

## ACADEMIC CALENDER(CCF &amp; CBCS)

## DEPARTMENT OF BENGALI

KHUDIRAM BOSE CENTRAL COLLEGE

SESSION : 2023-2024

SEMESTER	COURSE	PAPER	MODULE*	NAME OF THE TEACHERS
SEM –I (JULY 23 TO DEC-23)	HONOURS(CCF)	BNG-H-CC-1-1	1	PROF. SOMA PAUL(SP)#
			2	PROF BISHNU SIKDER(BS)
			3	DR. SUBRATA KR. MALICK(SKM)
		BNG-H-SEC-1-1	1	PROF BISHNU SIKDER(BS)
			2	PROF. RAMKRISHNA GHOSH(RKG)
			3	PROF. SARMISTHA SINHA(SS)
	GENERAL	(M1)-H-MIN-1-1	1	BS
			2	BS
			3	SP
		IDC-1	1	SS
			2	SKM
			3	SKM
		BNG-MD-SEC-1-1	1	BS
			2	BS
			3	SS
SEM-3(JULY 23-DEC-23)	HONOURS(CBCS)	CC-5	1	SS
			2	SP
			3	RKG
		CC-6	1	BS
			2	BS
			3	BS
		CC-7	1	SKM
			2	SKM
			3	SP
		SEC A-2	1	BS
			2	RKG
			3	BS
	GENERAL	CC/GE-3	1	BS
			2	SS

			3	SP
		SEC A-2	1	SKM
			2	RKG
			3	BS

\*For module details please find syllabus attached with this files.#SKM-DR. SUBRATA KR. MALLICK,B.S- DR.BISHNU SIKDER,S.P-SOMA PAUL,SS-SHARMISTHA SINHA,RKG-RAMKRISHNA GHOSH.

SEMESTER	COURSE	PAPER	MODULE	NAME OF THE TEACHERS
SEM-5(JULY 23-DEC-24)	HONOURS(CBCS)	CC-11	1	SS
			2	BS
			3	BS
		CC-12	1	SP
			2	RKG
			3	SS
		DSE A 1	1	BS
			2	BS
			3	BS
		DSE B -1	1	SKM
			2	SKM
			3	SKM

SEMESTER	COURSE	PAPER	MODULE	NAME OF THE TEACHERS
SEM-II(JULY 24-JUNE-24)	HONOURS(CCF)	BNG-H-CC-2-2	1	SKM
			2	RKG
			3	SP
		BNG-H-SEC-2-2	1	BS
			2	SKM
			3	SS
	GENERAL	BNG=MD-CC/MIN-2-2	1	BS
			2	SS
			3	RKG
		IDC-2	1	SS
			2	SP
			3	SKM
SEM-IV(JULY 23-JUNE-24)	HONOURS(CBCS)	CC-8	1	BS

			2	SKM
			3	SP
		CC-9	1	SS
			2	RKG
			3	BS
		CC-10	1	SKM
			2	SKM
			3	SP
		SEC B-2	1	SS
			2	BS
			3	RKG
	GENERAL	CC/GE-4	1	SS
			2	SP
			3	SP
		SEC B -2	1	BS
			2	BS
			3	BS
		LCC-1	1	RKG
			2	SP
			3	SKM

SEMESTER	COURSE	PAPER	MODULE	NAME OF THE TEACHERS
SEM-VI(JULY 24-JUNE-24)	HONOURS(CBCS)	CC-13	1	RKG
			2	SS
			3	SKM
		CC-14	1	SP
			2	RKG
			3	SP
		DSE A-3	1	SKM
			2	SKM
			3	SKM
		DSE B -3	1	BS
			2	BS
			3	BS
	GENERAL	LCC-2	1	RKG
			2	SS
			3	SP
		DSE B-4	1	SP
			2	BS
			3	BS



**KHUDIRAM BOSE CENTRAL COLLEGE (DEPARTMENT OF COMMERCE)**

**ACADEMIC CALENDER 2023-2024**

**SEMESTER-I (HONS & GEN)**

**FINANCIAL ACCOUNTING-I**

TEACHER	ABM	TD	CD	ANB
CHAPTERS	INTRODUCTION/ ACCOUNTING THEORY  SINGLE ENTRY	DEPRECIATION	RESERVES AND PROVISIONS	CAPITAL AND REVENUE TRANSACTION
CHAPTERS	FINAL ACCOUNT  INVENTORIES	SELF BALANCING	NON PROFIT ORGANIZATION	ADJUSTMENT ENTRIES

**PRINCIPLES OF MANAGEMENT**

TEACHER	TD	CRK	ANB
CHAPTERS	INTRODUCTION	ORGANIZING STAFFING	MOTIVATION AND CONTROL
CHAPTERS	PLANNING	DIRECTING	CO-ORDINATION & CONTROL

**MICROECONOMICS-I**

TEACHER	ARB	JS
CHAPTERS	Unit- 4 & 5	Unit-1,2 & 3
CHAPTERS	Theory of Production and Cost, Revenue and Market	Introduction, Theory of Demand and Supply, Theory of Consumer Behaviour

**ENTREPRENEURSHIP DEVELOPMENT**

TEACHER	CD	ANB	BP
CHAPTERS	UNIT-2	UNIT-3&4	UNIT-1

**Environmental Studies**

TEACHER			
CHAPTERS			

**English-I**

TEACHER			
CHAPTERS			

**Constitutional Values**

TEACHER			
CHAPTERS			

# ACADEMIC CALENDER 2023-2024

## SEMESTER-III (HONS & GEN)

### FINANCIAL ACCOUNTING-II (CC3.1Ch CC3.1Cg)

TEACHER	ABM	CD	TD	ANB
CHAPTERS	PARTNERSHIP-I	BRANCHACCOUNTING	BUSINESS ACQUISITION AND CONVERSION OF PARTNERSHIP INTO LIMITED COMPANY	DEPARTMENTAL ACCOUNTING
CHAPTERS	PARTNERSHIP-II INVESTMENT ACCOUNTING	HIRE PURCHASE AND INSTALMENT PAYMENT SYSTEM	BUSINESS ACQUISITION AND CONVERSION OF PARTNERSHIP INTO LIMITED COMPANY	DEPARTMENTAL ACCOUNTING

### BUSINESS MATHS AND STATISTICS (GE3.1Chg)

TEACHER	ABM	SKB
CHAPTERS	PERMUTATION AND COMBINATION	LOGARITHM  TIME SERIES SET THEORY  BINOMIAL THEOREM
CHAPTERS	INDEX  PROBABILITY	COMPOUND INTEREST AND ANNUITIES  CORRELATION AND ASSOCIATION  REGRESSION

### ITBG (SEC 3.1 Chg) (50+50)

TEACHER	TD	ANB	BP
CHAPTERS	INTERNET AND ITS APPLICATION/SECURITY AND ENCRYPTION/IT ACTS. 2000 AND CYBER CRIMES	INFORMATION TECHNOLOGY AND BUSINESS DATA ORGANIZATION AND DATA BASE MANAGEMENT SYSTEM	
CHAPTERS	WORD PROCESSING/PREPARING AND PRESENTATION DATABASE MANAGEMENT SYSTEM/WEBSITE DESIGNING	SPREADSHEET AND ITS BUSINESS APPLICATION	

### INDIAN FINANCIAL SYSTEM (CC3.2Ch)

TEACHER	JS	ARB	CRK
CHAPTERS	FINANCIAL SYSTEM AND ITS COMPONENTS	FINANCIAL INSTITUTIONS	FINANCIAL MARKETS A) MONEY MARKET
CHAPTERS	FINANCIAL SERVICES	INVESTORS  PROTECTION	B) CAPITAL MARKET

# ACADEMIC CALENDER 2023-2024

## SEMESTER-V (HONS & GEN)

### CC5.1CH: AUDITING & ASSUARANCE

TEACHER	TD	CD	ANB	BP
CHAPTERS	UNIT-II,UNIT-III	UNIT-I, UNIT-V,	UNIT-IV, UNIT-VII	UNIT-VI

### CC5.2CH: TAXATION-II

TEACHER	ABM	CD	TD	CRK
CHAPTERS	COMPUTATION OF TOTAL INCOME AND TAX PAYABLE  INTEREST AND FEES  BASIC CONCEPT OF GST  INPUT TAX CREDIT  CUSTOMS DUTY	CONCEPT OF SUPPLY  LEAVY OF GST  LOCATION OF SUPPLIER AND RECIPIENT AND PLACE OF SUPPLY  STATUTORY TIME FOR ISSUE OF INVOICE AND TIME OF SUPPLY  VALUE OF TAXABLE SUPPLY	REVARSE CHARGE MECHANISM  COMOSITION SCHEME  TAX INVOICE, BILL OF SUPPLY AND TIME OF PAYMENT OF GST	PROVISION FOR FILING OF RETURN  ASSESSMENT OF RETURN  ADVANCE TAX TDS

### DSE 5.1A: ECONOMICS

TEACHER	ARB	JS
CHAPTERS	UNIT-I, UNIT-II, UNIT-III	UNIT-IV, UNIT-V

### DSE 5.1A: BUSINESS MATHS

TEACHERS	ABM	SKB
CHAPTERS	DIFFERENTIATION	FUNCTIOND,LIMIT AND CONTINUITY
CHAPTERS	APPLICATION OF DERIVATIVS	INTEGRATION

### DSE 5.2 A: CORPORATE ACCOUNTING

TEACHER	ABM	CD	TD	ANB
CHAPTERS	UNIT -1 & 5	UNIT-6 , UNIT-4	UNIT-3	UNIT-2

# **ACADEMIC CALENDER 2023-2024**

## **SEMESTER-II (HONS & GEN)**

### **COST & MANAGEMENT ACCOUNTING-I (Major Paper)**

TEACHER	
ABM	<p><b><u>INTRODUCTION</u></b> Definition of Costing, Objectives of Cost Accounting; Installing a Cost Accounting System, Essentials of a good Cost Accounting System. Cost concepts, terms and classification of costs: Cost, Cost object, Cost units and Cost Centres, Types of costs, classification of costs- Direct-Indirect, Element wise, Function wise, Behaviour wise, Sunk Cost, opportunity Cost, Incremental and Differential cost. Costing Methods and Techniques (introduction only).</p> <p><b><u>LABOUR</u></b></p> <ul style="list-style-type: none"><li>• Introduction, Recording labour cost: Attendance and payroll procedures (Time-keeping, Time-Booking, Payroll procedure, Payment of wages-Piece rate, differential piece rate, time rate); Idle time (causes and treatment in Cost Accounting), Overtime (its effect and treatment in Cost Accounting), Labour turnover (Causes, impact and methods of calculating labour turnover).</li><li>• Main Principles for sound system of wage incentive schemes, labour utilisation; System of Wage Payment and Incentives (Halsey, Halsey-weir, Rowan and Efficiency based ); Group Bonus scheme (simple)</li><li>• System of Incentive Schemes for Indirect Workers; Component of wages cost for costing purpose.</li></ul> <p><b><u>Cost Statement</u></b></p> <ul style="list-style-type: none"><li>• Preparation of Cost Sheet, Single product and Multi-product, estimation and price quotation.</li></ul>
TD	<p><b><u>Material</u></b></p> <ul style="list-style-type: none"><li>• Purchase of materials: Organisation, purchase procedure, documentation, determination of material purchase costs.</li><li>• Storage of materials: Need for storage, location and types, functions of a storekeeper, requisition, receipt, issue and transfer of materials, storage record, accounting for materials cost.</li><li>• Materials control: Organisation; Tools: Just-in-Time Purchase; various stock levels, Economic Ordering Quantity and ABC Analysis; Periodic Inventory, Perpetual Inventory, Physical verification; Discrepancies in stock and their treatment.</li><li>• Methods of Pricing Material Issues: FIFO, LIFO, and Weighted Average.</li><li>• Treatment of Normal and Abnormal Loss of Material</li></ul>
ANB	<p><b><u>OVERHEAD</u></b></p> <ul style="list-style-type: none"><li>• Introduction: Definition, Classification of Overhead- Functional and Behavioural.</li><li>• Manufacturing Overheads: Allocation and apportionment of Overhead; Absorption of Overhead: Blanket and Departmental rate; various methods of absorption and their applications; Under absorption/over absorption of overheads and their treatment.</li><li>• Administration and Selling &amp; Distribution Overheads and their charging.</li></ul>



## Marketing Management and Human Resource Management(IDC)Minor-Credit-4

### Marketing Management(Module-I)-40 marks

TEACHER	
TD	<p><b><u>Unit 1: Introduction</u></b></p> <ul style="list-style-type: none"> <li>• Meaning of market, Objectives and Importance of Marketing; Societal Marketing</li> <li>• concept Selling vs. Marketing; Marketing mix [concepts, components]</li> <li>• Marketing environment: concept, importance, and components.</li> </ul> <p><b><u>Unit 2: Market Segmentation</u></b></p> <ul style="list-style-type: none"> <li>• Market segmentation: concept, importance and bases; Product differentiation vs. market segmentation.</li> </ul>
ANB	<p><b><u>Unit 3: Product</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance, Product classifications; Concept of product mix</li> <li>• Branding-Concept, packaging and labeling</li> <li>• Product life-cycle [concept], New Product Development Process.</li> </ul>
SRD	<p><b><u>Unit 5: Promotion and Recent developments in marketing</u></b></p> <ul style="list-style-type: none"> <li>• Promotion: Nature and importance of promotion;</li> <li>• Types of promotion: advertising, personal selling, publicity &amp; sales promotion.</li> <li>• Recent developments in marketing: Social Marketing, online marketing, direct marketing, services marketing, green marketing, Rural marketing; Consumerism</li> </ul>
PCD	<p><b><u>Unit 4: Pricing and Distribution</u></b></p> <ul style="list-style-type: none"> <li>• Pricing [Meaning, objectives, Significance and methods] Factors affecting price of a product. Pricing policies and strategies</li> <li>• Distribution Channels - meaning and importance; Types of distribution channels</li> </ul>

### Human Resource Management (Module-II)-35 Marks

TEACHER	
TD	<p><b><u>Unit 1:</u></b></p> <ul style="list-style-type: none"> <li>• Nature and Scope Concept and meaning of HR, Understanding the Nature and Scope of HRM,</li> <li>• Functions and importance of HRM</li> </ul> <p><b><u>Unit 2:</u></b></p> <ul style="list-style-type: none"> <li>• Human Resource Planning Definition, Need of Human Resource Planning,</li> <li>• Factors affecting Human Resource Planning</li> </ul>
ANB	<p><b><u>Unit 3:</u></b></p> <ul style="list-style-type: none"> <li>• Recruitment and Selection Definition of Recruitment, Source, need and importance of Recruitment,</li> <li>• Recruitment Policy–process–sources of Recruitment</li> <li>• Definition of Selection, Steps in selection.</li> </ul>
SRD	<p><b><u>Unit 4</u></b></p> <ul style="list-style-type: none"> <li>• Training and Development Training and Development Meaning and purpose of training</li> <li>• Benefits of training to organization and employees</li> <li>• Training methods.</li> </ul>
BP	<p><b><u>Unit 5:</u></b></p> <ul style="list-style-type: none"> <li>• Job Evaluation and Performance Appraisal Job evaluation- objectives, scope,</li> <li>• Job analysis, Job description,</li> <li>• Job Specification-basic concept and significance, Performance Appraisal-Concep</li> </ul>

**Macroeconomics(MDC)-Credit-3(Inter-Disciplinary / Multi-Disciplinary COURSE)**

TEACHER	
ARB	<p><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>Basic Concepts: Macroeconomics, Concepts, Scope, macroeconomic variables, objectives, Differences with microeconomics.</li> </ul> <p><b>Unit-II :</b></p> <ul style="list-style-type: none"> <li>National Income: National income accounting, Concepts and measurement of GDP, GNP, NNP, NDP, PI, DPI, Circular flow of income (2 sectors &amp; 3 sectors economy), Real and Nominal GDP and GDP Deflator.</li> </ul> <p><b>Unit-III:</b></p> <ul style="list-style-type: none"> <li>Determination of equilibrium income in Simple Keynesian Model: Theory of Income determination Simple Keynesian model; Consumption, Saving, Investment functions; National Income determination; Investment multiplier, Government expenditure multiplier (Graphical Analysis), Tax multiplier and Balanced budget multiplier (concepts).</li> </ul>
SM	<p><b>Unit-IV:</b></p> <ul style="list-style-type: none"> <li>Money and inflation Concept of demand for money and supply of money, Measures of supply of money, High powered money, money multiplier, Concept of Inflation, Demand pull and Cost push Inflation. Inflationary gap. Monetary and fiscal measures to control inflation.</li> </ul> <p><b>Unit-V:</b></p> <ul style="list-style-type: none"> <li>Public Finance: Government budget-meaning and components, Classifications of receipts –revenue and capital receipts; Classification of expenditure-revenue and capital expenditure. Measures of Government deficit-Revenue deficit, Fiscal deficit, Primary deficit.</li> </ul>

**SKILL ENHANCEMENT COURSE (SEC) Paper 2**

**Information Technology and its Application in Business**

**Credit of the Paper 4 (Semester-end Examinations (Theory): 50 marks & Semester-end Practical Examinations: 50 marks) Total 100 mark**

**Module I Theory (50 Marks)**

TEACHER	
ABM	<ul style="list-style-type: none"> <li>Unit 1: Fundamentals of Computer Components of a Computer System, Applications of Computers, Advantages and Disadvantages of Computers, Software and its Types: System Software, Application Software, Operating System, Mobile Operating System, Free and Open Software.</li> <li>Unit 2: <b>Internet Services &amp; Security measure:</b> Key technology concepts, Packet switching, TCP/IP, IP addresses, Types of Internet Services, World Wide Web (WWW), Uniform Resource Locator (URL), Domain Names, Web Browsers. Internet of Things: Concept, Smart Device, RFID and its use cases, Wireless Sensor Networks and its applications, Information Rights, Privacy and Freedom in an Information Society, Principles of Cyber Security, Computer Malwares, Well-known attacks (Fishing, Spoofing etc) and its prevention measures like CAPTCHA Code, Password etc. Use of Blockchain technique for security measures.</li> </ul>

TD	<ul style="list-style-type: none"> <li>Unit 3: Current Computing Paradigm Cloud Computing: Service Oriented approach, Virtualization, Business Model, Use cases, Green computing, Edge computing, Quantum computing, Challenge of Big Data</li> <li>Unit 4: Business Data Handling Transaction processing, Analytical processing-Concepts, Techniques, Difference, Concept of Data Mining including Text Mining and Web Mining, Evolution of AI, Importance of Artificial Intelligence in Business Data handling through use cases, Basic Concepts of an Expert system in context of Business Data Management, Basic concepts of Machine learning including supervised and unsupervised learning, Application of Machine learning in Banking and Finance, Basic concepts on ERP based Business Software Solutions. Intelligent Agents (Concepts &amp; Application).</li> </ul>
ANB	Unit 5: IT Act. 2000 and Cyber Crimes IT Act 2000 (as amended thereon)- Definitions of different terms, Digital signature, Electronic Governance, Attribution, Acknowledgement and Dispatch of Electronic Records, Regulation of Certifying Authorities, Digital Signatures Certificates, Duties of Subscribers, Penalties and Adjudication, Appellate Tribunal, Offences and Cyber-crimes.

**Module II Practical (50 Marks)**

TEACHER	
ABM/TD/ANB	<p><b><u>Spreadsheet:</u></b></p> <ul style="list-style-type: none"> <li>Working with cell and cell addresses, entering and editing data, finding and replacing data, selecting a range, moving, cutting, copying with paste, inserting and deleting cells, freezing cells, cell formatting options, adding, deleting and copying worksheet with in a workbook, renaming a worksheet, Cell reference – relative, absolute - Elements of spreadsheet charts – categories, create a chart, choosing chart type, edit chart axis, titles, labels, data series and legend, adding a text box, rotate text in a chart. Hands-on experience in using spreadsheet software.</li> </ul>
ABM/TD/ANB	<p><b><u>Word processing Introduction:</u></b></p> <p>Creating and saving your document, displaying different views, working with styles and character formatting, working with paragraph formatting techniques using indents, tabs, alignment, spacing, bullets and numbering and creating borders; Page setup and sections: Setting page margins, orientation, headers and footers, end notes and foot notes, creating section breaks and page borders; Working with tables: Creating tables, modifying table layout and design, sorting, inserting graphics in a table, table math, converting text to table and vice versa; Create newspaper columns, indexes and table of contents, Spell check your document using inbuilt and custom dictionaries, checking grammar and style , using thesaurus and finding and replacing text; Create bookmarks, captions and cross referencing, adding hyperlinks, adding sources and compiling and bibliography; Mail merge: Creating and editing your main document and data source, sorting and filtering merged documents and using merge instructions like ask, fill-in and if-then-else; Linking and embedding to keep things together. (Creating Business Documents using the above facilities; Hands-on experience in using spreadsheet software</p>
ABM/TD/ANB	<p><b><u>Presentations :</u></b></p> <p>using auto content wizard, using templates, using blank presentation, formatting background, adding sounds, slide show, slide sorter, setting animation, slide transition, setting intervals, saving and printing, presentations, adding and playing audio clips in presentations, creating hyperlinks in presentations, converting the presentations into a video clip, Morph Transition. (Creating Business Presentations using above facilities). Creating professional presentations using software.</p>

**KHUDIRAM BOSE CENTRAL COLLEGE (DEPARTMENT OF COMMERCE)**

**ACADEMIC CALENDER 2023-2024**

**SEMESTER-IV (HONS & GEN)**

**GE 4.1Chg Micro economics I & Indian Economy**

TEACHER	ARB-UNIT-I	SM-UNIT-II
	IMPERFECT COMPETITION	FACTOR PRICING DETERMINATION BASIC FEATURES OF INDIAN ECONOMY SOCIAL ISSUES IN INDIAN ECONOMY
	MONOPOLY	BASIC ISSUES IN ECONOMIC DEVELOPMENT SECTORAL TRENDS AND ISSUES

**(CC 4.1Chg) Entrepreneurship Development and Business Ethics**

TEACHER	TD	ANB	SRD	PCD	BP
ED	UNIT-I	UNIT-III	UNIT-IV	UNIT-V	UNIT-II
BE	UNIT-1	UNIT-III	UNIT-IV	UNIT-V	UNIT-II

**(CC 4.1Ch) Taxation-I**

TEACHER	ABM	BP	TD	CRK	ANB
UNIT-I	BASIC CONCEPTS AND DEFINITIONS UNDER IT ACT RESIDENTIAL STATUS AND INCEDENCE OF TAX	DEDUCTIONS FROM TOTAL INCOME REBATE U/S 87A	PROFITS AND GAINS OF BUSINESS AND PROFESSION	INCOME WHICH DO NOT FORM PART OF TOTAL INCOME	INCOME FROM OTHER SOURCES
UNIT-II	INCOME FROM HOUSE PROPERTIES SALARIES CAPITAL GAIN	DEDUCTIONS FROM TOTAL INCOME REBATE U/S 87A	CALCULATION OF TOTAL INCOME	AGRICULTURAL INCOME	SET OFF AND CARRY FORWARD OF TOTAL INCOME

**(CC 4.2Ch) Cost and Management Accounting-II**

TEACHER	ABM	TD	ANB
UNIT-I	CVP ANALYSIS, MARGINAL COSTING SHORT TERM DECISION MAKING	STANDARD COSTING	JOINT PRODUCT AND BY PRODUCT
UNIT-II	BUDGET AND BUGETARY CONTROL	ACTIVITY BASED COSTING	JOINT PRODUCT AND BY PRODUCT

**KHUDIRAM BOSE CENTRAL COLLEGE (DEPARTMENT OF COMMERCE)**

# ACADEMIC CALENDER 2023-2024

## SEMESTER-VI (HONS & GEN)

### SEC 6.1 Computerized Accounting and e-Filing of Tax Returns (Hons)

TEACHER	BP	TD	ANB
UNIT-I	COMPUTERISED ACCOUNTING PACKAGE DESIGNING COMPUTERIZED ACCOUNTING SYSTEM	COMPUTERISED ACCOUNTING PACKAGE DESIGNING COMPUTERIZED ACCOUNTING SYSTEM	COMPUTERISED ACCOUNTING PACKAGE DESIGNING COMPUTERIZED ACCOUNTING SYSTEM
UNIT-II	E-FILING OF TAX RETURN  PROJECT WORK( ASSIGNMENT BASED FOR EACH AND EVERY TOPIC SHOULD BE PREPARED)	E-FILING OF TAX RETURN  PROJECT WORK( ASSIGNMENT BASED FOR EACH AND EVERY TOPIC SHOULD BE PREPARED)	E-FILING OF TAX RETURN  PROJECT WORK( ASSIGNMENT BASED FOR EACH AND EVERY TOPIC SHOULD BE PREPARED)

### SEC 6.1 Computerized Accounting and e-Filing of Tax Returns (Gen)

TEACHER	ABM	BP	TD	ANB
UNIT-I	COMPUTERISED ACCOUNTING PACKAGE DESIGNING COMPUTERIZED ACCOUNTING SYSTEM	COMPUTERISED ACCOUNTING PACKAGE DESIGNING COMPUTERIZED ACCOUNTING SYSTEM	COMPUTERISED ACCOUNTING PACKAGE DESIGNING COMPUTERIZED ACCOUNTING SYSTEM	COMPUTERISED ACCOUNTING PACKAGE DESIGNING COMPUTERIZED ACCOUNTING SYSTEM
UNIT-II	E-FILING OF TAX RETURN  PROJECT WORK( ASSIGNMENT BASED FOR EACH AND EVERY TOPIC SHOULD BE PREPARED)	E-FILING OF TAX RETURN  PROJECT WORK( ASSIGNMENT BASED FOR EACH AND EVERY TOPIC SHOULD BE PREPARED)	E-FILING OF TAX RETURN  PROJECT WORK( ASSIGNMENT BASED FOR EACH AND EVERY TOPIC SHOULD BE PREPARED)	E-FILING OF TAX RETURN  PROJECT WORK( ASSIGNMENT BASED FOR EACH AND EVERY TOPIC SHOULD BE PREPARED)

### (CC 6.1 Ch) Project Work

TEACHER	ABM	TD	ANB
UNIT-I	PROJECT WORK DISCUSSION GIVING GUIDELINES	PROJECT WORK DISCUSSION GIVING GUIDELINES	PROJECT WORK DISCUSSION GIVING GUIDELINES
UNIT-II	PREPARE FOR PROJECT WORK	PREPARE FOR PROJECT WORK	PREPARE FOR PROJECT WORK

### (DSE 6.1 A\*\*)Financial Reporting and Financial Statement Analysis

TEACHER	ABM	ANB	TD	CRK
UNIT-I	HOLDINH COMPANY	INTRODUCTION TO FSA	CASH FLOW STATEMENT	FUND FLOW STATEMENT
UNIT-II	RATIO ANALYSIS	COMPARATIVE ,COMMONSIZE STATEMENT ANALYSIS,AND TREND ANALYSIS	ACCOUNTING STANDARDS	FUND FLOW STATEMENT

### (DSE 6.2 A\*\*)Financial Management

TEACHER	ABM	TD	ANB	CRK	PCD	SRD
UNIT-I	INTRODUCTION BASIC CONCEPTS	CAPITAL EXPENDITURE DECISIONS-I&II	WORKING CAPITAL	DIVIDEND DECISIONS	CAPITAL STRUCTUR THEORY (NI, NOI, MM HYPOTHESIS	SOURCES OF FINANCE- EQUITY,DEBT AND OTHERS
UNIT-II	LEVERAGE COST OF CAPITAL	CAPITAL EXPENDITURE DECISIONS-I&II	WORKING CAPITAL	DIVIDEND DECISIONS	CAPITAL STRUCTUR THEORY (NI, NOI, MM HYPOTHESIS	SOURCES OF FINANCE- EQUITY DEBT AND OTHERS



## **Department of Education**

### **Program outcome**

After completion of the syllabus of Education, student can learn about the history of education and the meaning of education. To teach someone every teacher should know about the psychology of a child. In this education syllabus there are theories of psychology, the knowledge of psychology helps us to know every student and understands the individual differences of every student. Human behaviour controls by their philosophy of life. To be a good human being we should learn about philosophy. We live in a society, to know about the society and to develop the society we have to learn about society. For a good educational environment we should learn about the educational organisation and management of the educational institution. To guide our children or student for having a good future we should have the knowledge of guidance and counselling. A good citizen can develop a society, to be a good citizen we have to know about the skills of democratic citizenship. Without technology we can do nothing. How to implement the technology in education we can learn here. Curriculum is very important in education. The knowledge of developing a good curriculum is in this syllabus. Why should we include everyone in education, we will learn from the syllabus. What to do with a raw data and the knowledge of statistics in education is here. To motivate the student the life of the great educators are in the syllabus. Mental hygiene, abnormal behaviour of a person can hinder the whole class environment. The information about the cause and the treatments of abnormal behaviour can learn here. The basic concept of educational research will be given here. Information about women education is here in the syllabus. Gender discrimination done by the society and how to solve this problem, all the answers are in the syllabus of education.

# **Academic Calendar**

**Session 2023-24**

**Teacher wise syllabus distribution**

**For Odd Semester (1 and 3 and 5)**



## **Education Honours (For Major)**

### **Semester – 1(NEP)**

(CO – To understand the meaning, nature, scope and aims of education. • To explain the factors of education and their interrelationship. • To be acquainted with the concept of Child-Centricism and play-way in education.

#### **DSC/Core (Major) CC1-Introduction & Philosophical Foundation of Education**

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

<b>Topic/Chapter</b>	<b>Teacher</b>
<b><u>Unit- I = Concept of Education</u></b>	
<ul style="list-style-type: none"><li>➤ Narrow and broader concept of education</li><li>➤ Aims of modern education with special reference to Delor's Commission.</li></ul>	Shilpa Ghosh
<ul style="list-style-type: none"><li>➤ Indian School of Philosophy: Vedic, Buddhism.</li><li>➤ Western School of Philosophy:</li></ul>	Dalia Pramanik
<b><u>Unit- 2 = Factors of Education</u></b>	
<ul style="list-style-type: none"><li>➤ Child / learner: influence of heredity and environment on the learner</li><li>➤ Teacher: qualities and duties of a good teacher.</li><li>➤ Curriculum and co-curricular activities - concept and types and significance of co-curricular act.</li><li>➤ Educational institutions: informal, formal and non-formal, their interrelation.</li></ul>	Sheuli Biswas A dhikary
<b><u>Unit- 3 = Child Centricism and Play-way in Education</u></b>	
<ul style="list-style-type: none"><li>➤ Concept of child centricism in education</li><li>➤ Characteristics and significance of child centricism in education</li></ul>	Santu Kar
<ul style="list-style-type: none"><li>➤ Concept of play and work.</li><li>➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.</li></ul>	Soham Das

**SEC-1, Communication Skill**

**(Full Marks 100)** [Credit = 4 (Theory=3, Tutorial=1)]

(CO - • To understand the basic elements of Communication • To acquire Listening Skills • To acquire Speaking Skills.

**Unit: 1 = Introduction to Communication**

- Meaning, Nature and types of communication
- Principles of communication

Soham Das

- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

SantuKar

**Unit: 2 = Listening Skills**

- Principles of listening skills
- Types of listeners
- Barriers to listening

Dalia  
Pramanik

**Unit: 3 = Speaking Skills**

- Verbal and non-verbal communication

SantuKar

- Public speaking: Extempore
- Group discussion

SheuliBiswasA  
dhikary

## **Semester – 3 (CBCS)**

### **CC – 5, Sociological Foundation of Education**

**(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]**

<b>Topic/Chapter</b>	<b>Teacher</b>
<b>Unit-I = Introductory Concept of Sociology of Education</b>	
<ul style="list-style-type: none"><li>➤ Meaning and definition of Sociology of Education</li><li>➤ Relation between Sociology and Education</li><li>➤ Nature of Sociology of Education</li><li>➤ Scope of Sociology of Education</li></ul>	Soham Das
<b>Unit-2 = Social Groups</b>	
<ul style="list-style-type: none"><li>➤ Social Groups : meaning and definition</li><li>➤ Types of Social groups – Primary, Secondary and Tertiary</li><li>➤ Socialization Process: Concept</li><li>➤ Role of the family and school in Socialization process</li></ul>	SheuliBiswasA dhikary
<b>Unit-3 = Social Change and Education</b>	
<ul style="list-style-type: none"><li>➤ Concept of Social Change</li><li>➤ Interrelation between Social change and Education</li><li>➤ Social stratification and Social Mobility.</li><li>➤ Social interaction Process</li></ul>	Dalia Pramanik
<b>Unit-4 = Social Communication in Education</b>	
<ul style="list-style-type: none"><li>➤ Social Communication : Concept</li><li>➤ Informal agencies of social communication</li><li>➤ Inter relation between Culture, religion and Education.</li><li>➤ Inter relation between Technology, Economy and Education.</li></ul>	SantuKar

**CC – 6, Educational Organization, Management and Planning**

**(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]**

**Unit: 1 = Organization and Management**

- Concept of organization
- Concept of management
- Concept of educational organization
- Concept of school organization

SantuKar

**Unit: 2 = Educational organization**

- Meaning of school plant
- Elements of school plant ( concepts only)
- Features of library and time-table
- Features of school medical services, workshop, computer laboratory.

