian Model of Non-Violent Communication; The Sadharanikaran Model of Communication (SMC); The Bhatta-Mimamsa Model of Communication (BMC)
Conflict resolution and peace-making through Indian communication thought

Unit IV: Mindful Communication Insights from Indian Communication Thought

Communication Ethics and Mindfulness: The Buddhist and Other Perspectives; New-Age Mindful Communication Order.

Recommended Readings:

- Clothing for Liberation: A Communication Analysis of Gandhi's Swadeshi Revolution by P. Gonsalves (Sage Publications India Pvt Ltd.)
- Folk Arts and Social Communication by D. D. Mukhopadhyay (Publications Division, Ministry of Information & Broadcasting, GoI)
- Mindful Journalism and News Ethics in the Digital Era: A Buddhist Approach by S. A. Gunaratne, M. Pearson, & S. Senarath, (Eds.). (Routledge)
- The Rhetoric of Non-Violence: A Critical Analysis of Selected Speeches by M. K. Gandhi by S. Yamabhai (The Ohio State University)
- Theory and Practice of Communication: Bharata Muni (Indian Tradition of Communication- Vol. 1) by N. M. Adhikary (Makhanlal Chaturvedi National University of Journalism and Communication)
- Who Needs Folklore? The Relevance of Oral Traditions to South Asian Studies by A. K. Ramanujan (The Center for South Asian Studies, University of Hawaii)

(F) Advance Media Organization Management

Paper I - Theory – 75

Written: 50

Continuous Assessment: 25

Pedagogy: This paper will introduce the students to the practical aspects of media organization management to prepare them for the industry challenges in sync with the ground reality.

Unit I: Introduction

Media organisation structure and strategy: owner-employee relations; The POSDCORB strategy: planning, organizing, staffing, directing, co-ordinating, reporting and budgeting; Five core media organization management aspects: production management, human resource/ personnel management, financial management, engineering management, public relations management

Unit II: Production Management

Print media content production management, radio programme production management, television programme production management, folk media content production management, new media content production management

Unit III: Human Resource/ Personnel and Financial Management

Staff recruitment management: selection, hiring, grooming and retention, Financial management: sales management, advertising management, event management etc.

Unit IV: Engineering and Public Relations Management

Engineering management: print media operations management, radio station management, television studio management, folk media logistics management, new media platform management; Public relations management: employee relations management, consumer/target audience relations management etc.

Recommended Readings:

- Managing Media Work by Mark Deuze(Sage Publications Ltd)
- Strategic Management in the Media: Theory to Practice by Lucy Küng (Sage Publications Ltd)

Paper II-Practical-75

Practical Assignments(2/5)

Module 1: Assignment on media organisation(Print Media)

- Practical assignment on any one of the five core media organization management aspects with respect to the print media

Module 2: Assignment on media organisation(Radio)

- Practical assignment on any one of the five core media organization management aspects with respect to the radio media

Module 3: Assignment on media organisation(Television)

- Practical assignment on any one of the five core media organization management aspects with respect to the television media

Module 4: Assignment on media organisation (Folk Media)

- Practical assignment on any one of the five core media organization management aspects with respect to the folk media

Module 5: Assignment on media organisation (New Media)

- Practical assignment on any one of the five core media organization management aspects with respect to the new media

(G) Film Appreciation

Pedagogy: This is a survey course designed to introduce you to the broad range of theoretical, formal, and historiographical issues specific to cinema.

Paper I - Theory – 75

Written: 50

Continuous Assessment: 25

Unit I:

History of Film Making

Unit II:

Evolution Of Film Styles; Film Styles of silent movies – Styles of Tamil Films, South Indian Films – Indian Films – Foreign Films – Art Films – Commercial Films, Animation Films;

Unit III:

Film Experience and Major Issues - Power, poverty and conflicts; New Wave; Science Fiction

Unit IV:

Cinephilia and the Future of Film

Recommended Readings:

- Ideology and the image: social representation in the cinema and other media by Bill Nichols (Indiana University Press)
- Film and Literature: An Introduction and Reader by Timothy Corrigan (Prentice Hall)
- Traditions in World Cinema by Linda Badley, R. Barton Palmer & Steven Jay (Eds.) (Edinburgh University Press)

Paper II - Theory – 75

Written: 50

Continuous Assessment: 25

Unit I:

Ideological Movements-Existentialism; Neo-Realism; Nihilism; Surrealism; German Expressionism, Kino Pravda, Montage, Marxism; Cinematic Realism; Formalism; Structuralism; Auteur Theory; Third Cinema;

Unit II:

Other Film Movements – Cinema Novo; New queer cinema; Poetic realism; Free cinema;

Unit III:

Filmic elements of a film to be considered - mise-en-scène, montage etc.

Unit IV:

Screening based practical

Film Review & Analysis - The students will have to view the films relevant to Film Appreciation and write their reviews and analysis of each film.

Recommended Readings:

- Inside the Gaze: The Fiction Film and Its Spectator by Francesco Casetti (trans. by Nell Andrew) (Indiana University Press)
- Theories of Cinema, 1945- 1995 by Francesco Casetti; (trans. by Francesca Chiostrì and Elizabeth GardBartolini) (University of Texas Press)
- The Film Spectator: From Mind to Sign by Warren Buckland (ed.) (Amsterdam University Press)
- The Indian Film Theory: Flames of Sholay, Notes and Beyond by G. Roberge (Sampark)

(H)Health Communication

Paper I - Theory – 75

Written: 50

Continuous Assessment: 25

Pedagogy: This paper will be taught in a combination of health institution involvement, health campaign participation and strategy analysis.

Unit I: Introduction

Overview of Health Communication: Concept, history, contemporary relevance, ethics, challenges, barriers; Characteristics of effective health communication: accuracy, clarity, consistency, credibility, relevance, correct tone/appeal

Unit II:Health Communication Strategizing

Communication strategizing in normal situations: media campaign for health promotion and ill-health prevention; Communication strategizing in crisis situations: WHO Outbreak Communication Guidelines: principles and planning steps

Unit III: Health Journalism/Reporting

Identifying the right media outlets and delivering messages effectively; Health beat reporting; Reporting for health awareness and promotion; reporting for policy-making; reporting for persuasion; reporting for crisis management

Unit IV: Case Study

Significant Health Communication Experiences from India and the World

Recommended Readings:

- The Routledge Handbook of Health Communication by Teresa L. Thompson, Alicia Dorsey, Katherine Miller, Roxanne Parrott (Routledge)
- Effective Media Communication during Public Health Emergencies. A WHO Field Guide by V.T. Covello, R.N. Hyer (World Health Organization)
- Essentials of Public Health Communication by Claudia Parvanta, David E. Nelson, Sarah A. Parvanta, Richard N. Harner (Jones & Bartlett Learning)
- Health Communication by Richard K. Thomas (Springer)
- Public Health Communication: Evidence for Behavior Change (Lea's Communication Series) by Robert Hornik (Lawrence Erlbaum Associates, Publishers)
- WHO Outbreak Communication Planning Guide (World Health Organization)
- An Empirical Test of the Sadharanikaran Theory of Communication to Defecation Hygiene Behaviour: An Evaluation of a Child-To-Community Intervention in Maharashtra, India (Doctoral Dissertation, PhD Thesis) by N. Kapadia-Kundu (Johns Hopkins School of Hygiene and Public Health)

Paper II-Practical-75

Practical Assignments(2/5)

Module 1: Project on Health Reporting/Communication through Print Media

- Content analysis of health news, articles, features etc. in dailies/periodicals

Module 2: Project on Health Reporting/Communication through Radio

- Preparation of spoken word program on health issues

Module 3: Project on Audio-Visual Health Reporting/Communication

- Scripting and compiling program/preparing short film any health issue

Module 4: Project on Health Reporting/Communication through Folk Media

- Identification of folk forms suitable to health communication and preparation of suitable content

Module 5: Project on Health Organizations/Communication Professionals

- Submission of a project report after visiting a health institution/ interviewing a health communication professional

(I) Science Communication

Paper I-Theory – 75

Written: 50

Continuous Assessment: 25

Pedagogy: Communicating science to the common masses has always been a challenge for communication practitioners and science specialists alike. Considering the pressing need for effective science communication in the public domain, the paper on science communication aims to impart the basics of science communication to the students that may be applied by them in practical communication situations.

Unit I: Introduction

Science Communication: What, Why and How; History of Science Communication; Science Journalism and its Contemporary Relevance; Science Communication in and for Sustainable Development

Unit II: Science Communication Models

Models of Science Communication: Dissemination/ Deficit Model, Contextual Model, Lay-Expertise Model, Dialogue Model, Public Participation/Engagement Model

Unit III: Science Communication Skills

Fundamental Science Communication Skills, Storytelling as an Effective Means of Science Communication; Necessary Interpersonal Communication Skills; Necessary Mass Media Skills; Necessary New Media Skills; Necessary Folk Media Skills

Unit IV: Case Study

Significant Science Communication Experiences from India and the World

Recommended Readings:

- Communicating Science to the Public: Opportunities and Challenges for the Asia-Pacific Region by Leo Tan Wee Hin, R. Subramaniam (eds.) (Springer)
- Communicating Science: A Scientist's Survival Kit by Giovanni Carrada (European Commission)

Paper II-Practical-75

Practical Assignments:(2/5)

Module 1: Project on Science Reporting/Communication through Print Media

- Content analysis of science news, articles, features etc. in dailies/periodicals

Module 2: Project on Science Reporting/Communication through Radio

- Preparation of spoken work program on science issues

Module 3: Project on Audio-Visual Science Reporting/Communication

- Scripting and compiling science program/preparing short film any science issue

Module 4: Project on Science Reporting/Communication through Folk Media

- Identification of folk forms suitable to science communication and preparation of suitable content

Module 5: Project on Science Organizations/Scientists

- Submission of a project report after visiting a science institution/interviewing a scientist

Advanced Audio-Visual Production

Pedagogy: This is a major specialization paper focusing on the language and usage of audio visual formats. It is divided into one full theory paper and one full practical paper.

Paper I: Theory – 75

Written: 50

Continuous Assessment: 25

Unit I

The role and purpose of audio visual communication; Evolution of audio visual communication; Space & Time; Technology of Depth; Concept of Shot, Scene and Sequence; Montage;

Unit II

Audio Visual Formats – Feature Films; Animation Films; Different types of documentary and short films; programming and scheduling; planning and broadcasting; Audio formats

Unit III

Screen Theory;
Script, Special Effects, Editing, Sound Design, Music, Direction, and Audience Care.
Modes of listening; Sound theory;

Unit IV

Visualization: Composition –Aesthetics in visual composition; Subject - camera relationship;

Recommended Readings:

- Image Journeys: Audio-Visual Media and Cultural Change in India by C. Brosius & M. Butcher (Sage Publications)
- Theorizing the moving image by Noël Carroll (Cambridge University Press)
- A Fly in the Curry: Independent Documentary Film in India by K. P. Jayasankar & A. Monteiro (Sage Publications India)
- Single Camera Video Production by Robert B. Musberger, & Michael R. Ogden (Focal Press)
- Video Production Handbook by J. Owens (Focal Press)
- Our Films, Their Films by Satyajit Ray (Orient Black Swan)

Paper II: Practical

Full Marks - 75

Practical Project (any two) and Viva: 75

Unit I

Practical Project - Making Radio PSA/Jingle/Other short formats

Unit II

Practical Project - Making podcast series/radio drama (Fiction/Non-Fiction)

Unit III

Practical Project - Making TV/Web Series (Fiction/Non-Fiction)

Unit IV

115A

Practical Project - Making short film (Fiction/Non-Fiction) for Electronic Media/Web Media

Recommended Readings:

- How to Read a Film by J. Monaco (Oxford University Press)
- The Five C's of Cinematography: Motion Picture Filming Techniques by Joseph V. Mascelli (Silman-James Press)
- Handbook of Television Production by H. Zettl (Wadsworth)
- Digital Compositing for Film and Video by Steve Wright (Focal Press)

(K) Advance Cyber Communication and Journalism

Paper I - Theory – 75

Written: 50

Continuous Assessment: 25

Pedagogy: With the advent of new media, cyber communication and journalism has become the buzzword in the world of professional communication practices. This paper will introduce the students to the fundamental concepts of cyber communication and journalism and their application in the new media professional communication environment.

Unit I: Introduction to Key Concepts

Cyberspace, Information Superhighway, Media Convergence, Blogging, Podcasting, Live Streaming, Microblogging, Web Designing, Web Advertising, Web Content Marketing, Online Interviewing, Open Source Reporting, Distributed Reporting, Search Engine Optimization, Crowdsourcing etc.

Unit II:

Cyberjournalism: Advantages and Disadvantages, Basics of Cyber Reporting and Editing: Print, Audio, Audio-Visual; Characteristics of Cyber Journalism: Interactivity, Ubiquity, Hypertextuality, Multimedia etc.; Citizen Journalism and Audience-Generated Content

Unit III: Cyber Content Management

Web Writing: Best Practices; Web Aesthetics: Images, Graphics, Multimedia Content; Web Publishing: Design Concerns and Software Applications; Web Content Visibility and Credibility Issues and Concerns

Unit IV: Cyber Journalism Laws and Ethics

Article 19(1)(a): Freedom of Speech and Expression; Article 19(2): Reasonable Restrictions upon Freedom of Speech and Expression; Right to Information vs. Right to Privacy; Copyright Act and Plagiarism Concerns; Online Communication Ethics and Mindful Communication

Recommended Readings:

- Journalism Online by Mike Ward (Focal Press)

- Online Newsgathering: Research and Reporting for Journalism by Stephen Quinn, Stephen Lambie (Focal Press)
- Online News Journalism and the Internet by Stuart Allan (Open University)
- Participatory Journalism: Guarding Open Gates at Online Newspapers by Jane B. Singer, David Domingo, Ari Heinonen, Alfred Hermida, Steve Paulussen, Thorsten Quandt, Zvi Reich, Marina Vujnovic (Wiley-Blackwell)
- The Handbook of Global Online Journalism by Eugenia Siapera, Andreas Veglis (Wiley-Blackwell)
- Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound by Lynda Felder (New Riders)
- Laws of the Press by D.D. Basu (Prentice Hall)

Paper II-Practical-150

Practical Assignments(2/5)

- **Module 1: Practicalassignment on webpage content creation and publishing**
- **Module 2: Practicalassignment on website designing**
- **Module 3: Practicalassignment on web advertising**
- **Module 4: Practicalassignment on blogging (theme-based)**
- **Module 5: Term paper on cyber journalism laws and ethics**

Dated the 4th February, 2021

To
The Principal,
Vidya Bhavana
Visva-Bharati

Sub: BoS resolved proposals dated 03.02.2021 for **Institute Board**

Respected Sir,

We beg to draw your kind attention on the following matters in connection with the forthcoming Institute Board meeting-

1. Consideration on reduced PG-I syllabus approved by BoS of Geography following the guideline of academic council meeting dated 04.01.2021.
2. Recommendation of BoS in Geography on application of Assistant Professor of Centre for Womens' Studies of Visva-Bharati for taking UG classes in Geography Department on condition of examinership, subject to approval of competent authority.