Dalia  
Pramanik

**Unit: 3 = Educational Management**

- Meaning of educational management
- Objectives of educational management
- Types of educational management
- Significance of educational management

SheuliBiswasA  
dhikary

**Unit:4 = Educational Planning**

- Meaning of educational planning
- Aims and objectives of educational planning
- Steps of educational planning
- Types and significance of educational planning

Soham Das

**CC – 7, Guidance and Counselling**

**(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]**

**Unit I = Guidance – Meaning, Functions, Need**

- Guidance – Meaning, Definitions and Functions
- Individual Guidance – Meaning, advantages and disadvantages
- Group Guidance – Meaning and Advantages and disadvantages
- Need for guidance in secondary schools and requisites of a good school guidance programme.

SantuKar

**Unit 2 = Guidance - Educational, Vocational, Personal**

- Educational Guidance- Meaning, Function at different stages of Education
- Vocational Guidance- Meaning, Function at different stages of Education
- Personal Guidance- Meaning, Importance for the Adolescents

SheuliBiswasA  
dhikary

**Unit 3 = Counselling – Meaning, Techniques, Types**

- Counselling - – Meaning, importance and Scope
- Techniques of Counselling- Directive, Non-Directive, Eclectic
- Individual and Group Counselling –Meaning , Importance

Dalia  
Pramanik

**Unit 4 = Basic data necessary for Guidance**

- Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test
- Cumulative Record Card
- Anecdotal Record Card

ShilpaGhosh

**SEC – A-2Skill for Democratic Citizenship**

**(Full Marks 100) Credit = 2 (Theory)**

**Unit 1: Rights and duties in Indian Constitution**

- Democratic rights
- Fundamental Rights
- Duties of citizenship

ShilpaGhosh

**Unit 2 = Protection of Children**

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POCSO

Dalia  
Pramanik

**Unit 3 = Domestic Harmony**

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

SheuliBiswasA  
dhikary

**Unit 4 = Role of Education**

- Rights and duties in Indian Constitution
- Protection of Children
- Democratic harmony

SantuKar

## **Semester – 5 (CBCS)**

### **CC – 11, Evaluation and Measurement in Education**

**(Full Marks 100)** [Credit = 6 (Theory=5, Tutorial=1)]

<b>Topic/Chapter</b>	<b>Teacher</b>
<b>Unit I = Measurement and Evaluation in Education</b>	
<ul style="list-style-type: none"><li>➤ Educational Measurement and Evaluation : Concept</li><li>➤ Scope and Need of Educational Measurement and Evaluation</li><li>➤ Relation between Measurement, Assessment and Evaluation.</li><li>➤ Scales of Measurement- Nominal, Ordinal, Interval and Ratio.</li></ul>	SantuKar
<b>Unit 2 = Evaluation Process</b>	
<ul style="list-style-type: none"><li>➤ Evaluation Process: (Formative and Summative)</li><li>➤ Types and steps of evaluation</li><li>➤ Norm-Referenced Test and Criterion Referenced Test.</li><li>➤ Grading and Credit system.</li></ul>	ShilpaGhosh
<b>Unit 3 = Tools and Techniques of Evaluation</b>	
<ul style="list-style-type: none"><li>➤ Concept of Tools and Techniques</li><li>➤ Testing tools<ol style="list-style-type: none"><li>i) Educational: Essay type and Objective type, Written, Oral.</li><li>ii) Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types , Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale,</li></ol></li><li>➤ Non testing tools – Cumulative Record Card, Portfolio</li><li>➤ Techniques:<ol style="list-style-type: none"><li>i) Self reporting : Interview , Questionnaire</li><li>ii) Observation.</li></ol></li></ul>	SheuliBiswasA dhikary
<b>Unit 4 = Criteria of a Good Tool and its Construction</b>	
<ul style="list-style-type: none"><li>➤ Characteristics of a good tool (i) Objectivity- Concept (ii) Reliability- Concept, methods of determining reliability (iii) Validity- Concept and types (iv) Norms- Meaning &amp; types (v) Usability -Concept</li><li>➤ Steps for construction &amp; standardization of Achievement test</li></ul>	Dalia Pramanik

<b><u>CC – 12, Statistics In Education</u></b>	
<b>(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]</b>	
<b>Topic/Chapter</b>	<b>Teacher</b>
<b>Unit I = Concept of Statistics and Descriptive Statistics</b>	
<ul style="list-style-type: none"> <li>➤ Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation( Frequency Polygon, Histogram, Ogive, Pie)</li> <li>➤ Meaning &amp; measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.</li> <li>➤ Meaning &amp; measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application</li> <li>➤ Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination</li> </ul>	SheuliBiswasA dhikary
<b>Unit 2 = Normal Distribution and Derived Score</b>	
<ul style="list-style-type: none"> <li>➤ Concept of Normal Distribution- Properties</li> <li>➤ Uses of NPC in Education</li> <li>➤ Divergence from Normality- Skewness and Kurtosis.( Concept and Calculation)</li> <li>➤ Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).</li> </ul>	SantuKar
<b>Unit 3 = Measure of Relationship</b>	
<ul style="list-style-type: none"> <li>➤ Bi-variate Distribution- Concept and types of Linear Correlation</li> <li>➤ Scatter Diagram (only Concept)</li> <li>➤ Uses of Correlation</li> <li>➤ Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation</li> </ul>	Dalia Pramanik
<b>Unit 4 = Statistics (Practical)</b>	
<ul style="list-style-type: none"> <li>➤ Students are expected to collect relevant data (Bi-variate educational data) from their college or neighbourhood ( minimum sample size must be 50) with the objective of - describing the nature and characteristics of the two distributions, - comparing two distributions and - finding association between two sets of data by applying the following:  <b>Method:</b> i) Tabulation of data    ii) Determination of central tendencies and variability (standard deviation)            iii) Graphical Representation- Bar graph, Frequency Polygon, Cumulative frequency graph. iv) Determination of the type of association between two sets of data by drawing scatter diagram</li> </ul>	SheuliBiswasA dhikary



**DSE – A-2 Educational Thought of Great Educators**

**(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]**

<b>Topic/Chapter</b>	<b>Teacher</b>
<b>Unit I = Western Educators (Part 1)</b>	
<ul style="list-style-type: none"><li>➤ Plato</li><li>➤ Rousseau</li><li>➤ Montessori</li></ul>	Dalia Pramanik
<b>Unit 2 = Western Educators (Part 2)</b>	
<ul style="list-style-type: none"><li>➤ Pestalozzi</li><li>➤ Dewey</li><li>➤ Ivan Illich</li></ul>	Soham Das
<b>Unit 3 = Indian Educators (Part 1)</b>	
<ul style="list-style-type: none"><li>➤ Vivekananda</li><li>➤ Rabindranath</li><li>➤ Gandhiji</li></ul>	SantuKar
<b>Unit 4 = Indian Educators (Part 2)</b>	
<ul style="list-style-type: none"><li>➤ Radhakrisnan</li></ul>	ShilpaGhosh
<ul style="list-style-type: none"><li>➤ Begum Rokeya</li></ul>	SheuliBiswasA dhikary
<ul style="list-style-type: none"><li>➤ Sister Nivedita</li></ul>	ShilpaGhosh

<b><u>DSE – B-1Teacher Education</u></b>	
<b>(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]</b>	
<b>Topic/Chapter</b>	<b>Teacher</b>
<b>Unit I = Basic concept of teacher education.</b>	
<ul style="list-style-type: none"> <li>➤ Concept and meaning of teacher education</li> <li>➤ Scope of Teacher Education</li> <li>➤ Aims and objectives of Education at Elementary, Secondary and College level.</li> <li>➤ Teacher training Vs Teacher education</li> </ul>	SantuKar
<b>Unit 2 = Development of teacher education in India</b>	
<ul style="list-style-type: none"> <li>➤ Historical perspective of development of teacher education in India</li> <li>➤ Recommendations of Kothari Commission</li> <li>➤ Recommendations of National Policy on Education regarding teacher education.</li> <li>➤ Present System of teacher education in India.</li> </ul>	ShilpaGhosh
<b>Unit 3 = Role of the different agencies in teacher education</b>	
<ul style="list-style-type: none"> <li>➤ University</li> <li>➤ NCTE</li> <li>➤ NCERT</li> <li>➤ NUEPA</li> </ul>	Dalia Pramanik
<b>Unit 4 = Some Courses for preparation of teacher</b>	
<ul style="list-style-type: none"> <li>➤ Pre service teacher education</li> <li>➤ In service teacher education</li> <li>➤ Orientation and Refresher courses</li> </ul>	Soham Das

# **Education General (MDC)**

## **For Minor and MDC**

### **Semester – 1 (NEP)**

(CO – To understand the meaning, nature, scope and aims of education. • To explain the factors of education and their interrelationship. • To be acquainted with the concept of Child-Centricism and play-way in education.

#### **Minor 1 and MDC-1 -- Introduction & Philosophical Foundation of Education**

**(Full Marks 100)** [Credit = 4 (Theory=3, Tutorial=1)]

<b>Topic/Chapter</b>	<b>Teacher</b>
<b><u>Unit- I = Concept of Education</u></b>	
<ul style="list-style-type: none"><li>➤ Narrow and broader concept of education</li><li>➤ Aims of modern education with special reference to Delor's Commission.</li><li>➤ Indian School of Philosophy: Vedic, Buddhism.</li><li>➤ Western School of Philosophy: Naturalism, Pragmatism</li></ul>	Dalia Pramanik
<b><u>Unit- 2 = Factors of Education</u></b>	
<ul style="list-style-type: none"><li>➤ Child / learner: influence of heredity and environment on the learner</li><li>➤ Teacher: qualities and duties of a good teacher.</li><li>➤ Curriculum and co-curricular activities - concept and types and significance of co-curricular act.</li></ul>	ShilpaGhosh
<ul style="list-style-type: none"><li>➤ Educational institutions: informal, formal and non-formal, their interrelation.</li></ul>	SheuliBiswasA dhikary
<b><u>Unit- 3 = Child Centricism and Play-way in Education</u></b>	
<ul style="list-style-type: none"><li>➤ Concept of child centricism in education</li><li>➤ Characteristics and significance of child centricism in education</li><li>➤ Concept of play and work.</li><li>➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.</li></ul>	SantuKar

**Only for MDC or General Students**

**SEC-Communication Skill**

**(Full Marks 100)** [Credit = 4 (Theory=3, Tutorial=1)]

(CO - • To understand the basic elements of Communication • To acquire Listening Skills • To acquire Speaking Skills.

Course / Paper	Teacher
<b>Unit: 1 = Introduction to Communication</b>	
<ul style="list-style-type: none"><li>➤ Meaning, Nature and types of communication</li><li>➤ Principles of communication</li><li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li><li>➤ Barriers of effective communication</li></ul>	SantuKar
<b>Unit: 2 = Listening Skills</b>	
<ul style="list-style-type: none"><li>➤ Principles of listening skills</li><li>➤ Types of listeners</li><li>➤ Barriers to listening</li></ul>	Dalia Pramanik
<b>Unit: 3 = Speaking Skills</b>	
<ul style="list-style-type: none"><li>➤ Verbal and non-verbal communication</li></ul>	ShilpaGhosh
<ul style="list-style-type: none"><li>➤ Public speaking: Extempore</li><li>➤ Group discussion</li></ul>	SheuliBiswasA dhikary

# IDC (NEP)

## IDC, Inclusive Education

(Full Marks 75) [Credit = 3 (Theory=2, Tutorial=1)]

CO - Understand the meaning of Inclusion and exclusion • Know the types of exclusion and their causes • Know how to bring about inclusion in different spheres.

### Unit: 1 = Inclusive Education: Overview

- Meaning of Inclusion and Inclusive Education
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusive Education
- Elements necessary for creating an inclusive school

SantuKar

### Unit: 2 = Differently Abled and Disadvantaged Children

- Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)
- Disadvantaged children: SC, ST, OBC and EWS

SheuliBiswasA  
dhikary

- Problems of differently abled and socially disadvantaged children
- Specific Educational Measures and role of school and society

ShilpaGhosh

## **Semester – 3 (CBCS)**

### **CC – 3/GE-3, Sociological Foundation of Education**

**(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]**

<b>Topic/Chapter</b>	<b>Teacher</b>
<b>Unit-I = Introductory Concept of Sociology of Education</b>	
<ul style="list-style-type: none"><li>➤ Meaning and definition of Sociology of Education</li><li>➤ Relation between Sociology and Education</li></ul>	ShilpaGhosh
<ul style="list-style-type: none"><li>➤ Nature of Sociology of Education</li><li>➤ Scope of Sociology of Education</li></ul>	Soham Das
<b>Unit-2 = Social Groups</b>	
<ul style="list-style-type: none"><li>➤ Social Groups : meaning and definition</li><li>➤ Types of Social groups – Primary, Secondary and Tertiary</li><li>➤ Socialization Process: Concept</li><li>➤ Role of the family and school in Socialization process</li></ul>	SheuliBiswasA dhikary
<b>Unit-3 = Social Change and Education</b>	
<ul style="list-style-type: none"><li>➤ Concept of Social Change</li><li>➤ Interrelation between Social change and Education</li><li>➤ Social stratification and Social Mobility.</li><li>➤ Social interaction Process</li></ul>	Dalia Pramanik
<b>Unit-4 = Social Communication in Education</b>	
<ul style="list-style-type: none"><li>➤ Social Communication : Concept</li><li>➤ Informal agencies of social communication</li><li>➤ Inter relation between Culture, religion and Education.</li><li>➤ Inter relation between Technology, Economy and Education.</li></ul>	SantuKar

**SEC – A-2Skill for Democratic Citizenship**

(Full Marks 100) Credit = 2 (Theory)

**(Only for Pure General Students who has education as Discipline 1)**

**Unit 1: Rights and duties in Indian Constitution**

- Democratic rights
- Fundamental Rights
- Duties of citizenship

ShilpaGhosh

**Unit 2 = Protection of Children**

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POCSO

Dalia  
Pramanik

**Unit 3 = Domestic Harmony**

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

SheuliBiswasA  
dhikary

**Unit 4 = Role of Education**

- Rights and duties in Indian Constitution
- Protection of Children
- Democratic harmony

SantuKar

## **Semester – 5 (CBCS)**

### **DSE – A-2 Educational Thought of Great Educators**

**(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]**

<b>Topic/Chapter</b>	<b>Teacher</b>
<b>Unit I = Western Educators (Part 1)</b>	
<ul style="list-style-type: none"><li>➤ Plato</li><li>➤ Rousseau</li><li>➤ Montessori</li></ul>	Dalia Pramanik
<b>Unit 2 = Western Educators (Part 2)</b>	
<ul style="list-style-type: none"><li>➤ Pestalozzi</li><li>➤ Dewey</li><li>➤ Ivan Illich</li></ul>	ShilpaGhosh
<b>Unit 3 = Indian Educators (Part 1)</b>	
<ul style="list-style-type: none"><li>➤ Vivekananda</li><li>➤ Rabindranath</li><li>➤ Gandhiji</li></ul>	SantuKar
<b>Unit 4 = Indian Educators (Part 2)</b>	
<ul style="list-style-type: none"><li>➤ Radhakrisnan</li></ul>	SantuKar
<ul style="list-style-type: none"><li>➤ Begum Rokeya</li><li>➤ Sister Nivedita</li></ul>	SheuliBiswasA dhikary



**SEC – A-2Skill for Democratic Citizenship**

**(Full Marks 100) Credit = 2 (Theory)**

**(Only for Pure General Students who has education as Discipline 2)**

**Unit 1: Rights and duties in Indian Constitution**

- Democratic rights
- Fundamental Rights
- Duties of citizenship

ShilpaGhosh

**Unit 2 = Protection of Children**

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POCSO

Dalia  
Pramanik

**Unit 3 = Domestic Harmony**

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

SheuliBiswasA  
dhikary

**Unit 4 = Role of Education**

- Rights and duties in Indian Constitution
- Protection of Children
- Democratic harmony

SantuKar

**Khudiram Bose Central College  
Department of English**

**Academic Calendar  
July 2023 – December 2023  
Semesters – 1, 3 & 5**

## **SEMESTER 1 (MAJOR)**

### **DISCIPLINE SPECIFIC COMPULSORY/CORE**

#### **DSC 1 (4 Credits – Th 3, Tu 1) INTRODUCTION TO ENGLISH LITERATURE (POETRY)**

- HISTORY OF ENGLISH POETRY (FROM ELIZABETHAN AGE TO MODERN PERIOD)
- WILLIAM SHAKESPEARE, SONNET 73
- JOHN DONNE, 'THE SUN RISING'
- JOHN KEATS, 'TO AUTUMN'
- W.B. YEATS, 'THE SECOND COMING'
- TED HUGHES, 'CROW'S FALL'

### **SEC (SKILL ENHANCEMENT COURSE)**

#### **BUSINESS WRITING (4 Credits – Th 4, Tu 0)**

- What is business communication
- Writing reports, letters, curriculum vitae
- Writing meeting minutes
- E-correspondence

### **TEACHER WISE DISTRIBUTION OF SYLLABUS**

<b>RAJDEEP MONDAL</b>	<b>SOMNATH BHATTACHARYA</b>	<b>KAKOLI SENGUPTA</b>	<b>RINJEE LAMA</b>	<b>SRIPARNA DUTTA</b>
W.B. YEATS	TED HUGHES	WILLIAM SHAKESPEARE, JOHN DONNE, JOHN KEATS		HISTORY OF ENGLISH POETRY (FROM ELIZABETHAN AGE TO MODERN PERIOD)
			SEC 1- BUSINESS WRITING	

## **SEMESTER 1 (MINOR)**

### **MINOR COURSES FOR OTHER MAJOR STUDENTS M1**

**(4 Credits - Th 3, Tu 1)**

**DISCIPLINE SPECIFIC COMPULSORY/CORE**

**DSC 1 (4 Credits - Th 3, Tu 1) INTRODUCTION TO ENGLISH LITERATURE (POETRY)**

- HISTORY OF ENGLISH POETRY (FROM ELIZABETHAN AGE TO MODERN PERIOD)
- WILLIAM SHAKESPEARE, SONNET 73
- JOHN DONNE, 'THE SUN RISING'
- JOHN KEATS, 'TO AUTUMN'
- W.B. YEATS, 'THE SECOND COMING'
- TED HUGHES, 'CROW'S FALL'

**TEACHER WISE DISTRIBUTION OF SYLLABUS**

<b>RAJDEEP MONDAL</b>	<b>SOMNATH BHATTACHARYA</b>	<b>KAKOLI SENGUPTA</b>	<b>SRIPARNA DUTTA</b>
W.B. YEATS	TED HUGHES	WILLIAM SHAKESPEARE, JOHN DONNE, JOHN KEATS	HISTORY OF ENGLISH POETRY (FROM ELIZABETHAN AGE TO MODERN PERIOD)

**IDC (INTER-DISCIPLINARY COURSE)**

**(3 Credits - Th 2, Tu 1)**

**Poetry**

William Shakespeare: Sonnet 18

William Wordsworth: 'Strange fits of passion' P.B. Shelley: 'To a Skylark'

John Keats: 'To Autumn'

**Short Story**

James Joyce: 'Araby'

Katherine Mansfield: 'The Fly'

**TEACHER WISE DISTRIBUTION OF SYLLABUS**

<b>KAKOLI SENGUPTA</b>	<b>RINJEE LAMA</b>
Poetry	Short Story

## **AEC (ABILITY ENHANCEMENT COURSE) SEMESTER – 1**

### **COMPULSORY ENGLISH FOR ALL B.A/B.Sc./B.Com STUDENTS**

**(2 Credits – Th 2, Tu 0)**

➤ **UNIT 1**

**POETRY:**

LORD TENNYSON, BREAK BREAKBREAK

THOMAS HARDY: AFTERWARDS

RABINDRANATH TAGORE: WHERE THE MIND IS WITHOUT FEAR

➤ **UNIT 2**

**PROSE:**

R.K. NARAYAN: OUT OF BUSINESS

PREM CHAND: THE CHILD

MARTIN LUTHER KING, JR: I HAVE A DREAM



### **TEACHER WISE DISTRIBUTION OF SYLLABUS**

<b>B. Com</b>	<b>B. A/B.Sc.</b>
<b>SRIPARNA DUTTA -UNIT 1: Poetry</b>	<b>KAKOLI SENGUPTA- UNIT 1: Poetry RAJDEEP MONDAL-UNIT 2: Prose</b>

### **MULTI-DISCIPLINARY COURSE(THREE YEAR)**

#### **INTRODUCTION TO ENGLISH LITERATURE (POETRY)**

- HISTORY OF ENGLISH POETRY (FROM ELIZABETHAN AGE TO MODERN PERIOD)
- WILLIAM SHAKESPEARE, SONNET 73
- JOHN DONNE, 'THE SUN RISING'
- JOHN KEATS, 'TO AUTUMN'
- W.B. YEATS, 'THE SECOND COMING'
- TED HUGHES, 'CROW'S FALL'

## TEACHER WISE DISTRIBUTION OF SYLLABUS

RAJDEEP MONDAL	SOMNATH BHATTACHARYA	SRIPARNA DUTTA
W.B. YEATS, TED HUGHES	WILLIAM SHAKESPEARE, JOHN DONNE	HISTORY OF ENGLISH POETRY (FROM ELIZABETHAN AGE TO MODERN PERIOD) JOHN KEATS

### SEMESTER 3

#### CC5–AMERICAN LITERATURE

##### Poetry

- Robert Frost, 'After Apple Picking'
- Walt Whitman, 'O Captain, My Captain'
- Sylvia Plath, 'Daddy'
- Langston Hughes, 'Harlem to be Answered'
- Edgar Allan Poe, 'To Helen'

##### Novel

- Ernest Hemingway – 'The Old Man and the Sea'

##### Stories

- Edgar Allan Poe, 'The Purloined Letter'
- F. Scott Fitzgerald, 'The Crack-up'
- William Faulkner, 'Dry September'

##### Drama

- Arthur Miller – 'Death of A Salesman'

##### *End Semester Question Pattern:*

- ✓ Objective – 5 marks
- ✓ One question of 15 marks from poetry (out of three)
- ✓ One question of 15 marks from novel (out of two)
- ✓ One question of 15 marks from stories (out of two)
- ✓ One question of 15 marks from drama (out of two)

#### CC6 – POPULAR LITERATURE

- Lewis Carroll – 'Through the Looking Glass'
- Agatha Christie - 'The Murder of Roger Ackroyd'
- Sukumar Ray - 'Abol Tabol' ('Nonsense Rhymes', translated Satyajit Ray), Kolkata: Writers' Workshop

- Herge–‘Tintin in Tibet’

*End Semester Question Pattern:*

- ✓ Objective – 5 marks
- ✓ One question of 15 marks from each of the four texts (out of two from each text)

## **CC7 – BRITISH POETRY & DRAMA (17<sup>TH</sup> – 18<sup>TH</sup> CENTURY)**

Social and Intellectual Background

### **Poetry**

- John Milton–‘Paradise Lost, Book I’
- Alexander Pope - ‘The Rape of the Lock, Cantos I-III’

### **Drama**

- John Webster – ‘The Duchess of Malfi’
- Aphra Behn – ‘The Rover’

*End Semester Question Pattern:*

- ✓ Objective – 5 marks
- ✓ Two questions of 15 marks each (one from each) from poetry (out of four, two from each)
- ✓ Two questions of 15 marks each (one from each) from drama (out of four, two from each)

## **SEC-A2 (BUSINESS COMMUNICATION)**

- What is business communication?
- Writing reports, letters, curriculum vitae
- Writing meeting minutes
- E-correspondence

*End Semester Question Pattern (80 marks, no tutorial):*

- ✓ Writing Business Letters – 15 marks
- ✓ Writing CV – 15 marks
- ✓ Writing e-mail – 15 marks
- ✓ Writing Report – 15 marks
- ✓ Writing Meeting Minutes – 20 marks

## **TEACHER WISE DISTRIBUTION OF SYLLABUS**

RAJDEEP MONDAL	SOMNATH BHATTACHARYA	KAKOLI SENGUPTA	RINJEE LAMA	SRIPARNA DUTTA
The Old Man and The Sea	Death of a Salesman	After Apple Picking, O Captain, My Captain, Daddy, Harlem to be Answered, To Helen	The Purloined Letter, The Crack-up, Dry September	
Tintin in Tibet		Through The Looking Glass	The Murder of Roger Ackroyd	Abol Tabol
The Duchess of Malfi	Paradise Lost, Book I		The Rover	The Rape of the Lock
				SEC – Business English

## SEMESTER 5

### CC11–WOMEN’S WRITING

#### Poetry

- Emily Dickinson, 'I cannot live with you'
- Elizabeth Barrett Browning, 'How do I love thee'
- Eunice De Souza, 'Advice to Women'

#### Fiction

- Alice Walker – ‘Color Purple’ **OR** Emily Bronte – ‘Wuthering Heights’
- Mahasweta Devi, 'Draupadi', translated Gayatri Chakravorty Spivak
- Katherine Mansfield, 'Bliss'

#### Non-Fiction

- Mary Wollstonecraft – ‘A Vindication of the Rights of Woman, Chapters I & II’ (New York: Norton, 1988)
- Rassundari Devi – ‘Amar Jiban’, translated Enakshi Chatterjee, Writers' workshop.

#### *End Semester Question Pattern:*

- ✓ Objective – 5 marks
- ✓ One question of 15 marks from poetry (out of two)
- ✓ Two questions of 15 marks each from fiction (out of three, one from each)
- ✓ One question of 15 marks from non-fiction (out of two, one from each)

### CC12–EARLY 20<sup>TH</sup> CENTURY BRITISH LITERATURE

Social and Intellectual Background



### **Poetry**

- T.S. Eliot, 'The Love Song of J. Alfred Prufrock' and 'Preludes'
- W.B. Yeats, 'The Second Coming' and 'No Second Troy'
- Wilfred Owen, 'Spring Offensive'

### **Fiction**

- Joseph Conrad – 'Heart of Darkness'
- D.H. Lawrence – 'Sons and Lovers'

### **Drama**

- George Bernard Shaw – 'Pygmalion'

#### *End Semester Question Pattern:*

- ✓ Objective – 5 marks
- ✓ One question of 15 marks from poetry (out of two)
- ✓ Two questions of 15 marks each (one from each) from fiction (out of four, two from each)
- ✓ One question of 15 marks from drama (out of two)

## **DSE-A1 (MODERN INDIAN WRITING IN ENGLISH TRANSLATION)**

### **Stories**

- Munshi Prem Chand, 'The Shroud'
- Ismat Chughtai, 'The Quilt'
- Fakir Mohan Senapati, 'Rebati'

### **Poetry**

- Rabindranath Tagore, 'Light, oh where is the light?' (Gitanjali XXVII) and 'When my play was with thee' (Gitanjali XCVII)
- G.M. Muktibodh, 'The Void'
- Amrita Pritam, 'I say unto Waris Shah'

### **Novel**

- Rabindranath Tagore – 'The Home and the World'

### **Drama**

- Vijay Tendulkar – 'Silence! The Court is in Session'

#### *End Semester Question Pattern:*

- ✓ Objective – 5 marks
- ✓ One question of 15 marks from story (out of two)
- ✓ One question of 15 marks from poetry (out of two)
- ✓ One question of 15 marks from novel (out of two)
- ✓ One question of 15 marks from drama (out of two)

## **DSE-B1 (LITERARY TYPES, RHETORIC AND PROSODY)**

### **Group – A: Literary Types**

- Tragedy (Tragic Hero, Catharsis, Heroic Tragedy, Chorus)
- Comedy (Romantic Comedy, Comedy of Humours, Comedy of Manners, Sentimental Comedy)

### **Short Story**

- Group – B: Rhetoric
- Group – C: Prosody

### *End Semester Question Pattern:*

- ✓ Objective – 5 marks
- ✓ Two questions of 20 marks from Group A (out of three)
- ✓ One question of 10 marks from Group B (out of two)
- ✓ One question of 10 marks from Group C (out of two)

## **TEACHER WISE DISTRIBUTION OF SYLLABUS**

<b>RAJDEEP MONDAL</b>	<b>SOMNATH BHATTACHARYA</b>	<b>KAKOLI SENGUPTA</b>	<b>RINJEE LAMA</b>	<b>SRIPARNA DUTTA</b>
Draupadi Amar Jiban	Wuthering Heights	A Vindication of the Rights of Woman	I cannot live with you, How do I love thee, Advice to Women Bliss	
Pygmalion	The Love Song of J. Alfred Prufrock, Preludes The Second Coming, No Second Troy, Spring Offensive	Heart of Darkness	Sons and Lovers	
The Home and the World	Silence! The Court is in session	The Void, I say unto Waris Shah, Light, O where is the Light, When my play was with thee	The Quilt, Rebati The Shroud	
	Comedy	Short Story		Rhetoric, Prosody, Tragedy

## GENERAL

### SEMESTER 3

#### CC3/GE3 - WOMEN'S WRITING AND WOMEN'S EMPOWERMENT

##### Poetry

- Elizabeth Barret Browning: 'How Do I Love Thee'
- Christina Rossetti: 'Uphill'
- Emily Dickinson: 'I cannot live with you'
- Sarojini Naidu: 'Palanquin Bearers'

##### Prose

- Rassundari Devi: Amar Jiban, translated Enakshi Chatterjee, Writers' Workshop.
- Rokeya Sakhawat Hussain: Sultana's Dream

##### *End Semester Question Pattern:*

- ✓ Objective – 5 marks
- ✓ Two questions of 15 marks out of three from poetry
- ✓ Two questions of 15 marks (one from each) out of four from prose (two from each)

#### LCC - LANGUAGE, VARIETY AND STYLISTICS

- Language and Communication: Official and Personal
- Language Varieties: Formal & Informal, Correct and Incorrect
- Differences between British English and American English

##### *End Semester Question Pattern:*

- ✓ Writing Letter (Personal or Business) – 15 marks
- ✓ Writing Report – 15 marks
- ✓ Writing e-mail – 15 marks
- ✓ Correction – 10 marks
- ✓ British English to American English and vice versa (objective) – 10 marks

## SECA2– BUSINESS COMMUNICATION

- What is business communication
- Writing reports, letters, curriculum vitae
- Writing meeting minutes
- E-correspondence

### *End Semester Question Pattern:*

- ✓ Writing Business Letters – 15 marks
- ✓ Writing CV – 15 marks
- ✓ Writing e-mail – 15 marks
- ✓ Writing Report – 15 marks
- ✓ Writing Meeting Minutes – 20

## TEACHER WISE DISTRIBUTION OF SYLLABUS

KAKOLI SENGUPTA	RINJEE LAMA	SRIPARNA DUTTA
Amar Jiban Sultana's Dream	How Do I Love Thee, Uphill, I cannot Live With You, Palanquin Bearers	LCC, SEC

## SEMESTER 5

### LCC (LANGUAGE, IMAGINATION AND CREATIVITY)

- Plain Language and Figurative Language (Use of Figures of Speech)
- Language of Poetry with reference to select poems:
  - William Wordsworth: 'Three Years She Grew',
  - Lord Tennyson: 'Break BreakBreak',
  - Henry Louis Vivian Derozio: 'To India, My Native Land',
  - Rabindranath Tagore: 'Gitanjali 50',
- Creative use of Language: Writing Story, Travelogues and Advertisement Matters

### *End Semester Question Pattern:*

- ✓ Identifying Figures of Speech – 10 marks
- ✓ Two questions of 15 marks from poetry (out of three)
- ✓ Writing Story – 10 marks
- ✓ Writing Travelogue – 10 marks
- ✓ Writing Advertisement Matters – 5 marks

### DSEA2 (MODERN INDIAN WRITING IN ENGLISH TRANSLATION)

#### Novel

- Rabindranath Tagore, The Home and the World

#### Poetry

- Rabindranath Tagore, 'Light, oh where is the light?' (Gitanjali XXVII) and 'When my play was with thee' (Gitanjali XCVII)
- G.M. Muktibodh, 'The Void'
- Amrita Pritam, 'I say unto Waris Shah'

#### **Drama**

- Vijay Tendulkar, Silence! The Court is in Session
- Habib Tanveer, Charandas Chor

*End Semester Question Pattern:*

- ✓ Objective – 5 marks
- ✓ One question of 15 marks out of two from novel
- ✓ One question of 15 marks out of three from poetry
- ✓ Two questions of 15 marks each (one from each) out of four from drama (two from each drama)

### **TEACHER WISE DISTRIBUTION OF SYLLABUS**

<b>RAJDEEP MONDAL</b>	<b>SOMNATH BHATTACHARYA</b>	<b>KAKOLI SENGUPTA</b>	<b>RINJEE LAMA</b>	<b>SRIPARNA DUTTA</b>
The Home and the World	Silence! The Court is in Session	The Void, I say unto Waris Shah, Light, O where is the Light, When my play was with thee	Charandas Chor	LCC

**Department of English  
KBCC**

**Khudiram Bose Central College  
Department of English**

**Academic Calendar  
Jan 2024 – June 2024  
Semesters – 2, 4 & 6**

## HONOURS

### SEMESTER 2

#### DSE 2 (4 Credits- Theory 3, Tutorial 1)

- Introduction to English Literature (Prose)  
History of English Prose (From Elizabethan Age to Modern Period)
- Francis Bacon “Of Studies”
- D.H.Lawrence “The Rocking Horse Winner”
- James Joyce “Araby”
- George Orwell “Shooting An Elephant”
- Jhumpa Lahiri “A Temporary Matter”

#### SEC (SKILL ENHANCEMENT COURSE) (4 Credits – Th 4, Tu 0)

##### Digital Empowerment

- UNIT I- Digital Literacy and Digital Empowerment
- UNIT II- Online Communication and Collaboration
- UNIT III- Digital Security
- UNIT IV- Digital Citizenship and Ethics
- UNIT V- Emerging Technology

#### TEACHER WISE DISTRIBUTION OF SYLLABUS

RAJDEEP MONDAL	SOMNATH BHATTACHARYA	KAKOLI SENGUPTA	RINJEE LAMA	SRIPARNA DUTTA
Introduction to English Literature  (Victorian Age to Modern Age)	Introduction to English Literature  (Restoration Period to Romantic Period)  James Joyce: Araby	Introduction to English Literature  (Elizabethan to Commonwealth)	SEC: Digital Empowerment	Francis Bacon “Of Studies” D.H.Lawrence “The Rocking Horse Winner” George Orwell “Shooting An Elephant” Jhumpa Lahiri “A Temporary Matter”

## SEMESTER 4

### CC8 – 18<sup>TH</sup> CENTURY BRITISH LITERATURE

Social and Intellectual Background

#### Poetry

- Samuel Johnson, 'London'
- Thomas Gray, 'Elegy Written in a Country Churchyard'

#### Drama

- William Congreve, 'The Way of the World'

#### Prose (Fiction & Non-Fiction)

- Daniel Defoe, Robinson Crusoe
- Joseph Addison, 'Sir Roger at Home' and 'Sir Roger at Church'

*End Semester Question Pattern*

- ✓ Objective – 5 marks
- ✓ One question of 15 marks from poetry (out of two)
- ✓ One question of 15 marks from drama (out of two)
- ✓ Two questions of 15 marks each (one from each) from prose (out of four, two from each)

### CC9 – BRITISH ROMANTIC LITERATURE

Social and Intellectual Background

#### Poetry

- William Blake, 'The Lamb' and 'The Tyger'
- William Wordsworth, 'Tintern Abbey'
- Samuel Taylor Coleridge, 'Kubla Khan'
- Percy Bysshe Shelley, 'Ode to the West Wind' and 'To a Skylark'
- John Keats, 'Ode to a Nightingale' and 'Ode to Autumn'

#### Prose (Fiction & Non-Fiction)

- Charles Lamb, 'Dream Children', 'The Superannuated Man'
- Mary Shelley, 'Frankenstein'

*End Semester Question Pattern*

- ✓ Objective – 5 marks
- ✓ 2 questions of 15 marks each from poetry (out of four)
- ✓ 2 questions of 15 marks each (one from each) from prose (out of four, two from each)

### CC10 – 19<sup>TH</sup> CENTURY BRITISH LITERATURE

Social and Intellectual Background



### **Poetry**

- Lord Tennyson, 'Ulysses'
- Robert Browning, 'My Last Duchess'
- Christina Rossetti, 'The Goblin Market'
- Matthew Arnold, 'Dover Beach'

### **Novel**

- Jane Austen, 'Pride and Prejudice' **OR** Charlotte Bronte, 'Jane Eyre'
- Charles Dickens, 'Oliver Twist' **OR** Thomas Hardy, 'The Mayor of Casterbridge'

#### *End Semester Question Pattern*

- ✓ Objective – 5 marks
- ✓ Two questions of 15marks each from poetry (out of three)
- ✓ Two questions of 15 marks each (one from each) from novels (out of four, two from each)

### **Skill Enhancement Course (SEC) – B1 or B2**

Internal – 10 marks

Attendance – 10 marks

End Semester Question Pattern (80 marks, no tutorial)

### **B1 – CREATIVE WRITING**

- What is creative writing
- Modes of creative writing
- Writing Short Story / Poetry
- Preparing for publication

#### *End Semester Question Pattern*

Questions may include

- ✓ The importance of creative writing in development of personality and creativity
- ✓ Actual creative writing – poem or short story
- ✓ Different modes of publishing –viz. books, articles in newspapers, articles in magazines and periodicals, social media – and differences of impact

### **B2 – ACADEMIC WRITING AND COMPOSITION**

- Introduction to the writing process
- Introduction to academic writing
- Summarising and paraphrasing
- Citing Sources

#### *End Semester Question Pattern*

- ✓ Citing Sources – 10 marks
- ✓ Writing Critical Appreciation – 20 marks
- ✓ Writing Summary/Substance with a Critical Note – 12 + 8marks
- ✓ Writing Essay – 30 marks

## TEACHER WISE DISTRIBUTION OF SYLLABUS

RAJDEEP MONDAL	SOMNATH BHATTACHARYA	KAKOLI SENGUPTA	RINJEE LAMA	SRIPARNA DUTTA
Robinson Crusoe	Elegy Written in a Country Churchyard	The Way of the World	London, Sir Roger at Home, Sir Roger at Church	
The Lamb, The Tyger	Tintern Abbey	Kubla Khan	Dream Children, The Superannuated Man	Ode to a Nightingale, Ode to Autumn, Ode to the West Wind, To a Skylark  Frankenstein
The Mayor of Casterbridge	Ulysses, My Last Duchess	Dover Beach	The Goblin Market  Pride and Prejudice	
			Creative Writing	Academic Writing and Composition

### SEMESTER 6

#### CC13 – MODERN EUROPEAN DRAMA

- Henrik Ibsen, ‘Ghosts’ **OR** ‘A Doll’s House’
- Bertolt Brecht, ‘The Good Woman of Szechuan’
- Samuel Beckett, ‘Waiting for Godot’

*End Semester Question Pattern*

Objective – 5 marks

- ✓ One question of 20 marks out of two from each of the three plays

#### CC14 – POSTCOLONIAL LITERATURES

##### Poetry

- Pablo Neruda, ‘Tonight I Can Write’
- Derek Walcott, ‘A Far Cry from Africa’
- David Malouf, ‘Revolving Days’
- Mamang Dai, ‘The Voice of the Mountain’

##### Novel

- Chinua Achebe, ‘Things Fall Apart’
- Gabriel Garcia Marquez, ‘Chronicle of a Death Foretold’

*End Semester Question Pattern*

- ✓ Objective – 5 marks
- ✓ Two questions of 15 marks each from poetry (out of three)
- ✓ Two questions of 15 marks each (one from each) from novel (out of four, two from each)

**DSE-A3 - PARTITION LITERATURE**

**Novel**

- Amitav Ghosh, ‘The Shadow Lines’

**Short Stories**

- Protiva Basu, ‘The Marooned’,
- Manik Bandyopadhyay, ‘The Final Solution’
- Sadat Hasan Manto, ‘Toba Tek Singh’, in Black Margins:Manto, New Delhi: Manohar

**Poetry**

- Sahir Ludhianvi, ‘Twenty sixth January’,
- Birendra Chattopadhyay, ‘After Death: Twenty Years’
- Sankha Ghosh, ‘Rehabilitation’

*End Semester Question Pattern*

- ✓ Objective – 5 marks
- ✓ One question of 15 marks from novel (out of two)
- ✓ Two questions of 15 marks each from short stories (out of three, one from each)
- ✓ One question of 15 marks from poetry (out of two)

**DSE-B3 – AUTOBIOGRAPHY**

- Rabindranath Tagore, ‘My Reminiscences, Chapters 1-15’, New Delhi: Rupa & Co.
- Mahatma Gandhi, ‘Autobiography or the Story of My Experiments with Truth’, Part I, Chapters 1 to 8
- Binodini Dasi, ‘My Story and Life as an Actress’, pp 61-83, New Delhi: Kali for Women
- Nirad C. Chaudhuri, ‘Autobiography of an Unknown Indian, Book I’, Mumbai: Jaico Publishing House

*End Semester Question Pattern*

- ✓ Objective – 5 marks
- ✓ One question of 15 marks out of two from each of the text.

## TEACHER WISE DISTRIBUTION OF SYLLABUS

RAJDEEP MONDAL	SOMNATH BHATTACHARYA	KAKOLI SENGUPTA	RINJEE LAMA	SRIPARNA DUTTA
Waiting for Godot	The Good Woman of Szechuan			A Doll's House
	Chronicle of a Death Foretold	Tonight, I Can Write, A Far Cry from Africa, Revolving Days, The Voice of the Mountain	Things Fall Apart	
The Shadow Lines				The Marooned, The Final Solution, Toba Tek Singh Twenty Sixth January, After Death: Twenty Years, Rehabilitation
My Story and Life as an Actress	My Reminiscences, Chapters 1-15	Autobiography of an Unknown Indian, Book I	Autobiography or the Story of My Experiments with Truth	

### GENERAL

### SEMESTER 2

#### Multi-Disciplinary Course (MDC)

#### Core Course 4 Credits- Theory 3, Tutorial 1)

- Introduction to English Literature (Prose)  
History of English Prose (From Elizabethan Age to Modern Period)
- Francis Bacon "Of Studies"
- D.H.Lawrence "The Rocking Horse Winner"
- James Joyce "Araby"
- George Orwell "Shooting An Elephant"
- Jhumpa Lahiri "A Temporary Matter"

#### SEC: Business Writing (4 Credits – Th 4, Tu 0)

- What is business communication
- Writing reports, letters, curriculum vitae
- Writing meeting minutes
- E-correspondence

#### Minor Courses for Other Major Students (Syllabus is the same)

### TEACHER WISE DISTRIBUTION OF SYLLABUS

RAJDEEP MONDAL	SOMNATH BHATTACHARYA	KAKOLI SENGUPTA	RINJEE LAMA	SRIPARNA DUTTA
Introduction to English Literature	Introduction to English Literature  James Joyce: Araby	Introduction to English Literature	Francis Bacon "Of Studies" D.H.Lawrence "The Rocking Horse Winner" George Orwell "Shooting An Elephant" Jhumpa Lahiri "A Temporary Matter"	SEC (only for MDC students)

### IDC (INTER-DISCIPLINARY COURSE) (3 Credits – Th 2, Tu 1)

#### Poetry

- William Shakespeare: Sonnet 18
- William Wordsworth: 'Strange fits of passion'
- P.B. Shelley: 'To a Skylark'
- John Keats: 'To Autumn'

#### Short Story

- James Joyce: 'Araby'
- Katherine Mansfield: 'The Fly'

### TEACHER WISE DISTRIBUTION OF SYLLABUS

KAKOLI SENGUPTA	RINJEE LAMA
Poetry	Short Story

### AEC: COMPULSORY ENGLISH (2 Credits – Th 2, Tu 0)

#### Unit 1 Poetry:

- William Wordsworth "Lucy Gray"
- Elizabeth Barret Browning "How Do I Love Thee"
- Wilfred Owen "Anthem for the Doomed Youth"

## Unit 2 Prose:

- Henry “The Last Leaf”
- Ruskin Bond “ The Thief’s Story”
- Rabindranath Tagore “Ram Mohan Roy”

## TEACHER WISE DISTRIBUTION OF SYLLABUS

RAJDEEP MONDAL	KAKOLI SENGUPTA	SRIPARNA DUTTA
AEC for BA/BSc Minor students	AEC for BA/BSc Major students	AEC for B. Com students

## SEMESTER 4

### CC4/GE4 - ACADEMIC WRITING

- Introduction to the writing process
- Introduction to academic writing
- Summarising and paraphrasing
- Writing Essay
- Citing Sources

#### *End Semester Question Pattern*

- ✓ Citing Sources – 5 marks
- ✓ Writing Critical Appreciation – 15 marks
- ✓ Writing Summary/Substance with a Critical Note – 12 + 8 marks
- ✓ Writing Essay – 25 marks

### SECB2- CREATIVE WRITING

- What is creative writing
- Modes of creative writing
- Writing Short Story / Poetry
- Preparing for publication

#### *End Semester Question Pattern*

- ✓ IMPORTANCE OF CREATIVE WRITING (THEORY), one question out of two: 15 MARKS
- ✓ WRITING A SHORT STORY ON A GIVEN TOPIC, one question out of two: 20 MARKS
- ✓ WRITING A POEM ON A GIVEN THEME, one question out of two: 20 MARKS
- ✓ MODES OF PUBLISHING AND PREPARATION THEREOF (VIZ. BOOKS, PERIODICALS, SOCIAL MEDIA), one question out of two: 15 MARKS
- ✓ IMPACT OF CREATIVE WRITING, one question out of two: 10 MARKS

## TEACHER WISE DISTRIBUTION OF SYLLABUS

<b>SRIPARNA DUTTA</b>	<b>RINJEE LAMA</b>
Academic Writing	Creative Writing

### SEMESTER 6

#### DSEBI PARTITION LITERATURE

##### Novel

- Amitav Ghosh, 'The Shadow Lines'

##### Short Stories

- Protiva Basu – 'The Marooned'
- Manik Bandyopadhyay – 'The Final Solution'
- Sadat Hasan Manto – 'Toba Tek Singh'

##### Poetry

- Sahir Ludhianvi - 'Twenty sixth January'
- Birendra Chattopadhyay - 'After Death: Twenty Years'
- Sankha Ghosh - 'Rehabilitation'

##### End Semester Question Pattern

- ✓ Objective – 5 marks
- ✓ One question of 15 marks from novel (out of two)
- ✓ Two questions of 15 marks each from short stories (out of three)
- ✓ One question of 15 marks from poetry (out of two)

<b>RAJDEEP MONDAL</b>	<b>SOMNATH BHATTACHARYA</b>	<b>SRIPARNA DUTTA</b>
The Shadow Lines	Twenty sixth January, After Death: Twenty Years, Rehabilitation	The Marooned, The Final Solution, Toba Tek Singh

Department of English  
KBCC

**ACADEMIC CALENDER  
2023-2024  
DEPARTMENT OF HINDI**



**KHUDIRAM BOSE CENTRAL COLLEGE**

**71/2 A, BIDHAN SARANI KOLKATA-700006**

**SYLLABUS-HINDI**

**1<sup>st</sup>, 3<sup>rd</sup> & 5<sup>th</sup> SEMESTER**



## Programme Outcome of U.G in Hindi

यू.जी सी के इस पाठ्यक्रम का उद्देश्य है कि इसके जरिए विद्यार्थियों का रचनात्मक कौशल और आलोचनात्मक क्षमताओं को बढ़ाया जाए। स्नातक हिंदी का उद्देश्य विद्यार्थियों को हिंदी भाषा और साहित्य की विस्तृत और ठोस जानकारी उपलब्ध कराना है, साथ ही वे साहित्य का आस्वादन और विश्लेषण मूल्यांकन की अपनी क्षमता का विकास भी कर सके। हमारा प्रयत्न यह भी है कि विद्यार्थी अपनी रुचि के किसी विशिष्ट क्षेत्र में विशेषज्ञता भी प्राप्त करें जो उनके लिए ज्ञान और रोजगार दोनों का मार्ग प्रशस्त करे। इस पाठ्यक्रम के द्वारा विद्यार्थी प्राध्यापक, अध्यापक, अनुवादक, राजभाषा अधिकारी, दुभाषिये, संवाददाता, सिनेमा आदि क्षेत्रों में नौकरी प्राप्त कर सकते हैं।

### परीक्षा का प्रारूप

लिखित परीक्षा (Theory)-75 अंक

विभागीय मूल्यांकन (Internal Assessment)- 25 अंक

कुल योग-100 अंक

1<sup>st</sup> Semester (MIN/MAJ)

DSC/Core = 4 Credits (1 X 4)

3Th + 1P/TU

HIN-H-CC-1-1-TH

HIN-MD-CC-1-1-TH

### आदिकालीन एवं मध्यकालीन हिन्दी कविता

विद्यापति - निम्नलिखित पद

- सखी रे हमर दुखक नहिं ओर
- मधुपुर मोहन गेल रे

- अनुखन माधव माधव सुमरइते सुंदरी भेल मधाई
- सरस बसंत समय भल पाओल दछिन पवन बहु धीरे
- कत सुख सार
- मोरे रे अँगना चानन केरि गछिया

### **कबीर - 5 पद 10 साखी**

- संतो भाई आई ग्यान की आँधी रे
- पानी बीच मीन प्यासी
- मन न रंगाए रंगाए जोगी कपरा
- अरे इन दोउन राह न पाई
- गगन घटा घहरानी

### **दोहे -**

- सतगुरु की महिमा अनंत
- बिरहा- बिरहा मति कहौ
- आँखडियाँ झाई परी
- माला तो कर में फिरै
- जांप मरै अजपा मरै
- तूँ -तूँ करता तू भया
- हम घर जारा आपना
- कस्तूरी कुण्डलि बसै
- सुखिया सब संसार है
- कबीर यहु घर प्रेम का

### **जायसी**

पद्मावत (मानसरोदक खंड)

**सूरदास** - निम्नलिखित पद (10 )

- अवगति की गति कछु कहत न आवै
- जौ लौं मन कामना न छूटैं
- जसोदा हरि पालने झुलावै
- किलकत कान्ह घुटुरवनि आवत
- खेलन में को काको गुसैयाँ
- मैया हौं न चरैहों गाई
- बूझत श्याम कौन तू गोरी
- बिनु गोपाल बैरनि भई कुंजै
- आयो घोष बड़ो व्यापारी
- उधो मन नाही दस बीस

### तुलसीदास - 5 पद 10 दोहे

#### पद

- ऐसी मूढ़ता या मन की
- जाऊँ कहाँ तजि चरण तिहारे
- ऐसो को उदार जग माहीं
- पालनै रघुपति झुलावै / लै लै नाम सप्रेम सरस स्वर कौसल्या कल कीरति गावै
- भोर भयो जागहु ,रघुनन्दन ,गत व्यलीक भगतिन उर चन्दन

#### दोहे

- राम नाम अवलंब बिनु परमारथ की आस
- जे न मित्र दुख होई दुखारी
- नाम नाम मनि दीप धरि जीह देहरी द्वार
- बढ़यो बधिक परयो पुन्य जल
- आवत हिय हरषै नहीं, नैनन नहीं सनेह ।
- तुलसी काया साथ विपति के, विद्या ,विनय ,विवेक ।
- तुलसी काया खेत है ,मनसा भयौ किसान
- तुलसी मीठे बचन ते सुख उपजत चहुँ ओर
- सचिव, बैद गुरु तीनि जौं प्रिय बोलहिं भय आस

### मीराबाई - निम्नलिखित पद (6)

- यह विधि भगति कैसे होय
- में तो साँवरे के रंग राँची
- राणाजी म्हाने या बदनामी लागे नीकी |
- हे री में तो दरद दिवाणी
- कोई कहियो रे प्रभु आवन की
- पग घुँघरू बाँधि मीरा नाची रे।

### रहीम - निम्नलिखित दोहे (15)

- कहा करौं बैकुंठ लै
- खरच बढ़यो उद्गम घट्यो
- छिमा बड़न को चाहिए
- तरुवर फल नहीं खात है
- दीन सबन को लखत है
- दीरघ दोहा अरथ के
- पावस देखि रहीम मन
- प्रेम पंथ ऐसो कठिन
- बड़े बड़ाई ना करें
- रहिमन देखि बड़न को
- रहिमन धागा प्रेम का
- रहिमन निज मन की बिथा
- रहिमन यह संसार में
- रहिमन विपदा हूँ भली
- रहिमन पानी राखिए

**बिहारी** - निम्नलिखित दोहे (15)

- अजौ तरौना ही रहयौ
- इन दुखिया अँखियन कौ
- करौ कुबत जग कुटिलता
- या अनुरागी चित की
- जप माला छापा तिलक
- नहीं पराग नहिं मधुर मधु
- कहत नटत रीझत खिझत
- बतरस लालच लाल की
- अनियारे दीरघ दृगनि
- तो पर वारौं उरबसी
- जब जब वै सुधि कीजियै
- को छूट्यौ इहि जाल
- औंधाई सीसी सुलखि
- दृग उरझत टूटत कुटुम
- लिखन बैठी जाकी सबी

**घनानंद** - निम्नलिखित पद (6 )

- झलकै अति सुन्दर आनन गौर
- हीन भए जल मीन अधीन
- मीत सुजान अनीति करौ
- प्रीतम सुजान मेरे हित के निधान
- रावरे रूप की रीति अनूप
- अति सूधो सनेह को मारग

**रसखान** - निम्नलिखित सवैये (6 )

- मानुस हौं तो वही रसखान
- मोरपखा मुरली संभाल

- फागुन लग्यो सखि जब तैं
- कंचन मंदिर ऊँचे बनाई के
- सोहत है चंदवा सर मोर को
- कान्ह भए बस बांसुरी के

**भूषण-** निम्नलिखित पद (6 )

- इंद्र जिमि जंभ पर बाइव
- पावक तुल्य अमीतन को भयो
- ब्रह्म के आनन ते निकसे ते
- सबन के ऊपर ठाढ़ो रहिबे के जोग
- बाने फहराने घहराने घंटा गजन के
- ऊँचे घोर मंदर के अंदर रहनवारी

### **COURSE OUTCOME**

इस पत्र के अन्तर्गत हिंदी साहित्य के अंतर्गत आदिकालीन एवं मध्यकालीन हिंदी कविता के इतिहास को जाना जा सकता है।

- 1) किसी भी विद्यार्थी के लिए इतिहास का ज्ञान जरूरी है।
- 2) विद्यार्थी हिंदी साहित्य के प्रथम तीन कालों में रचित कविता के इतिहास को जानेंगे।
- 3) विद्यार्थी प्रयुक्त भाषा प्रवृत्ति और युगबोध से स्वयं को समृद्ध करेंगे।

**HIN-H-SEC-1-1-TH**

**HIN-MD-SEC-1-1-TH**

**लोक साहित्य**

**(लोक साहित्य के प्रमुख रूपों की प्रस्तावना एवं परिचय )**

- भारत में लोक साहित्य के अध्ययन का इतिहास ,लोक साहित्य के प्रमुख रूपों का वर्गीकरण
- लोकगीत : संस्कार गीत ,व्रतगीत ,भ्रमरगीत ,ऋतुगीत ,जातिगीत ।
- लोकनाट्य : रामलीला ,रासलीला ,कीर्तनियाँ ,स्वांग ,यक्षगान ,विदेशिया ,भांड ,तमाशा ,नौटंकी ।
- लोककथा : व्रतकथा ,परिकथा नाग-कथा ,कथारूढ़ियाँ और अन्धविश्वास
- लोकभाषा : लोक सम्भाषित मुहावरे, कहावतें, लोकोक्तियाँ ,पहेलियाँ ।
- लोकनृत्य एवं लोक संगीत ।

**HIN-H-IDC-2-2-TH**

**HIN-MD-IDC-2-2-TH**

### कार्यालयी हिंदी

(कार्यालयी हिंदी के प्रयोग का परिचय)

- आवेदन पत्र के प्रकार - शासकीय पत्र, अर्द्ध शासकीय पत्र , कार्यालयी आदेश , परिपत्र , अधिसूचना, कार्यालयी ज्ञापन, निविदा, टिप्पणी , मसौदा लेखन ,व्यावसायिक पत्र- लेखन , प्रारूपण
- संचार माध्यम (आकाशवाणी, दूरदर्शन, चलचित्र) की हिंदी और उसके प्रमुख लक्षण
- हिंदी में पारिभाषिक शब्द निर्माण, प्रक्रिया एवं प्रस्तुति
- पारिभाषिक शब्द - 50

○

1. Allotment	आवंटन
2. Allowance	अनुमोदन
3. Autonomous	स्वायत्त
4. Bye-law	उप-विधि
5. Circular	परिपत्र

6. Confirmation	पुष्टि
7. Contract	संविदा
8. Enclosure	संलग्नक
9. Honorarium	मानदेय
10. Memorandum	ज्ञापन
11. Notification	अधिसूचना
12. Postponement	स्थगन
13. Proceeding	कार्यवाही
14. Record	अभिलेख
15. Stagnation	गतिरोध
16. Account	लेखा खाता
17. Adjustment	समायोजन
18. Audit	लेखा-परीक्षा
19. Audition	स्वर/ ध्वनि परीक्षण
20. Authentic	प्रामाणिक
21. Bail	जमानत
22. Bearer	वाहक
23. Clearing	समाशोधन
24. Confiscation	अधिहरण
25. Convertible	परिवर्तनीय
26. Dividend	लाभांश
27. Endorsement	बंदोबस्ती
28. Finance	वित्त
29. Forfeiture	जब्ती
30. Indemnity Bond	क्षतिपूर्ति बंध
31. Investment	निवेश
32. Lease	पट्टा
33. Lumpsum	एकमुश्त
34. Mobilisation	संग्रहण
35. Mortgage	गिरवी



36. Payable	देय
37. progressive -note	रुक्का/हुण्डी
38. Recommendation	संस्तुति
39. Rectification	परिशोधन
40. Redeemable	प्रतिदेय
41. Revenue	राजस्व
42. Security	प्रतिभूति
43. Short-term credit	अल्पावधि उधार
44. Sur-charge	अधिभार
45. Trade mark	मार्का
46. Transaction	लेनदेन
47. Turn over	पण्यावर्त
48. Validity	वैधता
49. Warranty	आश्वस्ति
50. Withdrawal	आहरण

### 3<sup>rd</sup> Semester (H/G)

#### COURSE OUTCOME

इस पत्र के अन्तर्गत आधुनिक कविता के प्रमुख कवियों और उनकी काव्य प्रवृत्तियों के अध्ययन को आधार बनाया गया है।

- 1) आधुनिक हिंदी कविता के शीर्षस्थ कवियों की प्रतिनिधि कविताओं को इस पत्र में शामिल किया गया है।
- 2) हमारे विद्यार्थी इस पत्र के माध्यम से आधुनिक हिंदी कविता के बारे में ज्ञान अर्जित कर सकें।
- 3) विद्यार्थियों के लिए इस पत्र में आधुनिक काल के प्रमुख आंदोलनों की विशेषताओं से परिचय पाने का अवसर है।

#### CC5 : छायावादोत्तर हिंदी कविता

1. केदारनाथ अग्रवाल-जो जीवन की धूल चाटकर बड़ा हुआ है, हमारी जिंदगी, पहला पानी, मजदूर के जन्म पर, ओस की बूंद कहती है, मात देना नहीं जानती

2. नागार्जुन- बादल के घिरते देखा है, प्रतिबद्ध हूं, अकाल और उसके बाद, घिन तो नहीं आती, बहुत दिनों के बाद, शासन की बंदूक, कालिदास सच-सच बतलाना, तुम किशोर-तुम तरुण, मनुष्य हूं।
3. रामधारी सिंह दिनकर- रश्मिरथी(तृतीय सर्ग)
4. माखनलाल चतुर्वेदी- कैदी और कोकिला, पुष्प की अभिलाषा, बदरिया थम-थमकर झररी
5. अज्ञेय-यह दीप अकेला, मैं वहां हूं, कलगी बाजरे की, कतकी पूनो, एक बूंद सहसा उछली, हरी घास पर क्षण भर, कितनी नावों में कितनी बार
6. भवानी प्रसाद मिश्र-गीत फरोश, सतपुड़ा के जंगल, कला-1, कला-2, बुनी हुई रस्सी, कठपुतली
7. रघुवीर सहाय-हंसो-हंसो जल्दी हंसो, रामदास, पढ़िए गीता, दुनिया, राष्ट्रगीत, तोड़ो
8. सर्वेश्वर दयाल सक्सेना- प्रार्थना-1, काठ की घंटियां, भूख, पाठशाला खुला दो महाराज, लीक पर ले चले, आत्मसाक्षात्कार, व्यंग्य मत बोलो।
9. गिरिजा कुमार माथुर- इतिहास की कालहीन कसौटी, 15 अगस्त, दो पाटों की दुनिया, आदमी का अनुपात, छाया मत छूना, नया बनने का दर्द

#### CC6-भारतीय काव्यशास्त्र

#### Course Outcome

इस पत्र के अन्तर्गत साहित्य के विभिन्न सिद्धांतों पर विस्तारपूर्वक चर्चा को केन्द्र में रखा गया है।

- 1) इस पत्र के जरिए विद्यार्थियों के शास्त्रीय कौशल को बढ़ाया जाएगा।
- 2) मम्मट-साहित्य सिद्धांत से परिचय का अवसर दिया गया है।
- 3) काव्य प्रयोजन और उसके लक्षणों पर भी चर्चा की गयी है।

1. काव्य लक्षण, काव्य हेतु, काव्य प्रयोजन।
2. रस सिद्धांत-रस की अवधारणा, रस निष्पत्ति और साधारणीकरण।
3. ध्वनि सिद्धांत-ध्वनि की अवधारणा, ध्वनि का वर्गीकरण।

4. अलंकार सिद्धांत-अलंकार की अवधारणा, अलंकार और अलंकार्य, अलंकारों का वर्गीकरण, अलंकार सिद्धांत एवं अन्य संप्रदाय।
5. रीति संप्रदाय-रीति की अवधारणा, रीति एवं गुण, रीति का वर्गीकरण।
6. वक्रोक्ति सिद्धांत-वक्रोक्ति की अवधारणा, वक्रोक्ति का वर्गीकरण, वक्रोक्ति एवं अभिव्यंजनावाद।
7. औचित्य सिद्धांत-औचित्य की अवधारणा
8. हिंदी काव्यशास्त्र का इतिहास-सामान्य परिचय।

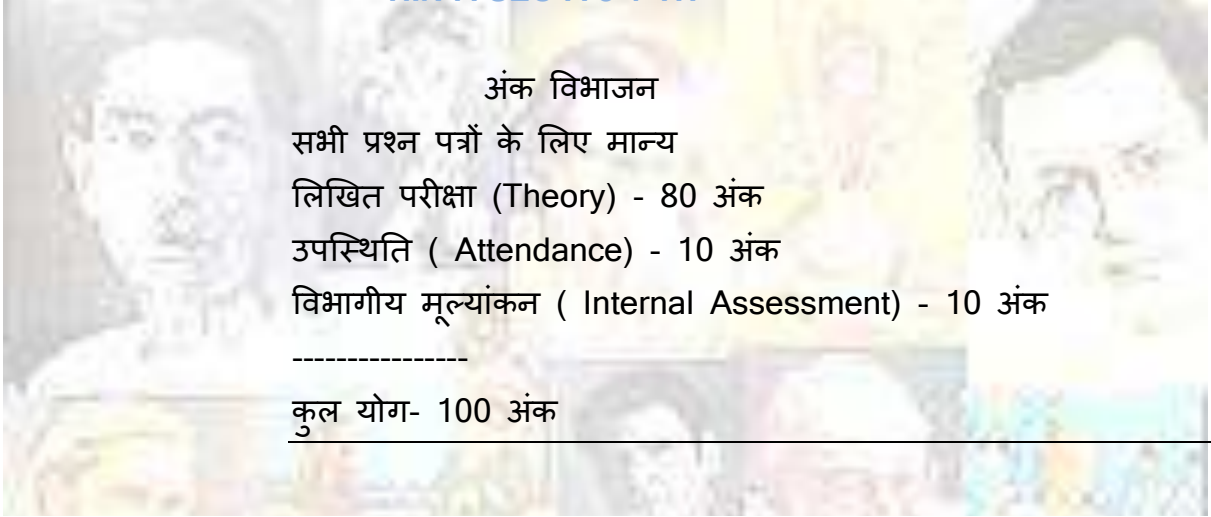
### CC7-पाश्चात्य शास्त्र

#### Course Outcome

इस पत्र के अन्तर्गत साहित्य के विभिन्न सिद्धांतों पर विस्तारपूर्वक चर्चा को केन्द्र में रखा गया है।

- 1) इस पत्र के जरिए विद्यार्थियों के शास्त्रीय कौशल को बढ़ाया जाएगा।
- 2) पाश्चात्य-साहित्य सिद्धांत से परिचय का अवसर दिया गया है।

1. प्लेटो-काव्य संबंधी मान्यताएं
2. अरस्तु-अनुकृति एवं विरेचन।
3. लॉजाइनस-काव्य में उदात्त की अवधारणा।
4. वड्सवर्थ-काव्य भाषा का सिद्धांत।
5. कॉलरिज-कल्पना और फैंटसी
6. क्रोचे-अभिव्यंजनावाद
7. टी.एस.इलियट-परंपरा और वैयक्तिक प्रतिभा, निवैक्तियकता का सिद्धांत।
8. आई.ए.रिचर्डस- मूल्य सिद्धांत, संप्रेषण सिद्धांत।
9. नई समीक्षा।
10. माक्-संवादी समीक्षा।
11. शास्त्रीयतावाद, स्वच्छंदतावाद, यथार्थवाद, शैली विज्ञान।
12. आधुनिकता, उत्तर आधुनिकता एवं औपनिवेशिकता, संरचनावाद, उत्तर-संरचनावाद।



अंक विभाजन
सभी प्रश्न पत्रों के लिए मान्य
लिखित परीक्षा (Theory) - 80 अंक
उपस्थिति ( Attendance) - 10 अंक
विभागीय मूल्यांकन ( Internal Assessment) - 10 अंक
-----
कुल योग- 100 अंक

### Course Outcome

इस पत्र के अन्तर्गत साहित्य और सिनेमा के अंतर्संबंध पर विस्तारपूर्वक चर्चा को केन्द्र में रखा गया है।

- 1) इस पत्र के जरिए विद्यार्थी ये जान पाएंगे कि सिनेमा को साहित्य ने कैसे समृद्ध किया।
- 2) सिनेमा का महत्व क्या है, किन-किन साहित्यिक रचनाओं पर फिल्मों का निर्माण हुआ है।
- 3) सिनेमा का समाज पर क्या प्रभाव पड़ा है।