With regards,


Yours faithfully,



Chairman
BoSof Geography
Chairperson
BOS
Department of Geography
Visva-Bharati, Santiniketan

BoSof Geography Resolution dated 03.02.2021

1. Resolution taken in the meeting dated 22.12.2020 is read and confirmed.
2. Reporting on works done since 23.12.2020 is made (given in annex) and it is advised to forward it to the competent authority.
3. Reduced syllabus for PG-I is approved by BoS and it could be placed to Institute Board.
Department will start class of PG-I from 04.02.2021.
4. Dr.K.Gupta's request to relieve him from the examinership of SEC1 is accepted and Prof. Malay Mukhopadhyay may solely run the examination.
5. The application of Tanushree Paul of Womens' Studies for taking UG class in Department of Geography is approved on condition of examinership (subject to approval of competent authority) and to be placed Institute Board for the perusal of the competent authority in due course.


Chairperson
BOS
Department of Geography
U.S. Ghosh, Santiniketan

To
The Head of the Department
Department of Geography
Visva-Bharati
Santiniketan

19.01.2021

(Through Proper Channel)

Sub: Request for Taking Classes

Dear Sir,

I, Dr. Tanusree Paul, am presently teaching in the Centre for Women's Studies, Visva-Bharati in the M.Phil and PhD programme. I have done my PhD in Geography with specialisation in Regional Development and Social Geography. Geography being my parent discipline, I am interested in taking classes in your department, preferably courses in Human Geography. I assure you that this would not hamper the classes that I take in my own department.

I shall remain grateful if my request receives your favourable consideration.

Warm regards,

Tanusree Paul

Dr. Tanusree Paul

Assistant Professor डॉ. तनुश्री पाल / Dr. Tanusree Paul
Centre for Women's Studies सहायक प्राध्यापक / Assistant Professor
Visva-Bharati महिला अध्ययन केंद्र / Centre for Women's Studies
Santiniketan विश्वभारती / Visva-Bharati
शान्तिनिकेतन / Santiniketan-731235

Forwarded

Sanjit Sangupta
प्रभारी प्राध्यापक / Professor-in-Charge 19/1/2021
महिला अध्ययन केंद्र / Centre for Women's Studies
विश्वभारती / Visva-Bharati
शान्तिनिकेतन / Santiniketan-731235

Enrolment No. 04/65/HG/32

जवाहरलाल नेहरू विश्वविद्यालय
नई दिल्ली

Jawaharlal Nehru University

New Delhi

Upon the recommendation of the Academic Council
hereby confers the Degree of

Master of Arts

On Tanusree Paul

who has successfully completed in the year 2006 the requirements prescribed
under the Ordinance for the award of this degree in

Geography

Given this day under the seal of the University at New Delhi in the Republic of
India.

The 24 JUL 2007



Krais Ahmed
Registrar

[Signature]
Vice-Chancellor

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जवाहरलाल नेहरू विश्वविद्यालय
नई दिल्ली

Jawaharlal Nehru University
New Delhi

Upon the recommendation of the Academic Council
hereby confers the Degree of

Doctor of Philosophy

On Tanusree Paul
who has successfully completed in the year 2013 the requirements prescribed
under the Ordinance for the award of this degree.
Title of Thesis : "*Gender and Reconfigured Urban Public
Spaces: A Case Study of Kolkata*"

Given this day under the seal of the University at New Delhi in the Republic of
India.

The 14 FEB 2014



W. N. Paul
Registrar

S. K. Paul
Vice-Chancellor

**REDUCED
SYLLABUS
FOR
M.A. COURSE
IN
GEOGRAPHY
(SEMESTER SYSTEM)**


To be implemented w.e.f. 2020-2021 Academic Session



**DEPARTMENT OF GEOGRAPHY
VIDYA-BHAVANA
VISVA-BHARATI
SANTINIKETAN – 731235 WESTBENGAL
INDIA**

SEMESTER-I

Papers		Subjects	Marks	Duration of Examination
I	Theoretical	Geomorphology	50	3 Hours
II	Theoretical	Climatology	50	3Hours
III	Theoretical	Industrial Geography	50	3 Hours
IV	Theoretical	Agricultural Geography	50	3 Hours
V	Practical	Quantitative Techniques in Physical Geography (Geomorphology & Climatology)	50	4 Hours
VI	Practical	Quantitative Techniques in Industrial & Agricultural Geography	50	4 Hours


Chairperson
BOS
Department of Geography
Vidya Bharati, Santiniketan

SEMESTER-I
PAPER-I
GEOMORPHOLOGY

Fullmarks-50

Exam duration: 3hours

(For Exam 40 Marks, For Internal Assessment 10 Marks)

Objectives

- The objective of the course is to familiarize the students with the need for understanding of geomorphology with reference to certain fundamental concepts, focussing on the unity of geomorphology in the earth material and the processes. Process component of geomorphology is segmented into the processes of landscape evolution of different environment.
- Selected regional geomorphological characteristics of India will provide fundamental concepts of Indian physiographic characteristics.
- Applications of geomorphic techniques for societal requirements and to the conservation of environmental hazards are dealt with.

UNIT 1.0: CONCEPTS, APPROACHES AND MODELS IN GEOMORPHOLOGY

- 1.1 Principles of Geomorphology, Recent trends in Geomorphology
- 1.2 Approaches to Geomorphology: Static, Dynamic, Environmental & Applied Aspects;
- 1.3 Models of Slope Development: Davis and King
- 1.4 Peneplain Concepts :Types of Peneplain

UNIT 2.0 : GEOMORPHIC PROCESSES AND FORMS

- 2.1. Climatic Geomorphology: Concepts and Methods
- 2.2. Fluvial Processes and Forms: Humid and Tropical Regions
- 2.3 Morpho-climatic Mechanism and Morphoclimatic Equilibrium
- 2.4. Concept of Morphogenetic Regions

UNIT 3.0: REGIONAL AND APPLIED GEOMORPHOLOGY

- 3.1. Concept of Regional Geomorphology: Nature and Scope
- 3.2 Bases and Criteria of Recognition of Geomorphic Units with examples from Meso&Micro Levels
- 3.3 Geomorphological Account of Ranchi Plateau and Kashmir Valley
- 3.4 Applied Geomorphology: Contents and Applications

**SEMESTER - I
PAPER – II
CLIMATOLOGY**

Full Marks: 50

Exam Duration: 3 Hours

(For Exam. 40 Marks, For Internal Assessment 10 marks)

Objectives:

- To provide the knowledge on the mechanism of the basic parameters of the atmospheric circulation.
- Recent changing trend of weather phenomena, causes of climate change and modification
- Emphasis to be given on the scope of applied climatology and climatic hazards

UNIT 1.0 DEFINITION AND ATMOSPHERIC CIRCULATION

- 1.1 Climatology: Nature and Scope, Relationship to other branches of Earth sciences,
- 1.2 Lower atmospheric wind circulation
- 1.3 Upper atmospheric wind circulation: Jet Stream – origin and characteristics
- 1.4 El Nino – origin and characteristics

UNIT 2.0 ATMOSPHERIC MOISTURE

- 2.1 Monsoon Rain: Origin and characteristics with special reference to South East Asia
- 2.2 Tropical Cyclone, – origin, characteristics
- 2.3 Nor'wester and Western Disturbances
- 2.4 Acid rain: Causes, processes and consequences

UNIT 3.0 CLIMATIC CHANGE AND APPLIED CLIMATOLOGY

- 3.1 Climatic change: Natural causes, Indicators of past climate
- 3.2 Climatic modification: : Causes, Contemporary issues on Climatic change
- 3.3 Applied Climatology: Influence of climate on agriculture, Influence on human Health, Agro-climatic identification and characteristics with special reference to India
- 3.4 Climatic Hazards: Cloud burst, Super cyclone, Desertification with special reference to India



Chairperson
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Department of Geography
Visva-Bharati, Santiniketan

SEMESTER - I
PAPER – III
INDUSTRIAL GEOGRAPHY

Full Marks: 50

Exam Duration: 3 Hours

(For Exam. 40 Marks, For Internal Assessment 10 marks)

Objectives:

- To introduce nature, development and significance of manufacturing and its relation with the different input; development policies and industrialization in India
- To understand the locational major manufacturing activities with the support of various industrial location theories and models.

UNIT 1.0 CONTENTS, TOOLS AND BASIC INPUTS


- 1.1 Manufacturing as an economic activity: Definition
- 1.2 Geonomic parameters of Land, Labour, Capital, Market and Organization as individual and collective determinants of industrial location.
- 1.3 Classification of industries
- 1.4 Types of raw materials and Industrial Location

UNIT 2.0 MARKET, TRANSPORTATION COST, LINKAGES AND INDIAN INDUSTRIAL SITUATION

- 2.1 Typology of Market : Modes of transportation,
- 2.2 Horizontal and vertical expansion possibilities of market
- 2.3 Industrial region in India
- 2.4 Indian industrial policies

UNIT 3.0 BASICS OF INDUSTRIAL LOCATION THEORIES

- 3.1 Industrial location theory: Alfred Weber
- 3.2 Industrial location theory proposed by August Lösch
- 3.3 Tord Palander's model
- 3.4 Space economy


 Chairperson
 BOS
 Department of Geography
 Visva-Bharati, Santiniketan

SEMESTER - I
PAPER – IV
AGRICULTURAL GEOGRAPHY

Full Marks: 50

Exam Duration: 3 Hours

(For Exam. 40 Marks, For Internal Assessment 10 marks)

Objective:

- To familiarize students with the recent trends of study of Agricultural Geography with respect to the changing approaches
- To introduce the students with contemporary issues of agriculture and its impact of economy, environment and state of world food availability at world and regional levels
- To study the policies controlling the production and distribution of the products of agriculture and allied activities

UNIT 1.0 DIMENSIONS OF AGRI-ECOSYSTEM


- 1.1 Concept of Agri-ecosystem and its components: Physical and Human
- 1.2 Climate change and its impact on Agri-ecosystem
- 1.3 Classification of Land and Land use
- 1.4 Farming system and types of Farming Region

UNIT 2.0 FOCUS AND APPROACHES TO AGRICULTURAL GEOGRAPHY

- 2.1 Traditional Agricultural Geography
- 2.2 Behavioural approach in Agricultural Geography
- 2.3 Political economy approach to Agricultural Geography
- 2.4 Theories to explain agricultural changes

UNIT 3.0 CHANGING AGRICULTURAL SCENARIO AND POLICIES

- 3.1 Globalization: Concept and nature of agricultural crop production
- 3.2 Changes in farming system due to globalization: Productivist and Post-Productivist agriculture
- 3.3 Land use competition : Agricultural vs. non- agricultural
- 3.4 Geography of Hunger: dimensions and policies


 3.2.21
 Chairperson
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 Department of Geography
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SEMESTER - I
PAPER – V
QUANTITATIVE TECHNIQUES IN PHYSICAL GEOGRAPHY
(GEOMORPHOLOGY & CLIMATOLOGY)
PRACTICAL

Full Marks: 50

Exam Duration: 4 Hours

(For Exam. 40 Marks (Each Unit 8 marks), Internal Assessment 10 marks)

Objective:

- To introduce some basic morphometric methods to the students for the analysis of the physical attribute from the topographical sheets
- To train the students to handle climatological data to be used in forecasting processes.

UNIT 1.0 BASIN MORPHOMETRY

- 1.1 Delineation of Drainage Basins and Demarcation of water divides
- 1.2 Linear Properties of Drainage Basin Analysis
- 1.3 Aerial Properties of Drainage Basin Analysis

UNIT 2.0 PHYSICAL MAPS AND DIAGRAMS

- 2.1 Hypsometric Analysis and hypsometric integral
- 2.2 Terrain Morphology including Slope Analysis
- 2.3 Geomorphic Mapping


UNIT 3.0 COMPUTAIN AND MAPPING OF CLIMATOLOGICAL PARAMETERS

- 3.1 Isanomal
- 3.2 Equipluves
- 3.3 Rainfall Deviational graphs

UNIT 4.0 APPLIED CLIMATOLOGICAL TECHNIQUES

- 4.1 Water Budget
- 4.2 Mapping of Agro-climatic zones based on Aridity Index
- 4.3 Mapping of Agro-climatic zones based on Moisture Index

Viva-voce & Laboratory Note Book: 4 + 4 = 8


 3.22/
 Chairperson
 BOS
 Department of Geography
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SEMESTER - I
PAPER – VI
QUANTITATIVE TECHNIQUES (AGRICULTURE & INDUSTRY)
PRACTICAL

Full Marks: 50

Exam

Duration: 4 Hours


(For Exam. 40 Marks (Each Unit 8 marks), Internal Assessment 10 marks)

Objective:

- To develop the ability for the qualitative analysis in agricultural and industrial geography
- To develop the skill to deal with the quantitative techniques in agricultural and industrial geography

- UNIT 1.0 METHODS IN IN AGRICULTURAL GEOGRAPHY**
- 1.1 Intensification of crops
- 1.2 Agricultural Efficiency Regions
- 1.3 Diversification of crops
- UNIT 2.0 QUANTITATIVE TECHNIQUES IN AGRICULTURAL GEOGRAPHY**
- 2.1 Lorenz's Curve
- 2.2 Gini's Coefficient
- 2.3 Location Quotient Analysis
- UNIT 3.0 QUANTITATIVE TECHNIQUES IN INDUSTRIAL GEOGRAPHY**
- 3.1 Co-efficient of Localisation
- 3.2 Co-efficient of Geographical Association
- 3.3 Levels of Industrial Development
- UNIT 4.0 STATISTICAL APPLICATIONS IN INDUSTRIAL GEOGRAPHY**
- 4.1 Index of specialisation
- 4.2 Accessibility & Connectivity-Shortest path analysis
- 4.3 Chi-Square Analysis

Viva-voce & Laboratory Note Book: 4 + 4 = 8


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 Chairperson
 BOS
 Department of Geography
 Visva-Bharati, Santiniketan

URGENT

PCR.03/245/2020-21

Dated: 12.3.2021

To

THE PRINCIPAL
Vidya-Bhavana
Visva-Bharati

Sub: Reduction of Course Content in PhD Course Work in Philosophy – 2020-21

Sir,

The Meeting of the Board of Studies of the Department of Philosophy and Comparative Religion held on 12.3.2021 unanimously resolved as follows:

In view of the acute shortage of teachers resulting in non-availability of teachers to teach specialized subjects and as the classes for PhD Coursework commence late due to late admission, the portions except Modules 2A, 2B, 3A, 4B and 4C of Unit – II of PhD Coursework in Philosophy will be covered in the current academic session 2020-21.