### साहित्य और हिन्दी सिनेमा

- सिनेमा और समाज- विश्व में सिनेमा का उदय, मध्यवर्ग, आधुनिकता और सिनेमा,
- मनोरंजन माध्यमों का जनतंत्रीकरण और सिनेमा ,सिनेमा और समाज, सिनेमा की सामाजिक भूमिका सिनेमा कला या मनोरंजन, मनोरंजन माध्यमों की राजनीति साहित्य और सिनेमा, प्रमुख सिने सिद्धांत।
- सिनेमा का तकनीकी पक्ष ,फिल्म निर्माण की प्रक्रिया, सिनेमा सृजन की सामूहिकता सिनेमा की भाषा, निर्देशक, पटकथा, छायांकन, सिने संगीत, अभिनय और संपादन, सेंसर बोर्ड , सिनेमा का वितरण और व्यवसाय, सिनेमाघर।
- हिन्दी सिनेमा का संक्षिप्त इतिहास- प्रारंभिक दौर का सिनेमा, स्वतंत्रता आन्दोलन और हिन्दी सिनेमा, भारतीय मध्यवर्ग और हिन्दी सिनेमा, भारतीय लोकतंत्र और हिन्दी सिनेमा, सिनेमा में भारतीय समाज का यथार्थ, सिनेमाई यथार्थवाद और समानान्तर सिनेमा, भूमंडलीकरण बाजारबाद और हिन्दी सिनेमा ,बाल फिल्में तकनीकी क्रांति और हिन्दी सिनेमा।
- साहित्य और सिनेमा- अंतरसंबंध, सिनेमा और उपन्यास, संवेदना का रूपान्तरण और तकनीक।
- फिल्म समीक्षा

- आरंभ से 1947 - राजा हरिश्चन्द्र, अछूत कन्या, अनमोल, घड़ी, देवदास।
- 1947-1970- मदर इण्डिया. दो आंखे बारह हाथ, तीसरी कसम , नया दौर
- 1970 से 1990- गर्म हवा, बॉबी, शोले, आंधी।
- 1990 से अद्यतन- तारे जमीन पर, श्री इंडियट्स, दिलवाले दुल्हनिया ले जाएंगे ,मुन्ना भाई एम बी बी एस,पान सिंह तोमर ,मैरी कॉम।

HIN-G-CC-3-3-TH(TU)

आधुनिक हिंदी कविता

### COURSE OUTCOME

इस पत्र के अन्तर्गत आधुनिक कविता के प्रमुख कवियों और उनकी काव्य प्रवृत्तियों के अध्ययन को आधार बनाया गया है।

- 1) आधुनिक हिंदी कविता के शीर्षस्थ कवियों की प्रतिनिधि कविताओं को इस पत्र में शामिल किया गया है।
- 2) हमारे विद्यार्थी इस पत्र के माध्यम से आधुनिक हिंदी कविता के बारे में ज्ञान अर्जित कर सकें।
- 3) विद्यार्थियों के लिए इस पत्र में आधुनिक काल के प्रमुख आंदोलनों की विशेषताओं से परिचय पाने का अवसर है।

- भारतेन्दु हरिश्चन्द्र- नए जमाने की मुकरियां ( 1 में 14 तक)
- मैथिलीशरण गुप्त- यशोधरा (महाभिनिष्क्रमण)
- जयशंकर प्रसाद- हिमाद्रि तुंग शृंग से, अरुण यह मधुमय देश हमारा, तुम रजक किरण के अन्तराल में, उठ उठ लघु लोल लहर-री लघु, मधुप गुनगुनाकर कह जाता, ले चल वहां भुलावा देकर
- सूर्यकांत त्रिपाठी निराला- संध्यासुंदरी- तुम और मैं, अधिवास, जागो फिर एक बार 2, गहन है यह अंधकारा, स्नेह निर्झर बह गया, ध्वनि, दगा की।
- सच्चिदानंद हीरानंद वात्स्यायन अजेय- यह दीप अकेला, मैं वहाँ हूँ, कलगी बाजरे की, कतकी पूनो, एक बूंद सहसा उछली, हरी घास पर क्षण भर।
- नागार्जुन- बादल को घिरते देखा है, प्रतिबद्ध हूँ, अकाल और उसके बाद, घिन तो नहीं आती, बहुत दिनों के बाद, शासन की बंदूक।

5<sup>th</sup> Semester (H/G)

परीक्षा प्रारूप

लिखित परीक्षा (Theory)-65 अंक

संगोष्ठी /सत्रांत पत्र ( Seminar/Term Paper)-15 अंक

उपस्थिति ( Attendance)-10 अंक

विभागीय मूल्यांकन (Internal Assessment)-10 अंक -----

कुल योग-100 अंक

HIN-A-CC-11

### Course Outcome

इस पत्र के अन्तर्गत हिंदी साहित्य के महत्वपूर्ण नाटक और एकांकियों को रखा गया है।

- 1) हिंदी नाटक के अध्ययन के जरिए विद्यार्थी हिंदी नाटक में विशेषज्ञता प्राप्त कर सकेंगे।
- 2) हिंदी नाटकों के विकास की प्रवृत्तियों से परिचित हो सकेंगे।
- 3) इस पत्र के माध्यम से वे भारतेंदु से लेकर अब तक के नाटकों को रखा गया है यानी लगभग 100 वर्षों के हिंदी नाटकों के माध्यम से उस समय के समाज को जान पाएंगे।
- 4) एकांकी के माध्यम से वर्तमान समय की समस्या को दर्शाया गया है।

### हिंदी नाटक एवं एकांकी

#### नाटक

- अंधेर नगरी : भारतेंदु हरिश्चंद्र
- स्कंदगुप्त : जयशंकर प्रसाद
- आषाढ़ का एक दिन : मोहन राकेश
- माधवी : भीष्म साहनी

#### एकांकी

- औरंगजेब की आखिरी रात: रामकुमार वर्मा
- विषकन्या : गोविन्द बल्लभ पंत
- और वह जा न सकी : विष्णु प्रभाकर
- भोर का तारा : जगदीशचंद्र माथुर

CC12

### Course Outcome

इस पत्र के अंतर्गत हिंदी निबंध परम्परा की प्रतिनिधि निबंधों को शामिल किया गया है।

- 1) इस पत्र के जरिए विद्यार्थी लगभग हिंदी निबंध परम्परा से परिचित होंगे।
- 2) यह भी है कि विद्यार्थी हिंदी कहानी में विशेषज्ञता प्राप्त कर सकेंगे।

### हिंदी निबंध एवं अन्य गद्य विधाएं

- सरदार पूर्ण सिंह- मजदूरी और प्रेम
- रामचंद्र शुक्ल- करुणा
- हजारी प्रसाद द्विवेदी- देवदारु
- विद्यानिवास मिश्र- मेरे राम का मुकुट भीग रहा है
- शिवपूजन सहाय- महाकवि जयशंकर प्रसाद
- रामवृक्ष बेनीपुरी - रजिया
- डॉ नगेन्द्र - दादा स्वर्गीय बालकृष्ण शर्मा नवीन
- माखनलाल चतुर्वेदी- तुम्हारी स्मृति
- विष्णुकांत शास्त्री- ये हैं प्रोफेसर शशांक

### HIN-A-DSE-A(1)-5-TH(TU)

इस पत्र के अन्तर्गत राष्ट्रीय काव्यधारा से संबंधित कविताओं को पढ़कर उस युग की रचनाओं से विद्यार्थियों का परिचय कराने का प्रयास है।

- 1) इसका उद्देश्य विद्यार्थियों को विभिन्न कविताओं के माध्यम से उस समय के कवियों की राष्ट्रीयता के बारे में जानकारी उपलब्ध कराना है।
- 2) राष्ट्रीय चेतना के बारे में जानना।

### राष्ट्रीय काव्यधारा

- मैथिलीशरण गुप्त
- माखनलाल चतुर्वेदी
- सोहनलाल द्विवेदी
- बालकृष्ण शर्मा नवीन
- रामधारी सिंह दिनकर

### HIN-G-DSE-1 -5-TH(TU)

इस पत्र के अन्तर्गत छायावादी काव्यधारा से संबंधित कविताओं को पढ़कर उस युग की रचनाओं से विद्यार्थियों का परिचय कराने का प्रयास है।

1) इसका उद्देश्य विद्यार्थियों को विभिन्न कविताओं के माध्यम से उस समय के कवियों की कविताओं के बारे में जानकारी उपलब्ध कराना है।

2) छायावादी काव्य के इतिहास और उसके विकास के बारे में जानना।

### छायावाद

- जयशंकर प्रसाद
- सूर्यकांत त्रिपाठी निराला
- सुमित्रानंदन पंत
- महादेवी वर्मा

(उपर्युक्त कवियों की चयनित रचनाएं विश्वविद्यालय अपनी अपेक्षा के अनुरूप पाठ्यक्रम रख सकता है।)

### डॉ. शुभा उपाध्याय

सेमेस्टर-1-भूषण

सेमेस्टर-3- अज्ञेय

अलंकार सिद्धांत, रीति सिद्धांत, वक्रोक्ति सिद्धांत  
प्लेटो, अरस्तु, लॉजाइनस

सेमेस्टर-5 आषाढ़ का एक दिन, माधवी

दादा स्वर्गीय, तुम्हारी स्मृति, ये हैं प्रोफेसर शशांक, जयशंकर प्रसाद

### मधु सिंह

सेमेस्टर-1- कबीर, तुलसी, सूर (H/G)

पारिभाषिक शब्दावली, पत्राचार (IDC)

लोकसाहित्य का इतिहास एवं स्वरूप (SEC)

सेमेस्टर-3 भवानी प्रसाद मिश्र, सर्वेश्वर दयाल सक्सेना, रघुवीर सहाय

नई समीक्षा, आधुनिकता, उत्तर आधुनिकता

निराला, अज्ञेय, नागार्जुन (जेनरल)

Sec पेपर (H/G)

सेमेस्टर-5 स्कंदगुप्त

और वह जा न सकी

छायावाद पेपर (H/G)

### राहुल गौड़



सेमेस्टर-1 जायसी,मीरा, रहीम, रसखान

संचार माध्यम (IDC)

लोक नाट्य एवं लोकभाषा (SEC)

सेमेस्टर-3 केदारनाथ अग्रवाल, नागार्जुन, दिनकर

रस सिद्धांत

वडर्सवर्थ, कॉलरिज, क्रोचे

भारतेंदु, मैथिलीशरणगुप्त, प्रसाद (जेनरल)

सेमेस्टर-5 अंधेर नगरी

औरंगजेब की आखिरी रात

राष्ट्रीय काव्यधारा

अमित कौर

सेमेस्टर-1 बिहारी

लोक गीत, लोक कथा (SEC)

सेमेस्टर-3 गिरिजाकुमार माथुर

काव्य लक्षण, ध्वनि सिद्धांत

एलियट

सेमेस्टर-5 विषकन्या

मजदूरी और प्रेम, करुणा

पुनिता प्रसाद

सेमेस्टर-1 विद्यापति, घनानंद

लोक संगीत (SEC)

सेमेस्टर-3 माखनलाल चतुर्वेदी

औचित्य सिद्धांत, हिंदी काव्यशास्त्र का इतिहास

रिचर्ड्स

सेमेस्टर-5 भोर का तारा

देवदारु, मेरे राम का मुकुट भींग रहा

## ROUTINE

Khudiram Bose Central College  
Department of Hindi

### Class Routine

DAY	SEMESTER	10am - 11am	11am - 12pm	12pm - 1pm	1pm - 2pm		2:15pm-3:15pm	3:15pm-4:15pm
MON	1st	IDC - A1-1 RG	HINA - A1-1 AK				HINA/HING - A1-1 MS	HINA- A1-1 RG
	3rd	HINA - NR MS	HINA- M3-12 RG	HINA - A1-1 AK	HINA - A1-1 MS		HINA - A2-5 RG	HING - NR MS
TUE	1st		HINA - A1-1 PP	HINA - A1-1 MS	HING - A1-1 PP		HINA - NR RG	HING - NR MS
	3rd		HINA - NR MS	HINA - NR PP	HINA - NR RG		HING - A1-1 MS	HING - A1-1 RG
WED	1st	IDC - A1-1 MS	HING - NR MS	HINA - A1-1 AK	HINA - A1-1 MS	B		
	3rd		HINA - A1-1 AK	HINA - NR MS	HING - NR AK	R	HINA - NR MS	
THU	1st		HINA - NR AK	HINA - A1-1 RG	HING - NR RG	E	HING - A2-5 PP	
	3rd	HINA - A1-1 AK	HINA - A1-1 RG	HING - NR AK	HINA - A1-1 PP	A	HING - A1-1 RG	
FRI	1st	HINA - NR MS	HINA - NR RG	HINA - NR PP	HING - A1-1 RG	K	HING - A1-1 PP	
	3rd	HINA - A1-1 RG	HINA - A1-1 MS	HING - A1-1 RG	HING - NR MS HINA - PP			
SAT	1st							
	3rd							



**KHUDIRAM BOSE CENTRAL COLLEGE**

**DEPARTMENT OF HISTORY**

**ACADEMIC CALENDAR 2023-2024**

**NEP/CCF/ SEMESTER-1(JULY – DECEMBER)**

**HIS-H/CC 1: History of India from the earliest times to C 300 BCE**

CHAPTER	TOPICS	LECTURES	TEACHERS
1	<p><b>. Reconstructing Ancient Indian History:</b></p> <p>a) Early Indian notions of history and the idea of Bharat</p> <p>b) Sources and tools of historical reconstruction.</p> <p>c) Historical interpretations (with special reference to gender, environment, technology and regions)</p>	8	AN
2	<p><b>Hunter-gatherers and the advent of food products</b></p> <p>a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments.</p> <p>b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art.</p> <p>c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern</p>	4	DB
3	<p><b>The Harappan civilization:</b></p> <p>Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.</p>	5	PN
4	<p><b>Cultures in transition:</b></p> <p>Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan problem.</p>	5	PN
4	<p><b>Cultures in transition</b></p> <p>a) North India (circa 1500 BCE – 300 BCE) b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE) c) Tamilakam (circa 300 BCE to circa CE 300)</p>	2	MB

**KHUDIRAM BOSE CENTRAL COLLEGE**

**DEPARTMENT OF HISTORY**

**ACADEMIC CALENDAR 2023-2024**

**NEP/ Multi-Disciplinary Core Courses in History MD -CC /SEMESTER-1(JULY – DECEMBE)**

**HIS- MD- CC 1 SEM -1: HISTORY OF INDIA (FROM THE EARLIEST TIMES TO C 300 BCE)**

CHAPTER	TOPICS	LECTURES	TEACHERS
1	<p><b>. Reconstructing Ancient Indian History:</b></p> <p>a) Early Indian notions of history and the idea of Bharat</p> <p>b) Sources and tools of historical reconstruction.</p> <p>c) Historical interpretations (with special reference to gender, environment, technology and regions)</p>	8	AN
2	<p><b>Hunter-gatherers and the advent of food products</b></p> <p>a) Palaeolithic cultures- sequence and distribution; stone industries and other technological developments.</p> <p>b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art.</p> <p>c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern</p>	4	DB
3	<p><b>The Harappan civilization:</b></p> <p>Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.</p>	5	PN
4	<p><b>Cultures in transition:</b></p> <p>Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan problem.</p>	5	PN
4	<p><b>Cultures in transition</b></p> <p>a) North India (circa 1500 BCE – 300 BCE) b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE) c) Tamilakam (circa 300 BCE to circa CE 300)</p>	2	MB

KHUDIRAM BOSE CENTRAL COLLEGE

DEPARTMENT OF HISTORY

ACADEMIC CALENDAR 2023-2024

NEP/ HIS m1 CC 1 History of India from Earliest Times up to 300 CE (m1) SEMESTER-1

(JULY – DECEMBER)

HIS m1 CC 1 History of India from Earliest Times up to 300 CE (m1)

CHAPTER	TOPICS	LECTURES	TEACHERS
1	<b>. Reconstructing Ancient Indian History:</b> a) Early Indian notions of history and the idea of Bharat b) Sources and tools of historical reconstruction. c) Historical interpretations (with special reference to gender, environment, technology and regions)	8	AN
2	<b>Hunter-gatherers and the advent of food products</b> a) Palaeolithic cultures- sequence and distribution; stone industries and other technological developments. b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art. c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern	4	DB
3	<b>The Harappan civilization:</b> Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.	5	PN
4	<b>Cultures in transition:</b> Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan problem.	5	PN
4	<b>Cultures in transition</b> a) North India (circa 1500 BCE – 300 BCE) b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE) c) Tamilakam (circa 300 BCE to circa CE 300)	2	MB

**KHUDIRAM BOSE CENTRAL COLLEGE**

**DEPARTMENT OF HISTORY**

**ACADEMIC CALENDAR 2023-2024**

**NEP/ Inter disciplinary/ courses (IDC): HIS -IDC SEMESTER-1(JULY – DECEMBER)**

**HIS -IDC Making of Contemporary India (1919 -1964)**

<b>CHAPTER</b>	<b>TOPICS</b>	<b>LECTURES</b>	<b>TEACHERS</b>
<b>1</b>	<b>Gandhian Movements Non –cooperation movement, Civil Disobedience, Quit India Movement</b>	<b>10</b>	<b>AN</b>
<b>2</b>	<b>Road to Independence and Partition: Movements outside the Gandhian fold Revolutionary nationalism, Subhas Chandra Bose and role of INA, RIN Mutiny</b>	<b>10</b>	<b>AN</b>
<b>3</b>	<b>Challenges of Communalism –Pakistan Resolution (1940)</b>	<b>2</b>	<b>PN</b>
<b>4</b>	<b>Constitutional formulas –Wavell plan, Cripps and Cabinet Mission-Mountbatten Plan</b>	<b>4</b>	<b>PN</b>
<b>5</b>	<b>Impact of Partition on Indian society and culture.</b>	<b>2</b>	<b>PN</b>
<b>6</b>	<b>Evolution of Parliamentary Democracy</b>	<b>4</b>	<b>PN</b>
<b>7</b>	<b>India’s foreign policy in the Nehruvian era.</b>	<b>4</b>	<b>PN</b>

**KHUDIRAM BOSE CENTRAL COLLEGE**

**DEPARTMENT OF HISTORY**

**ACADEMIC CALENDAR 2023-2024**

**NEP/CCF/ SEMESTER-1(HONOURS) (JULY – DECEMBE)**

**Skill Enhancement Courses**

**HIS -SEC –1 Museum and Archives**

<b>CHAPTER</b>	<b>TOPICS</b>	<b>LECTURES</b>	<b>TEACHERS</b>
<b>1</b>	<b>Definition and history of development (with special reference to India)</b>	<b>6</b>	<b>AN</b>
<b>2</b>	<b>Types of archives and museums:</b> Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration	<b>6</b>	<b>AN</b>
<b>3</b>	<b>Museum Presentation and Exhibition:</b>	<b>6</b>	<b>PN</b>
<b>4</b>	<b>Museums, Archives and Society: (Education and communication Outreach activities</b>	<b>6</b>	<b>PN</b>

**KHUDIRAM BOSE CENTRAL COLLEGE**  
**DEPARTMENT OF HISTORY**  
**ACADEMIC CALENDAR 2023-2024**  
**NEP/CCF/ SEMESTER-1(MDC) (JULY – DECEMBER)**  
**Skill Enhancement Courses**  
**HIS -SEC –1 Museum and Archives**

<b>CHAPTER</b>	<b>TOPICS</b>	<b>LECTURES</b>	<b>TEACHERS</b>
<b>1</b>	<b>Definition and history of development (with special reference to India)</b>	<b>6</b>	<b>AN</b>
<b>2</b>	<b>Types of archives and museums:</b> Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration	<b>6</b>	<b>AN</b>
<b>3</b>	<b>Museum Presentation and Exhibition:</b>	<b>6</b>	<b>PN</b>
<b>4</b>	<b>Museums, Archives and Society: (Education and communication Outreach activities</b>	<b>6</b>	<b>PN</b>



**KHUDIRAM BOSE CENTRAL COLLEGE**

**DEPARTMENT OF HISTORY**

**ACADEMIC CALENDAR 2023-2024 NEP/CCF/**

**SEMESTER-2(JANUARY – JULY)**

**NEP/ Inter disciplinary/ courses (IDC): HIS -IDC**

**Making of Contemporary India (1919 -1964)**

<b>CHAPTER</b>	<b>TOPICS</b>	<b>LECTURES</b>	<b>TEACHERS</b>
<b>1</b>	<b>Gandhian Movements Non –cooperation movement, Civil Disobedience, Quit India Movement</b>	<b>10</b>	<b>DB</b>
<b>2</b>	<b>Road to Independence and Partition: Movements outside the Gandhian fold Revolutionary nationalism, Subhas Chandra Bose and role of INA, RIN Mutiny</b>	<b>10</b>	<b>DB</b>
<b>3</b>	<b>Challenges of Communalism –Pakistan Resolution (1940)</b>	<b>2</b>	<b>PN</b>
<b>4</b>	<b>Constitutional formulas –Wavell plan, Cripps and Cabinet Mission-Mountbatten Plan</b>	<b>4</b>	<b>PN</b>
<b>5</b>	<b>Impact of Partition on Indian society and culture.</b>	<b>2</b>	<b>PN</b>
<b>6</b>	<b>Evolution of Parliamentary Democracy</b>	<b>4</b>	<b>PN</b>
<b>7</b>	<b>India’s foreign policy in the Nehruvian era.</b>	<b>4</b>	<b>PN</b>

**KHUDIRAM BOSE CENTRAL COLLEGE**

**DEPARTMENT OF HISTORY**

**ACADEMIC CALENDAR 2023-2024**

**NEP/CCF/ SEMESTER-2(JANUARY – JULY)**

**HIS-M-1/CC 2: SOCIAL FORMATION AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA**

CHAPTER	TOPICS	LECTURES	TEACHERS
I	Evolution of human kind: Paleolithic and mesolithic cultures-Role of social Institutions in the development of early societies.	4	AN
II	Food production: Debate on the origins of food production,neolithic culturesin west asia and europe	4	AN
III	Bronze Age Civilizations: Egypt (Old Kingdom); Economy,Social Stratification, State Structure,Religion Architecture	4	DB
IV	Nomadic groups: Debate on the advent of Iron and its implications in Central and West Asia.	4	DB
V	Ancient Rome: Polity and Society, Agrarian Economy, Urbanization & Trade	4	PN
VI	Polis in ancient Greece: Athens and Sparta- Polity and society- slavery, Athenian Democracy, Greek culture-Sophists, Drama- Tragedy and Comedy, Art and Architecture.	4	PN

**KHUDIRAM BOSE CENTRAL COLLEGE**

**Department of History**

**Academic Calender 2023 - 2024**

**CBCS / Semester – VI**

**CC-13: History of India (c. 1857 - 1964)**

CHAPTERS	TOPICS	LECTURES	TEACHER
I	I. Cultural changes and Social and Religious Reform Movements: a) Growth of a new intelligentsia - the Press and Public Opinion b) Reform and Revival: Brahmo Samaj, Prarthna Samaj, and I Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements. c) Debates around gender d) Making of religious and linguistic identities e) Caste: Sanskritising and anti-Brahminical trends	12	AN
II	I. Nationalism: Trends up to 1919 a) Formation of early political organizations b) Moderates and extremists c) Swadeshi movement d) Revolutionaries	8	AN
III	II. Gandhian nationalism after 1919: Ideas and Movements: a) Mahatma Gandhi: his Perspectives and Methods b) i) Impact of the First World War III ii) Rowlatt Satyagraha and Jalianwala Bagh 13 AN iii) Non-Cooperative and Civil Disobedience iv) Provincial Autonomy, Quit India and INA c) Left wing movements d) Princely India: States people movements	13	AN
IV	IV. Nationalism and Social Groups: Interfaces: a) Landlords, Professionals and Middle Classes b) Peasants c) Tribals d) Labours e) Dalits f) Women g) Business groups	10	PN
V	. Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League	2	PN
VI	VI. Independence and Partition a) Negotiations for independence and partition b) Popular movements c) Partition riots	5	TS
VII	Emergence of a New State: a) Making of the Constitution b) Integration of princely states c) Land reform and beginnings of planning d) The Nehru years.	10	TS

**MODE OF EXAMINATION:**

- INTERNAL EXAMINATION (FULL MARKS-10)/ WRITTEN
- TUTORIAL EXAMINATION (FULL MARKS-15) / TERM PAPER & PPT PRESENTATION

**KHUDIRAM BOSE CENTRAL COLLEGE**

**Department of History**

**Academic Calender 2023 - 2024**

**CBCS / Semester – VI**

**CC-14: History of World Politics: 1945-1994**

<b>CHAPTERS</b>	<b>TOPICS</b>	<b>LECTURES</b>	<b>TEACHER</b>
I	The Cold War: Weakening of European balance of power: Origins of The Cold War: Yalta and Potsdam Conferences; End of wartime alliance.	6	PN
II	The USA in World Politics: Truman Doctrine, Marshall Plan, NATO.	6	PN
III	The USSR in World Politics: Molotov Plan, COMECON and Cominform; Sovietisation of Eastern Europe; Berlin Blockade; Warsaw Pact	6	PN
IV	Manifestation of Cold War: The Korean Crisis- End of French Colonial rule in Indo-China and the Vietnam War - Cuban Crisis.	6	PN
V	De-Stalinisation; Thaw in Cold War; Detente and road to the ending of Cold War.	6	MB
VI	Disintegration and Decline of the Soviet Union - Glasnost and Perestroika - Crisis of Socialist regimes in other East European Countries: Poland, Germany, Czechoslovakia, Hungary - Response of the USA; Rise of a Unipolar World system, Globalization	6	MB
VII	Emergence of the People's Republic of China - China and the USA - Sino-Soviet rift.	6	MB
VIII	West Asian Crisis - Palestine and Western Powers - Birth of Israel - Arab-Israel Conflict - The Suez Crisis (1956); Origin and Formation of PLO; Yom Kippur War (1973); Camp David Accord (1979); Oslo Peace Accord (1993).	6	DB
IX	. Decolonization: The African Case Study: Ghana, Algeria, Congo, Kenya.	6	DB
X	Protest Politics: Civil Rights Movement, Anti-Apartheid Movement and the end of Apartheid (1994), Second Wave Feminist Movement.	6	DB

**MODE OF EXAMINATION:**

- INTERNAL EXAMINATION (FULL MARKS-10)/ WRITTEN
- TUTORIAL EXAMINATION (FULL MARKS-15) / TERM PAPER & PPT PRESENTATION
- END SEMESTER EXAMINATION (FULL MARKS-65)/ WRITTEN

**KHUDIRAM BOSE CENTRAL COLLEGE**

**Department of History**

**Academic Calender 2023 - 2024**

**CBCS / Semester – VI**

**DSE-A-3 (Paper 2): History of Bengal (c.1905-1947)**

<b>CHAPTERS</b>	<b>TOPICS</b>	<b>LECTURES</b>	<b>TEACHER</b>
I	Partition of Bengal and Swadeshi Movement (1905-08) Political ideology and organizations, rise of Extremism in Bengal, Swadeshi movement, Revolutionary terrorism	6	AN
II	Communal Politics: 1906- 30 Birth of Muslim League, and the Hindu response.	6	PN
III	Gandhian nationalism after 1919, Non- Cooperation and Khilafat movement, Swaraj party, Civil Disobedience movement, Revolutionary Nationalists and the beginnings of Left politics in the 1920s, Rise of Krishak Praja Party, Muslim League in Bengal politics.	6	AN
IV	Government of India Act 1935 and its aftermath:	6	TS
V	Peasant Movements in Bengal 1920-1946, Labour Movement in Bengal 1920-1946, Caste Movement in Bengal 1920-1946, W omen's Movements in Bengal 1920-1946.	6	PN
VI	Subhash Chandra Bose and the Congress, Quit India Movement in Bengal, Post war upsurges in Bengal- Left wing movement	6	TS
VII	Independence and Partition: Communal Riots, the great Calcutta killing and Noakhali riots, Hindu Mahasabha, Muslim League, freedom and Partition, Birth of West Bengal and East Pakistan.	6	TS

**MODE OF EXAMINATION:**

- **INTERNAL EXAMINATION (FULL MARKS-10)/ WRITTEN**
- **TUTORIAL EXAMINATION (FULL MARKS-15) / TERM PAPER & PPT PRESENTATION**
- **END SEMESTER EXAMINATION (FULL MARKS-65)/ WRITTEN**

**KHUDIRAM BOSE CENTRAL COLLEGE**

**Department of History**

**Academic Calender 2023 - 2024**

**CBCS / Semester – VI**

**DSE-B-3 (Paper 6): History of Modern East Asia - II Japan (c.1868 -1945)**

<b>CHAPTERS</b>	<b>TOPICS</b>	<b>LECTURES</b>	<b>TEACHER</b>
I	I) Transition from feudalism to capitalism: a) Crisis of Tokugawa Bakufu system b) Meiji Restoration: Its nature and Significance c) Political Reorganization d) Military Reforms e) Social, cultural and educational reforms (Bunmeikaika) f) financial reforms and educational development in the 'Meiji' era g) Meiji Constitution	30	PN
II	II) Japanese Imperialism a) China b) Manchuria c) Korea	12	DB
	3) Democracy and Militarism / Fascism a) Popular/ People's Rights Movement b) Nature of political parties c) Rise of Militarism-Nature and significance	12	MB
	d) Second World War; American occupation e) Post-War Changes	6	TS

**MODE OF EXAMINATION:**

- **INTERNAL EXAMINATION (FULL MARKS-10)/ WRITTEN**
- **TUTORIAL EXAMINATION (FULL MARKS-15) / TERM PAPER & PPT PRESENTATION**
- **END SEMESTER EXAMINATION (FULL MARKS-65)/ WRITTEN**



# 2023

## ODD

### SEMESTER

# ACADEMIC PLANNER

KHUDIRAM BOSE CENTRAL COLLEGE

***JOURNALISM***  
***& MASS COMMUNICATION***

# JOURNALISM & MASS COMMUNICATION

**PO:** *At the end of this COURSE, you should be able to:*

- 1. describe almost everything about basic & advance communication as well as journalism.*
- 2. know different forms ,history ,impact of communication*
- 3. explain the role of communication on society*
- 4. search the difference between print, audio & audio-visual media*
- 5. narrate various forms of news writing*
- 6. prepare & edit newspaper, web page, radio news, documentary film ,advertisement etc. with the help of necessary software*
- 7. operate a movie camera & DSLR*

*If you want to groom yourself as a/an media personality /AD-man /PR person / Academician /Information officer /Radio programmer /Television presenter /Film Maker / Audio-Visual Editor etc. you are suggested to follow the course carefully*



**MICRO TEACHING PLANNING**

**FOR**

**DEPARTMENT OF**

**JOURNALISM & MASS COMMUNICATION**

**1<sup>ST</sup> SEMESTER MAJOR COURSE**

<b><u>DSC/CORE</u></b>  <b><u>(4 CR.)</u></b>  <b><u>(100 Marks)</u></b>  <b><u>3TH+1TU</u></b>  <b><u>EACH UNIT- 25 MRKS</u></b>  <b><u>CC-1</u></b>	<b><u>SEC-1</u></b>  <b><u>(4 CR.)</u></b>  <b><u>4P</u></b>  <b><u>(40+20+40)</u></b>  <b><u>SEC-1</u></b>	<b><u>MINOR</u></b>  <b><u>(4 CR.)</u></b>  <b><u>(100 Marks)</u></b>  <b><u>3TH+1TU</u></b>  <b><u>EACH UNIT- 25MRKS</u></b>  <b><u>M1</u></b>	<b><u>IDC</u></b>  <b><u>(3 CR.)</u></b>  <b><u>( 75 Marks)</u></b>  <b><u>(2TH+1TU)</u></b>	<b><u>AEC</u></b>  <b><u>(2 CR.)</u></b>  <b><u>( 50 Marks)</u></b>  <b><u>EACH UNIT- 25MRKS</u></b>	<b><u>CVAC</u></b>  <b><u>(2X2 CR.)</u></b>  <b><u>( 50 Marks)</u></b>	<b><u>TOTAL CREDIT</u></b>  <b><u>525 MARKS</u></b>
<b><u>JOUR-H-CC1- 1-TH:</u></b>  Basics of Journalism & Mass Comm-3 CR.  <b><u>JOUR-H-CC1- 1-TU: 1 CR.</u></b>	<b><u>JOUR-H- SEC1-1-P:</u></b> Practicing Journalism (Practical)	<b><u>POL.SC.</u></b>	<b><u>ECONOMICS</u></b>	<b><u>LANGUAGE</u></b>	<b><u>1.ENVS (COM.)</u></b>  <b><u>2.CONSTIT UTIONAL VALUES (COM.)</u></b>	<b><u>21 CREDIT</u></b>

**JOUR-H-CC1-1(4 HRS./WEEK)- PROF.ARUNDHATI CHAKRABORTY**

**CO:** *At the end of this course, you should be able to:*

- 1. know about different types of news*
- 2. describe qualities/elements of reporting*
- 3. find the steps for proper news writing and editing*
- 4. be informed about the basics of communication*

**JOUR-H-CC1-1-TH:**

**Basics of Journalism and Mass Communication (JMC-1) (3Th + TU)**

**Unit-1**

Types of Media: Print, Broadcast and New Media (Digital and Social Media); Structure of Newspaper organization; News: Definition, Types, Elements; News Sources; Structure of news: Inverted Pyramid; Intro or Lead; Objectivity; Political reporting, Financial reporting, Sports reporting; News Agencies: functions; International News Agencies.

## **Unit-2**

Print Media Editing: Principles of Editing; Headlines – Types; Page Making - Principles; Photo journalism: Definition; Photo Journalist; Caption writing; Feature: Definition, Types; Editorial; Column and Columnist; Interviewing: Research, planning, framing questions.