I request you to place the issue in the Meeting of the Institute Board for the consideration of reduction of Course Content in PhD Course Work in Philosophy for the academic session – 2020-21.

The copy of the Resolution of the Meeting of the Board of Studies and the copy of the syllabus of PhD Coursework in Philosophy are enclosed herewith for your perusal and necessary action.

Encl: As above

Anup Barmann
12/03/21
Dr. ANUP BARMAN

Head

Dept of Philosophy and Comparative Religion
Visva-Bharati, Santiniketan

विभागीय अध्यक्ष / Head
दर्शनशास्त्र एवं तुलनामूलक धर्म विभाग
Department of Philosophy & Comparative Religion
विश्वभारती, शान्तिनिकेतन
Visva-Bharati, Santiniketan

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An Emergency ~~meet~~ meeting of the Board of Studies held on 12.3.2021 at 10.30 am:

members Present:

- 1) Anup Barman 12.03.2021
- 2) Sujay Mondal 12.03.21
- 3) Selva 12/3/21
- 4) Mousumi Ray 12.03.21
- 5) Md. Sirajul Islam 12.03.21
- 6) Kausik Bhattacharya 12.03.2021
- 7) Rekha Ojha 12.03.21
- 8)
- 9)
- 10) Mr. Ramon Samal 12.3.21

Agenda:

1. The BOS confirms the resolutions of the previous BOS held on 25/02/2021.
2. The BOS ratifies the resolutions of the D.C. meetings held on 05/03/2021 and 09/03/2021.
3. Regarding class allotment, the BOS of the Dept. adopts the following resolution:

Prof. Sirajul Islam has been allotted three classes per week in Ph.D. coursework. He will teach Amartya Sen's on Ethics and Economics only under the module 4A: Contemporary Ethics.

In view of the extra load, Prof. Sirajul Islam has been relieved from taking three classes allotted to him earlier under the course GE4: Philosophy and Social which, in turn, are being allotted to Dr. Manjari Chakrabarty. Dr. Manjari Chakrabarty will be the paper-setter and examiner and Prof. Sirajul Islam will be the subject expert.

Dr. Kausik Bhattacharya will teach the Definition of Knowledge under unit-2 and he will cover Gettier's article. "I

विभागीय अध्यक्ष / Head

दर्शनशास्त्र एवं तुलनामूलक धर्म विभाग
Department of Philosophy & Comparative Religion
विश्वभारती, शांतिनिकेतन

card of

Justified True Belief Knowledge?", and Chapter 10 of Chisholm's book Theory of Knowledge, 3rd Ed, only. Dr. Bhattacharya is allotted three classes per week.

In view of acute shortage of teachers resulting in non-availability of teachers to teach specialized subjects and as the classes for Ph.D coursework commence late due to late admission, the experts from outside may be engaged to offer special lectures for other areas in the syllabus.

It is further proposed that under Unit II 2 Module 2 A, B, 3 A and 4 B and C may be reduced for the academic session of 2020-21.

The HoD is being authorized to approach the administration for necessary approval.

The meeting ends with thanks to all.

12/3/21 12/3/21 12/3/21 12/3/21 12/3/21 12/3/21

HOD is Requested to provide computer fit for taking online classes. Otherwise it will not be possible to take online classes

12.03.2021

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Unit –I

As circulated in the meeting of the Vidya-Bhavana. Only addition is the following article both for Philosophy and comparative Religion:

Max Weber : “Objectivity in Social Science and Social Policy” in *The Methodology of the Social Sciences*. ed./trans. E. A. Shils and H. A. Finch. New York: Free Press.

Unit – II

1. Definition of Knowledge

Texts

A) Gettier, E L : “Is Justified True Belief Knowledge”,

Analysis 23, 1963, pp 121 – 3)

B) (Sriharsa on defining prama)

“Yatharthaanubhavah Prama ity api alaksanam asya
ajnatasya tad-vyavahara – jnakatve pramayam aprama—bhrama –
samasyau na syatam”

Khandanakhandakhadya, First Chapter, section 126 – 132

References :

- i) Chisolm, R M : *Theory of Knowledge*, 3rd edn, Prentice Hall 1989, Ch 10.
- ii) Matilal, B K : *Perception: An Essay on Classical Theories of Knowledge* (Oxford & Clarendon Press, 1986) pp 135 – 137
- iii) Jha Navikanta (ed) : *Khandanakhandakhadya of Sriharsa with the Sankari commentary by Mm Sankara Misra and Tattvabodhini Hindi Commentary of Swami Hanumandasji Satsastri (Varanasi: The Chowkhamba series, 1970)*

2. Sense as Mode of Presentation

A) Texts: Frege, G : “Uber Sinn und Bedeutung” translated as ‘On sense and Meaning’, in *Translations from the Philosophical Writings of Gottlob Frege*, (ed), Geach, P and Black, M, third edn (Oxford, Blackwell, 1980)

B) Dummett, M : *Frege : Philosophy of Language*, Second edn. London, Duckworth, 1981, pp 227 – 229

Gadadhara’s theory of Samsargata and Prakarata

C) English Translation of Visayatavada of Gadadhara Bhattacharya in Bhattacharya, S : *Gadadhara’s Theory of Objectivity*, Part 2, ICPR, New Delhi, pp 125 – 123.

D) Bhattacharya, S : *Gadadhara’s Theory of Objectivity*, Part 1, Section V, ICPR, New Delhi, pp 125 – 123.

Reference : First 3 sections of chapter 5 (Meaning and Modes of Thought, Ganeri, J : *Semantic Powers ...*, (Oxford, Clarendon Press, 1999) pp 134 – 164.

3. Names as Rigid Designators

Texts :

A) Kripke, S: *Naming and Necessity*, (Cambridge, Mass, Harvard University Press, 1980)

Akasa as paribhasiki term

B) Udayana, Kiranavali in *Prasastapadabhasya* with Udayana’s Kiranavali, ed, J S Jetly, Gaekward Oriental Series 154 (Broda))

Reference :

Ganeri, J : *Semantic Powers ...*, (Oxford, Clarendon Press, 1999), Ch 6, pp 183 – 200.

12/3/21

विभागीय अध्यक्ष / Head
दर्शनशास्त्र एवं तुलनामूलक धर्म विभाग
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Visva-Bharati, Santiniketan

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4) Contemporary Ethics :

Text

- A) Sen, Amartya : *Ethics and Economics*, (emphasis on chapter II)
- B) Jackson, Frank : *From Metaphysics to Ethics* (emphasis on chapter V)
- C) Putnam , H: *The Collapse of the Fact-value Dichotomy* (emphasis on chapter VI)

12/3/21
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The Principal,
Vidya Bhavana
Visva Bharati.

Subject: Change of Syllabi, Department of History Visva-Bharati,
regarding

Dear Sir,

Enclosed please find the changed syllabi of some courses at the UG and PG level, Department of History duly approved by the Board of Studies, Department of History at its meeting held on 11/03/2021 for the consideration of the Institute Board, Vidya Bhavana.

This is for your information and necessary action.

Regards

Yours sincerely,

Sandip Bora 11/03/2021

**Professor & Head
Department of History
Visva-Bharati, Santiniketan**

**Revision of Syllabi of certain Courses of BA (Hons) and MA programmes of the
Department of History**

At its meeting of the Board of Studies (BoS), Department of History, Visva-Bharati, held on 11.03.2021 (Thursday) at 10.30am in Room No. 3, the following members Present:

1. Sandip Basu Sarbadhikary
2. Bipasha Raha
3. Syed Ejaz Hussain
4. Arpita Sen
5. Amarendra Kumar
6. Arunava Das
7. Subhayu Chattopadhyay
8. Sabyasachi Dasgupta
9. Sudhi Mandloi
10. Atig Ghosh

The following decisions were taken:

1. The two courses of MA, “Medieval Europe: Political History” and “Medieval Europe: Economic and Social History”, will be shifted to BA (Hons) Semester-V, as DSE-1 and DSE-2 respectively of Group-3. Minor changes to the syllabi of these courses have also been made and approved by the BoS members. The syllabi are attached herewith.
2. The course “History of Ideas in Colonial India” has been proposed by Dr. Sudhi Mandloi as an MA optional course and approved by the BoS members. The syllabus is attached herewith.
3. The course “Environmental History of Medieval and Modern South Asia” has been proposed by Dr. Atig Ghosh as an MA optional course and approved by the BoS members. The syllabus is attached herewith.

The members of the BoS requested the Head and Chairman of the BoS, Department of History, to send the above-approved syllabi of the UG and the PG levels of the Department of History for the consideration of the meeting of the Institute Board, Vidya-Bhavana, scheduled on 12.03.2021.

11.03.2021

11/03/21

S. Dasgupta
11/03/21

P. K. Saha
11/03/2021

G. Ghosh
11/03/2021

E. M.
11/03/21

11.03.2021

S. Sankar Linka
11/03/2021

(137)

DSE-1: Medieval Europe: Political History

Unit I: Origins of the Middle Ages: Prelude; Pirenne Thesis; Consolidation of the Early German State

Unit –II: Charlemagne and the Carolingian Empire: Empire, Coronation, and Administration

Unit-III: Decline of the Carolingian Empire: Treaty of Verdun and its provisions and significance

Unit-IV: Invasion of Europe: Vandals, Magyars, Vikings and Muslims; Attila the Hun

Unit-V: Revival and Development of the Imperial Germany, Nature and Features, Significance

Unit-VI: History of the Ottonians: Henry I, Otto I, II and III, Henry II

Unit-VII: The Salian Dynasty: Political Development and their Relation with the Church Organization

Unit-VIII: The Papacy: Gregory VII and Innocent III; Investiture Contest: Background, Development, Significance, Role of Henry III and Henry IV

Unit-IX: Emergence of Nations: Capetians in France and the Hohenstaufens in Germany and Sicily

Unit-X: Waning of the Middle Ages: the historiographical debate

Suggested Readings

- Charles W. Previte-Orton, *The Shorter Cambridge Medieval History* (2 vols.), 1952
- Donald A. Bullogh, *The Age of Charlemagne*, 1980
- Herbert A.L. Fisher, *History of Europe*, Vol. II, 1938
- James W. Thompson and Edgar W. Johnson, *An Introduction to Medieval Europe, 300-1500*, 1937
- James W. Thompson, *Feudal Germany*, 1962
- Maurice Keen, *The Pelican History of Medieval Europe*, 1982
- Michael Moïssey Poston, *The Medieval Economy and Society: An Economic History of Britain, 1100-1500*, 1972
- Perry Anderson, *Passages from Antiquity to Feudalism*, 2013 (rpt.)
- Robert H.C. Davis, *A History of Medieval Europe: From Constantine to Saint Louis*, Third Edition 2006
- Robert Sabatino Lopez, *The Birth of Europe*, 1967

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11/07/2021

BA Sem-V

DSE-2: Medieval Europe: Economic and Social History

Unit-I: Legacy of the Roman Empire in Economic and Social World of Western Europe–Fifth to Seventh Century

Unit-II: Rise of the Feudal Order: Origin, Characteristics and Decay

Unit-III: Ordering of Society: Chivalry and Romanticism; King Arthur and his knights

Unit-IV: Trade and Commerce: Decline and Revival

Unit-V: Urbanization: Emergence of Medieval Towns and the rise of the Bourgeoisie

Unit-VI: Medieval Church-1: Cluniac reforms and Monasticism

Unit-VII: Medieval Church-2: Crusades and the Crisis of Feudalism; Hereticism and the Albigensian Crusades

Unit-VIII: Beginnings of Renaissance rationalism: Medieval Universities

Unit-IX: Land and the Rural Classes: Manorial Organization and serfdom; Changes in Agriculture

Unit-X: Medieval Art, Architecture and Literature

Suggested Readings

- Carl Stephenson, *Medieval Feudalism*, 1942
- Eileen Power & Michael Postan, *English Trade in 15th Century*, 1933
- Eileen Power, *Medieval People*, 1924
- Eileen Power, *The Wool Trade in English Medieval History*, 1941
- Henri Pirenne, *Economic and Social History of Medieval Europe*, 1936
- Henri Pirenne, *Medieval Cities: Their Origins and the Revival of Trade*, 1927
- Henri Pirenne, *Mohammed and Charlemagne*, 1937
- Johan Huizinga, *The Waning of the Middle Ages*, 1924
- Marc Bloch, *Feudal Society: Vol 1: The Growth of Ties of Dependence*, 1939
- Marc Bloch, *Feudal Society: Vol 2: Social Classes and Political Organisation*, 1939
- Michael M. Postan, *The Medieval Economy and Society: Economic History of Britain, 1100-1500*, 1972
- Sidney Painter, *A History of the Middle Ages: 284-1500*. Later published as: *Western Europe in the Middle Ages 300-1475*, co-authored by Brian Tierney, 1970
- Sidney Painter, *French Chivalry: Chivalric Ideas and Practices in Mediaeval France*, 1940

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11/6/2021

MA Programme of the Department of History

ENVIRONMENTAL HISTORY OF MEDIEVAL AND MODERN SOUTH ASIA

- **Unit 1: Critical Concepts:** What is Environmental History? Origins and Institutionalization of Environmental History; Critiques of Environmental History
- **Unit 2: Historiography:** Global Perspectives; South Asia: New Frontiers; Why South Asia? Difficulties of doing Environmental History within Nationalist Frames
- **Unit 3: Of Forests and Agrarian Landscapes in South Asia:** Ecology; Land Use; Disease; Colonization
- **Unit 4: Environment, Identity and Power:** Folk Models of Forest Environment; Transition Zones; Swidden Cultivation
- **Unit 5: Animals and War and Economy:** Horses, Elephants; Pastoralists and their flock
- **Unit 6: Animals as Symbols of Authority:** Lion, Tigers, Peacocks
- **Unit 7: Environment and Scarcity I:** Commons and Fractured Forests
- **Unit 8: Environment and Scarcity II:** Famines; Bio-physical versus social stresses
- **Unit 9: The Ecology of Development I:** Contested Landscapes of Development; Dams; Disaster-Management
- **Unit 10: The Ecology of Development II:** Demographic Pressure and Human-Animal Conflict; Poverty, Development and Environment; Gender, Development and Environment

Suggested Readings

1. Christopher V. Hill, *South Asia: An Environmental History*, 2008
2. Edmund Burke III & Kenneth Pomeranz, eds., *The Environment and World History*, 2009
3. Eric A. Strahorn, *An Environmental History of Postcolonial North India: The Himalayan Tarai in Uttar Pradesh and Uttaranchal*, 2009
4. J. Donald Hughes, *What is Environmental History?* Second Edition, 2015
5. K. Sivaramakrishnan, *Modern Forests: State-making and Environmental Change in Colonial Eastern India*, 1999
6. Kuntala Lahiri-Dutt, *Fluid Bonds: Views on Gender and Water*, 2006
7. Madhav Gadgil & Ramchandra Guha, *This Fissured Land: An Ecological History of India*, 1992
8. Mahesh Rangarajan & K. Sivaramakrishnan, eds., *India's Environmental History*, two volumes, 2012
9. Mahesh Rangarajan & K. Sivaramakrishnan, eds., *Shifting Ground: People, Mobility, and Animals in India's Environmental Histories*, 2014
10. Nandini Sinha Kapur, *Environmental History of Early India: A Reader*, 2011
11. Nandini Sundar, *Legal Grounds: Natural Resources, Identity, and the Law in Jharkhand*, 2009
12. Ramchandra Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Western Himalaya*, 1989
13. Ranjan Chakrabarti, *Does Environmental History Matter? Shikar, Subsistence, Sustenance, and the Sciences*, 2006
14. Rohan D'Souza, *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*, 2006
15. Sajal Nag, *Pied Pipers in Northeast India: Bamboo-flowers, Rat Famine, and the Politics of Philanthropy, 1881-2007*, 2008
16. Sumit Guha, *Environment and Ethnicity in India, 1200-1991*, 1999
17. Thomas R. Trautmann, *Elephants and Kings: An Environmental History*, 2015
18. Vandana Shiva, *Staying Alive: Women, Ecology, and Development*, 1988

Thy Ghosh
11/03/2021

Course for MA- History of ideas in Colonial India (DSE-II)

Unit 1 Ideologies of Empire

- Edward Said's *Orientalism* and beyond
- Colonial Modernity

Unit 2 Early 19th Century Thought

- Ram Mohan Roy and his interlocutors
- Bankim Chandra Chatterjee and his vision of India
- Ishwarchandra Vidyasagar
- Jyotiba Phule's ideology of Social Equality

Unit 3 Critiquing Colonialism in the late 19th Century

- Dadhabai Naoroji's ideas on Economic Nationalism
- G.K. Ghokale: a Moderate Political Thinker
- M.G. Ranade's ideas on social reform and Liberalism
- R.C. Dutt and his Economic Ideas

Unit 4 Nationalist Thought in the Political arena

- Tilak's Nationalism and Swaraj
- Lala Lajpat Rai's Concept of Nationalism
- Aurbindo Ghose and passive resistance

Unit 5 Hindu Revivalism

- Swami Vivekananda's philosophy of Neo-Vedanta
- Dayanand Sarawasti and Vedic Religion
- Ideas of cultural nationalism: V.D Savarkar, M.S. Golwalkar, & Shyama Prasad Mookerjee
- Debates within the Hindu Mahasabha

Unit 6 Islamic Political Thought

- Sir Syed Ahmed Khan ideas of *umma* and *qaum*
- Mohammed Iqbal's Pan-Islamism and ideas on Pakistan
- Mohammed Ali Jinnah & the two nation theory
- Maulana Bhasani and peasant Islamism

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Unit 7 Thinkers of the Twentieth century

- M. K. Gandhi's Socio-Political Philosophy
- Jawaharlal Nehru's views on Secularism and Internationalism
- B.R. Ambedkar Thoughts on Social justice and Democracy
- Rabindranath Tagore's Socio-Political Thoughts
- Netaji Subhas Chandra Bose: a Nationalist thinker

Unit 8 Feminist Thought

- Pandita Ramabai
- Rokeya Sakhawat Hossain
- Sarla Devi
- Tarabai Shinde

Unit 9 Identity Concerns in Modern India

- E.V. Ramaswamy Naicker's (Periyar) Ideas on Caste oppression
- Shri Narayan Guru a social Thinker
- M.C Rajah and Jagjivan Ram

Unit 10 Left Thought

- R.M. Lohia and S.A. Dange
- R.P. Dutt
- M.N. Roy
- Bhagat Singh
- Muzaffar Ahmad

Suggested Readings

1. Ramchandra Guha (ed) -Makers of Modern India, Penguin, 2012
2. Christopher A. Bayly- Recovering Liberties: Indian Thought in the age of Liberalism and Empire, Cambridge University Press, 2012
3. Bipan Chandra, The Rise and Growth of Economic Nationalism in India, People's Publishing House, New Delhi, 1966
4. Charles Heimsath, Indian Nationalism and Hindu Social Reform, Princeton University Press, 1964
5. James Kellock, Maha Govind Ranade: Patriot and Servant, Calcutta: Association Press, 1926
6. Tahmankar D.V, Lokmanya Tilak: Father of Indian unrest and maker of modern India, London: John Murray, 1956
7. Parimala. V. Rao, Foundations of Tillak's Nationalism, Orient Blackswan, New Delhi, 2010

Gandhi's
11/3/2021

8. Stanley Wopert -Tilak and Gokhale: Revolution and Reform in the Making of India, OUP New Delhi, 1990
9. Richard. R. Tucker- Ranade and the roots of Indian Nationalism, Chicago: University of Chicago Press
10. Ashish Nandy The intimate Enemy: Loss and Recovery of Self under Colonialism, OUP, 1983
11. Ashish Nandy, 1994, The illegitimacy of Nationalism: Rabindranath Tagore and Politics of Self, OUP, 1994
12. Gandhi's Political Philosophy: A Critical Examination- Bikhu Parekh, Macmillan, 1991
13. M.K Gandhi The Story of My Experiments with Truth, Ahmadabad: Navjivan Publishing House 2013
14. Ramchandra Guha, Gandhi before India, Penguin India, 2013
15. Louis Fischer The Life of Mahatma Gandhi, Harper Collins, 1997
16. Bidyut Chakrabarty, Social and Political Thought of Mahatma Gandhi, Routledge, London & New York, 2006
17. Bidyut Chakrabarty and Rajendra Kumar Pandey, Modern India Political Thought: Text and Context, New Delhi: Sage, 2009
18. Collected Works of Mahatma Gandhi, Ahmadabad: Navjivan Publishing House, 1965, 1969, 1970
19. S.H. Rudolph and Lloyd Rudolph, The traditional Roots of charisma, Chicago: University Press, 1983
20. Shamita Basu ,Religious Revivalism As Nationalist Discourse: Swami Vivekananda and New Hinduism in Nineteenth-Century Bengal, New Delhi: OUP, 2001
21. Aurbindo Ghose, Life Divine, Sri Aurbindo Ashram Vol. 1 1939
22. Bhagat Singh, Why I am an Atheist, New Delhi: National Book Trust, 2011
23. D Mackenzie Brown –The Nationalist Movement: Indian Political Thought from Ranade to Bhave, Berkeley: University of California, 1961
24. B.R Ambedkar - Annihilation of Caste New Delhi: Critical Quest, 1936
25. Eleanor Zelliot, The Ambedkar World: Making of the Babasaheb Movement, Navnayna, 2012
26. Vasant Moon, (ed) The writings and speeches of B.R Ambedkar, Bombay: Education Department, 1979, 1993
27. Christophe Jaffrelot, Dr, Ambedkar and Untouchability, Orient Black swan, 2006
28. Gail Omvedt, Ambedkar: Towards an Enlightened India, Penguin India, 2008
29. Keer Dhananjay, Mahatama Jotirao Phooley: The Father of Our Social Revolution, Bombay: Popular Prakashan, 1964
30. Rosalind Hanlon, Caste, Conflict and Ideology: Mahatma Jotirao Phule, Cambridge University Press. 1985
31. Gail Omvedt Cultural Revolt in a Colonial Society: The Non-Brahman Movement in Western India, Manohar Publishers, 2011

Shamita Basu
11/3/2021

32. Rosalind Hanlon, Tarabai Shinde and the critique of gender relations in Colonial India, OUP, 1994
33. Keer Dhanjay, Veer Savarkar, Bombay: Popular Prakashan, 1966
34. Tathagata Roy, Shyama Prasad Mookerjee: Life and Times, Penguin Viking, 2018
35. John Zavos The Emergence of Hindu Nationalism in India, OUP, 2000
36. Christophe Jaffrelot, The Hindu Nationalist Movement and India Politics, Columbia University Press, 1988
37. Ishita Banerjee Dube (ed) Caste in History, New Delhi: OUP, 2008
38. Sumit Sarkar and Tanika Sarkar (ed) Caste in Modern India, Permanent Black, 2014
39. Anderson, Walter and Shridhar D. Dalme- The Brotherhood in Saffron: The RSS and Hindu Revivalism, Penguin, 2019
40. R. Gordan The Hindu Mahasabha and the Indian National Congress, Cambridge University Press, 2008
41. Ayesha Jalal- The Sole Spokesman: Jinnah, the Muslim League and demand for Pakistan, Cambridge University Press, 1994
42. Mushirul Hasan (ed) Communal and Pan-Islamic Trends in Colonial India New Delhi: Manohar, 1981
43. S. Gopal, Jawaharlal Nehru: A Biography, OUP, 2014
44. Hugh Toye, Subhash Chandra Bose: Springing Tiger, Jaico Publishing House, 2013
45. Subhas Chandra Bose: The Indian Struggle 1920-1942, OUP, 1997
46. M.N Roy- India in Transition, Hardpress Publishing, 2012
47. R.P Dutt- India Today Read Books, 2006
48. S.A Dange, When Communist Differ, 1970
49. Bidyut Chakrabarty, Communism in India: Processes and Events, New York: OUP, 2014
50. Bidyut Chakrabarty, Left Radicalism in India, Routledge, London & New York, 2015
51. Geraldine Forbes- Women in Modern India, Cambridge University Press, 2008
52. Uma Charkravarti, Gendering Caste: Through a Feminist Lens, Sage. 2018
53. Uma Chakravarti, Rewriting History: The Life and Times of Pandita Ramabai, Zubaan, 2013
54. Padma Anagol, The Emergence of Indian Feminism in India, Routledge, 2006

*Planned
11/03/2021*

To
The Head
Department of History
Viva - Bharati

MA

MA Programme of the Department of History

ENVIRONMENTAL HISTORY OF MEDIEVAL AND MODERN SOUTH ASIA

- **Unit 1: Critical Concepts:** What is Environmental History? Origins and Institutionalization of Environmental History; Critiques of Environmental History
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- **Unit 10: The Ecology of Development II:** Demographic Pressure and Human-Animal Conflict; Poverty, Development and Environment; Gender, Development and Environment

Suggested Readings

1. Christopher V. Hill, *South Asia: An Environmental History*, 2008
2. Edmund Burke III & Kenneth Pomeranz, eds., *The Environment and World History*, 2009
3. Eric A. Strahorn, *An Environmental History of Postcolonial North India: The Himalayan Tarai in Uttar Pradesh and Uttaranchal*, 2009
4. J. Donald Hughes, *What is Environmental History?* Second Edition, 2015
5. K. Sivaramakrishnan, *Modern Forests: State-making and Environmental Change in Colonial Eastern India*, 1999
6. Kuntala Lahiri-Dutt, *Fluid Bonds: Views on Gender and Water*, 2006
7. Madhav Gadgil & Ramchandra Guha, *This Fissured Land: An Ecological History of India*, 1992
8. Mahesh Rangarajan & K. Sivaramakrishnan, eds., *India's Environmental History*, two volumes, 2012
9. Mahesh Rangarajan & K. Sivaramakrishnan, eds., *Shifting Ground: People, Mobility, and Animals in India's Environmental Histories*, 2014
10. Nandini Sinha Kapur, *Environmental History of Early India: A Reader*, 2011
11. Nandini Sundar, *Legal Grounds: Natural Resources, Identity, and the Law in Jharkhand*, 2009
12. Ramchandra Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Western Himalaya*, 1989
13. Ranjan Chakrabarti, *Does Environmental History Matter? Shikar, Subsistence, Sustenance, and the Sciences*, 2006
14. Rohan D'Souza, *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*, 2006
15. Sajal Nag, *Pied Pipers in Northeast India: Bamboo-flowers, Rat Famine, and the Politics of Philanthropy, 1881-2007*, 2008
16. Sumit Guha, *Environment and Ethnicity in India, 1200-1991*, 1999
17. Thomas R. Trautmann, *Elephants and Kings: An Environmental History*, 2015
18. Vandana Shiva, *Staying Alive: Women, Ecology, and Development*, 1988

Ans. Guha
11/03/2021

Course for MA- History of ideas in Colonial India (DSE-II)

Unit 1 Ideologies of Empire

- Edward Said's *Orientalism* and beyond
- Colonial Modernity

Unit 2 Early 19th Century Thought

- Ram Mohan Roy and his interlocutors
- Bankim Chandra Chatterjee and his vision of India
- Ishwarchandra Vidyasagar
- Jyotiba Phule's ideology of Social Equality