## **Unit-3**

Understanding Communication: Definition and Components (Sender, Message, Channel, Receiver, feedback, noise); Processes and Semiotic school; Forms of Communication (verbal, non-verbal, paralanguage, iconic, semiotic etc.), Levels of Communication (intrapersonal, interpersonal, group, public, mass communication), Functions of communication and mass communication (surveillance, correlation, transmission, entertainment, validation, mobilization)

## **Unit-4**

### **Tutorial Project:**

**Field Work and its Printable Outcome: Different types of News writing from your own locality with proper headlines and suitable intro. (All projects are to be stored in the Drive Account for necessary evaluation.**

**\*The field project shall be a group project consisting of 7-10 students in each group.**

### **Readings:**

- (1) John Hohenberg: Professional Journalists; Thomson Learning.
- (2) M.V. Kamath: Professional Journalism; Vikas Publishing, New Delhi.
- (3) Sujit Roy: Sambad Sangmbadik Sangbadikata; Dey Publications.
- (3) Abir Chattopadhyay: Communication, Media and Cultural Studies; Progressive Publishers.
- (4) Sourin Banerjee: Reporting and Editing Practice;
- (5) K.M. Srivastava News Reporting and Editing; Sterling Publishers Pvt Ltd (2003).
- (6) Sourin Banerjee: Journalism Update; Pragatishil Prokashak.
- (7) Abir Chattopadhyay: Jnapontatwo O Sankriti; Progressive Publishers.
- (8) Seema Hasan: Mass Communication; Principles and Concepts; CBS Publishers and Distributors.
- (9) Nalini Rajan (ed.): 21<sup>st</sup> Century Journalism in India; Sage.

## **JOUR-H-SEC 1-1 (8 HRS./WEEK.)-PRACTICAL**

**PROF.TAPASI GHOSH**

**CO:** *At the end of this course, you should be able to:*

- 1. edit a news report (online)*
- 2. prepare the front page of a newspaper with necessary software*
- 3. write different forms of newspaper presentations*

**JOUR-H-SEC1-1-P:**

**Practicing Journalism (Practical: 40+20+40)**

### **Unit 1**

Principles of Editing a given piece of News Report and Agency Copy including a suitable lead and headline; Book Review, Film Review, Review of Television Programmes

### **Unit 2**

Newspaper Page Make-up: Designing the Front Page that includes Chimney, Anchor, Solus, Slug with necessary page-making software and the photo-editing software;

### **Unit 3**

Feature, Column, Editorial writings in political, sports, national and international affairs for Print Media – Writing Techniques

**MICRO TEACHING PLANNING**  
*FOR*  
**DEPARTMENT OF**  
**JOURNALISM & MASS COMMUNICATION**  
**1<sup>ST</sup> SEMESTER MINOR COURSE**  
**WITH MAJOR IN OTHER SUBJECT**

<b>DSC/CORE</b>	<b>SEC-1</b>	<b>MINOR</b>	<b>IDC</b>	<b>AEC</b>	<b>CVAC</b>	<b>TOTAL CREDIT</b>
<u>(4 CR.)</u> <u>(100 Marks)</u> <u>3TH+1TU</u> <u>EACH UNIT-25 MRKS</u> <b>CC-1</b>	<u>(4 CR.)</u> <u>4P</u> <u>(40+20+40)</u> <b>SEC-1</b>	<u>(4 CR.)</u> <u>(100 Marks)</u> <u>3TH+1TU</u> <u>EACH UNIT-25MRKS</u> <b>M1</b>	<u>(3 CR.)</u> <u>( 75 Marks)</u> <u>(2TH+1TU)</u>	<u>(2 CR.)</u> <u>( 50 Marks)</u> <u>EACH UNIT-25MRKS</u>	<u>(2X2 CR.)</u> <u>( 50 Marks)</u>	<u>525 MARKS</u>
XXXXXX	XXXXXXXX	<b>JOUR-MD-CC1-1-TH:</b>  Basics of Journalism & Mass Comm-3 CR.  <b>JOUR-MD-CC1-1-TU:</b> 1 CR.	XXXXXX	LANGUAGE	1.ENVS (COM.)  2.CONSTITUTIONAL VALUES (COM.)	21 CREDIT

### **JOUR-MINOR-CC1-1(4 HRS./WEEK)-PROF.PAYAL BOSE**

**CO:** *At the end of this course, you should be able to:*

1. know about different types of news
2. describe qualities/elements of reporting
3. find the steps for proper news writing and editing
4. be informed about the basics of communication

#### **JOUR-MD-CC1-1-TH:**

#### **Basics of Journalism and Mass Communication (JMC-1) (3Th + TU)**

#### **Unit-1**

Types of Media: Print, Broadcast and New Media (Digital and Social Media);  
Structure of Newspaper organization; News: Definition, Types, Elements; News

Sources; Structure of news: Inverted Pyramid; Intro or Lead; Objectivity; Political reporting, Financial reporting, Sports reporting; News Agencies: functions; International News Agencies.

### **Unit-2**

Print Media Editing: Principles of Editing; Headlines – Types; Page Making - Principles; Photo journalism: Definition; Photo Journalist; Caption writing; Feature: Definition, Types; Editorial; Column and Columnist; Interviewing: Research, planning, framing questions.

### **Unit-3**

Understanding Communication: Definition and Components (Sender, Message, Channel, Receiver, feedback, noise); Processes and Semiotic school; Forms of Communication (verbal, non-verbal, paralanguage, iconic, semiotic etc.), Levels of Communication (intrapersonal, interpersonal, group, public, mass communication), Functions of communication and mass communication (surveillance, correlation, transmission, entertainment, validation, mobilization)

### **Unit-4**

#### **Tutorial Project:**

**Field Work and its Printable Outcome: Different types of News writing from your own locality with proper headlines and suitable intro. (All projects are to be stored in the Drive Account for necessary evaluation.**

**\*The field project shall be a group project consisting of 7-10 students in each group.**

#### **Readings:**

- (1) John Hohenberg: Professional Journalists; Thomson Learning.
- (2) M.V. Kamath: Professional Journalism; Vikas Publishing, New Delhi.
- (3) Sujit Roy: Sambad Sangbadik Sangbadikata; Dey Publications.
- (3) Abir Chattopadhyay: Communication, Media and Cultural Studies; Progressive Publishers.
- (4) Sourin Banerjee: Reporting and Editing Practice;
- (5) K.M. Srivastava News Reporting and Editing; Sterling Publishers Pvt Ltd (2003).
- (6) Sourin Banerjee: Journalism Update; Pragatishil Prokashak.
- (7) Abir Chattopadhyay: Jnapontatwo O Sankriti; Progressive Publishers.

(8) Seema Hasan: Mass Communication; Principles and Concepts; CBS Publishers and Distributers.

(9) Nalini Rajan (ed.): 21<sup>st</sup> Century Journalism in India; Sage.



**MICRO TEACHING PLANNING**

**FOR**

**DEPARTMENT OF**

**JOURNALISM & MASS COMMUNICATION**

**1<sup>ST</sup> SEMESTER MULTIDISCIPLINARY**

**MINOR COURSE**

<b>DSC/CORE 1</b>	<b>DSC/CORE 2</b>	<b>SEC</b>	<b>IDC</b>	<b>AEC</b>	<b>CVAC</b>	<b>TOTAL CREDIT</b>
<u>(4 CR.)</u>	<u>(4 CR.)</u>	<u>(4 CR.)</u>	<u>(3 CR.)</u>	<u>(2 CR.)</u>	<u>(2 X2 CR.)</u>	<u>525</u>
<u>(100 Marks)</u>	<u>(100 Marks)</u>	<u>(100 Marks)</u>	<u>( 75 Marks)</u>	<u>( 50 Marks)</u>	<u>( 50 Marks)</u>	<u>MARKS</u>
<u>3TH+1TU</u>	<u>3TH+1TU</u>	<u>4TH</u>	<u>(2TH+1TU)</u>	<u>EACH UNIT-25MRKS</u>		
<u>EACH UNIT-25 MRKS</u>	<u>EACH UNIT-25 MRKS</u>	<u>EACH UNIT-25MRKS</u>				
<b>CC-1</b>	<b>CC-2</b>					
XXXXXX	XXXXXXXX	<b>JOUR-MD-SEC-TH:</b>  Print advertising 4 CR.	XXXXXXXX	COMPULSORY ENGLISH	1.ENVS (COM.)  2.CONSTITUTIONAL VALUES (COM.)	21 CREDIT

**JOUR-MD-CC1/CC-2-1(4 HRS./WEEK)-PROF.DIPANNITA DUTTA**

**CO:** *At the end of this course, you should be able to:*

- 1. know about different types of news*
- 2. describe qualities/elements of reporting*
- 3. find the steps for proper news writing and editing*
- 4. be informed about the basics of communication*

**JOUR-MD-CC1-1-TH:**

**Basics of Journalism and Mass Communication (JMC-1) (3Th + TU)**

**Unit-1**

Types of Media: Print, Broadcast and New Media (Digital and Social Media); Structure of Newspaper organization; News: Definition, Types, Elements; News Sources; Structure of news: Inverted Pyramid; Intro or Lead; Objectivity; Political reporting, Financial reporting, Sports reporting; News Agencies: functions; International News Agencies.

## **Unit-2**

Print Media Editing: Principles of Editing; Headlines – Types; Page Making - Principles; Photo journalism: Definition; Photo Journalist; Caption writing; Feature: Definition, Types; Editorial; Column and Columnist; Interviewing: Research, planning, framing questions.

## **Unit-3**

Understanding Communication: Definition and Components (Sender, Message, Channel, Receiver, feedback, noise); Processes and Semiotic school; Forms of Communication (verbal, non-verbal, paralanguage, iconic, semiotic etc.), Levels of Communication (intrapersonal, interpersonal, group, public, mass communication), Functions of communication and mass communication (surveillance, correlation, transmission, entertainment, validation, mobilization)

## **Unit-4**

### **Tutorial Project:**

**Field Work and its Printable Outcome: Different types of News writing from your own locality with proper headlines and suitable intro. (All projects are to be stored in the Drive Account for necessary evaluation.**

**\*The field project shall be a group project consisting of 7-10 students in each group.**

### **Readings:**

- (1) John Hohenberg: Professional Journalists; Thomson Learning.
- (2) M.V. Kamath: Professional Journalism; Vikas Publishing, New Delhi.
- (3) Sujit Roy: Sambad Sangmbadik Sangbadikata; Dey Publications.
- (3) Abir Chattopadhyay: Communication, Media and Cultural Studies; Progressive Publishers.
- (4) Sourin Banerjee: Reporting and Editing Practice;
- (5) K.M. Srivastava News Reporting and Editing; Sterling Publishers Pvt Ltd (2003).
- (6) Sourin Banerjee: Journalism Update; Pragatishil Prokashak.
- (7) Abir Chattopadhyay: Jnapontatwo O Sankriti; Progressive Publishers.
- (8) Seema Hasan: Mass Communication; Principles and Concepts; CBS Publishers and Distributors.
- (9) Nalini Rajan (ed.): 21<sup>st</sup> Century Journalism in India; Sage.

## **JOUR-MD-SEC(4 HRS./WEEK)**

**CO:** *At the end of this course, you should be able to:*

- 1. know about different types of Advertising*
- 2. be informed about different medium of Advertising*
- 3. describe the elements of Advertising*
- 4. explore the functions of Ad-Agency*

### **JOUR-MD-SEC-TH:**

#### **Print Advertising (4Th)**

##### **Unit-1**

Advertising: definition; Types of Advertising; Classification of Advertising; Classified and Display advertising; History of Print advertising in India; Basic idea of modern print advertising

##### **Unit-2**

Types of Newspaper Advertisements; Display Board advertising; Definition with examples, Leaflets, Pamphlets

##### **Unit-3**

Ad-Copy; Headlines; Sub-headlines; Slogan; logo Writings; Ad Lay-out: Thumb-nail-Rough-Comprehensive Layouts;

##### **Unit-4**

Ad-Agencies: Definition; Functions; Ad-Manager; Advertising Department of a Newspaper

s of corporate newspaper houses.

##### **Unit-3-AC**

Community and Folk Media in West Bengal; Definition and characteristics of community; Traditional Folk Media (TFM) - Concept and Forms – meaning, characteristics; Difference from Mass Media

##### **Unit-4-AC**

Various forms of Folk Media in India: Tamasha, Keertana, Yakshagana, Nautanki, Jatra, Bhavai, Ramlila and Raslila; Important Folk forms of Bengal: Gambhira, Kabigaan, Chhou, Raibneshe, Alkap, Kabigaan, Yatra, Leto, Baul.

## **JOUR-H-IDC-TH / JOUR-MD-IDC-TH(3 HRS./WEEK)**

**CO:** *At the end of this course, you should be able to:*

- 1. know about news and writing techniques for newspaper*
- 2. be informed about the basics of communication*

### **Introduction to J&MC (2TH+1TU)**

#### **UNIT-1**

News: Definition; Elements of news; News Sources; Different types of news; Structure of news: inverted pyramid; Intro; Lead; Language of news writing; Objectivity; Feature: Definition, Types; Editorial: Importance, Choice of subjects; Column and Columnist; Interviewing: Research, planning, framing questions, The News Agencies: functions; various international News Agencies;

#### **UNIT-2**

Communication: Definition, Process and Semiotic school; Forms of Communication (verbal, on-verbal, paralanguage, iconic, semiotic etc.), Levels of Communication (intrapersonal, interpersonal, group, public, mass communication), Functions of communication and mass communication (surveillance, correlation, transmission, entertainment, validation, mobilization)

#### **UNIT-3**

#### **TUTORIAL:**

**offline survey by a group of (minimum 5 students to maximum 10 students)**  
**on a particular topic decided by the department**  
**Or an individual presentation on any IDC topic**

**Readings:**

- (1) Vir Bala Agarwal & V.S. Gupta: Handbook of Journalism & Mass Communication; Concept Publisher Delhi.
- (2) Seema Hasan: Mass Communication; Principles and Concepts; CBS Publishers and Distributors.
- (3) Abir Chattopadhyay: Communication, Media and Cultural Studies; Progressive Publishers.
- (4) K.M. Srivastava News Reporting and Editing; Sterling Publishers Pvt. Ltd (2003).
- (5) Sourin Banerjee: Journalism Update; Pragatishil Prokashak.
- (6) Abir Chattopadhyay: Jnapontatwo O Sankriti; Progressive Publishers

**MICRO TEACHING PLANNING**  
*FOR*  
**DEPARTMENT OF**  
**JOURNALISM & MASS COMMUNICATION**  
**3<sup>RD</sup> SEMESTER HONOURS COURSE**

## **CC-5(6 HRS./WEEK-84 HRS. ).PROF.TAPASI GHOSH**

**CO:** *At the end of this course, you should be able to:*

- 1. understand important theories related to communication*
- 2. describe necessary models of communication*
- 3. explain media society relationship*
- 4. explore the importance of communication*

### **Unit-1**

Classical Rhetoric form of Communication; Shannon-Weaver's Mathematical model of communication and criticism; Schramm-Osgood's Interactive model of communication; Newcomb's Systemic model and Westley-McLean's Mass Communication model; David Berlo's Linear model; Roman Jakobson's communication model; Basic concepts of Semiology: Sign, Code, Text.

### **Unit-2**

Normative theories of press; Four Models of communication: Transmission Model, Ritual or Expressive, Publicity model, Reception model; McQuail's four theories of mass communication: Social scientific theory, Normative theory, Operational theory, Everyday or Common sense theory.

### **Unit-3**

Phases of media society relations: Mass Society, Functionalism, Critical Political Economy, Technological Determinism, Information Society; Dominant media paradigm and Hypodermic series of models, One-step flow theory, Development paradigm of media: Two-step flow theory, Diffusion of Innovation and Media Dependency theory; Active Audience proposition: Uses and Gratifications model.



## **Unit-4**

Cultivation Theory; Agenda Setting series of models (Priming-Framing-Gatekeeping-Agenda Setting); Spiral of Silence; Information Imbalance: McBride Commission; Globalization of media and Propaganda model; Understanding Media Conglomeration; Corporate (organizational) Communication models: Conduit Model, Grapevine model.

## **TUTORIAL**

### **Readings:**

- (1) Denis McQuail: McQuail's Communication Theory; 4th, 5th and 6th Edition.
- (2) John Fiske: Introduction to Communication Studies; Routledge.
- (3) Abir Chattopadhyay: Communication, Media and Cultural Studies; Progressive Publishers.
- (4) Arvind Singhal: Communication for Innovation; Sage.
- (5) Abir Chattopadhyay: Jnapontatwo O Sankriti; Progressive Publishers.
- (6) Edward S. Herman and Noam Chomsky: Manufacturing Consent; Vintage.
- (7) Rogers Everett: Communication Technology: The News Media in Society, Collier-Macmillan. 12 London, 1988.
- (8) Baran and Davis, Mass Communication Theory, Indian Edition, (South West Coengate Learning) 2006
- (9) Bernet, John R, (1989) Mass Communication, an Introduction, Prantice Hall.
- (10) Morley, D. (1992) Television, Audiences and Cultural Studies. London and New York: Routledge.

**JORA-CC-6(6 HRS. /WEEK-84 HRS. ).PROF.MOUSUMI DUTTA**

**CO:** *At the end of this course, you should be able to:*

- 1. understand culture and cultural industry*
- 2. describe the importance of semiotics, discourse analysis etc. in communication*
- 3. explain development communication*
- 4. explore the ideas of cultural studies*

**Unit-1**

Frankfurt Critical School: Culture Industry; Semiotic School: Ferdinand De Saussure, C.S.Peirce, Roland Barthes: Meaning of text message, Signification, Myth; Birmingham School: Centre for Contemporary Cultural Studies; Marshall McLuhan: Medium is the Message.

**Unit-2**

Understanding Culture; Definitions of Culture: Mass Culture, Popular Culture, Folk Culture; Elite culture, Commercial culture; Media as Texts; Signs and Codes in Media, Discourse Analysis; Understanding Media Culture: Media Culture and Power; Assignments: understanding media Codes, Texts.

**Unit-3**

Ev. Rogers' Development communication school, Dominant Paradigm of Development Model; Communication and development of third world media: Indian experience; Public Sphere and Public Media: Jurgen Habermas; Corporatization and Globalization of Mass Media.

**Unit-4**

Political Economy of media, Ideology and Hegemony; Ideas of Cultural Studies: Colonialism, Postcolonialism, Nationalism,

Internationalism, Hybrid Culture, Poststructuralism and Postmodernism; Representation of nation, class, caste and gender issues in Media (assignment based).

## **TUTORIAL**

### **Readings:**

- (1) Denis McQuail: McQuail's Communication Theory; 4th, 5th and 6th Edition.
- (2) John Fiske: Introduction to Communication Studies; Routledge.
- (3) Abir Chattopadhyay: Communication, Media and Cultural Studies; Progressive Publishers.
- (4) Arvind Singhal: Communication for Innovation; Sage.
- (5) Abir Chattopadhyay: Jnapontatwo O Sankriti; Progressive Publishers.
- (6) Edward S. Herman and Noam Chomsky: Manufacturing Consent; Vintage.
- (7) Rogers Everett: Communication Technology: The News Media in Society, Collier-Macmillan. London, 1988.
- (8) Dan Laughey: Key Themes in Media Theory; Rawat Publication.
- (9) Gupta, Nilanjana ed. (2006) Cultural Studies, World View Publishers. 14
- (10) Hartley, J. (2002) Communication, Cultural and Media Studies: The Key Concepts (3rd Edition). London: Routledge.
- (11) Ang, I. (1990) 'Culture and Communication' in European Journal of Communication, Vol.5, Nos. 2 and 3, pp.239-260.
- (12) Siebert, F., Schramm, W. and Peterson T. (1956) Four Theories of the Press. Urbana, Illinois: University of Illinois Press.

**JORA-CC-7-TH: (4 HRS./WEEK). PROF. KOYEL CHAKRABORTY**

**CO:** *At the end of this course, you should be able to:*

- 1. describe the journey of Radio in India*
- 2. discuss the history of autonomy system*
- 3. know about different types of radio programme*
- 4. prepare one radio programme with advertisement using computer based sound editing system,*

## **Unit-1**

History of AIR; Inception and Growth of Radio News in India; Educational Radio in Developing countries (Neurath Project); Development of entertainment programmers in AIR: reach and access; From Amateur or Ham to FM and Digitalization of Radio in India; Radio in democratic periphery: participatory, community driven, special need like disaster; Audience segment

## **Unit-2**

Autonomy of AIR: Prasar Bharati; Radio formats: Community Radio, Campus Radio; National Programme in AIR; Radio Jockey: Role and Responsibilities.

## **Unit-3**

Radio Magazine, Interview, Talk Show, Discussion, Feature, Documentary Studio interviews, Panel discussions, Phone-in programmes; Pre-Production for Radio Script: Writing radio Commercials, teasers and promos;

**JORA-CC-7-PRACTICAL (4 HRS./WEEK). PROF.ARUNDHATI CHAKRABORTY**

## **Unit-4 (Practical)**

Radio Personnel; Radio Script: Pre-Production, Production skills; Copywriting; Field recording skills, live studio broadcast with multiple sources, Cue sheet and recording, news production; Editing, Creative use of Sound Editing (Computer based), special sound effects, Phone-in programme.

**Readings:**

- (1) Mark W. Hall: Broadcast Journalism: An Introduction to News Writing;
- (2) K.M. Srivastava: Radio and Television; Sterling Publishers.
- (3) U.L. Baruah: This is All India Radio; Publications Division; Ministry of I&B, 2017.
- (4) P.C. Chatterjee: Broadcasting in India; Sage.
- (5) Carrol Fleming: The Radio Handbook; Routledge.
- (6) P.C Chatterjee, Broadcasting in India, New Delhi, Sage.
- (7) Vinod Pavarala&Kanchan K. Malik: Other Voices; The Struggle for Community Radio in India, Sage.

## **JORA-SEC-A-1 (2 HRS./WEEK).PROF.ARUNDHATI CHAKRABORTY**

**CO:** *At the end of this course, you should be able to:*

- 1. know different radio programme script*
- 2. understand the functions of recording room*

### **Unit-1**

Radio writing techniques: Writing for radio idioms and spoken word, elements of radio news;

Radio feature, News reel, Radio Talk, Interview; Pre-production idea and research, radio script, storyboarding, proposal writing, budget, floor plan, pilot; Production: Use of sound, listening, recording, using archived sound; Editing: creative aspects of editing; Ethical issues.

### **Unit-2**

Working in Radio news room; functions of recording room; Sound for Radio: different types-Sync/non-sync/natural and ambience sound; Frequency and Wavelength; Analogue to Digital Sound; Special effects, menu and synthesis.

**Books and References for SEC-A-1: Readings of CC-7 to be followed.**

**MICRO TEACHING PLANNING**  
*FOR*  
**DEPARTMENT OF**  
**JOURNALISM & MASS COMMUNICATION**  
**3<sup>RD</sup> SEMESTER GENERAL COURSE**

## **JORG-CC/GE -3-TH: (4HRS./WEEK).PROF. KOYEL CHAKRABORTI**

**CO:** *At the end of this course, you should be able to:*

- 1. describe about advertising and its different types*
- 2. know about an advertising agency*
- 3. explain the role of public relations*
- 4. write a news report as well as anchor story*
- 5. prepare one display advertisement using suitable software*

### **Unit-1**

Advertising: Definition; Different types; Classified and display; Advertisement medium; different types; relative advantages; Selection criteria; Ethics of Advertising; Market research; Brand positioning; Creative strategy; Market and its segmentation; Sales promotion;

### **Unit-2**

Advertising agency: structure, functions, important functionaries; Client-Agency relationship; Copy writing; Types of Copy; How to prepare; Principles of writing; Main features; Copy writer: qualities, duties and responsibilities.

### **Unit-3**

Public Relations: Definition; PR as a management function; Publics in PR; Importance of PR; PRO: Qualities and Duties; PR in Public Sector; PR for Private Sector; PR Tools; Press Release; Press Conference; Press Rejoinder; Community Relations, Media Relations; Corporate PR; House Journal; PR Institutions: PRSI, IPR; Crisis PR; Corporate Social Responsibility (CSR)

**JORG-CC/GE-3-PRACTICAL (4 HRS./WEEK).**

**PROF.KOYEL CHAKRABORTI**

**Unit-4(PRACTICAL)**

Basic knowledge of Computer for print journalism; Writing a News Report in about 150 words from given points; Writing Headlines from News Stories; Writing Headline, Intro; Writing Anchor Story; Writing article; Creating a display advertisement on Photo Editing Software.

**Readings:**

- (1) Alok Bajpaye: Advertising Management;
- (2) Sarojit Dutta: Advertising Today: The Indian Context; Kolkata Profile Publishers;
- (3) K.R. Balan: Corporate Public Relations; Himalaya Publishing.
- (4) Frank Jefkins: Public Relations Made Simple; Heinemann; London.



**MICRO TEACHING PLANNING**  
*FOR*  
**DEPARTMENT OF**  
**JOURNALISM & MASS COMMUNICATION**  
**5<sup>TH</sup> SEMESTER HONOURS COURSE**

## **JORA-CC-11-TH: (4 HRS./WEEK)-PROF.MOUSUMI DUTTA**

**CO:** *At the end of this course, you should be able to:*

- 1. know all about new media and online journalism*
- 2. explain the role of social media and the role of participatory journalism*
- 3. write a BLOG/VLOG, linear and non-linear texts, contextualized stories*
- 4. Prepare a web page*

### **Unit-1**

Key Concepts and Theory: Defining new media, terminologies and their meanings – Digital media, new media, online, media; Overview of Online Journalism: Why newspapers and broadcast outlets are on the Web; Understanding Virtual Cultures and Digital Journalism; Information society and new media, Technological Determinism, Computer Mediated Communication (CMC), Networked Society.

### **Unit-2**

Internet and its Beginnings, Remediation and New Media technologies, Online Communities, User Generated Content and Web 2.0, Networked Journalism, Alternative Journalism; Social, Media in Context, Activism and New Media; Citizen and Participatory Journalism: Hyper local Journalism; Security and Ethical Challenges in Online Journalism: Security challenges, Ethics of online journalism.

## **JORA-CC-5-11-P: (4 HRS./WEEK ). PROF.MOUSUMI DUTTA**

### **Unit-3 (Practical)**

Tools of Online Journalism: Multimedia, Interactivity, Hyperlinks, Weblogs and Content Management Systems (CMS); New Media and Social Networks: New Media, Social Networking and media activities; websites;

## **Unit-4 (Practical)**

Linear and Non-linear writing, Contextualized Journalism, Writing Techniques, Linking Multimedia, Storytelling structures, Visual and Content Design, Website planning and visual design, Content strategy and Audience Analysis, Brief history of Blogging, Creating and Promoting a Blog.

## **Readings:**

- (1) Vincent Miller. Understanding digital culture. Sage Publications, 2011.
- (2) Lev Manovich. 2001. "What is New Media?" In The Language of New Media, Cambridge: MIT Press. pp. 19-48.
- (3) Siapera, Eugenia. Understanding new media. Sage, 2011. 24
- (4) Goldsmith, Jack, and Tim Wu. 2006. Who Controls the Internet? Illusions of Borderless World. Oxford University Press US.
- (5) Baym, Nancy K. Personal Connections in the Digital Age. Polity, 2010. 25

**JORA-CC-12(6 HRS./WEEK-84 HRS. )-PROF. PAYAL BOSE**

**CO:** *At the end of this course, you should be able to:*

- 1. discuss on the concept of development*
- 2. understand about development communication*
- 3. explain the role of media in development*
- 4. know about critical angles of development communication*

## **Unit-1**

Development: Concept, concerns, paradigms; Concept of development, Measurement of development, Development versus growth, Human development, Development as freedom, Models of development, Basic needs model: Nehruvian model, Gandhian model, Panchayati raj, Developing countries versus developed countries, UN millennium dev goals.

## **Unit-2**

Development communication: Concept and approaches, Paradigms of development: Dominant paradigm, dependency, alternative paradigm, Dev comm. models – diffusion of innovation, empathy, magic multiplier, Alternative Dev comm. approaches: Sustainable Development, Participatory Development, Inclusive Development, Gender and development, Development support comm. – definition, genesis, and area woods triangle.

## **Unit-3**

Role of media in development, Mass Media as a tool for development, Creativity, role and performance of each media-comparative study of pre and post-liberalization eras, Role, performance record of each medium- print, radio, TV, video, traditional media, Role of development agencies and NGOs in development communication

## **Unit-4**

Critical appraisal of dev comm. programmers and govt. schemes: SITE, Krishi Darshan, Kheda, Jhabua, MNREGA; Cyber media and dev –e-governance, national knowledge network, ICT for dev narrow casting Development support communication in India in the areas of: agriculture, health & family welfare, population, women empowerment, poverty, unemployment, energy and environment, literacy, consumer awareness.

## **TUTORIAL**

### **Readings:**

1. Arvind Singhal, Everett M Rogers: India's Communication Revolution: From Bullock Carts to Cyber Marts.
2. J V Vilanilam: Development Communication in Practice, India and the Millennium Development Goals. Sage. 2009.
3. K. Mahadavan, Kiran Prasad, Youichi Ito and Vijayan Pillai. Communication, Modernisation and Social Development: Theory Policy and Strategies (2 volumes), BR Publishing Corporation, New Delhi. 2002.

4. Kiran Prasad. Communication for Development: Reinvesting Theory and Action (2 volumes,)BRPC: New Delhi. 2009.
5. MelkoteSrinivas R., H. Leslie Steeves. Communication for Development in the Third World:26Theory and Practice for Empowerment: Sage. 2001
6. Schramm, Wilbur: Mass Media and National Development, Stanford UP, Standford, 1964.
7. Uma Narula, W. Barnett Pearce. Development as communication: a perspective on India.SouthernIllinois University Press, 1986
8. Uma Narula. Development Communication: Theory and Practice. HarAnand. 2004.
9. K. Sadanandan Nair & Shirley A. White (Ed.): Perspectives on Development Communication;Sage.
10. DipankarSinha: Development Communication, Contexts for the 21st Century; Orient BlackSwan.27

## **JORA-DSE-A-1(6 HRS./WEEK)PROF.DIPANNITA DUTTA**

**CO:** *At the end of this course, you should be able to:*

- 1. describe the imbalances in global news flow*
- 2. explain the role of global media*
- 3. discuss on the cross cultural communication and media imperialism*
- 4. know about the press system of your neighboring countries*

### **Unit-1**

Imbalances in Global Information Flow: Rise of International News Agencies; toward an alternative World Communication Order and McBride Commission; International Media Regulations.

### **Unit-2**

Gulf War and the rise of Global Media; Introduction to Global Media: NY Times, Wall StreetJournal, Aljazeera. Major international television channels: BBC, CNN, FOX, CBC;Globalization of Media: Media Conglomeration Time-

Warner, Viacom, Walt Disney Corporation, News Corporation, Bartelsmann, Vivendi International, GE, Sony.

### Unit-3

Cross Culture Communication- Problems among nations, Press System of Neighboring countries of Indian subcontinent before and after Globalization, Herbert Schiller: Concept of Media Imperialism; Media and Present Indian Market: Information War, Fake Information; Global Satellite system-Cable & Satellite TV (C&S), Direct To Home (DTH), Internet Protocols (IPTV).

### TUTORIAL

#### Readings:

- (1) DayaKishanThussu. International Communication: Continuity and Change, OxfordUniversity Press ,2003.
- (2) Yahya R. Kamalipour and Nancy Snow.War, Media and Propaganda-A Global Perspective,Rowman and Littlefield Publishing Group, 2004.
- (3) “ Many Voices One World” Unesco Publication, Rowman and Littlefield publishers, 2004.
- (4) DayaKishanThussu .War and the media : Reporting conflict 24x7, Sage Publications,2003.
- (5) Lee Artz and Yahya R. Kamalipor. The Globalization of Corporate Media Hegemony, New York Press,2003.
- (6) Edward S. Herman & Robert McChesney: Global Media; Madhyam Books.28

### JORA-DSE-B-2-(6 HRS./WEEK. )PROF.TAPASI GHOSH

**CO:** *At the end of this course, you should be able to:*

- 1. know about communication research*
- 2. discuss on different types of media research*
- 3. understand sampling and other methods*
- 4. use different data analysis techniques*

## **Unit-1**

Introduction to Research: Definition, Role, Function, Basic and Applied Research, Scientific Approach, Role of theory, in research, Steps of Research (Research question, Hypothesis, Review of Literature).

## **Unit-2**

Methods of Media Research: Qualitative-quantitative components, Content Analysis, Exploratory research: Qual-Quan (Mixed) method, Narrative Analysis, Historical Research, Semiotic Research Methods; Chi-Square Test, T-Test, Likert Scale.

## **Unit-3**

Sampling: Need for Sampling, Sampling Methods, Representativeness of the Samples, Sampling Error, and Tools of data collection: Primary and Secondary data-Questionnaire, Focus Groups, Telephone, Surveys, Online Polls, Published work.

## **Unit-4**

Data Analysis Techniques; Coding and Tabulation, Non-Statistical Methods (Descriptive and Historical), Bibliography Writing the research report, Ethnographies and other Methods, Readership and Audience Surveys; Ethnographies, textual analysis, discourse analysis Ethical Perspectives of mass media research

## **TUTORIAL**

### **Readings:**

- (1) Wimmer, Roger, D and Dominick, Joseph,R. Mass Media Research, Thomson Wadsworth,2006, pgs1-60; 65-81;83-98.
- (2) Kothari, C.R. Research Methodology: Methods and Techniques, New Age International Ltd.Publishers, 2004, pgs1-55; pgs95-120.
- (3) Arthur Asa Berger. Media Research Techniques, Sage Publications, 1998.
- (4) John Fiske. Introduction to Communication Studies, Routledge Publications,1982.