Unit 3 Critiquing Colonialism in the late 19th Century

- Dadhabai Naoroji's ideas on Economic Nationalism
- G.K. Ghokale: a Moderate Political Thinker
- M.G. Ranade's ideas on social reform and Liberalism
- R.C. Dutt and his Economic Ideas

Unit 4 Nationalist Thought in the Political arena

- Tilak's Nationalism and Swaraj
- Lala Lajpat Rai's Concept of Nationalism
- Aurbindo Ghose and passive resistance

Unit 5 Hindu Revivalism

- Swami Vivekananda's philosophy of Neo-Vedanta
- Dayanand Sarawasti and Vedic Religion
- Ideas of cultural nationalism: V.D. Savarkar, M.S. Golwalkar, & Shyama Prasad Mookerjee
- Debates within the Hindu Mahasabha: Deendayal Upadhyay and Madan Mohan Malaviya

Unit 6 Islamic Political Thought

- Sir Syed Ahmed Khan ideas of *umma* and *qaum*
- Mohammed Iqbal's Pan-Islamism and ideas on Pakistan
- Mohammed Ali Jinnah & the two nation theory
- Maulana Bhasani and peasant Islamism

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Unit 7 Thinkers of the Twentieth century

- M. K. Gandhi's Socio-Political Philosophy
- Jawaharlal Nehru's views on Secularism and Internationalism and M.A.K Azad
- B.R. Ambedkar Thoughts on Social justice and Democracy
- Rabindranath Tagore's Socio-Political Thoughts
- Netaji Subhas Chandra Bose: a Nationalist thinker

Unit 8 Feminist Thought

- Pandita Ramabai
- Rokeya Sakhawat Hossain
- Sarla Devi
- Tarabai Shinde

Unit 9 Identity Concerns in Modern India

- E.V. Ramaswamy Naicker's (Periyar) Ideas on Caste oppression
- Shri Narayan Guru a social Thinker
- M.C Rajah and Jagjivan Ram

Unit 10 Left Thought

- R.M. Lohia and S.A. Dange
- R.P. Dutt
- M.N. Roy
- Bhagat Singh
- Muzaffar Ahmad

Suggested Readings

1. Ramchandra Guha (ed) -Makers of Modern India, Penguin, 2012
2. Christopher A. Bayly- Recovering Liberties: Indian Thought in the age of Liberalism and Empire, Cambridge University Press, 2012
3. Bipan Chandra, The Rise and Growth of Economic Nationalism in India, People's Publishing House, New Delhi, 1966
4. Charles Heimsath, Indian Nationalism and Hindu Social Reform, Princeton University Press, 1964
5. James Kellock, Maha Govind Ranade: Patriot and Servant, Calcutta: Association Press, 1926
6. Tahmankar D.V, Lokmanya Tilak: Father of Indian unrest and maker of modern India, London: John Murray, 1956

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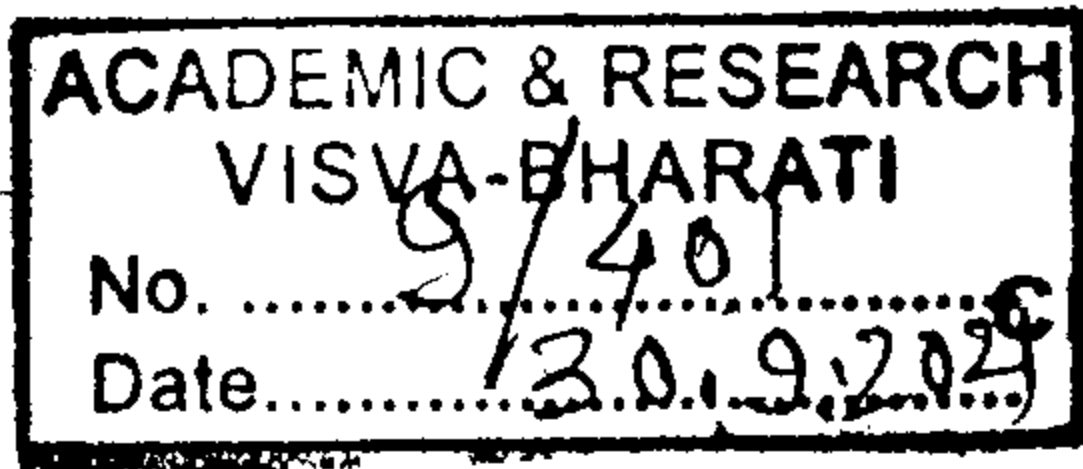
7. Parimala. V. Rao, Foundations of Tillak's Nationalism, Orient Blackswan, New Delhi, 2010
8. Stanley Wopert -Tilak and Gokhale: Revolution and Reform in the Making of India, OUP New Delhi, 1990
9. Richard. R. Tucker- Ranade and the roots of Indian Nationalism, Chicago: University of Chicago Press
10. Ashish Nandy The intimate Enemy: Loss and Recovery of Self under Colonialism, OUP, 1983
11. Ashish Nandy, 1994, The illegitimacy of Nationalism: Rabindranath Tagore and Politics of Self, OUP, 1994
12. Gandhi's Political Philosophy: A Critical Examination- Bikhu Parekh, Macmillan, 1991
13. M.K Gandhi The Story of My Experiments with Truth, Ahmadabad: Navjivan Publishing House 2013
14. Ramchandra Guha, Gandhi before India, Penguin India, 2013
15. Louis Fischer The Life of Mahatma Gandhi, Harper Collins, 1997
16. Bidyut Chakrabarty, Social and Political Thought of Mahatma Gandhi, Routledge, London & New York, 2006
17. Bidyut Chakrabarty and Rajendra Kumar Pandey, Modern India Political Thought: Text and Context, New Delhi: Sage, 2009
18. Collected Works of Mahatma Gandhi, Ahmadabad: Navjivan Publishing House, 1965, 1969, 1970
19. S.H. Rudolph and Lloyd Rudolph, The traditional Roots of charisma, Chicago: University Press, 1983
20. Shamita Basu ,Religious Revivalism As Nationalist Discourse: Swami Vivekananda and New Hinduism in Nineteenth-Century Bengal, New Delhi: OUP, 2001
21. Aurbindo Ghose, Life Divine, Sri Aurbindo Ashram Vol. 1 1939
22. Bhagat Singh, Why I am an Atheist, New Delhi: National Book Trust, 2011
23. D Mackenzie Brown –The Nationalist Movement: Indian Political Thought from Ranade to Bhave, Berkeley: University of California, 1961
24. B.R Ambedkar - Annihilation of Caste New Delhi: Critical Quest, 1936
25. Eleanor Zelliot, The Ambedkar World: Making of the Babasaheb Movement, Navnayna, 2012
26. Vasant Moon, (ed) The writings and speeches of B.R Ambedkar, Bombay: Education Department, 1979, 1993
27. Christophe Jaffrelot, Dr. Ambedkar and Untouchability, Orient Black swan, 2006
28. Gail Omvedt, Ambedkar: Towards an Enlightened India, Penguin India, 2008
29. Keer Dhananjay, Mahatma Jotirao Phoolley: The Father of Our Social Revolution, Bombay: Popular Prakashan, 1964
30. Rosalind Hanlon, Caste, Conflict and Ideology: Mahatma Jotirao Phule, Cambridge University Press. 1985

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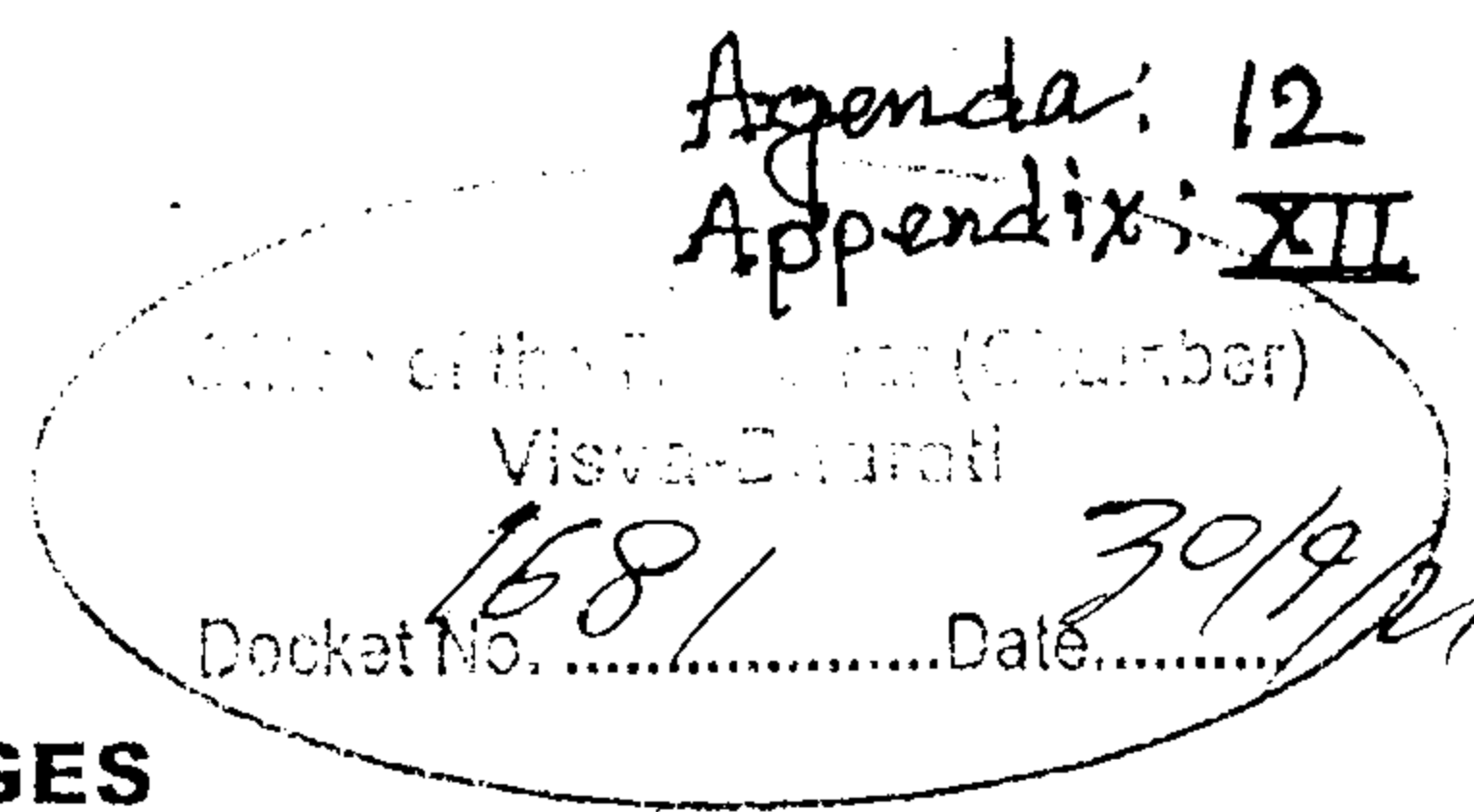
31. Gail Omvedt Cultural Revolt in a Colonial Society: The Non-Brahman Movement in Western India, Manohar Publishers, 2011
32. Rosalind Hanlon, Tarabai Shinde and the critique of gender relations in Colonial India, OUP, 1994
33. Keer Dhanjay, Veer Savarkar, Bombay: Popular Prakashan, 1966
34. Tathagata Roy, Shyama Prasad Mookerjee: Life and Times, Penguin Viking, 2018
35. John Zavos The Emergence of Hindu Nationalism in India, OUP, 2000
36. Christophe Jaffrelot, The Hindu Nationalist Movement and India Politics, Columbia University Press, 1988
37. Ishita Banerjee Dube (ed) Caste in History, New Delhi: OUP, 2008
38. Sumit Sarkar and Tanika Sarkar (ed) Caste in Modern India, Permanent Black, 2014
39. Anderson, Walter and Shridhar D. Dalme- The Brotherhood in Saffron: The RSS and Hindu Revivalism, Penguin, 2019
40. R. Gordan The Hindu Mahasabha and the Indian National Congress, Cambridge University Press, 2008
41. Ayesha Jalal- The Sole Spokesman: Jinnah, the Muslim League and demand for Pakistan, Cambridge University Press, 1994
42. Mushirul Hasan (ed) Communal and Pan-Islamic Trends in Colonial India New Delhi: Manohar, 1981
43. S. Gopal, Jawaharlal Nehru: A Biography, OUP, 2014
44. Hugh Toye, Subhash Chandra Bose: Springing Tiger, Jaico Publishing House, 2013
45. Subhas Chandra Bose: The Indian Struggle 1920-1942, OUP, 1997
46. M.N Roy- India in Transition, Hardpress Publishing, 2012
47. R.P Dutt- India Today Read Books, 2006
48. S.A Dange, When Communist Differ, 1970
49. Bidyut Chakrabarty, Communism in India: Processes and Events, New York: OUP, 2014
50. Bidyut Chakrabarty, Left Radicalism in India, Routledge, London & New York, 2015
51. Geraldine Forbes- Women in Modern India, Cambridge University Press, 2008
52. Uma Charkravarti, Gendering Caste: Through a Feminist Lens, Sage. 2018
53. Uma Chakravarti, Rewriting History: The Life and Times of Pandita Ramabai, Zubaan, 2013
54. Padma Anagol, The Emergence of Indian Feminism in India, Routledge, 2006

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11/03/2021



विश्वभारती
VISVA-BHARATI
संकटग्रस्त भाषा केंद्र

CENTRE FOR ENDANGERED LANGUAGES



To

Ref: 474/ 30th Sep, 2021

The Registrar

Visva-Bharati, Santiniketan

Subject: Copy of DPR for Establishment of Department of Linguistics

Dear Sir,

In pursuance of University's order No. Aca/109/2021-22 dated 03.09.2021 the meeting of Detailed Project Report (DPR) Committee was held online/offline mode on 28th Sep, 2021 and DPR is ready with updation of suggestions received during this meeting. The Copy of DPR and minutes of the meeting is attached herewith.

Now, as per direction of the honorable Vice Chancellor, Visva-Bharati the copy of DPR will be placed before the meeting of Academic Council in its scheduled meeting for further consideration.

Therefore, you are requested to do the needful in this regard, so that same may be processed and sent to the UGC timely.