(5) David Croteau and William Hoynes. Media/Society: Industries, Images and Audiences, Forge Press (For Case Studies) Amazon, 2002.35



**MICRO TEACHING PLANNING**  
*FOR*  
**DEPARTMENT OF**  
**JOURNALISM & MASS COMMUNICATION**  
**5<sup>TH</sup> SEMESTER GENERAL COURSE**

## **JORG-DSE-A-1(6 HRS./WEEK)**

**PROF.TAPASI GHOSH**

**PROF.ARUNDHATI CHAKRABORTY**

**PROF.PAYAL BOSE**

*CO: At the end of this course, you should be able to:*

- 1. know about the history of cinema*
- 2. gather knowledge about different film movements*
- 3. be familiar with renowned film makers and their creations*
- 4. aware about different stages of film making*

### **Unit-1**

**PROF.PAYAL BOSE**

Film as a medium of mass communication; Early Indian Cinema, Adaptation of literature in cinema, Concepts of Avant Garde Cinema and Underground Cinema; Brief history of Documentary Cinema in India.

### **Unit-2**

**PROF.PAYAL BOSE**

Film Movements: French New Wave, Italian Neo-realism; Post-independence popular Bombay films, Growth of regional cinema in India; Contemporary Indian film genres: Masala Films, Underworld films, Art or Parallel cinema.

### **Unit-3**

**PROF.ARUNDHATI CHAKRABORTY**

Contributions of Eminent Filmmakers: Sergei Eisenstein, Akira Kurosawa, Charles Chaplin, Satyajit Ray, MrinalSen, RitwikGhatak. Landmarks of Indian Cinema: PatherPanchali,GupiGyneBaghaByne, Meghe Dhaka Tara, Subarnarekha, AkalerSandhane,Guide, Sholey, Jane Bhi Do Yaaro, Albert Pinto Ko Gussa Kiyun Ata Hain, Dahan, Chitragada.

### **Unit-4**

**PROF.ARUNDHATI CHAKRABORTY**

Stages of Film Production: Pre-production, production, and post-production methods; Basic camera use in films; Principles of film editing: Aesthetic, technical; Use of Software in Film editing; Film marketing.

**TUTORIAL PROF.TAPASI GHOSH**

## Readings:

- (1) Satyajit Ray: Our Films Their Films;
- (2) KiranmoyRaha: Bengali Cinema;
- (3) ParthaRaha: Cinema r Itibritwo; Dey's Publisher.
- (4) Jill Nelmes: An Introduction to Film Studies; Psychology Press.

**JORG-SEC-A-5-4(2HRS./WEEK)PROF.DIPANNITA DUTTA**

**CO:** *At the end of this course, you should be able to:*

- 1. know about news and its qualities and verities*
- 2. write news stories with proper headline and other elements*

News: Definition, Elements, Values, Objectivity; Hard News Vs. Soft News; Intro, Lead; Headlines: Types, Importance; Specialization In Journalism: Interpretative And Investigative Journalism Reporter; Chief Reporter; News Editor; Special Correspondent Feature: Definition, Types; Qualities Of A Feature Writer Editorial; Role of Editor.

Writing Headlines from News Stories; Writing News Report From Given Points. Writing Feature Article on a Given Topic. Principles of Writing Editorials on Important Issues.

---

**1<sup>ST</sup> / 3<sup>RD</sup> / 5<sup>TH</sup> SEMESTER**

**SEPT., 2023 ONWARDS**

<u>DAY</u>	<u>SEM.</u>	<u>10.00- 11.00</u>	<u>11.00- 12.00</u>	<u>12.00- 13.00</u>	<u>13.00- 14.00</u>	<u>14.15- 15.15</u>	<u>15.15- 16.15</u>
<b>MONDAY</b> <u>10 CLASSES</u> KC OFF	1 <sup>st</sup> SEM.HONS		JORA-TG LAB PRACTICAL	JORA-TG LAB PRACTICAL		JORA-AC LAB	JORA
	1 <sup>st</sup> SEM. GEN.			JORG-PB M2-10			JORG-DD M2- 10
	5 <sup>th</sup> SEM.HONS.	JORA-MD M2-10	JORA-MD M2-10		JORA-PB M2-10	JORA-DD M2-10	JORA-TG LAB
	5th SEM.GEN.				JORG-AC LAB		
<b>TUESDAY</b> <u>10 CLASSES</u> KC/PB OFF	1 <sup>st</sup> SEM.HONS				JORA-TG LAB PRACTICAL	JORA-TG LAB PRACTICAL	JORA-AC LAB
	1 <sup>st</sup> SEM. GEN.						
	3 <sup>rd</sup> SEM.HONS	JORA-MD M2-10		JORA-MD M2-10	JORA-AC M2-10	JORA-AC M2-10	JORA-TG M2-10
	3 <sup>rd</sup> SEM. GEN.		JORG-TG M2-10				
	5th SEM.HONS.						
	5 <sup>th</sup> SEM.GEN.		JORG-DD LAB	JORG-AC LAB			
<b>WEDNESDAY</b> <u>11 CLASSES</u> AC/PB OFF	1 <sup>st</sup> SEM.HONS		JORA-TG M2-10 PRACTICAL	JORA-TG M2-10 PRACTICAL			
	1 <sup>st</sup> SEM. GEN.				JORG-DD M2-10	JORG-DD M2-10	
	3 <sup>rd</sup> SEM.HONS	JORA-MD LAB	JORA-MD LAB				
	3 <sup>rd</sup> SEM. GEN.	JORG-KC M2-10					
	5th SEM.HONS.				JORA-MD LAB	JORA-TG LAB	JORA-DD-LAB
	5 <sup>th</sup> SEM.GEN.			JORG-DD LAB			

<u>DAY</u>	<u>SEM.</u>	<u>10.00-11.00</u>	<u>11.00-12.00</u>	<u>12.00-13.00</u>	<u>13.00-14.00</u>	<u>14.15-15.15</u>	<u>15.15-16.15</u>
<b>THURSDAY</b> <b>11 CLASSES</b> <b>MD OFF</b>	3 <sup>rd</sup> SEM.HONS	JORA-AC LAB PRACTICAL		JORA-AC LAB PRACTICAL	JORA-TG LAB	JORA-TG LAB	
	3 <sup>rd</sup> SEM. GEN.	JORG-KC M2-10					
	5 <sup>th</sup> SEM.HONS.		JORA-DD M2 10	JORA-DD M2 10	JORA-DD M2 10	JORA-PB M2 10	JORA -PB M2 10
	5 <sup>th</sup> SEM.GEN.		JORG-TG LAB				
<b>FRIDAY</b> <b>08 CLASSES</b> <b>MD/AC OFF</b>	1 <sup>st</sup> SEM.HONS						
	1 <sup>st</sup> SEM. GEN.						
	3 <sup>rd</sup> SEM.HONS	JORA-KC M2-10	JORA-KC M2-10	JORA-TG M2-10			
	3 <sup>rd</sup> SEM. GEN.						
	5 <sup>th</sup> SEM.HONS.				JORA-TG M2-10	JORA-TG LAB	JORA-TG LAB
	5 <sup>th</sup> SEM.GEN.		JORG-PB LAB	JORG-PB LAB			
<b>SATURDAY</b> <b>12 CLASSES</b> <b>TG/DD OFF</b>	1 <sup>st</sup> SEM.HONS				JORA-AC LAB		JORA-AC LAB
	1 <sup>st</sup> SEM. GEN.			JORG-PB M2-10	JORG-PB M2-10		
	3 <sup>rd</sup> SEM.HONS						
	3 <sup>rd</sup> SEM. GEN.	JORG-KC M2-10 PRACTICAL	JORG-KC M2-10 PRACTICAL				
	5 <sup>th</sup> SEM.HONS.	JORA-PB LAB	JORA-PB LAB	JORA-MD M2- 10		JORA-MD M2- 10 PRACTICAL	JORA-MD M2-10 PRACTICAL
	5 <sup>th</sup> SEM.GEN.						

Semester 1 Hons. 10 CLASSES	DSCC1-AC WITH TUTORIAL 4 CLASSES	SEC1-TG 6 CLASSES PRACTICAL		
Semester 1 General 6 CLASSES	DSCC1-PB (OTHER MAJOR) WITH TUTORIAL 3 CLASSES	DSCC1-DD (MINOR) WITH TUTORIAL 3 CLASSES		
Semester 3 Hons. 14 CLASSES	CC5-TG WITH TUTORIAL 4 CLASSES	CC6-MD WITH TUTORIAL 4 CLASSES	CC7 THEORY-KC (2 CLASSES) PRACTICAL- AC (2 CLASSES)	SEC-AC 2 CLASSES
Semester 3 General 5 CLASSES	GE4 UNIT 1 & 2.-TG 1 CLASS UNIT 3 & PRAC.- KC 4 CLASSES			
Semester 5 Hons. 21 CLASSES	CC11-MD WITH PRACTICAL 6 CLASSES	CC12-PB WITH TUTORIAL 4 CLASSES	DSE-A3-DD 5 CLASSES	DSE-B3-TG WITH TUTORIAL 5 CLASSES
Semester 5 General 7 CLASSES	DSE-B1 UNIT 1& 2-PB 2 CLASSES UNIT 3 & 4-AC 2 CLASSES TUTORIAL-TG 1 CLASS	SEC-DD 2 CLASSES		

**TG:17/ KC:06 / MD:10 / AC:10 / PB:10 / DD:10**

THANK

YOU

**MICRO TEACHING PLANNING**

**FOR**

**DEPARTMENT OF**

**JOURNALISM & MASS COMMUNICATION**

**2024**

**2<sup>ND</sup> SEMESTER HONOURS COURSE**



**JOUR-H-CC2-2-TH:**  
**-Basics of Broadcast Journalism (3TH+1TU)**

**Unit-1-AC**

Radio: Development projects through Radio broadcasting in India; AIR-Services (External News Division, Vividh Bharti, Yuva Vani); RadioNews: Elements of radio news; Programme patterns of AIR: Radio Drama, Radio Talk, News Reel, Radio Magazines; Community Radio; HAM Radio; Autonomy of Indian broadcasting: Prasar Bharati; FM Radio, Radio Jockey.

**Unit-2-PB**

Television and National Development; Satellite TV Experiment (SITE); Satellite Channels operating in India; Agenda Setting techniques used by TV channels; Basic camera movements; Ethical issues and recent sting operations; TV news techniques: finding the story, packaging, use of clippings, PTC, VO, AVO, VOC; Viewership rating: TAM, TRP; Graphics and Special Effects.

**Unit-3-PB**

Understanding Television Soap Opera, Decoding Reality Shows, Impact of Television on Children, Women; Television Cartoon: Entertainment and Reality; Live Telecast for various TV programmes; Educational TV; Differences in reporting and presentation between Radio and Television.

**Unit-4-PB**

**Tutorial Project: Preparing Mobile (audio-visual) News Capsule in group of 5 persons; Viva Voce.**

**Readings:**

- (1) Mark W. Hall: Broadcast Journalism: An Introduction to News Writing;
- (2) K.M. Srivastava: Radio and Television; Sterling Publishers.
- (3) Sujit Roy: TV Sangbadikata; Dey Publications.
- (4) U.L. Baruah: This is All India Radio; Publications Division; Ministry of I&B, 2017.
- (5) Robert C. Allen & Annette Hill: The Television Reader, Routledge.
- (6) Andrew Boid: Broadcast Journalism; Oxford.
- (7) Arvind Singhal: Communication for Innovation; Sage.
- (8) Kirk A. Johnson: Television and Social Change in India; Sage.
- (9) Chunawalla, Advertising Theory And Practice, Himalaya Publishing House
- (10) JethwaneyJaishri, Advertising, Phoenix Publishing House

**JOUR-H-SEC2-2-TH:**  
**Practicing Audio-Visual (Practical) (4 Credits)**

**Unit 1: 30 Marks-AC**

Record a radio talk (with script) written by the student; Edit the radio talk using sound editing software with at least two advertisements and signature tune.

**Unit 2: 30 marks-TG**

Prepare a slide show - 15 slide presentation on any media related topic.

**Unit 3: 20 + 20 Marks-TG**

TV talk show script, TV News Script, Script writing for TV entertainment programmes i.e. TV Musical Shows, TV Reality Shows.

**Readings:**

CC-2 to be followed.

**MICRO TEACHING PLANNING**

**FOR**

**DEPARTMENT OF**

**JOURNALISM & MASS COMMUNICATION**

***2024***

**4<sup>TH</sup> SEMESTER HONOURS COURSE**

## **CC-8(8 HRS./WEEK-112 HRS. ).**

**CO:** *At the end of this course, you should be able to:*

- 1. know the public service broadcasting system in India*
- 2. describe the difference between public & private broadcasting system*
- 3. explain the importance of audience*
- 4. find the technicalities of television programme*
- 5. prepare one documentary film*

<b><u>UNIT-1-PB</u></b>	<b><u>UNIT-2-PB</u></b>
1.PUBLIC SERVICE BROADCASTING : DOORDARSHAN : EARLY DAYS	1.TELEVISION PROGRAMME FORMAT : VISUAL TEXT : BASICS OF VISUAL
2. INTRODUCTION OF NEWS,COMMERCIALS & ENTERTAINMENT	2.REPORTING SKILLS & EDITING
3.SATELLITE TV TO PRIVATE TV	3.GRAPHICS & SPECIAL EFFECTS
4.24X7 NEWS & NEWS CHANNELS	4.CAMERA POSITIONING
5. NARROWCASTING & OUTSIDE COVERAGE	5.TV NEWS TECHNIQUEE : FINDING THE STORY
6. AUDIENCE SEGMNET ,AGENDA SETTING TECHNIQUES USED BY TV CHANNELS	6.PACKAGING : USE OF CLIPPINGS,PTC,VO,AVO
7.ETHICAL ISSUES & RECENT STING OPERATION	7.VIERSHIP RATING : TAM,TRP
<b>TOTAL</b>	<b>TOTAL</b>
<b><u>UNIT-3 -MD</u></b>	<b><u>UNIT-4 (PRACTICAL)</u></b> <b><u>MD</u></b>
1.PRESENTING REAL LIVES IN TELEVISION : CONSTRUCTING REALITY IN REALITY SHOWS	1. PRODUCING A DOCUMENTARY FILM OF 8-15 MINS. DURATION (THREE CANDIDATES IN A GROUP)
2.TV TALK SHOWS : HOSTING	
3.LEGAL PITFALLS ; SOAPS,NEWS MAGAZINE,INTERVIEW	
4.TELEVISION DOCUMNETARIES : UNDERSTANDING,WRITING A REPORT,SCRIPT WTITING & SHOOTING	

### **Readings:**

- (1) John Riber: Writing and Production for Television and Film; Sage, India.18
- (2) Ivor Yorke: Television Journalism;Focal Press.

- (3) Carl Bode: The Age of Television;
- (4) Robert C. Allen & Annette Hill: The Television Reader, Routledge.
- (5) Andrew Boid: Broadcast Journalism; Oxford.
- (6) E. Herbert Zettl, Television Production Handbook, Delhi : Akash Press, 2007.
- (7) Broughton, Iry. Art of Interviewing for Television, Radio & Film, Tab Books Inc. 1981.
- (8) Yorke, Ivor, Television News (Fourth Edition), Focal Press.
- (9) Robert C. Allen and Annette Hill (Ed- 2004), The Television Reader, Routledge. 19

**CC-9(6 HRS./WEEK-84 HRS. ).**

**CO:** *At the end of this course, you should be able to:*

- 1. find the root of feature film & documentary film in India as well as in the world*
- 2. describe different genres of feature film*
- 3. explain the film production techniques*
- 4. narrate the role of different prolific film makers*

<b><u>UNIT-1-AC</u></b>	<b><u>UNIT-2-AC</u></b>
1. FILM & CINEMA : FILM AS A MEDIUM OF MASS COMMUNICATION	1. OVERVIEW OF INDIAN NEW WAVE : SATYAJIT RAY, RITTIK GHATAK, MRINAL SEN, SHYAM BENEGAL, RITUPARNO GHOSH, APARNA SEN, MIRA NAIR, ADOOR GOPALKRISHNAN
2. HISTORY OF INDIAN MOTION PICTURES	2. EXPLORING CONTEMPORARY BOMBAY CINEMA NARRATIVES : SATIRE, ACTION, FAMILY MELODRAMA, MASALA FILMS, GANGSTER FILMS, NATIONALIST, UNDERWORLD DRAMA, NRI NARRATIVES
3. FRENCH NEW WAVE CINEMA ; LEFT BANK & CAHIER DU CINEMA GROUP	3. HISTORY OF DOCUMENTARY FILMS
4. ITALIAN NEO-REALIST MOVEMENT , AUTEUR THEORY	4. ANIMATION CINEMA
5. AN OVERVIEW OF IRANIAN NEW WAVE CINEMA : ABBAS KIROASTAMI, MOHSEN MAKMALBAF, JAFAR PANAHI	
6. IMPERFECT CINEMA OF LATIN AMERICA	
<b><u>UNIT-3-AC</u></b>	<b><u>UNIT-4-AC</u></b>
1. FILM PRODUCTION : PRE-PRODUCTION, PRODUCTION AND POST-	1. HISTORY OF DOCUMENTARY FILMS (GLOBAL AND INDIAN PERSPECTIVES)

PRODUCTION	
2.BASIC CAMERA SHOTS AND SEQUENCE	2.DOCUMENTARY MOVEMENTS IN INDIA
3.DIRECTION,EDITING,DUBBING,LIGHTS, SOUND EFFECTS AND MUSIC	3.ROLE OF NFDC & FILMS DIVISION ROLE OF CBFC IN INDIA
4.LANGUAGE OF CINEMA : MONTAGE , MISE-EN-SCENE	4.CONTRIBUTIONS OF FILMMAKERS – AKIRA KUROSAWA,INGMER BERGMAN,SERGEI EISENSTEIN,FEDERICO FELINI,CHARLES CHALPLIN

## TUTORIAL-PB

### Readings:

- (1) James Monaco: How to Read a Film;
- (2) Angela Wadia: Television and Film Production; Kaniska Publisher.
- (3) Jill Nelmes: An Introduction to Film Studies; Psychology Press.
- (4) Satyajit Ray: Our Films Their Films;
- (5) KiranmoyRaha: Bengali Cinema;
- (6) ParthaRaha: Cinema r Itibritwo; Dey's Publisher.
- (7) Renu Saran: History of Indian Cinema; Diamond Books.
- (8) M. Madhava Prasad: Ideology of the Hindi Film: A Historical Construction; Oxford.20

**CC-10(6 HRS./WEEK-84 HRS. ).**

**CO:** *At the end of this course, you should be able to:*

1. *know the management part of media*
2. *describe media autonomy*
3. *explain freedom of press*
4. *narrate different press laws*

<u>UNIT-1-DD</u>	<u>UNIT-2-DD</u>
1.MEDIA OWNERSHIP : TYPES OF VARIOUS MEDIA OWNERSHIP PATTERNS	1.DUAL ECONOMY : CIRCULATION & ADVERTISEMENT
2. CHANGING PATTERNS OF MEDIA MANAGEMENT	2.MEDIA AUTONOMY : PRASAR BHARATI EXPERIENCE
3.CORPORATIZATION OF MASS MEDIA AFTER GLOBALIZATION	3.DIGITAL DEVELOPMENT OF MEDIA & LEGAL FRAMEWORKS
4.FDI IN INDIAN MEDIA	4.DTH , TRP
5. MANAGERIAL DEPARTMENTS OF NEWSPAPER AND FUNCTIONS	5.APEX REGULATORY & PUBLICITY BODIES : ABC,NRS,DAVP,PIB,PUBLICATION DIVISION,FILMS DIVISION

<u>UNIT-3 -DD</u>	<u>UNIT-4-DD</u>
1. FREEDOM OF INFORMATION & FREEDOM OF PRESS : INDIAN EXPERIENCE	1.FREEDOM OF SPEECH & EXPRESSION
2.FROM PRESS COMMISSION TO PRESS COUNCIL OF INDIA : BEFORE & AFTER GLOBALIZATION	2.MEDIA LAWS : DAFAMATION,CONTEMPTOF COURT,SEDITION,OFFICIAL SECRETS ACT,COPY RIGHT ACT,PRESS REGISTRATIONS OF BOOKS ACT,OBSCENITY ACT,WORKING JOURNALISTS ACT,PRELIAMENTARY PRECEEDINGS ACT
3.RIGHT TO INFORMATION ACT	3.CODE OF ETHICS
4.RIGHT TO PRIVACY	

### **TUTORIAL-PB**

### **Readings:**

- (1) Gulab Kothari: Newspaper Management in India; Rajasthan Patrika Pvt Ltd.
- (2) Herbert Lee Williams: Newspaper Organization and Management. Iowa State University Press.
- (3) Arvind Singhal: India's Communication Revolution, Sage.
- (4) Vanita Kohli: The Indian Media Business, Response Books.
- (5) Biplab Loh Chowdhury: Media Management; Unique Books International.
- (6) K.P Yadav: Media Management; Adhyayan Publishers & Distributors.
- (7) Durgadas Basu: Press Laws in India; Prentice Hall of India.
- (8) Bansi Manna: Press Laws in India; Academic Publisher.
- (9) Bansi Manna: Bharater Press Aain; Academic Publisher.
- (10) Debanjan Banerjee: Justice and Journalist; S.B. Enterprise 21

### **SEC-1(2 HRS./WEEK-28 HRS. ).**

**CO:** *At the end of this course, you should be able to:*

- 1. find the root of documentary film in India as well as in the world*
- 2. describe documentary film production techniques*

<u>UNIT-1-TG</u>	<u>UNIT-2-TG</u>
1.UNDERSTANDING THE DOCUMNETARY FILM	1.DOCUMENTARY PRODUCTION , PRE-PRODUCTION
2. INTRODUCTION TO REALISM,DEBATE	2.RESEARCHING THE DOCUMANTARY
3.OBSERVATIONAL & VERITE DOCUMENTARY	3.RESEARCH : LIBRARY,ARCHIVES,LOCATION,LIFE STORIES,ETHNOGRAPHY

4.INTRODUCTION TO SHOOTING STYLE	4.WRITING A CONCEPT : TELLING A STORY
5. INTRODUCTION TO DITING STYLE	5.TREATMENT : WRITING A PROPOSAL & BUDGETING
6. STRUCTURE & SCRIPTING DOCUMENATRRY	6.SPECIAL EFFECTS,MENU & SYNTHESIS

### **Readings:**

- (1) K P Jayasankar & Anjali Monterio: A Fly in the Curry: Independent Documentary Film in India Hardcover, Sage, 2015.
- (2) Aparna Sharma: Documentary Films in India; Critical Aesthetics at Work; Palgrave, Macmillan.



2<sup>ND</sup> / 4<sup>TH</sup> / 6<sup>TH</sup> SEMESTER, APRIL, 2024 ONWARDS

<u>DAY</u>	<u>SEM.</u>	<u>10.00-11.00</u>	<u>11.00-12.00</u>	<u>12.00-13.00</u>	<u>13.00-14.00</u>	<u>14.15-15.15</u>	<u>15.15-16.15</u>
MONDAY	6 <sup>TH</sup> SEM.HONS.		JORA-PB	JORA-PB	JORA-TG	JORA-PB	JORA-TG
	6 <sup>TH</sup> SEM.GEN.		JORG-MD	JORG-TG	JORG-MD		
TUESDAY	4 <sup>TH</sup> SEM.HONS				JORA-TG	JORA-MD	JORA-PB
	4 <sup>TH</sup> SEM. GEN.		JORG-KC	JORG-TG			
	6 <sup>TH</sup> SEM.HONS.				JORA-PB	JORA-AC	JORA-AC
	6 <sup>TH</sup> SEM.GEN.		JORG-MD	JORG-KC			
WEDNESDAY	4 <sup>TH</sup> SEM.HONS	JORA-PB	JORA-MD	JORA-PB		JORA-AC	JORA-AC
	4 <sup>TH</sup> SEM. GEN.	JORG-KC	JORG-KC				
	6 <sup>TH</sup> SEM.HONS.				JORA-TG	JORA-DD	JORA-DD
	6 <sup>TH</sup> SEM.GEN.			JORG-TG	JORG-MD		
THURSDAY	4 <sup>TH</sup> SEM.HONS	JORA-MD	JORA-MD	JORA-TG	JORA-MD	JORA-PB	
	4 <sup>TH</sup> SEM. GEN.	JORG-KC					
	6 <sup>TH</sup> SEM.HONS.		JORA-PB	JORA-DD	JORA-TG	JORA-DD	JORA-DD
	6 <sup>TH</sup> SEM.GEN.						
FRIDAY	4 <sup>TH</sup> SEM.HONS		JORA-AC	JORA-AC	JORA-AC		
	4 <sup>TH</sup> SEM. GEN.						
	6 <sup>TH</sup> SEM.HONS.		JORA-DD	JORA-TG	JORA-TG	JORA-DD	JORA-TG
	6 <sup>TH</sup> SEM.GEN.						
SATURDAY	4 <sup>TH</sup> SEM.HONS		JORA-DD	JORA-DD	JORA-AC	JORA-AC	
	4 <sup>TH</sup> SEM. GEN.						

<p><b>Semester 4 Hons. 17 CLASSES</b></p>	<p><b>CC8-MD THEORY (UNIT 3) &amp; PRACTICAL (UNIT 4) 5 CLASSES CC8-PB THEORY (UNIT 1 &amp; 2) 2 CLASSES</b></p>	<p><b>CC9-AC THEORY 4 CLASSES CC9-PB TUTORIAL 1CLASS</b></p>	<p><b>CC10-DD THEORY 4 CLASSES CC10-PB TUTORIAL 1CLASS</b></p>	<p><b>SEC-TG 2 CLASSES</b></p>
<p><b>Semester 4 General 5 CLASSES</b></p>	<p><b>GE4-KC THEORY 4 CLASSES GE4-TG TUTORIAL 1CLASS</b></p>			
<p><b>Semester 6 Hons. 21 CLASSES</b></p>	<p><b>CC13-PB THEORY &amp; PRACTICAL 5 CLASSES CC13-TG PRACTICAL 2 CLASSES</b></p>	<p><b>CC14-DD WITH TUTORIAL 5 CLASSES</b></p>	<p><b>DSE-A3-TG IWTH TUTORIAL 5 CLASSES</b></p>	<p><b>DSE-B3-AC WITH TUTORIAL 5 CLASSES</b></p>
<p><b>Semester 6 General 7 CLASSES</b></p>	<p><b>DSE-B1-MD THEORY 4 CLASSES DSE-B1-KC TUTORIAL 1 CLASS</b></p>	<p><b>SEC-B1-TG 2 CLASSES</b></p>		

**TG:12/ KC:05 / MD:09 / AC:09 / PB:09 / DD:09**



# 2024

## 6<sup>TH</sup>

### SEMESTER

# ACADEMIC PLANNER

KHUDIRAM BOSE CENTRAL COLLEGE

***JOURNALISM***  
***& MASS COMMUNICATION***

# JOURNALISM & MASS COMMUNICATION

**PO:** *At the end of this COURSE, you should be able to:*

- 1. describe almost everything about basic & advance communication as well as journalism.*
- 2. know different forms ,history ,impact of communication*
- 3. explain the role of communication on society*
- 4. search the difference between print, audio & audio-visual media*
- 5. narrate various forms of news writing*
- 6. prepare & edit newspaper, web page, radio news, documentary film ,advertisement etc. with the help of necessary software*
- 7. operate a movie camera & DSLR*

*If you want to groom yourself as a/an media personality /AD-man /PR person / Academician /Information officer /Radio programmer /Television presenter /Film Maker / Audio-Visual Editor etc. you are suggested to follow the course carefully*

**MICRO TEACHING PLANNING**  
*FOR*  
**DEPARTMENT OF**  
**JOURNALISM & MASS COMMUNICATION**  
**6<sup>TH</sup> SEMESTER HONS. COURSE**

**CC-13(8 HRS./WEEK-112 HRS. ).**

**PROF.PAYAL BOSE**

**CO:** *At the end of this course, you should be able to:*

- 1. describe how advertising play the role of persuasive communication*
- 2. explain different theories of advertising, campaign strategies*
- 3. narrate the role of ad agencies*
- 4. know different types of advertisement and ad-copy*
- 5. prepare advertisement with the help of computer software*

**Unit-1**

Advertisement as a medium of communication: Contemporary experiences; historical overview of advertising, socio-economic and cultural impact; Advertising theories: AIDA model, DAGMAR, Maslow's hierarchy model; advertising in mass media: media positioning, planning and scheduling.

**Unit-2**

Advertising research; advertising campaigning strategy (CPT analysis); Sales and marketing: SWOT(C) analysis, marketing and sales promotion, Unique Selling Proposition, consumer behaviour; Target Audience; brand positioning; Surrogate Advertising: Surrogacy vs. Sabotage; Ethics and Law: Advertising ethics and Laws, Cultural codes; Online Advertising.

**Unit-3**

Ad Agency: research and planning including media planning, work procedure, agency-client relationship; Regulatory Boards, Case studies.

**Unit-4 (Practical)**

Types of advertisement: Classified-display, Local-regional-national-international Ad, consumer corporate ad, industrial-trade-retail Ad, government-private, outdoor, surrogate, radio-TV internet-mobile; Advertisement copy and lay-out: Headline, Illustration, Subhead-Text, Slogan, Logo, Storyboard making; Thumbnail-Rough-Final lay-out, Television Commercials.

**Readings:**

- (1) Sweta Verma and Amit Arora: Advertising and Sales Management; Black Prints.
- (2) Frank Jefkins: Advertising Made Simple; Madesimple Books.
- (3) James S. Norris: Advertising; Reston Pub. Co.
- (4) Gillian Dyor: Creative Advertising: Theory and Practice;
- (5) Alok Bajpaye: Advertising Management;

- (6) Sarojit Dutta: Advertising Today: The Indian Context; Kolkata Profile Publishers  
(7) David Ogilvy, Ogilvy on Advertising, Pan/Prion Books  
(8) Frank Jefkins, Advertising Made Simple, Rupa & Co.  
(9) Chunawalla, Advertising Theory And Practice, Himalaya Publishing House  
(10) Jethwaney Jaishri, Advertising, Phoenix Publishing House

## **CC-14(6 HRS./WEEK-84 HRS. ).**

**PROF. DIPANNITA DUTTA**

**CO:** *At the end of this course, you should be able to:*

- 1. describe how public relation play the role of persuasive communication as well as management*
- 2. explain different theories and principles of public relation*
- 3. narrate the role of tools of PR*
- 4. know different types of PR related issues like crisis, propaganda, publicity*

### **Unit-1**

PR-Definitions, historical overview of the discipline, PR as Management function, Image Management; Public Relations versus Advertisement; Non-PR issues: Publicity, Propaganda, Public Opinion and Marketing; Publics: Definition, types; Integrated Marketing Communication.

### **Unit-2**

PR Theories and principles: Research, planning, implementation and evaluation; James Grunig's Four PR models: Publicity model, Public Information model, Two-way asymmetrical model, Two-way symmetrical model; Strategic Communication; PRO: Role, Qualities and Functions.

### **Unit-3**

Tools of PR: Press Release, Annual Report, House Journal, Press Conference and Press Tour, Corporate Film; Relationship Management: Media Relations, Community Relations and CSR, Internal or Employee Relations.

### **Unit-4**

Financial PR; Crisis PR: Issue-emergency-crisis, Crisis PR strategies; PR Agency: New Trends, In-house PR vs Agency, Client Agency relationship.

### **Readings**

- (1) K.R. Balan: Corporate Public Relations; Himalaya Publishing.
- (2) Frank Jefkins: Public Relations Made Simple; Heinemann; London.

- (3) Philip Lesly: Handbook of Public Relations and Communications; McGraw-Hill; 5th edition
- (4) Anne Gregory: Public Relations; IPR Publications.
- (5) Subir Ghosh: Public Relations Today; Rupa & Co.
- (6) Samar Ghosh: Jana Sanjog; Paschim Banga Rajyo Pustak Parshad.
- (7) Kaul J.M., Noya Prakash, Public Relation in India, Calcutta.
- (8) Cutlip S.M and Center A.H., Effective Public Relations, Prentice Hall.
- (9) Dennis L. Wilcoxe & Glen T, Public Relations, Pearson.
- (10) Jefkins Frank: Public Relation Techniques, Heinmann Ltd

## **TUTORIAL**

**DSE-A-3(6 HRS./WEEK-84 HRS. )**

**PROF.TAPASI GHOSH**

**CO:** *At the end of this course, you should be able to:*

- 1. prepare your own micro research*
- 2. use different research tools*
- 3. present a micro research project with PPT*
- 4. know different types of advertisement and ad-copy*

- Students will do a micro research project (7000 to 8000 words) on any topic of social, political, cultural interest. The dissertation must include proper reference, bibliography.
- Students getting the project accomplished have to prepare a suitable presentation (of 10 minutes) strictly on the topic for Viva-Voce.

**DSE-B-3(6 HRS./WEEK-84 HRS. )**

**PROF.ARUNDHATI CHAKRABORTY**

**CO:** *At the end of this course, you should be able to:*

- 1. describe different types of culture and its impact on society.*
- 2. explain how Government and non-government organizations help rural communication*
- 3. find the root of folk media in West Bengal*
- 4. know different types of traditional folk media in India*

## **Unit-1**

Culture and Tradition-Meaning of Culture, Tradition, Oral tradition; Dominant Culture versus Subaltern Culture.



## **Unit-2**

Impact of Five Year Plans in fulfillment of rural development; NGO communication: Extension of rural objectives; Role of Rural Newspapers and Periodicals in contrast to District Pages of corporate newspaper houses.

## **Unit-3**

Community and Folk Media in West Bengal; Definition and characteristics of community; Traditional Folk Media (TFM) - Concept and Forms – meaning, characteristics; Difference from Mass Media

## **Unit-4**

Various forms of Folk Media in India: Tamasha, Keertana, Yakshagana, Nautanki, Jatra, Bhavai, Ramlila and Raslila; Important Folk forms of Bengal: Gambhira, Kabigaan, Chhou, Raibneshe, Alkap, Kabigaan, Yatra, Leto, Baul.