With Regards

Sabita Pradhan
30/9/21
Prof. Sabita Pradhan

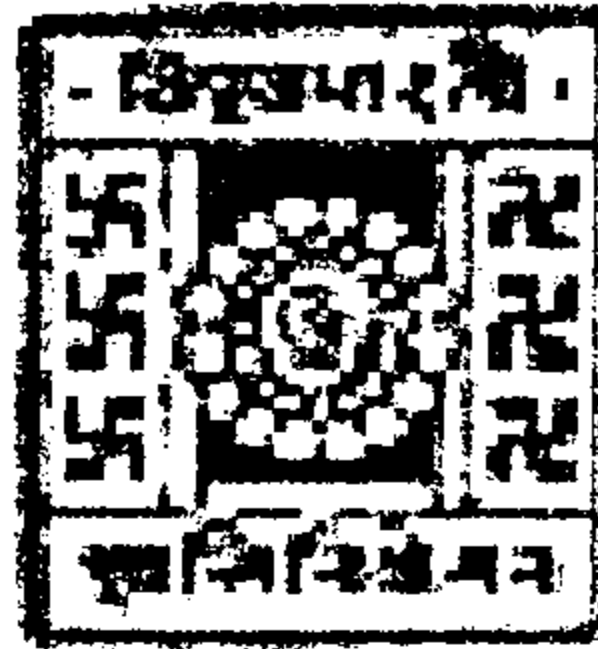
Chairperson, Centre for Endangered Languages,
Visva-Bharati, Santiniketan

Enc.

1. Order No. Aca/109/2021-22
2. The Copy of DPR
3. Copy of minutes

JR (AR) : Please place the matter before the AC,
with approval of the Vice-Chancellor.

[Signature]
30/9/2021
कुलसचिव (कार्यवाहक)
विश्वभारती
Registrar (Acting)
Visva-Bharati



Detailed Project Report (DPR) on Establishment of

Department of Linguistics

Centre for Endangered Languages,
Visva-Bharati, Santiniketan

1. Background

Tradition of linguistic study has been very rich in the ancient time of the nation. The methodologies in the structure based learning of a language have been an asset of intellectual property in the academia, which are still an inevitable landmark in the fields of linguistics, poetics and discourse analysis etc. Colonial period has been highly deviating in this legacy and it has caused a turn in the field of linguistic and cultural studies, where disconnect from Indian root and academic approaches has always been experienced. India is a deep multilingual country and different languages and cultures are the property and essential ingredients of the texture of the nation. Where, West Bengal itself a multilingual state which has notable share of ethnic population of the Country, simultaneously it is a gateway of North Eastern states and closely connected with tribal dominant states such as Jharkhand, Odisha and Sikkim etc.

Globalization has been another turn in the field of ethnic and marginal studies and pressure of bigger languages has threatened to the minor linguistic groups in the way of their livelihood, education, employment, creative writings and most important in their self expressions. This marginal suppression is beyond of sentiment of Indian Constitution, which believes that justice should not be denied on the name of language and culture. Similarly, VOCAL FOR LOCAL is new tone in Indian policy making and hence 'National Language Policy 2020' has focused on Indian Languages and cultures in many ways. Hence, as key institution of the country, it is our duty to fill the many gaps of the history and work simultaneously towards teaching, research, development, documentation and revitalization of

Indian languages and cultures, and promotion of Linguistics as subject also.

2. Introducing the Past

Centre for Endangered Languages (CFEL) is already working in the University and it has worked for theoretical foundation of the discipline and has published many books and developed a dedicated web-portal and mobile apps to study and explore the discipline in wider academic community and society. The major development can be seen with the help of following points:

2.1. Establishment of the Centre for Endangered Languages (CFEL), in Visva-

Bharati:- The Centre was established in 2014 vide letter No. *F.N.15-6/2012(CU)* dated *03rd April, 2014* with mandate of theoretical foundation. (Enclosed as Annexure-1)

2.2. UGC Funding of the CFEL:- UGC released Rs. 4 Cr. as first installment out of total allocation of Rs. 8 Cr. in 2015 vide letter No. *F.82-9/2015(CU)* dated *19th August, 2015* (Enclosed as Annexure-2)

2.3. Mid-Term Review of the CFEL, 2017:- Visva-Bharati made successful presentation of its progress at Mid Term Review Committee, held at UGC, New Delhi on 2nd August, 2017.

2.4. Mid-Term Review of the CFEL, 2019:- Visva-Bharati made successful presentation of its progress at Mid Term Review Committee, held at Visva-Bharati, Santiniketan during 9-10th May, 2019.

2.5. Mid-Term Review of the CFEL, 2021:- Visva-Bharati made successful presentation of its progress at Mid Term Review Committee, held through

online on 5th March, 2021.

3. Major Steps in the Path of Establishing the Department

The background of establishing a full-fledged academic unit in the Visva-Bharati for the languages & cultural studies was drawn in the guidelines for the setting up the existing Centre for Endangered Languages as quoted here in Point No. 3.1. Meantime, the following steps need to be taken care of in order to establishment of this Department:

3.1. Letter received from UGC vide: *F.No.15-6/2012 (CU) dated 16 April, 2013:*

The attachment with this letter titled '*Setting up Centres for Preservation and Promotion of Endangered Languages*' it is mentioned here that "*The Centre may be continued as a Regular Centre of the Central University, subject to the recommendation based on the review of an Expert Committee to be constituted by the UGC.*" (Enclosed as Annexure-3)

3.2. Letter received from UGC vide: *F.No.82-9/2015(CU) dated 1 August, 2019:*

The letter says "*The committee suggests Visva-Bharati to establish a Department of linguistics to have better academic collaboration with CFEL and other literature department.*" (Enclosed as Annexure-4)

3.3. The Academic Council (Siksha-Samiti), Visva-Bharati on 19th October, 2020

vide Agenda No. 3 accepted the suggestion and resolved to create a Department of Linguistics.

3.4. The recommendation of the Academic Council was approved by the Executive

Council (Karma-Samiti), Visva-Bharati on 9th December, 2020.

Considering above directions of the UGC and provisions of NEP-2020, the proposed Department will be a juncture of teaching and research for Indian marginal languages. The assigned mandate of 'theoretical work of endangerment' will remain in the focus under the objectives of the Department. Therefore, the existing Centre for Endangered Languages will be an integral part of the proposed Department of Linguistics and all its infrastructure including existing man power will be an asset of this Department.

4. Objectives of Setting up a Department of Linguistics

- a. To develop an interdisciplinary department for teaching and research devoted to the issues of endangered and indigenous languages and cultures.
- b. To search the root of the issues related to language endangerment in the language tradition, and language and education policy of the country.
- c. To strengthen academic background in order to implementing the National Education Policy (NEP) 2020.
- d. To train the teachers and students from other Departments/Centres in Folkloristics and Field Linguistics.
- e. To undertake interdisciplinary research related to endangered languages and ethnic knowledge.
- f. To serve the indigenous and endangered language communities by making

accessible the products of the researches of the Centre.

- g. To promote and foster various domains of endangered languages so as to ensure endangered language communities in maintaining and preserving language vitality.
- h. To undertake fieldwork, research, analysis, archiving and documentation through web-portal and mobile app.
- i. To produce monographs, grammars, grammatical sketches, dictionaries and lexicon, dialect atlases and ethno-linguistic & theoretical descriptions.
- j. To organize academic events for promoting advanced research in the field of language, culture and folklore.
- k. To co-ordinate and guide the CFEL clusters and other similar UGC funded projects.
- l. To publish a half yearly multilingual research journal.

5. Thrust Area

The proposed Department of Linguistics will focus on interdisciplinary approach, where languages, linguistics and folklore will be key subjects. It will try to search the answers on comparative linguistic and cultural aspects of the Indian languages by teaching and researches. With the trends of applied linguistics this Department will target not only the linguistics but also the functional aspects of languages so that target of language development can be achieved. Simultaneously, this

Department will focus on language digitalization in order to fill the gap between digital divide based on languages. As a part of research, the Department will be deeply involved in language survey, report writing, lexicon database preparation, book and dictionaries publication, language documentation and revitalization etc. so that timely development in the languages can be studied. The collaborations with all other subjects will be welcomed.

6. Scope of the Study

The proposed Department will emphasize teaching, research and development in the parallel way. In the same manner, it will publish the books, dictionaries, primer etc. time to time as and when manuscript will be ready. It will introduce Under Graduate and Post Graduate level courses with innovative syllabuses and interdisciplinary teaching patterns. The research in this Department will be a central aspect of the academics. Apart from academic research in the form of research degree, academic staffs of the Department will work as independent researchers for systemic establishment and advancement of the discipline having collaborations with other similar institutions. Simultaneously, the Department will try to productize its researches in form of publication and tools related to Natural Language Processing. The proposed Department will continue its efforts for uploading data on its existing web-portal (www.cfelvb.in) & apps and maintenance of the both, so that timely updation and advancement in the existing tools can be maintained.

7. Courses and Intake

The proposed Department will introduce Under Graduate and Post Graduate Programs in Linguistics as per NEP-2020 with intake of 50 students in each course. As per need and nature of the discipline, it will offer Ph.D. program in interdisciplinary mode, so that maximum areas focused on theoretical study, field linguistics, folklore study, linguistic ecology, language endangerment and revitalization, globalization and ethnic migration, language & education, language & power-politics, language policy and language management etc. and related issues may also be covered. There will not be any restriction of academic background of the students for the entry in UG and PG courses. The basic medium of instruction will be English, however multilingual environment will be welcomed. The teaching work load will be distributed to the Documentation Officers and Research Associates also as these are academic posts and simultaneously guest/visiting faculty will be hired to fulfill the teaching requirement, if required.

8. Requirement

8.1. Infrastructure

- a. Class Room-4
- b. Research Scholar hall-1
- c. Office Room-1

- d. Faculty Room-12
- e. Laboratory Room-1
- f. Library Room-1
- g. Meeting Hall-1
- h. Staff Hall-1
- i. Common Toilet-3
- j. One hall for Folklore Museum

Financial outlay of Rs. 710/- lakh is required for this purpose. Broad estimates are enclosed as at Annexure-5.

8.2.Laboratory

There should be one well equipped language laboratory cum language documentation studio for data capturing, analysis and video production setups. The Centre has already purchased some of the tools but installation of many tools and equipments are still underway and once the related civil infrastructure is ready, the installation process will be completed. Financial outlay is incorporated in Annexure-6.

8.3.Library

Centre is managing one small library but it needs to be enhanced with linguistics and folklore related teaching materials. The library should be equipped with standard online and printed journals, books, dictionaries and other relevant resources, so that the need of interdisciplinary researches may be met out at one place. Financial outlay is incorporated in Annexure-6.

8.4.Staff

The proposal of posts is largely based on the letter received from UGC vide: F.No.15-6/2012 (CU) dated 16 April, 2013 (enclosed as Annexure-3) and requirement of a full-fledged department having mandate of teaching and research:

Mode	Sr. No.	Name of the Post	Post
Academic	1.	Professor	1
	2.	Associate Professor	2
	3.	Assistant Professor	3
	4.	Documentation Officer	3
	5.	Assistant Librarian	1
	6.	Research Associate/ Field Assistant	3
Administrative	7.	Cartographer	1
	8.	Laboratory/ Video Assistant	2
	9.	Office Assistant	1
	10.	Stenographer	1
	11.	MTS	1

Financial outlay per annum is 167.71 lakhs with annual increase should be considered for dearness allowance, annual increment and increase in other allowances as applicable. (enclosed as Annexure-7)

8.5.Budget

Sr. No.	Head	Period of Expenditure	Estimated Cost (in Rs.)	Detail
1.	Building	One time	7,10,00,000.00	Annexure-5
2.	Infrastructure, Equipment & Other	One time	3,00,00,000.00	Annexure-6
3.	Salary	Per year	1,89,83,760.00	Annexure-7
4.	Recurring Expenditure	Per year	47,50,000.00	Annexure-8
Total One Time Expenditure			10,10,00,000.00	
Total Per Year Expenditure			2,37,33,760.00	
Grand Total in Rs.			12,47,33,760.00	

9. Conclusion

Indian multilingualism is an asset of its culture and democracy which is well supported by the Indian Constitution. Now the National Education Policy (NEP)-2020 has widely focused on languages and hence many Indian languages are being proposed as medium of instruction in many IITs and other reputed institutions. Simultaneously, minor languages including languages of 8th Schedule and its cultural aspects are focused in NEP-2020. Therefore, Department of Linguistics with folkloristic approach is the need of current academic paradigm so that a large number of language teachers in the country may be trained and ethnic culture, knowledge system, literary contents may be explored, highlighted and digitized and made available at one place.

Annexure-1

23236732 23236733 23236734 23236735 23236736 23236737 23236738 23236739 23236740 23236741 UGC website: www.ugc.ac.in All communications should be addressed to the Secretary by designation and not by name		UNIVERSITY GRANTS COMMISSION BAHADURSHAH ZAFAR WARD NEW DELHI-110002 विश्वविद्यालय अनुदान आयोग बहादुरशाह जफर मर्ग नई दिल्ली - 110 002
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F.No.15-6/2012 (CU)

03rd April, 2014

The Registrar
 Visva Bharati
 Santiniketan
 West Bengal - 731235.

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2014

Sub: Establishment of Centres for Endangered Languages in Central Universities - reg.

Sir,

With reference to the letter no. Reg./UGC-IV/01 dated 05th May, 2013 on the above subject I am directed to convey the approval of UGC as under:

- (i) The University may set up a Centre for Endangered Languages for undertaking theoretical work for endangerment.
- (ii) After examining the financial proposal submitted by the university and after examining the presentations made before the UGC, the total funds allocated to your University for the first three financial years is as under:

S.No.	Name of University	Amount Recommended
1.	Visva Bharati, West Bengal	3,00,00,000

2. Visva Bharati will also undertake work of language documentation, conservation and revitalization in West Bengal, as a sub-set of the activities that the university has proposed in its proposal. A national level workshop will be organised by the UGC at a later date for which Visva Bharati would be the nodal University.
3. The UGC may be periodically informed with regard to the progress made by the university in implementing the scheme.

Yours faithfully,

(Signature)
 (Sushma Rathore)
 Under Secretary

Annexure-2



University Grants Commission
Bahadur Shah Zafar Marg
New Delhi-110002

20 AUG 2015
19th August, 2015

No.F. 32-9/2015(CU)

The Joint Secretary (FTE)
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi-110002

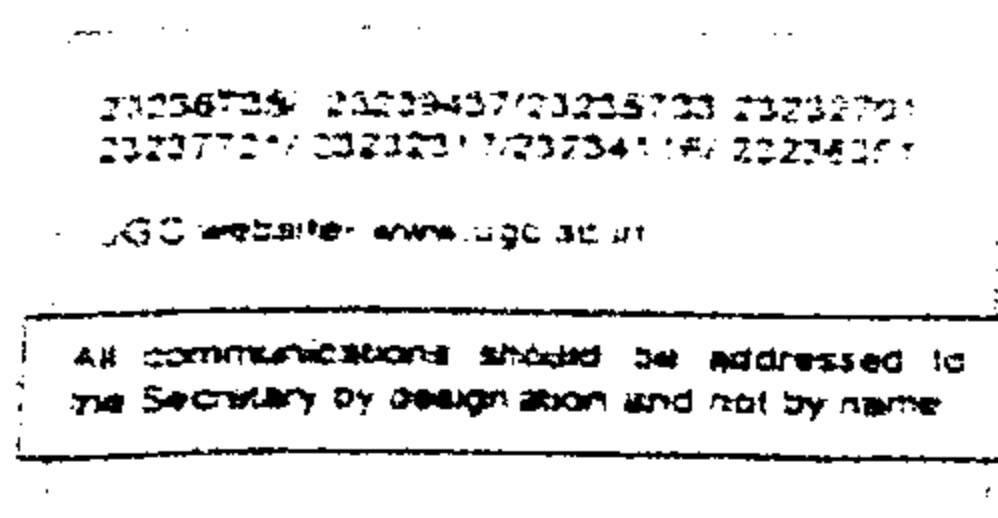
Subject: Release of Grants-in-aid to Visva Bharati, Shantiniketan West Bengal under the scheme of "Establishment of centres for Endangered Languages in Central Universities" during XI Plan for the year 2015-2016.

It is directed to comply the sanction of the University Grants Commission for payment of Rs 4,00,00,000/- Rupees Four Crores only to Visva Bharati, Shantiniketan West Bengal as first instalment (50% of approved allocation) towards "Establishment of centres for Endangered Languages in Central Universities" during XI Plan for the year 2015-2016 as per details given below:-

U.G.C. Allocation	Name of the item	Head of Account	Grant being sanctioned
100.00	Grant-in-aid General	100.00	100.00
	100.00	100.00	100.00
	100.00	100.00	100.00
	100.00	100.00	100.00
	Total		100.00
100.00	Grant-in-aid Capital Assets	100.00	100.00
	100.00	100.00	100.00
	100.00	100.00	100.00
	100.00	100.00	100.00
	Total		100.00
200.00	Grand Total		200.00

- The sanctioned amount is to be paid in two instalments of Rs 2,00,00,000/- each for the year 2015-2016.
- The amount of Rs 2,00,00,000/- is to be paid in two instalments of Rs 1,00,00,000/- each for the year 2015-2016.
- The amount of Rs 2,00,00,000/- is to be paid in two instalments of Rs 1,00,00,000/- each for the year 2015-2016.
- The amount of Rs 2,00,00,000/- is to be paid in two instalments of Rs 1,00,00,000/- each for the year 2015-2016.
- The amount of Rs 2,00,00,000/- is to be paid in two instalments of Rs 1,00,00,000/- each for the year 2015-2016.

Annexure-3



UNIVERSITY GRANTS COMMISSION
BARADURSHAH ZAFAR MARG
NEW DELHI 110 002

REGISTRAR (REGISTRATION)
481/2012-13
13 April 2013

F.No.15-6/2012 (CU)

April, 2013

The Registrar
Visva Bharati
Santiniketan, West Bengal – 731235.

15 April 2013

Sub : Establishment of Centres for Endangered Languages in Central Universities - reg.

Sir,

In continuation of this office letter of even no. dated 25 February, 2013 on the subject cited above, I am directed to say that UGC vide this office letter referred to above had enclosed a copy of the guidelines for "Setting up Centres for Preservation and Promotion of Endangered Languages" in Central Universities with the letter originally addressed to Vice Chancellor of all Central Universities. But inadvertently the copy of the Guidelines was not enclosed with the copy marked to the registrar.

Therefore copy of the guidelines for "Setting up Centres for Preservation and Promotion of Endangered Languages" in Central Universities is enclosed herewith for your ready reference.

Yours faithfully,

(Ritu Oberoi)
Under Secretary

Encl: As above

However, preference shall be given to those Central Universities which have PG departments and post PG and Post doctoral research facilities in the fields of Linguistics, Anthropology, Archaeology and other allied disciplines.

Duration of Assistance

The Commission shall provide financial assistance initially for 5 years subject to the satisfactory performance of the Centre as verified by its output in terms of achieving the objectives as mentioned above. The Centre may be continued as a Regular Centre of the Central University, subject to the recommendation based on the review of an Expert Committee to be constituted by the UGC.

Procedure for applying for the Scheme

The UGC may circulate the guidelines of the scheme among the Vice-Chancellors/Registrars of all eligible Universities. The Central Universities may forward their proposal to the UGC which shall be placed before a Committee of Experts. The Committee may suggest recasting or modifying the proposal.

The University may submit their proposals as per the guidelines and in the prescribed form given in the guidelines with full information.

The proposals of the Universities eligible as per guidelines should be submitted along with an undertaking that the university will provide space for setting up the Centre for Endangered Languages.

The proposal should be submitted under the following heads but within the limit of the financial grants specified under each head.

Financial Assistance

Non- Recurring

1. Labs, Equipment, Software (a-c) - Rs. 5.00 crores
 - a) One Lab for documentation and archiving
 - b) One Lab for recording, eliciting and transcribing language data. This can have several booths according to the requirements of each university.

19

- c) Audio and video recorders, microphones, field computers, speech and language software such as ELAN, ELAR, MULTISPEECH, TOOLBOX etc.

Recurring (computed at per year basis)

A.

1. Workshops, Seminars, special lectures	—	Rs. 6.00 lakhs
2. Library books, journals	—	Rs. 2.00 lakhs
3. Consumables	—	Rs. 1.50 lakhs
4. Travel and other expenses related to field work	—	Rs. 8.00 lakhs

B.

1. Academic Staff

1. Professor/ Associate Professor as full time Head: One
2. Associate Professor: One
3. Assistant Professors: Three
4. Research Associates: Three
5. Language Archivist and Documentation Officer: Three
6. Visiting Faculty: Three (at various levels including experts from abroad)
7. Native Speakers Groups invited as resource persons: Three Groups every semester to be paid @ Ph.D. student JRF.

2. Administrative Staff

1. Cartographer (Part time): One
2. Laboratory Assistants: Two
3. Steno/ PA to the Head: One (on contract)
4. Class IV/ Multi task messenger: one (on contract)

Assessment of the Centre

The short-listed proposals thereafter will be assessed on the spot by an Assessment Committee which will generally consist of experts in the fields preferably with one member from the expert committee who was invited to short list the new/fresh proposals and one member in the subject area concerned. The representatives of the

Annexure-4



UNIVERSITY GRANTS COMMISSION
 Ministry of Human Resource Development (Govt. of India)
 Bahadurshah Zafar Marg, New Delhi-110002
 Phone : 011-23406308, 011-23406309

Speed Post



F.No.82-9/2015(CU)

The Registrar
 Visva Bharati
 Santiniketan
 West Bengal – 731 235.

DOCKET & DESPATCH
 GENERAL SECTION
 VISVA-BHARATI

July, 2019

01 AUG 2019

Sub: - Establishment of Centres for Endangered Languages in Central Universities - reg.

Sir,

I am directed to refer to the visit of the University on 09th & 10th May, 2019 regarding Mid-term review to evaluate the performance of the "Centres for Endangered Languages in Visva Bharati", and to inform you that the Chairman, UGC has approved the recommendations of the committee which are as follows:

1. The centre should focus mainly on documentation and other mandated priorities, such as preparation of grammars and dictionaries which will help in the revitalization of these languages. As the centre is lagging in its primary activities, more investigators with a degree in Linguistics be appointed to fill the existing vacancies and all the staff members should be engaged in the field work and documentation activities. Development of the archiving facilities should be deferred till the centre accumulates a sizable amount of data.
2. The committee suggests the data in the reports must be in phonetic/phonemic transcription, and not in Bangla script.
3. Based on the centre's presentation, the committee wanted to see the work done on the twelve endangered languages. But these were not given to the committee in spite of reminders. The committee also observes that most of the publications are not in the concerned area and need to be edited carefully.
4. The committee also suggests that the centre should focus on working as a cluster for evolving collaborative fieldwork, documentation, research and training. The centre should adhere to the mandate of the guidelines and incur the expenditure as per the allocation and guidelines of the UGC.
5. Keeping in view the above, the committee suggests that the centre should have a three-member Advisory Board consisting of distinguished scholars working on endangered languages who will guide it from time to time.
6. The committee suggests Visva-Bharati to establish a Department of linguistics to have better academic collaboration with CFEL and other literature departments.
7. The committee recommends that the centre may be continued subject to compliance of the above suggestions and thereafter the UGC may release the next installment for its activities as per the suggestions.

Accordingly, you are requested to implement the above recommendations of the committee under intimation to UGC.

Yours faithfully,

(Kulvinder Kaur)
 Under Secretary

Annexure-5: Building

Proposal Sheet for Rough Cost Estimate

अभियांत्रिकी विभाग / Engineering Department
प्रतिपत्रिका / Docket No. 753
दिनांक / Date 24/09/21

Sub: A/A & F/S for the work mentioned below:

विश्वभारती / Visva-Bharati

Name of work	Construction of Building for Department of Linguistics, Visva-Bharati, Santiniketan			
Schedule Ref	Based on Plinth area rate as per CPWD Sch. Of PAR as on 01.07.2021 7 present cost index of 16.10% for Bolpur			
Ref. No/Proposal	Requisition from Centre for Endangered Languages, VB. Engg. Dept. Docket no.693 Dated:17-09-2021			
Rough Cost Estimate (including GST+ L.W. Cess)	Civil & Electrical	Floor Area (Sq.m)	Rate per Sq.m	Amount
		1420 00	50,000.00	7,10,00,000.00
	Total			7,10,00,000.00
Estimation ID				
Inspection report	Basic requirement as forwarded by Chairperson, Centre for Endangered Languages			
Budget Head				

Sl no.	List of works	
1	Classroom -50 capacity (50 Sqm each)	4 nos.
2	Research Scholar room - 50 capacity (50 Sqm)	1 no.
3	Office Room - 5 Capacity (15 Sqm)	1 no.
4	Faculty Rooms -5 Sqm (each)	12 nos.
5	Laboratory Room - 130 Sqm	1 no.
6	Library room-130 Sqm	1 no.
7	Meeting Hall- 150 Sqm	1 no.
8	Staff Hall - 5 Capacity (15 Sqm)	1 no.
9	Common Toilet - 8 Sqm each	3 nos.
10	Museum -130 Sqm	1 no.

A Rough cost estimate is prepared as per the requirement proposed.

Submitted to the University Engineer, VB for further necessary action.

Please accord necessary A/A & F/S for the work.

JE (Civil/WS)

University Engineer

AE (Civil/WS)

forwarded to Chairman, Centre of Endangered Languages, VB

Annexure-6: Infrastructure, Equipment & Other

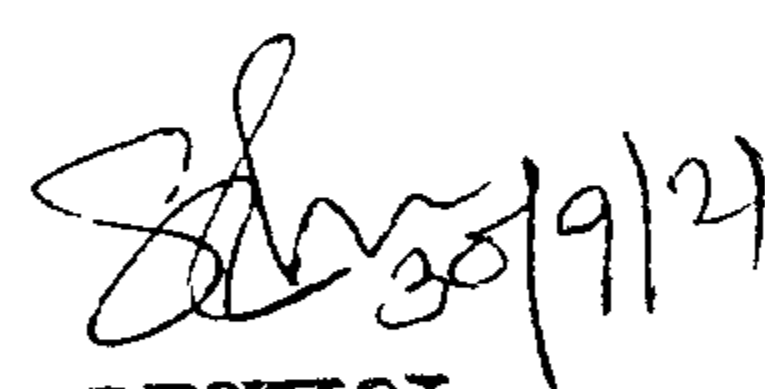
Item	Quantity	Cost per unit	Amount
Air Conditioner	30	60,000.00	18,00,000.00
Student Chair	100	16,000.00	16,00,000.00
Chair for Research Scholar	50	5,000.00	2,50,000.00
Chair for laboratory and library etc.	225	8,000.00	18,00,000.00
Chair for Faculty	25	15,000.00	3,75,000.00
Table	90	15,000.00	13,50,000.00
File Holder	15	20,000.00	3,00,000.00
Table for Meeting hall 150 seater	1	4,00,000.00	4,00,000.00
LCD Projector	5	7,00,000.00	35,00,000.00
Photocopier Machine	3	1,20,000.00	3,60,000.00
Printer	16	20,000.00	3,20,000.00
Desktop	65	60,000.00	39,00,000.00
Laptop	12	60,000.00	7,20,000.00
Board for Smart Class Room/Display Board	8	1,40,000.00	11,20,000.00
Almirah	20	30,000.00	6,00,000.00
Books (One time)		49,00,000.00	49,00,000.00
Book Rack	30	30,000.00	9,00,000.00
Open/Glass Covered Rack for Museum	30	15,000.00	4,50,000.00
Water Cooler	2	70,000.00	1,40,000.00
Water Purifier	2	25,000.00	50,000.00
Sound System set for Meeting	1	1,00,000.00	1,00,000.00
Items for Folklore Museum		50,00,000.00	50,00,000.00
Miscellaneous		65,000.00	6,50,00.00
Grand Total in Rs.			3,00,00,000.00

Annexure-7: Salary

Mode	Sr. No.	Name of the Post	Post	Basic Pay/Per Staff (Rs.)	Annual Payment (Rs.)
Academic	1.	Professor	1	2,19,561.00	26,34,732.00
	2.	Associate Professor	2	1,84,324.00	44,23,776.00
	3.	Assistant Professor	3	85,986.00	30,95,496.00
	4.	Documentation Officer	3	85,986.00	30,95,496.00
	5.	Assistant Librarian	1	85,986.00	10,31,832.00
	6.	Research Associate/ Field Assistant	3	50,802.00	18,28,872.00
Administrative	7.	Cartographer	1	50,802.00	6,09,624.00
	8.	Laboratory Assistant	2	42,308.00	10,15,392.00
	9.	Office Assistant	1	37,239.00	4,46,868.00
	10.	Stenographer	1	37,239.00	4,46,868.00
	11.	MTS	1	29,567.00	3,54,804.00
Total Annual Expenditure					1,89,83,760.00

Annexure-8: Recurring Expenditure

Item	Amount
Library: Book and Journals subscriptions including online resources	10,00,000.00
Workshop, Seminar & Special lecture	10,00,000.00
Consumables	2,50,000.00
Travel and Field Work	10,00,000.00
Book Publication	10,00,000.00
Web portal & App maintenance and subscriptions	2,50,000.00
Miscellaneous	2,50,000.00
Total Annual Expenditure	47,50,000.00



अध्यक्ष

Chairman

संकेतस्थ भाषा केंद्र

Centre for Endangered Languages

विश्वभारती, शान्तिनिकेतन

Visva-Bharati, Santiniketan



NOTIFICATION

Agenda: 13
Appendix ~~XIII~~

Sub: Extension of date for submission of thesis for terminal M.Phil/Ph.D. students.