## **TUTORIAL**

### **Readings:**

- (1) Shyam Parmar: Traditional Folk Media in India, Routledge, 1994.
- (2) Wakil Ahmed: Banglar Lok Sanskriti, Gatidhara Prakashoni, Bangladesh.
- (3) Wakil Ahmed: Lok Kala Tatwo O Matabad, Boipatro, Bangladesh.
- (4) Ashutosh Bhattacharya: Lok Sahityer Itihas,
- (5) Folk and Tribal Cultural Centre (ed): Bongiyoshilpo Parichay.

**MICRO TEACHING PLANNING**

**FOR**

**DEPARTMENT OF**

**JOURNALISM & MASS COMMUNICATION**

**2023**

**6<sup>TH</sup> SEMESTER GENERAL COURSE**

**DSE-B-1 (6 HRS./WEEK-84 HRS. )**

**PROF.KOYEL CHAKRABORTI & PROF.MOUSUMI DUTTA**

**CO:** *At the end of this course, you should be able to:*

- 1. describe the role of radio and television in India.*
- 2. know different types of radio programmes*
- 3. explain different types of television programmes*
- 4. search the difference between print and electronic media reporting .*

**Unit-1-MD**

Radio: Development of Radio broadcasting in India; Radio and society; Radio News: Elements of radio news; Differences in reporting and presentation between Radio and Television;

**Unit-2-MD**

FM Radio, Radio Jockey, Programme patterns of AIR, Radio Drama, Community Radio; Autonomy of Indian broadcasting; Impact of TV on Print media.

**Unit-3-MD**

Television in India: Doordarshan; Satellite TV channels: BBC, CNN, NDTV, STAR Channels; TV as news medium and entertainment medium; Differences in news reporting and presentation between Radio & TV; Balanced Presentation and Objectivity; Basic camera movements.

**Unit-4-MD**

Television and national development; Television Soap Opera, Reality Shows, Impact of Television on Children, Women (assignments); Television Cartoon: Entertainment and Reality; Live Telecast for various TV programmes; Educational TV.

**Readings:**

- (1) K.M. Srivastava: Radio and Television; Sterling Publishers.
- (2) Sisir Bhattacharya: Television Sambadikata;
- (3) M.V. Kamath: Professional Journalism; Vikas Publishing, New Delhi.
- (4) Radio Sanbadikata- Kaushik Bhattacharya- ParulPrakasani.

# **TUTORIAL-PROF.KOYEL CHAKRABORTI**

**SEC-B-1 (2 HRS./WEEK-28 HRS. )**

**PROF.TAPASI GHOSH**

**CO:** *At the end of this course, you should be able to:*

- 1. prepare a radio and a television script*
- 2. explain the difference between audio and audio-visual media script writing*

## **Unit-1**

Script-Definition-Structure-Characteristics: Purpose of script for Radio and television; script and construction of message; method of Radio script for both news and entertainment programme; Method of Television script for both news and entertainment programme.

## **Unit-2**

How to write Radio script; How to write television news script; Use of language in radio and Television script writing; Method of Talk Show script for both Radio and television; basic principles for script writing for both radio and television; Sample script writing for both Radio and Television (News, Talk Show and other programme)

**JOURNALISM & MASS COMMUNICATION**

**6<sup>TH</sup> SEMESTER**

**MARCH, 2024**

<u>DAY</u>	<u>SEM.</u>	<u>11.00-12.00</u>	<u>12.00-13.00</u>	<u>13.00-14.00</u>	<u>14.15-15.15</u>	<u>15.15-16.15</u>
<b><u>MONDAY</u></b>	6 <sup>TH</sup> SEM.HONS.		JORA- TG M2 10	JORA- TG M2 10	JORA- PB M2 10	JORA- PB M2 10
	6 <sup>TH</sup> SEM.GEN.		JORG- MD LAB	JORG- MD LAB		
<b><u>TUESDAY</u></b>	6 <sup>TH</sup> SEM.HONS.		JORA- AC M2 10	JORA- AC M2 10	JORA- DD M2 10	JORA- DD M2 10
	6 <sup>TH</sup> SEM.GEN.		JORG- TG LAB	JORG- MD LAB		
<b><u>WEDNESDAY</u></b>	6 <sup>TH</sup> SEM.HONS.		JORA- TG M2 10	JORA- DD M2 10	JORA- DD M2 10	JORA- DD M2 10
	6 <sup>TH</sup> SEM.GEN.		JORG- MD LAB	JORG- TG LAB		
<b><u>THURSDAY</u></b>	6 <sup>TH</sup> SEM.HONS.		JORA- DD M2 10	JORA- TG M2 10	JORA- AC M2 10	JORA- AC M2 10
	6 <sup>TH</sup> SEM.GEN.	JORG- KC LAB	JORG- KC LAB			
<b><u>FRIDAY</u></b>	6 <sup>TH</sup> SEM.HONS.		JORA- TG LAB	JORA- TG LAB	JORA- PB LAB PRAC	JORA- PB LAB PRAC
	6 <sup>TH</sup> SEM.GEN.					
<b><u>SATURDAY</u></b>	6 <sup>TH</sup> SEM.HONS.	JORA- PB M2 10	JORA- PB M2 10	JORA- AC M2 10	JORA- AC M2 10	
	6 <sup>TH</sup> SEM.GEN.					

**TG: 08/KC: 02/ MD: 04 /AC: 06/ PB: 06/ DD: 06**

THANK

YOU



# **KHUDIRAM BOSE CENTRAL COLLEGE**

**DEPARTMENT OF POLITICAL SCIENCE**

**CCF: MAJOR/MINOR/MDC**

**SEMESTER - 1**

**JULY - DECEMBER**

# SYLLABUS

## **DSC/CORE/CC1 (MAJOR)**

**Political Theory: Foundational Concepts** Code: PLS-H-CC1-1-Th+TU

### **Module I:**

1. Conceptualising the *Political*. Power and Authority.
2. State; Nation; Sovereignty
3. Law. Liberty, Equality (interrelationships).

### **Module II:**

4. Rights; Justice (main focus on Rawls); Freedom
5. Democracy (including classifications of David Held); Authoritarianism
6. Political Obligation. Citizenship

### **REFERENCES**

1. **Bhargava, R. (2008). 'What is Political Theory' in Bhargava, R and Acharya, A. (eds.) Political Theory: An Introduction. Pp. 2-16.**
2. **Andrew Heywood: The Basic Political Concepts.**
3. **S. Ramaswamy: Political Theory --- Ideas and Concepts**
4. **Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction, pp. 74-86**
5. **N. Daniels: Reading Rawls**
6. **J. Mandle: Rawls's Theory of Justice: An Introduction**
7. **R. Bellamy: Theories and Concepts in Politics: An Introduction**
8. **D. Held: Models of Democracy**



# SEC 1 (MAJOR)

**Democratic Awareness with Legal Literacy** Code: PLS-H-SEC1-1-Th+TU

## Module I:

1. Basic Understanding: Legal provisions of FIR, General Diary, Arrest, Bail, Search and Seizure, Evidence and Criminal Procedure Code.
2. Laws on offences against women, children and adolescents, Scheduled Castes and Scheduled Tribes.
3. Personal Laws and Customary Law in India (overview).
4. Labour Laws in India, Environmental Laws in India

## Module II:

5. Laws related to contract and consumer rights
6. Laws on cybercrime
7. Anti-terrorist laws: implications for security and human rights.
8. Laws related to the Right to Information.

## REFERENCES

1. SAHRDC: Oxford Handbook of Human Rights and Criminal Justice in India- The System and Procedure.
2. P.D. Mathew: Your Rights if You are Arrested.
3. P.D. Mathew: The Law on Atrocities against Scheduled Castes and Scheduled Tribes.
4. M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India.
5. S. Durrany: The Protection of Women from Domestic Violence Act 2005.
6. P.D. Mathew: The Measure to Prevent Sexual Harassment of Women in Work Place.
7. C. Kumar and K. Chockalingam (eds): Human Rights, Justice, and Constitutional Empowerment
8. S. Naib: The Right to Information in India.
9. Relevant Bare Acts on Consumer Protection Act, Criminal law Amendment Act, Protection of Women Against Domestic Violence Act, Right to Information Act, Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, Scheduled Tribes and Other Traditional Forest Dwellers, The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation Act, The Right of Children to Free and Compulsory Education Act, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, Criminal Law Amendment Act.

# CC: MINOR+MDC

## Political Theory: Foundational Concepts

### Module I

1. Conceptualising the *Political*. Power and Authority.
2. State; Nation; Sovereignty
3. Law. Liberty, Equality (interrelationships).

### Module II

4. Rights; Justice (main focus on Rawls); Freedom
5. Democracy (including classifications of David Held); Authoritarianism
6. Political Obligation. Citizenship

## REFERENCES

1. Bhargava, R. (2008). 'What is Political Theory' in Bhargava, R and Acharya, A. (eds.) **Political Theory: An Introduction. Pp. 2-16.**
2. **Andrew Heywood: The Basic Political Concepts.**
3. **S. Ramaswamy: Political Theory --- Ideas and Concepts**
4. Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) **Political Theory: An Introduction, pp. 74-86**
5. **N. Daniels: Reading Rawls**
7. **J. Mandle: Rawls's Theory of Justice: An Introduction**
8. **R. Bellamy: Theories and Concepts in Politics: An Introduction**
9. **D. Held: Models of Democracy**

# **IDC: MINOR+MDC**

**Understanding Governance Code: PLS-H-IDC-Th**

## **Module I**

1. Governance: meaning, genesis, evolution, and importance. 'Government' and 'Governance'.
2. Idea of 'Good Governance'. Relationship with democracy and development
3. Role of State, Market, and Civil Society since the 1990s (with some focus on India)

## **Module II**

4. Major issues in Governance I: Peoples Participation, Public Service Delivery
5. Major issues in Governance II: Citizens Charter, Right to Information
6. E-Governance. Green Governance. (Major features, Case studies and challenges)  
(India will be the prime case of discussion in Module II)

## **REFERENCES**

1. **Shivani Singh ed.: Governance--- Issues and Challenges.**
2. **B. C. Smith: Good Governance and Development.**
3. **B. Chakrabarty and M. Bhattacharya (eds.): The Governance Discourse.**
4. **Surendra Munshi and Biju Paul Abraham (eds.): Good Governance, Democratic Societies and Globalisation.**
5. **Vasudha Chotray and Gery Stoker: Governance Theory: A Cross Disciplinary Approach.**
6. **C.S.R. Prabhu: E-Governance---Concepts and case Studies.**
7. **D. Bollier and B. H. Weston: Green Governance.**

# **CVAC (COMPULSORY FOR ALL)**

**Constitutional Values and Fundamental Duties Code: PLS-H-CVAC-1-Th**

## **MODULE I**

1. The Constitution of India and Constitutionalism. Constitutional Values --- Justice, Liberty, Equality Fraternity
2. Fundamental Rights; Rule of Law; Separation of Powers
3. Sovereignty, Socialism, Secularism, Democracy, Republic

## **MODULE II**

4. Fundamental Duties: emergence, value and significance
5. Article 51A: enumerated Duties
6. Legal status of Fundamental Duties. Limitations.

## **REFERENCES**

1. **D. D. Basu, et al., Introduction to the Constitution of India (latest edition)**
2. **G. C. Hiregowder et. al.: The Indian Constitution--- An Introduction.**
3. **S.K. Chaube: The Making and Working of the Indian Constitution**
4. **M. P. Singh, V.N. Shukla: Constitution of India.**
5. **Sudhir Krishnaswamy: Democracy and Constitutionalism in India**

## TEACHER WISE COURSE DISTRIBUTION

SL.NO	NAME OF THE TEACHER	COURSE
1	DR. SHILPA NANDY (SN)	a) SEC1: MODULE II (MAJOR) b) SEC1: MODULE II (MDC) c) IDC: MODULE II d) CVAC: MODULE I AND II (BCOM HONS)
2	DR. SUPREETA MEHTA (SM)	a) SEC1: MODULE I (MAJOR) b) SEC1: MODULE I (MDC) c) IDC: MODULE I d) CVAC: MODULE I AND II (BCOM GEN)
3	ALOK ROY (AR)	a) DSCC 1: MODULE II b) MN/CC1: MODULE II c) CVAC: MODULE I AND II (BA GEN)
4	SOMIRAN DAS (SD)	a) DSCC 1: MODULE I b) MN/CC1: MODULE I c) IDC: MODULE I AND II d) CVAC: MODULE I AND II (BA GEN)

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### DSC/CORE/CC1: Political Theory: Foundational Concepts

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
<b>JULY</b>	<b><u>Module I:</u></b> 1. Conceptualising the Political. Power and Authority.	<b>08</b>
	<b><u>Module II:</u></b> 4. Rights; Justice (main focus on Rawls); Freedom 6. Political Obligation. Citizenship	<b>08</b>
<b>AUGUST</b>	<b><u>Module I:</u></b> 2. Nation; Sovereignty	<b>12</b>
	<b><u>Module II:</u></b> 5. Democracy (including classifications of David Held); Authoritarianism	<b>8</b>
<b>SEPTEMBER</b>	<b><u>Module I:</u></b> 3. Law. Liberty, Equality (interrelationships).	<b>08</b>
	<b><u>Module II:</u></b> 6. Political Obligation. Citizenship	<b>08</b>
<b>OCTOBER (FIRST WEEK)</b>	Revision <b>PUJA VACATION</b>	<b>04</b>

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

DSC/CORE/CC1: Political Theory: Foundational Concepts

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
NOVEMBER	POST PUJA VACATION REVISION/TUTORIAL EXAMS	
DECEMBER	SEMESTER THEORY EXAM	

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### SEC 1 (MAJOR): Democratic Awareness with Legal Literacy

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
<b>JULY</b>	<b><u>Module I</u></b> 1.Basic Understanding: Legal provisions of FIR, General Diary, Arrest, Bail, Search and Seizure, Evidence and Criminal Procedure Code.	<b>08</b>
	<b><u>Module II</u></b> 5.Laws related to contract and consumer rights	<b>08</b>
<b>AUGUST</b>	<b><u>Module I</u></b> 2.Laws on offences against women, children and adolescents, Scheduled Castes and Scheduled Tribes.	<b>12</b>
	<b><u>Module II</u></b> 6.Laws on cybercrime 7.Anti-terrorist laws: implications for security and human rights.	<b>8</b>
<b>SEPTEMBER</b>	<b><u>Module I</u></b> 3.Personal Laws and Customary Law in India (overview).	<b>08</b>
	4.Labour Laws in India, Environmental Laws in India	<b>08</b>
	<b><u>Module II</u></b> 8.Laws related to the Right to Information.	



## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### SEC 1 (MAJOR): Democratic Awareness through Legal Literacy

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
OCTOBER (FIRST WEEK)	Revision <b>PUJA VACATION</b>	04
NOVEMBER	POST PUJA VACATION REVISION/TUTORIAL EXAMS	
DECEMBER	SEMESTER THEORY EXAM	

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### CORE COURSE - MINOR+MDC: Political Theory: Foundational Concepts

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
<b>JULY</b>	<u>Module I</u> 1. Conceptualising the <i>Political</i> . Power and Authority.	<b>08</b>
	<u>Module II</u> 4. Rights; Justice (main focus on Rawls); Freedom	<b>08</b>
<b>AUGUST</b>	<u>Module I</u> 2. State; Nation; Sovereignty	<b>12</b>
	<u>Module II</u> 5. Democracy (including classifications of David Held); Authoritarianism	<b>08</b>
<b>SEPTEMBER</b>	<u>Module I</u> 3. Law. Liberty, Equality (interrelationships).	<b>08</b>
	<u>Module II</u> 6. Political Obligation. Citizenship	<b>08</b>
<b>OCTOBER (FIRST WEEK)</b>	Revision <b>PUJA VACATION</b>	<b>04</b>

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

**CORE COURSE: MINOR+MDC: Political Theory:  
Foundational Concepts**

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
NOVEMBER	POST PUJA VACATION REVISION/TUTORIAL EXAMS	
DECEMBER	SEMESTER THEORY EXAM	

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### SEC 1: MDC: Democratic Awareness through Legal Literacy

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
<b>JULY</b>	<b><u>Module I</u></b> 1.Basic Understanding: Legal provisions of FIR, General Diary, Arrest, Bail, Search and Seizure, Evidence and Criminal Procedure Code	<b>08</b>
	<b><u>Module II</u></b> 4.Laws related to contract and consumer rights	<b>08</b>
<b>AUGUST</b>	<b><u>Module I</u></b> 2.Laws on offences against women, children and adolescents, Scheduled Castes and Scheduled Tribes.	<b>12</b>
	<b><u>Module II</u></b> 6.Laws on cybercrime 7.Anti-terrorist laws: implications for security and human rights.	<b>08</b>
<b>SEPTEMBER</b>	<b><u>Module I</u></b> 3.Personal Laws and Customary Law in India (overview). 4.Labour Laws in India, Environmental Laws in India	<b>08</b>
	<b><u>Module II</u></b> 8.Laws related to the Right to Information.	<b>08</b>
<b>OCTOBER (FIRST WEEK)</b>	<b>Revision</b> <b>PUJA VACATION</b>	<b>04</b>

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### SEC 1: MDC: Democratic Awareness through Legal Literacy

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
NOVEMBER	POST PUJA VACATION REVISION/TUTORIAL EXAMS	
DECEMBER	SEMESTER THEORY EXAM (HOME CENTRE)	



## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

IDC: Understanding Governance (MINOR+MDC)

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
NOVEMBER	POST PUJA VACATION REVISION/TUTORIAL EXAMS	
DECEMBER	SEMESTER THEORY EXAM (HOME CENTRE)	

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### CVAC: Constitutional Values and Fundamental Duties (Compulsory for all)

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
<b>JULY</b>	<b><u>Module I</u></b> 1.The Constitution of India and Constitutionalism. Constitutional Values --- Justice, Liberty, Equality, Fraternity 2.Fundamental Rights; Rule of Law; Separation of Powers 3.Sovereignty, Socialism, Secularism, Democracy, Republic	<b>08</b>
<b>AUGUST</b>	<b><u>Module I</u></b> 3.Sovereignty, Socialism, Secularism, Democracy, Republic <b><u>Module II</u></b> 4.Fundamental Duties: emergence, value and significance	<b>04</b>
<b>SEPTEMBER</b>	<b><u>Module II</u></b> 5.Article 51A: enumerated Duties 6.Legal status of Fundamental Duties. Limitations.	<b>06</b>
<b>OCTOBER (FIRST WEEK)</b>	<b>Revision</b> <b>PUJA VACATION</b>	<b>04</b>



## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

**CVAC: Constitutional Values and Fundamental Duties  
(Compulsory for all)**

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
NOVEMBER	POST PUJA VACATION REVISION/TUTORIAL EXAMS	
DECEMBER	SEMESTER THEORY EXAM (HOME CENTRE)	

## DEPARTMENT ACTIVITIES

<b>MONTH</b>	<b>ACTIVITIES</b>
<b>AUGUST</b>	WALL MAGAZINE/PROJECT
<b>SEPTEMBER</b>	TEACHER'S DAY/FRESHER'S WELCOME
<b>OCTOBER</b>	FIELD VISIT
<b>DECEMBER/JANUARY</b>	PTM

**END OF ACADEMIC**  
**CALENDAR**



# **KHUDIRAM BOSE CENTRAL COLLEGE**

**DEPARTMENT OF POLITICAL SCIENCE  
HONOURS (2023-2024)**

**SEMESTER -3**

**JULY - DECEMBER**

# SYLLABUS

## CC5

**Indian Political Thought– I** Code: PLS-A-CC-3-5-TH+TU

### Module I:

- 1 Ancient Indian Political ideas: overview.
2. Kautilya: Saptanga theory, Dandaniti, Diplomacy.
3. Medieval political thought in India: overview (with reference to Barani and Abul Fazal).  
Legitimacy of kingship.
4. Principle of Syncretism.

### Module II:

5. Modern Indian thought: Rammohun Roy as pioneer of Indian liberalism – his views on rule of law, freedom of thought and social justice.
6. Bankim Chandra Chattopadhyay, Vivekananda and Rabindranath Tagore: views on nationalism.
7. M.K. Gandhi: views on State, Swaraj, Satyagraha.

## REFERENCES

1. R.S. Sharma: Aspects of Political Ideas and Institutions in Ancient India.
2. V.R. Mehta: Foundation of Indian Political Thought.
3. T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India.
4. [REDACTED] [REDACTED] : [REDACTED] [REDACTED] [REDACTED] [REDACTED]
5. [REDACTED] [REDACTED] : [REDACTED] [REDACTED]
6. [REDACTED] [REDACTED] ( [REDACTED] ) : [REDACTED] : [REDACTED]





**Module I:**

1. Understanding International Relations: outline of its evolution as academic discipline.
2. Major theories: (a) Classical Realism and Neo-Realism (b) Dependency (c) World Systems theory.
3. Emergent issues: (a) Development (b) Environment (c) Terrorism (d) Migration.

**Module II:**

4. Making of foreign policy.
5. Indian foreign policy: major phases: 1947-1962; 1962-1991; 1991-till date.
6. Sino-Indian relations; Indo-US relations.

## REFERENCES

1. H.J. Morgenthau: Politics among Nations.
2. S.H. Hoffman: Essays in Theory and Politics of International Relations.
3. K.J. Holsti: International Politics: A Framework for Analysis.
4. J. Frankel: The Making of Foreign Policy.
5. J. Bandopadhyay: The Making of India's Foreign Policy.
6. [International Relations: A Textbook for Undergraduate Students](#) by [Dr. J. Bandopadhyay](#), [New Delhi: New Age International \(P\) Ltd., 2010](#).
7. [International Relations: A Textbook for Undergraduate Students](#) by [Dr. J. Bandopadhyay](#), [New Delhi: New Age International \(P\) Ltd., 2010](#).



**Democratic Awareness through Legal Literacy Code: PLS-A-SEC-3-A(1)-TH****Module I**

1. Laws relating to Criminal jurisdiction-provisions relating to filing an FIR, arrest, bail, search and seizure and some understanding of the questions of evidence and procedure in the Criminal Procedure Code.
2. Offences under IPC.
3. India: Personal laws. Customary Laws
4. Laws relating to Dowry, sexual harassment and violence against women.

**Module II**

5. Laws relating to consumer rights.
6. Right to Information.
7. Laws relating to Cybercrimes.
8. Anti-terrorist laws: Implications for security and human rights.

**REFERENCES**

1. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77. SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University

# TEACHER-WISE COURSE DISTRIBUTION

**CORE**

**NAME OF THE TEACHER**

**COURSE**

**CC5**

- **ALOK ROY (AR)**

**CC6**

- **SOMIRAN DAS (SD)**

**CC7**

- **SUPREETA MEHTA (SM)**

**SEC**

- **SHILPA NANDY(SN)**

**MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)****CC5**

<b>MONTH WISE</b>	<b>SYLLABUS DISTRIBUTION</b>	<b>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</b>
<b>JULY</b>	<b>Module I:</b> 1 Ancient Indian Political ideas: overview.  2. Kautilya: Saptanga theory, Dandaniti, Diplomacy.	12
<b>AUGUST</b>	<b>Module I:</b> 3. Medieval political thought in India: overview (with reference to Barani and Abul Fazal). Legitimacy of kingship.  4. Principle of Syncretism.	12
<b>SEPTEMBER</b>	<b>Module II:</b> 5. Modern Indian thought: Rammohun Roy as pioneer of Indian liberalism – his views on rule of law, freedom of thought and social justice.  6. Bankim Chandra Chattopadhyay, Vivekananda and Rabindranath Tagore: views on nationalism.	12
<b>OCTOBER (FIRST WEEK)</b>	<b>Module II:</b> 7. M.K. Gandhi: views on State, Swaraj, Satyagraha.	03
<b>NOVEMBER</b>	<b>PUJA VACATION</b>  <b>POST PUJA VACATION REVISION/ INTERNAL/ TUTORIAL EXAMS</b>	
<b>DECEMBER</b>	<b>SEMESTER THEORY EXAMS</b>	

**MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)**

## CC6

MONTH WISE	SYLLABUS DISTRIBUTION	NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)
<b>JULY</b>	<p><b>Module I:</b></p> <p>1. Evolution of Comparative Politics. Scope, purposes and methods of comparison. Distinction between Comparative Government and Comparative Politics.</p> <p>2. Major approaches to the study of comparative politics--- Institutional approach (dominant schools: Systems approach and Structural Functional approach)--- limitations; New Institutionalism, Political Economy--- origin and key features.</p>	14
<b>AUGUST</b>	<p><b>Module I:</b></p> <p>3. Development and democratization: S.P. Huntington.</p> <p>4. Classification of political systems. Nature of liberal and socialist political systems; distinguishing features--- conventions, rule of law (UK), separation of powers, checks and balances, judicial review (USA), democratic centralism (PRC), referendum, initiative (Switzerland).</p> <p>5. Political Parties: Typology, features and roles (UK, USA, PRC and Bangladesh). Interest groups: roles (UK and USA).</p>	12
<b>SEPTEMBER</b>	<p><b>Module II:</b></p> <p>6. Unitary system: UK, Bangladesh. Federal system: USA, Russia.</p> <p>7. Legislature in UK, USA and PRC: composition and functions of legislative chambers; Committee System in UK and USA</p> <p>8. Executive in UK, USA, France and Russia: A comparative study of (i) Russian, French and American Presidency; (ii) British and French cabinet systems.</p>	12
<b>OCTOBER (FIRST WEEK)</b>	<p><b>Module II:</b></p> <p>9. Judiciary in UK, USA and PRC (with focus on the Procuratorate): comparative study.</p>	06

	10. Rights of the citizens of UK, USA and PRC: A comparative study. <b>PRE PUJA VACATION</b>	
<b>NOVEMBER</b>	<b>POST PUJA VACATION REVISION/ INTERNAL/ TUTORIAL EXAMS</b>	
<b>DECEMBER</b>	<b>SEMESTER THEORY EXAMS</b>	

**MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)****CC7**

<b>MONTH WISE</b>	<b>SYLLABUS DISTRIBUTION</b>	<b>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</b>
<b>JULY</b>	<b>Module I:</b> 1. Understanding International Relations: outline of its evolution as academic discipline.  2. Major theories: (a) Classical Realism and Neo-Realism (b) Dependency (c) World Systems theory.	<b>10</b>
<b>AUGUST</b>	<b>Module I:</b>  3. Emergent issues: (a) Development (b) Environment (c) Terrorism (d) Migration.  <b>Module II:</b>  4. Making of foreign policy.	<b>08</b>
<b>SEPTEMBER</b>	<b>Module II:</b>  5. Indian foreign policy: major phases: 1947-1962; 1962-1991; 1991-till date.  6. Sino-Indian relations; Indo-US relations.	<b>10</b>
<b>OCTOBER (FIRST WEEK)</b>	<b>REVISION</b> <b>PUJA VACATION</b>	<b>02</b>
<b>NOVEMBER</b>	<b>POST PUJA VACATION REVISION/ INTERNAL/ TUTORIAL EXAMS</b>	
<b>DECEMBER</b>	<b>SEMESTER THEORY EXAMS</b>	

**SKILL ENHANCEMENT COURSE (SEC)****Democratic Awareness through Legal Literacy Code: PLS-A-SEC-3-A(1)-TH**

<b>MONTH WISE</b>	<b>SYLLABUS DISTRIBUTION</b>	<b>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</b>
<b>JULY</b>	<b>Module I:</b> 1. Laws relating to Criminal jurisdiction-provisions relating to filing an FIR, arrest, bail, search and seizure and some understanding of the questions of evidence and procedure in the Criminal Procedure Code. 2. Offences under IPC.	<b>10</b>
<b>AUGUST</b>	<b>Module I:</b> 4. India: Personal laws. Customary Laws 5. Laws relating to Dowry, sexual harassment and violence against women. <b>Module II:</b> 6. Laws relating to consumer rights.	<b>12</b>
<b>SEPTEMBER</b>	<b>Module II:</b> 6. Right to Information. 7. Laws relating to Cybercrimes. 8. Anti-terrorist laws: Implications for security and human rights.	<b>12</b>
<b>OCTOBER (FIRST WEEK)</b>	<b>REVISION</b>	<b>02</b>
<b>NOVEMBER</b>	<b>PUJA VACATION</b>	
	<b>POST PUJA VACATION REVISION/ INTERNAL/ TUTORIAL EXAMS</b>	
<b>DECEMBER</b>	<b>SEMESTER THEORY EXAMS</b>	

## QUESTION TYPE AND EXAM PATTERN

<b>EXAM PATTERN: CC5, CC6,CC7</b>	<b>MARKS</b>
ATTENDANCE	10
INTERNAL (10 QUESTIONNS OF 1 MARKS EACH)	10
TUTORIAL (TERM PAPER OF 1000 WORDS/ FIELD STUDY REPORT/ BOOK REVIEW)	15
THEORY PAPER	65
<b>TOTAL</b>	<b>100</b>

<b>EXAM PATTERN: SEC</b>	<b>MARKS</b>
ATTENDANCE	10
INTERNAL (10 QUESTIONNS OF 1 MARKS EACH)	10
THEORY PAPER	80
<b>TOTAL</b>	<b>100</b>

## DEPARTMENT ACTIVITIES

<b>MONTH</b>	<b>ACTIVITIES</b>
<b>AUGUST</b>	WALL MAGAZINE/PROJECT
<b>SEPTEMBER</b>	TEACHER'S DAY/FRESHER'S WELCOME
<b>OCTOBER</b>	FIELD VISIT
<b>DECEMBER/JANUARY</b>	PTM





# **KHUDIRAM BOSE CENTRAL COLLEGE**

**DEPARTMENT OF POLITICAL SCIENCE  
HONOURS**

**SEMESTER - 5**

**JULY - DECEMBER**



# CC 12

## Political Sociology Code: PLS-A-CC-5-12-TH+TU Module I:

### Module I:

1. Social bases of politics. Emergence of Political Sociology.
2. Political culture and Political socialization: nature, types and agencies.
3. Political participation: concept and types.
4. Political development and social change.
5. Political Communication: Concept and structures.

### Module II:

6. Social stratification and politics: caste, tribe, class, elite.
7. Gender and politics: basic issues.
8. Religion and politics: varying perspectives.
9. Military and politics: conditions and modes of intervention.
10. Electorate and electoral behaviour (with special reference to the Indian context).

## REFERENCES

1. Michael Rush: Politics and Sociology.
2. B. Axford et al.: Politics--- An Introduction.
3. Tom Bottomore: Political Sociology.
4. Amal K. Mukhopadhyay: Political Sociology.
5. S. Chakraborty ed.: Political Sociology.
6. Tom Bottomore: Classes in Modern Society.
7. R. Chatterjee ed.: Religion, Politics and Communalism.
8. □□ □□□□ :□□□□□□ □□□□□□

# Discipline-Specific Electives(DSE) GROUP-A

**Gender and Politics** Code: PLS-A-DSE-5-A(1)-TH+TU

## Module I

### I. Groundings

#### 1. Patriarchy

a. Sex-Gender Debates

b. Public and Private

c. Power

#### 2. Feminism

3. Family, Community, State

a. Family

b. Community

c. State

## Module II Movements and Issues

1. History of the Women's Movement in India

2. Violence against women

3. Work and Labour

a. Visible and Invisible work

b. Reproductive and care work

c. Sex work

## REFERENCES

1. U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139-159.

2. I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

3. □□□□□□ □□ : □□□□□□

# Discipline-Specific Electives(DSE) GROUP -B

## Indian Foreign Policy in a Globalising World Code: PLS-A-DSE-5-B (1)-TH+TU

### Module I

1. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power
2. India's Relations with the USA and USSR/Russia
3. India's Engagements with China

### Module II

4. India in South Asia: Debating Regional Strategies
5. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
6. India in the Contemporary Multipolar World

## REFERENCES

1. J. Bandhopadhyaya, (1970) *The Making of India's Foreign Policy*, New Delhi: Allied Publishers.
2. H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant, *Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System*, Palgrave Macmillan: London.
3. A. Anant, (2011) 'India and International Terrorism', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 266-277.
4. R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in *South Asian Survey*, Vol. 15 (1), pp. 5–32.