This is notified for information of all concerned that, in view of a Public Notice issued by the University Grants Commission (UGC) vide memo no. F.1-10/2020(CPP-II) dated 16th March, 2021 regarding extension of date for submission of thesis for terminal M.Phil./Ph.D. students in the larger interest of the students/research scholars, the Competent Authority has been pleased to extend the time limit by further six months i.e. upto 31th December, 2021 for terminal M.Phil/Ph.D. students, who were supposed to submit their thesis by 30st June, 2020. The extension of time limit shall also be applicable for submitting evidence of publication and presentation in two conferences. However the tenure of fellowship will be the same.

No. Aca/Phd /913/2020-21
Santiniketan, dated: 24.03.2021

M. K. Das
Joint Registrar *24/03/2021*
(Academic & Research)
Visva-Bharati

To

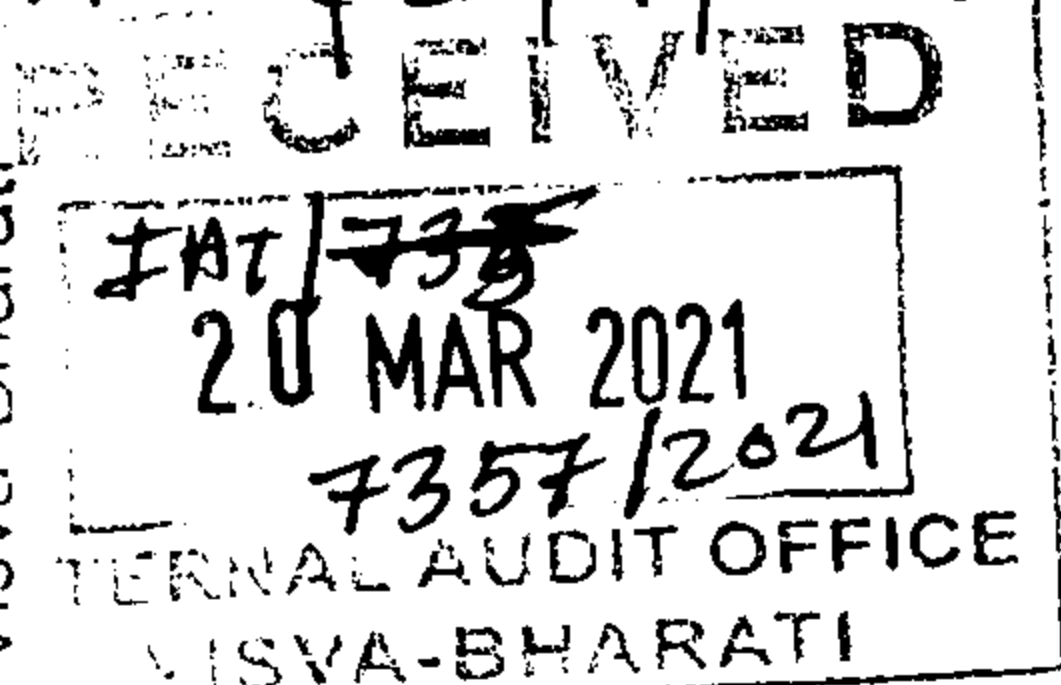
1. All Adhyakshas of the Bhavanas/Vibhaga, V.B.
2. All Head of the Departments/Centres/ Sections, V.B.
3. Joint Registrar (Examinations), V.B.
4. Joint Registrar (Accounts), V.B.

Copy to:

1. C. S. to Upacharya, V. B.
2. P.A. to Registrar, V.B.
3. University Web-Master – to upload in the University Website



669
अनुभाग अधिका...
1. NCS 669
दिनांक 23/03/2021
No. Aca/897/2020-21



Academic & Research Section

VISVA-BHARATI

23/03/21



Note Sheet

23/03

Date - 19/03/2021

Office of the Registrar (Chamber)
Visva-Bharati

Docket No. 5042 Date 19/03/21

23/3/21

Extension of date for submission of thesis for terminal M.Phil/Ph.D. students.

In view of the larger interest of the research scholars, a Public Notice has been issued by UGC vide memo no. F.1-10/2020(CPP-II) dated 16th March, 2021 wherein - "a further extension of six months beyond 30.06.2021, i.e., till 31st December 2021, for submission of thesis by M.Phil/Ph.D. students may be granted by the Universities. Extension of six months, as mentioned above, may also be granted for submitting evidence of publication and presentation in two conferences. However, tenure of fellowship will remain upto five years only."

It is, therefore, proposed that the UGC directives may be implemented in the interest of the students. The Matter of extension of six months for submission of thesis by M.Phil/Ph.D. students will be placed before the next Academic Council for ratification as the time extension is beyond the approved time limit of the Ph.D. Ordinance. (copy of UGC notice enclosed)

Submitted for your kind perusal and necessary permission.

ACADEMIC & RESEARCH
VISVA-BHARATI
No. 41697
Date 24/3/21

Joint Registrar
24/3/21

Vice-Chancellor

C.A.P - observation pl.

Joint Registrar (Aca. & Res.)
19/3/21

'A' part is a public notice of the U.G.C dt. 16/03/2021. The same may be accepted and implemented. The same may be ratified in the next meetings of the Research Board and Academic Council.

22/03/2021

Registrar

7357/2021
dt- 22/03/2021

'X' may be approved.

28/3/21

AS proposed 23/3

M.G.
To put up a
draft
24/3



प्रो. रजनीश जैन
सचिव
Prof. Rajnish Jain
Secretary



विश्वविद्यालय अनुदान आयोग
University Grants Commission
(शिक्षा मंत्रालय, भारत सरकार)
(Ministry of Education, Govt. of India)
बहादुरशाह जफ़र मार्ग, नई दिल्ली-110002
Bahadur Shah Zafar Marg, New Delhi-110002
Ph.: 011-23236288/23239337
Fax: 011-2323 8858
E-mail: secy.ugc@nic.in

F.No. 1-10/2020(CPP-II)

16th March, 2021

PUBLIC NOTICE

**Extension of date for submission of theses for terminal M.Phil/Phd.
Students**

In continuation to UGC Public Notice dated 3rd December, 2020 on the above mentioned subject, and keeping in view the larger interest of the research scholars, a further extension of six months beyond 30.06.2021, i.e., till 31st December 2021, for submission of thesis by M.Phil/Ph.D students may be granted by the Universities. Extension of six months, as mentioned above, may also be granted for submitting evidence of publication and presentation in two conferences. However, tenure of fellowship will remain upto five years only.


(Rajnish Jain)

m.g.
Q

Agenda No.14-: To note the action taken by the Chairman of Academic Council to enrolled the names of 46 nos. students as back candidates for 4th and final chance as a special case on payment of requisite fees and 01 no. students not permitted due to lost all chances according to exiting Ordinance as at Appendix-XIV (Pages 154 to 156).

Sl. No.	Name of Students	Subject	Semester / Paper Examination and Year	Bhavana
1.	Sehenaj Sultana	B.A. (Hons.) in Chinese	UG, Semester-I CC-2 - Chinese	Bhasha-Bhavana
2.	Sanghamitra Hazra	B.A. (Hons.) in Indo- Tibetan Studies	UG, Semester-I Principles of Education	Bhasha-Bhavana
3.	Shuvechchha Ghosh	B.A. (Hons.) in Economics	UG, Semester-III S-1.3.5.P-Economics	Vidya-Bhavana
4.	Kannaki Das	B.A. (Hons.) in Economics & Politics	UG, Semester-I GEC-1 - Mathematics	Vidya-Bhavana
5.	Md. Asiaur Rahman	B.A. (Hons.) in Economics & Politics	UG, Semester-I CC-1 Introductory Microeconomics	Vidya-Bhavana
6.	Deepanwita Roy	B.A. (Hons.) in Economics & Politics	UG, Semester-I GEC-1 - Mathematics	Vidya-Bhavana
7.	Samarjit Mandal	B.A. (Hons.) in Economics & Politics	UG, Semester-I CC-1 Introductory Microeconomics	Vidya-Bhavana
8.	Indrajit Garai	B.A. (Hons.) in Philosophy	UG, Semester-I CC-1 - Philosophy	Vidya-Bhavana
9.	Sourav Mondal	B.A. (Hons.) in Philosophy	UG, Semester-I CC-1 - Philosophy	Vidya-Bhavana
10.	Sayani Mondal	B.A. (Hons.) in Philosophy	UG, Semester-I CC-1, CC-2 – Philosophy & GEC-1 (Education)	Vidya-Bhavana
11.	Santu Mukherjee	B.A. (Hons.) in Philosophy	UG, Semester-II CC-2 – Philosophy	Vidya-Bhavana
12.	Anuran Mukherjee	B.Des	UG, Semester-I	P.S.V.
13.	Debashis Sutradhar	B.Des	UG, Semester-I	P.S.V.
14.	Senjuti Singha	B.Des	UG, Semester-I	P.S.V.
15.	Suvam Pal	B.Des	UG, Semester-I	P.S.V.
16.	Avishek Yadav	B.Das	UG, Semester-III	P.S.V.
17.	Rahul Swarnakar	B.Des	UG, Semester-III	P.S.V.
18.	Ratan Biswas	B.Des	UG, Semester-III	P.S.V.
19.	Tanmay Sutradhar	B.Des	UG, Semester-III	P.S.V.
20.	Sabyasachi Roy	5-yr. Integrated M.Sc.	Integrated Sem.-VII Major: Chemistry	Siksha-Bhavana
21.	Suchitra Narayan	5-yr. Integrated M.Sc.	Integrated Sem.-VII MT-2-3-1 – Math-III	Siksha-Bhavana

22.	Biswarup Baidya	B.R.S.	UG, Semester-I GEC - 1	P.S.V.
23.	Kaustabh Bhattacharya	B.R.S.	UG, Semester-I GEC - 1	P.S.V.
24.	Koustav Das	B.R.S.	UG, Semester-I GEC - 1	P.S.V.
25.	Kunal Das	B.R.S.	UG, Semester-I GEC - 1	P.S.V.
26.	Rahul Mondal	B.R.S.	UG, Semester-I GEC - 1	P.S.V.
27.	Sankhyasuvra Mukherjee	B.R.S.	UG, Semester-I GEC - 1	P.S.V.
28.	Smriti Mazumder	B.A.(Hons.) in Comparative Religion	UG, Semester-VI Paper H-12	Vidya-Bhavana
29.	Nibedita Sow	M.A. in Philosophy	PG, Semester-IV Course – XXVI	Vidya-Bhavana
30.	Yarsomi Chiphang	M.A. in Journalism	PG, Semester-II Course – V	Vidya-Bhavana
31.	Avishek Yadav	B.Des	UG, Semester-IV i) Repren. Technique ii) Design & environ.	P.S.V.
32.	Sudarshan Sharma	B.Des	UG, Semester-IV i) Design Project ii) Repren. Technique	P.S.V.
33.	Debaprasad Dey	B.Des	UG, Semester-IV F-IV/03, STAT-551	P.S.V.
34.	Suman Sarkar	B.Des	UG, Semester-IV STAT-551	P.S.V.
35.	Suprita Mukherjee	B.Mus. in Manipuri Dance	UG, Semester-1 CC-1 (Practical)	Sangit-Bhavana
36.	Mrinal Kanti Saha	B.A. (Hons.) in Japanese	US, Semester-1 CC-1 (Intermediate Japanese-1)	Bhasha-Bhavana
37.	Sampiti Dutta	B.Mus. in Rabindra Sangit	PG, Semester-II Course VI	Sangit-Bhavana
38.	Banya Lohar	B.Sc. (Hon.) in Physics	UG, Semester-II BPC-31, BPC-32, BMA-31, BACH-31	Siksha-Bhavana
39.	Kushal Nag	B.Sc. (Hon.) in Physics	UG, Semester-III BPC -31, BPC -32	Siksha-Bhavana
40.	SK.Mafijul Islam	B.A. (Hon.) in Chinese	UG, Semester-III H-6	Bhasha-Bhavana
41.	Preenjot Singh	5-yr. Integrated Science	UG, Semester-I CH-1-1-1	Siksha-Bhavana
42.	Shashank Deo	B.A. (Hons.) in Japanese	UG, Semester-V JP-11	Bhasha-Bhavana

43	Naireeta Dutta	B.Mus. in Rabindra Sangit	UG, Semester-VI BRSC-63, Rabindra Sangit (Theory)	Sangit-Bhavana
44	Mamoni Mete	BVOC in Pottery & Ceramic	UG, Semester-11 BVOC-II/02	P.S.V.
45	Sayani Mondal	B.A. (Hons.) in Philosophy	UG, Semester-II GEC-2 (Education)	Vidya-Bhavana
46	Suprita Mukherjee	B.Mus. in Manipuri Dance	UG, Semester-II GEC-2 (Kathakali Dance) (Practical), Tegore Studies	Sangit-Bhavana

The following students have **lost all the consecutive chances** of examinations:

Sl. No.	Name of Students	Subject	Semester / Paper Examination and Year	Bhavana
1.	Ratan Biswas	B.Des	UG, Semester-III III/06	P.S.V.