## TEACHERWISE COURSE DISTRIBUTION

**CORE  
COURSE**                      **NAME OF THE TEACHER**

CC11 & 12

• **SOMIRAN DAS(SD)**

DSE  
GROUP -  
A(1)

• **SHILPA NANDY(SN)**

DSE  
GROUP  
B(1)

• **SUPREETA MEHTA (SM)**

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)

### CC 11

MONTH WISE	SYLLABUS DISTRIBUTION	NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)
<b>JULY</b>	<b>Module I:</b> 1. Bentham: Utilitarianism. John Stuart Mill: views on liberty and representative government.	04
	2. Hegel: Civil Society and State.	04
<b>AUGUST</b>	<b>Module I:</b> 3. T. H. Green: Freedom, Obligation.	04
	<b>Module II:</b> 4. Utopian and Scientific Socialism: basic characteristics.	04
<b>SEPTEMBER</b>	<b>Module II</b> 5. Varieties of non-Marxist socialism: Fabianism, Syndicalism, Guild Socialism.	06
	6. Anarchism: overview.	02
	7. Cultural Marxism: Frankfurt School (overview). Post-Marxism: emergence and basic contentions.	06
<b>OCTOBER (FIRST WEEK)</b>	REVISION <b>PUJA VACATION</b>	02
<b>NOVEMBER</b>	<b>POST PUJA VACATION REVISION/ INTERNAL/ TUTORIAL EXAMS</b>	
<b>DECEMBER</b>	<b>SEMESTER THEORY EXAMS</b>	

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)

### CC 12

MONTH WISE	SYLLABUS DISTRIBUTION	NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)
<b>JULY</b>	<b>Module I:</b> 1. Social bases of politics. Emergence of Political Sociology.  2. Political culture and Political socialization: nature, types and agencies.  3. Political participation: concept and types.	08
<b>AUGUST</b>	4. Political development and social change.  5. Political Communication: Concept and structures.  <b>Module II:</b> 6. Social stratification and politics: caste, tribe, class, elite. 7. Gender and politics: basic issues.	08
<b>SEPTEMBER</b>	<b>Module II</b> 7. Religion and politics: varying perspectives.  8. Military and politics: conditions and modes of intervention.  10. Electorate and electoral behaviour (with special reference to the Indian context).	12
<b>OCTOBER (FIRST WEEK)</b>	REVISION <b>PUJA VACATION</b>	02
<b>NOVEMBER</b>	<b>POST PUJA VACATION REVISION/ INTERNAL/ TUTORIAL EXAMS</b>	
<b>DECEMBER</b>	<b>SEMESTER THEORY EXAMS</b>	



**MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)****DISCIPLINE SPECIFIC ELECTIVE (DSE)****GROUP A (1)****Gender and Politics Code: PLS-A-DSE-5-A(1)-TH+TU**

<b>MONTH WISE</b>	<b>SYLLABUS DISTRIBUTION</b>	<b>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</b>
<b>JULY</b>	<b>Module I: Groundings</b>  1. Patriarchy a. Sex-Gender Debates b. Public and Private c. Power  2. Feminism.	12
<b>AUGUST</b>	<b>Module I</b> 3. Family, Community, State a. Family b. Community c. State  <b>Module II:</b> 1. History of the Women's Movement in India	08  04
<b>SEPTEMBER</b>	<b>Module II:</b>  2. Violence against women  3. Work and Labour a. Visible and Invisible work b. Reproductive and care work c. Sex work	04  08
<b>OCTOBER (FIRST WEEK)</b>	<b>REVISION</b> <b>PUJA VACATION</b>	02
<b>NOVEMBER</b>	<b>POST PUJA VACATION REVISION/ INTERNAL/ TUTORIAL EXAMS</b>	
<b>DECEMBER</b>	<b>SEMESTER THEORY EXAMS</b>	

**MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)****DISCIPLINE SPECIFIC ELECTIVE (DSE)****GROUP B(1)****Indian Foreign Policy in a Globalising World Code: PLS-A-DSE-5-B (1)-TH+TU**

<b>MONTH WISE</b>	<b>SYLLABUS DISTRIBUTION</b>	<b>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</b>
<b>JULY</b>	<b>Module I: Groundings</b>	
	1. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power	06
<b>AUGUST</b>	2. India's Relations with the USA and USSR/Russia.	06
	<b>Module I</b>	
<b>SEPTEMBER</b>	3. India's Engagements with China	04
	<b>Module II:</b>	
<b>OCTOBER</b>	4. India in South Asia: Debating Regional Strategies	04
	<b>Module II:</b>	
<b>(FIRST WEEK)</b>	5. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes	06
	6. India in the Contemporary Multipolar World	04
<b>NOVEMBER</b>	<b>REVISION</b>	02
<b>DECEMBER</b>	<b>PUJA VACATION</b>	
	<b>POST PUJA VACATION REVISION/ INTERNAL/ TUTORIAL EXAMS</b>	
	<b>SEMESTER THEORY EXAMS</b>	

## QUESTION TYPE AND EXAM PATTERN

<b>EXAM PATTERN: CC 11, CC 12</b>	<b>MARKS</b>
ATTENDANCE	10
INTERNAL (10 QUESTIONNS OF 1 MARKS EACH)	10
TUTORIAL (TERM PAPER OF 1000 WORDS/ FIELD STUDY REPORT/ BOOK REVIEW)	15
THEORY PAPER	65
<b>TOTAL</b>	<b>100</b>

<b>EXAM PATTERN: DSE</b>	<b>MARKS</b>
ATTENDANCE	10
INTERNAL (10 QUESTIONNS OF 1 MARKS EACH)	10
THEORY PAPER	80
<b>TOTAL</b>	<b>100</b>

## DEPARTMENT ACTIVITIES

<b>MONTH</b>	<b>ACTIVITIES</b>
<b>AUGUST</b>	WALL MAGAZINE/PROJECT
<b>SEPTEMBER</b>	TEACHER'S DAY/FRESHER'S WELCOME
<b>OCTOBER</b>	FIELD VISIT
<b>DECEMBER/JANUARY</b>	PTM



**KHUDIRAM BOSE CENTRAL COLLEGE**  
**DEPARTMENT OF POLITICAL SCIENCE**

**SEMESTER - 2**

**JANUARY- JUNE**

**CCF: MAJOR/MINOR/MDC**

**SYLLABUS**

# **DSC/CORE/CC2 (MAJOR)**

**Constitutional Government in India** Code: PLS-H-CC2-2-Th+TU

## **Module I:**

1. Evolution of the Indian Constitution. Role of Constituent Assembly--- debates (overview). Preamble.
2. Citizenship. Fundamental Rights and Duties. Directive Principles.
3. Nature of Indian Federalism: Union-State Relations.
  4. Union Executive: President, Vice-President: election, position, functions (focus on Emergency Powers), Prime Minister, Council of Ministers, relationship of Prime Minister and President.

## **Module II:**

5. Union Legislature: Rajya Sabha, Lok Sabha: Organisation, Functions – Lawmaking procedure, Parliamentary procedure, Privileges, Committee system. Speaker.
6. Government in states: Governor, Chief Minister and Council of Ministers: position and functions – State Legislature: composition and functions.
7. Judiciary: Supreme Court and the High Courts: composition and functions – Judicial activism.
8. Constitutional amendment.

## REFERENCES

1. **Constitution of India: Government of India.**
2. **G. Austin: The Indian Constitution: Cornerstone of a Nation.**
3. **G. Austin: Working a Democratic Constitution**
4. **S.K. Chaube: The Constituent Assembly--- Springboard of a Revolution (latest edition).**
5. **M.V. Pylee: India's Constitution.**
6. **S.C. Kashyap ed.: Perspectives on the Constitution.**
7. **R. Bhargava (ed.): Politics and Ethics of the Indian Constitution.**
8. **D. D. Basu: Introduction to the Constitution of India.**
9. **S. K. Chaube: The Making and Working of the Indian Constitution.**
10. **B. Shankar and V. Rodrigues: The Indian Parliament: A Democracy at Work**
11. **P.B. Mehta and N. Jayal (eds.): The Oxford Companion to Politics in India.**
12. **D. Kapur and P. B. Mehta (eds.): Public Institutions in India.**
13. **B. Kirpal et.al (eds.): Supreme but not Infallible: Essays in Honour of the Supreme Court of India.**
14. **B. Arora and D. Verney (eds.): Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective.**
15. **ভারতীয় সংবিধান (বাংলা সং রণ)**
16. **দূর্গা দাস বস - ভারতের সংবিধান পিরচয়**
17. **সুভাষ িস কাশয্প - আমােদর সংবিধান (অনবাদঃ পাথ সরকার)**
18. **অমল কুমার মুেখাপাধ্যায় - ভারতীয় সংবিধানেের সহজ পাঠ**

# SEC 2 (MAJOR)

## Understanding the Legal System Code: PLS-H-SEC2-2-Th+TU

### Module I:

1. Historical background, procedures of Supreme Court and High Court in India (special focus on writ jurisdictions), Judicial Activism and Judicial Restraint.
2. Public Interest Litigation (PIL): Meaning, major features and Scope, principles, Major Guidelines for admitting PIL.
3. Administrative Tribunals: Concepts and major Features, tribunals for other matters.

### Module II:

4. Subordinate Courts: Constitutional provisions, structure and jurisdiction, National Legal Services Authority, Lok Adalat, Family Courts and Gram Nyalayas.
5. Elections Laws: Representation of People Act 1950, Representation of People Act 1951, Delimitation Act 2002.
6. Other Constitutional Dimensions: Anti-defection Laws (major provisions of 91<sup>st</sup> Amendment Act, 2003), Co-operative Societies (provisions of 97<sup>th</sup> Amendment Act), Mahila Courts.

## REFERENCES

1. Kamala Sankaran and Ujjwal Singh eds.: *Creating Legal Awareness*.
2. Asha Bajpai, *Child Rights in India: Law, Policy, and Practice*.
3. B.L. Wadhwa, *Public Interest Litigation - A Handbook*.
4. P.C. Rao and William Sheffiled: *Alternate Dispute Resolution: What it is and how it Works*.
5. M, Mohanty et al.: *Weapon of the Oppressed, Inventory of People's Rights in India*.
6. Centre for Good Governance: *Right to Information Act, 2005: A Citizen's Guide*,
7. K. Sankaran and U. Singh, *Towards Legal Literacy*.
8. *Oxford Handbook of Human Rights and Criminal Justice in India* (relevant articles).

# CC: MINOR+MDC

Constitutional Government in India Code: PLS-H-CC2-2-Th+TU

## Module I

1. Evolution of the Indian Constitution. Role of Constituent Assembly--- debates (overview). Preamble.
2. Citizenship. Fundamental Rights and Duties. Directive Principles.
3. Nature of Indian Federalism: Union-State Relations.
4. Union Executive: President, Vice-President: election, position, functions (focus on Emergency Powers), Prime Minister, Council of Ministers, relationship of Prime Minister and President.

## Module II

5. Union Legislature: Rajya Sabha, Lok Sabha: Organisation, Functions – Lawmaking procedure, Parliamentary procedure, Privileges, Committee system. Speaker.
6. Government in states: Governor, Chief Minister and Council of Ministers: position and functions – State Legislature: composition and functions.
7. Judiciary: Supreme Court and the High Courts: composition and functions – Judicial activism.
8. Constitutional amendment.

## REFERENCES

1. **Constitution of India: Government of India.**
2. **G. Austin: The Indian Constitution: Cornerstone of a Nation.**
3. **G. Austin: Working a Democratic Constitution**
4. **S.K. Chaube: The Constituent Assembly--- Springboard of a Revolution (latest edition).**
5. **M.V. Pylee: India's Constitution.**
6. **S.C. Kashyap ed.: Perspectives on the Constitution.**
7. **R. Bhargava (ed.): Politics and Ethics of the Indian Constitution.**
8. **D. D. Basu: Introduction to the Constitution of India.**
9. **S. K. Chaube: The Making and Working of the Indian Constitution.**
10. **B. Shankar and V. Rodrigues: The Indian Parliament: A Democracy at Work**
11. **P.B. Mehta and N. Jayal (eds.): The Oxford Companion to Politics in India.**
12. **D. Kapur and P. B. Mehta (eds.): Public Institutions in India.**
13. **B. Kirpal et.al (eds.): Supreme but not Infallible: Essays in Honour of the Supreme Court of India.**
14. **B. Arora and D. Verney (eds.): Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective.**
15. **ভারতীয় সংবিধান (বাংলা সং রণ)**
16. **দৃগর্াদাস বস - ভারতের সংবিধান পিরচয়**
17. **সুভাষ িস কাশয্প - আমাের সংবিধান (অনবাদঃ পাথ সরকার)**
18. **অমল কুমার মুেখাপাধয্য - ভারতীয় সংবিধােনর সহজ পাঠ**



# SEC 2 (MDC)

## Understanding the Legal System

### Module I:

7. Historical background, procedures of Supreme Court and High Court in India (special focus on writ jurisdictions), Judicial Activism and Judicial Restraint.
8. Public Interest Litigation (PIL): Meaning, major features and Scope, principles, Major Guidelines for admitting PIL.
9. Administrative Tribunals: Concepts and major Features, tribunals for other matters.

### Module II:

10. Subordinate Courts: Constitutional provisions, structure and jurisdiction, National Legal Services Authority, Lok Adalats, Family Courts and Gram Nyayalayas.
11. Elections Laws: Representation of People Act 1950, Representation of People Act 1951, Delimitation Act 2002.
12. Other Constitutional Dimensions: Anti-defection Laws (major provisions of 91<sup>st</sup> Amendment Act, 2003), Co-operative Societies (provisions of 97<sup>th</sup> Amendment Act), Mahila Courts.

## REFERENCES

9. Kamala Sankaran and Ujjwal Singh eds.: *Creating Legal Awareness*.
10. Asha Bajpai, *Child Rights in India: Law, Policy, and Practice*.
11. B.L. Wadhera, *Public Interest Litigation - A Handbook*.
12. P.C. Rao and William Sheffiled: *Alternate Dispute Resolution: What it is and how it Works*.
13. M, Mohanty et al.: *Weapon of the Oppressed, Inventory of People's Rights in India*.
14. Centre for Good Governance: *Right to Information Act, 2005: A Citizen's Guide*,
15. K. Sankaran and U. Singh, *Towards Legal Literacy*.
16. Oxford Handbook of Human Rights and Criminal Justice in India (relevant articles).

# **IDC: MINOR+MDC**

## **Understanding Governance**

### **Module I:**

1. Governance: meaning, genesis, evolution, and importance. 'Government' and 'Governance'.
2. Idea of 'Good Governance'. Relationship with democracy and development
3. Role of State, Market, and Civil Society since the 1990s (with some focus on India)

### **Module II:**

4. Major issues in Governance I: Peoples Participation, Public Service Delivery
1. Major issues in Governance II: Citizens Charter, Right to Information
2. E-Governance. Green Governance. (Major features, Case studies and challenges)  
(India will be the prime case of discussion in Module II)

## **REFERENCES**

1. **Shivani Singh ed.: Governance--- Issues and Challenges.**
2. **B. C. Smith: Good Governance and Development.**
3. **B. Chakrabarty and M. Bhattacharya (eds.): The Governance Discourse.**
4. **Surendra Munshi and Biju Paul Abraham (eds.): Good Governance, Democratic Societies and Globalisation.**
5. **Vasudha Chotray and Gery Stoker: Governance Theory: A Cross Disciplinary Approach.**
6. **C.S.R. Prabhu: E-Governance---Concepts and case Studies.**
7. **D. Bollier and B. H. Weston: Green Governance.**

## TEACHER WISE COURSE DISTRIBUTION

SL.NO	NAME OF THE TEACHER	COURSE
1	DR. SHILPA NANDY (SN)	a) SEC 2: MODULE II (MAJOR) b) MN/CC2: MODULE I (MINOR & MDC) c) IDC: MODULE II
2	DR. SUPREETA MEHTA (SM)	a) SEC 2: MODULE I (MAJOR) b) SEC 2: MODULE I & II (MDC) c) IDC: MODULE I
3	SOMIRAN DAS (SD)	a) DSCC 2: MODULE I & II (MAJOR) b) MN/CC 2: MODULE II c) IDC: MODULE I AND II

## MONTH-WISE SYLLABUS DISTRIBUTION (TENTATIVE)

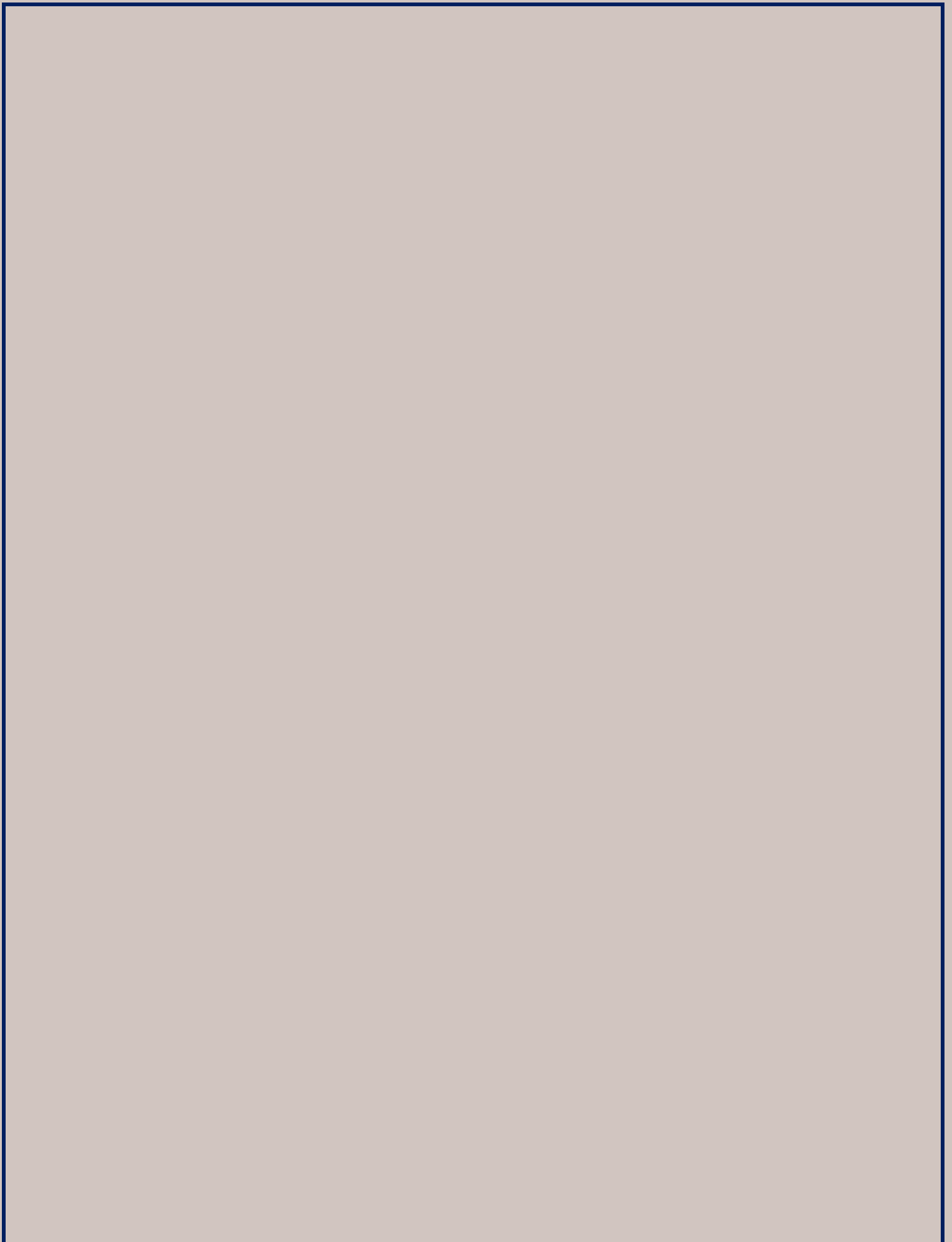
### DSC/CORE/CC2: Constitutional Government in India

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
<b>JANUARY</b>	<p><b><u>Module I:</u></b></p> <p>1.Evolution of the Indian Constitution. Role of the Constituent Assembly--debates (overview). Preamble.</p>	<b>08</b>
	<p><b><u>Module II:</u></b></p> <p>5.Union Legislature: Rajya Sabha, Lok Sabha: Organisation, Functions–Lawmaking procedure, Parliamentary procedure, Privileges, Committee system. Speaker</p>	<b>08</b>
<b>FEBRUARY</b>	<p><b><u>Module I:</u></b></p> <p>2.Citizenship. Fundamental Rights and Duties. Directive Principles.</p> <p>3.. Nature of Indian Federalism: Union-State Relations.</p>	<b>12</b>
	<p><b><u>Module II:</u></b></p> <p>6. Government in states: Governor, Chief Minister and Council of Ministers: position and functions – State Legislature: composition and functions.</p> <p>7.Judiciary: Supreme Court and the High Courts: composition and functions – Judicial activism.</p>	<b>12</b>
<b>MARCH</b>	<p><b><u>Module I:</u></b></p> <p>4. Union Executive: President, Vice-President: election, position, functions (focus on Emergency Powers), Prime Minister, Council of Ministers, relationship of Prime Minister and President.</p>	<b>08</b>
	<p><b><u>Module II:</u></b></p> <p>8.Constitutional amendment.</p>	<b>08</b>

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### DSC/CORE/CC2: Constitutional Government in India

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
APRIL	REVISION	4
MAY	REVISION/TUTORIAL EXAMS	
JUNE	SEMESTER THEORY EXAM	



## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### SEC 2 (MAJOR): Understanding the Legal System

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
<b>JANUARY</b>	<b><u>Module I</u></b> 1. Historical Background, procedures of High Court and Supreme Court in India, Judicial Activism and Judicial Restraint	<b>08</b>
	<b><u>Module I</u></b> 4. Subordinate Courts, National Legal Services Authority, Lok Adalats, Family Courts and Gram Nyalayas	<b>08</b>
<b>FEBRUARY</b>	<b><u>Module I</u></b> 2. Public Interest Litigation	<b>12</b>
	<b><u>Module II:</u></b> 5. Election Laws	<b>8</b>
<b>MARCH</b>	<b><u>Module I</u></b> 3. Administrative Tribunals	<b>08</b>
	<b><u>Module II</u></b> 8. Other Constitutional Dimensions	<b>08</b>

**MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)**

**SEC 2 (MAJOR): Understanding the Legal System**

<b><u>MONTH</u></b>	<b><u>SYLLABUS DISTRIBUTION</u></b>	<b><u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u></b>
<b>APRIL</b>	<b>Revision</b>	<b>04</b>
<b>MAY</b>	<b>REVISION/TUTORIAL EXAMS</b>	
<b>JUNE</b>	<b>SEMESTER THEORY EXAM</b>	



## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### CORE COURSE - MINOR+MDC: Political Theory: Constitutional Government in India

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
<b>JANUARY</b>	<b><u>Module I</u></b> 1..Evolution of the Indian Constitution. Role of the Constituent Assembly--debates (overview). Preamble.	<b>08</b>
	<b><u>Module II:</u></b> 5.Union Legislature: Rajya Sabha, Lok Sabha: Organisation, Functions–Lawmaking procedure, Parliamentary procedure, Privileges, Committee system. Speaker	<b>08</b>
<b>FEBRUARY</b>	<b><u>Module I:</u></b> 2.Citizenship. Fundamental Rights and Duties. Directive Principles. 3.. Nature of Indian Federalism: Union-State Relations.	<b>12</b>
	<b><u>Module II:</u></b> 6. Government in states: Governor, Chief Minister and Council of Ministers: position and functions – State Legislature: composition and functions. 7.Judiciary: Supreme Court and the High Courts: composition and functions – Judicial activism.	<b>08</b>

<p><b>MARCH</b></p>	<p><b><u>Module I</u></b>  Union Executive: President, Vice-President: election, position, functions (focus on Emergency Powers), Prime Minister, Council of Ministers, relationship of Prime Minister and President.</p> <p><b><u>Module II:</u></b>  8.Constitutional amendment</p>	<p><b>08</b></p> <p><b>08</b></p>
<p><b>APRIL</b></p>	<p><b>Revision</b></p>	<p><b>04</b></p>
<p><b>MAY</b></p>	<p><b>REVISION/TUTORIAL EXAMS</b></p>	
<p><b>JUNE</b></p>	<p><b>SEMESTER THEORY EXAM</b></p>	

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### SEC 2: MDC: Democratic Awareness through Legal Literacy

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
<b>JANUAR</b>	<u>Module I</u> 1.Basic Understanding: Legal provisions of FIR, General Diary, Arrest, Bail, Search and Seizure, Evidence and Criminal Procedure Code	<b>08</b>
	<u>Module II</u> 4.Laws related to contract and consumer rights	<b>08</b>
<b>FEBRUARY</b>	<u>Module I</u> 2.Laws on offences against women, children and adolescents, Scheduled Castes and Scheduled Tribes.	<b>12</b>
	<u>Module II</u> 6.Laws on cybercrime 7.Anti-terrorist laws: implications for security and human rights.	<b>08</b>
<b>MARCH</b>	<u>Module I</u> 3.Personal Laws and Customary Law in India (overview). 4.Labour Laws in India, Environmental Laws in India	<b>08</b>
	<u>Module II</u> 8.Laws related to the Right to Information.	<b>08</b>
<b>APRIL</b>	<b>Revision</b>	<b>04</b>

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### SEC 1: MDC: Democratic Awareness through Legal Literacy

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
MAY	REVISION/TUTORIAL EXAMS	
JUNE	SEMESTER THEORY EXAM (HOME CENTRE)	

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

### IDC: Understanding Governance (MINOR+MDC)

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
<b>JANUARY</b>	<b><u>Module I</u></b> 1.Governance: meaning, genesis, evolution, and importance. 'Government' and 'Governance'. 3.Role of State, Market, and Civil Society since the 1990s (with some focus on India)	<b>08</b>
	<b><u>Module II</u></b> 5.Major issues in Governance II: Citizens Charter, Right to Information	<b>08</b>
<b>FEBRUARY</b>	<b><u>Module I</u></b> 2.Idea of 'Good Governance'. Relationship with democracy and development	<b>12</b>
	<b><u>Module II</u></b> 4. Major issues in Governance I: Peoples Participation, Public Service Delivery 5.Major issues in Governance II: Citizens Charter, Right to Information	<b>08</b>
<b>MARCH</b>	<b><u>Module I</u></b> 2.Idea of 'Good Governance'. Relationship with democracy and development	<b>08</b>
	<b><u>Module II</u></b> 4. Major issues in Governance I: Peoples Participation, Public Service Delivery 6.E-Governance. Green Governance. (Major features, Case studies and challenges)	<b>08</b>
<b>APRIL</b>	<b>Revision</b>	<b>04</b>

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVE)

IDC: Understanding Governance (MINOR+MDC)

<u>MONTH</u>	<u>SYLLABUS DISTRIBUTION</u>	<u>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</u>
MAY	REVISION/TUTORIAL EXAMS	
JUNE	SEMESTER THEORY EXAM (HOME CENTRE)	

## DEPARTMENT ACTIVITIES

<b>MONTH</b>	<b>ACTIVITIES</b>
<b>JANUARY</b>	VALUE ADDED COURSE
<b>FEBRUARY</b>	STUDENT SEMINAR
<b>MARCH</b>	FIELD VISIT
<b>APRIL/MAY</b>	PTM

**END OF ACADEMIC**  
**CALENDAR**





# **KHUDIRAM BOSE CENTRAL COLLEGE**

**DEPARTMENT OF POLITICAL SCIENCE  
HONOURS**

**SEMESTER - 4**

**JANUARY - JUNE**

# SYLLABUS

## CC 8

Indian Political Thought II Code: PLS-A-CC-4-8- TH+TU

### Module I:

1. M.N. Roy: Radical Humanism.
2. Narendra Deva, Ram Manohar Lohia, Jayaprakash Narayan: Socialist ideas
3. Syed Ahmed Khan and Iqbal: views on colonialism and nationalism.

### Module II:

4. Nehru: views on Socialism and Democracy. Subhas Chandra Bose: views on Socialism and Fascism.
5. Contested notions of 'nation'--- Savarkar, Jinnah.
6. Jyotiba Phule and Ambedkar on caste system and untouchability. Pandita Ramabai's views on social justice

### REFERENCES

- V. R. Mehta and T. Pantham (eds.), 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization, Vol. 10, Part: 7, pp. xxvii-ixi.
- V. Mehta and Th. Pantham (eds.), Political ideas in modern India: Thematic Explorations
- S. Hay (ed.), Sources of Indian Tradition, Vol. 2. Second Edition.
- T. Pantham and K.L. Deutsch: Political Thought in Modern India. Sumit Sarkar: Modern India.
- Bipan Chandra: Nationalism and Colonialism in Modern India.
- A. Parel, (ed.), 'Introduction', in Gandhi, freedom and Self Rule
- D. Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi.
- J. Nehru: Discovery of India.
- B. Zachariah, Nehru.
- S. Thorat and Aryana eds.: Ambedkar in Retrospect.
- J. Sharma, (2003) Hindutva: Exploring the Idea of Hindu Nationalism
- Y. Meherally ed.: Narendra Deva: Socialism and National Revolution.
- Ramchandra Guha: India after Gandhi.
- Uma Chakrabarti: Rewriting History: The Life and Times of Pandita Ramabai.
- B. K. Bhattacharya ed., Salient Ideas of Rammonohar Lohia.
- Bidyut Chakrabarty and R.K. Pandey: Modern Indian Political Thought--- Text and Context.

# CC 9

## Global Politics since 1945 Code: PLS-A-CC-4-9-TH+TU

### Module I:

1. Cold War and its evolution: outline. Emergence of Third World: NAM; Pan Africanism. Post-Cold War world: overview. Globalization: conceptions and perspectives.
2. Europe in transition: European Union, Brexit (overview).
3. Major institutions of global governance: World Bank, IMF, WTO--- overview. Major regional organizations: ASEAN, OPEC, SAFTA, SAARC and BRICS. West Asia and the Palestine question.

### Module II:

4. India and her neighbours I: Pakistan; Bangladesh.
5. India and her neighbours II: Nepal; Bhutan; Sri Lanka.
6. UNO: background; Major organs--- General Assembly, Security Council and Secretariat (with focus on Secretary General). Role of UNO in peace-keeping, human rights, and development (Millennium Development Goals and Sustainable Development Goals).

## REFERENCES

1. P. Calvocoressi: World Politics since 1945 (latest edition).
2. R. Mansbach and K. Taylor, (2012) Introduction to Global Politics
3. J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations.
4. G. Ritzer: Globalization--- A Basic Text.
5. J.A. Moore, Jr. and J. Pubantz: The New United Nations.
6. S. Juyal and B. Ramesh Babu: The United Nations and World Peace.
7. K. Bajpai and H.C. Shukul eds.: Interpreting World Politics.
8. J. Baylis and S. Smith: The Globalization of World Politics.
9. L.M. Goodriche: The UN in Changing World.
10. M.S. Rajan: Essays in Non-Alignment and UN.
11. Alvin Y. So: Development and Social Change. J. Haynes: Third World Politics.
12. Ankie Hoogvelt: Globalization and the Postcolonial World
13. N.O. Sullivan ed.: Terrorism, Ideology and Revolution.
14. D. Nayyar: Governing Globalization.
15. G. Ritzer: Globalization--- A Basic Text.
16. S.D. Muni: Responding to Terrorism in South Asia.
17. Peter Burnel: Politics in the Developing World.
18. B.C. Smith: Understanding Third World Politics.
19. Björn Hettne: Development Theory and the Three Worlds.

# CC10

## Western Political Thought and Theory I Code: PLS-A-CC-4-10-TH+TU

### Module I

1. Greek political thought: main features – Plato: justice, communism – Aristotle: state, classifications of constitutions.
2. Roman political thought: theories of Law and Citizenship – contributions of Roman thought.
3. Medieval political thought in Europe: major features.
4. Contribution of Machiavelli. Significance of Renaissance. Political thought of Reformation.

### Module II

5. Bodin: Idea of Sovereignty.
6. Hobbes: founder of science of materialist politics.
7. Locke: founder of Liberalism. views on natural rights, property and consent.
8. Rousseau: views on freedom and democracy

## REFERENCES

1. A.Skoble and T. Machan: Political Philosophy: Essential Selections.
2. D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates to the Present
3. G. H. Sabine and T.I. Thorson: A History of Political Theory.
4. D. Boucher and P. Kelly: Political Thinkers: From Socrates to the Present.
5. S. Mukherjee and S. Ramaswamy: A history of Political Thought: From Plato to Marx.
6. R.G. Gettell: History of Political Thought.
7. B. Barker: The Political Thought of Plato and Aristotle.
8. Q. Skinner: Machiavelli: A Very Short Introduction.
9. A.K. Mukhopadhyay: Western Political Thought: from Plato to Marx.

# SEC A2

## Understanding the Legal System Code: PLS-A-SEC-3-A(2)-TH

### Module I:

- 1) Outline of the legal system in India
- 2) System of Courts/tribunals and their jurisdiction in India-Criminal and civil courts, writ jurisdiction.
- 3) Specialized Courts such as juvenile courts, mahila courts and tribunals.

### Module II:

- 4) Role of the police and executive in criminal law administration.
- 5) Alternate dispute mechanisms such as Lok Adalats, non-formal mechanisms

### REFERENCES

- 1) Creating Legal Awareness, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)
- 2) S..K. Agarwala, Public Interest Litigation in India,
- 3) K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.
- 4) Asha Bajpai, Child Rights in India : Law, Policy, and Practice, Oxford University Press, New Delhi,2003
- 5) B.L. Wadhera, Public Interest Litigation - A Handbook, Universal, Delhi, 2003.
- 6) P.C. Rao and William Sheffield Alternate Dispute Resolution: What it is and How it Works, Universal Law Books and Publishers, Delhi, 2002
- 7) V.N. Shukla's Constitution of India by Mahendra P. Singh, Eastern Book Co. 10th edition.
- 8) Parmanand Singh, 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156, 1981-82.
- 9) J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849.
- 10) H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption. Available at <http://www.rti.gateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>.
- 11) P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.
- 12) P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.
- 13) N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist New Delhi: Zubaan and Penguin, pp. 113-146.
- 14) M, Mohanty et al. (2011) Weapon of the Oppressed, Inventory of People's Rights in India.Delhi: Danish Books.
- 15) Centre for Good Governance, (2008) Right to Information Act, 2005: A Citizen's Guide, Available at <http://www.rti.gateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf>,
- 16) Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute. Pandey, (2008)
- 17) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, Towards Legal Literacy, New Delhi: Oxford University Press, pp.61-77.
- 18) SAHRDC, (2006)'Reporting a Crime: First Information Report', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, pp.16-26.

- 19) SAHRDC, (2006) 'Bail', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.59-71.
- 20) SAHRDC, (2006) 'Detention', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, Pp.72-84.
- 21) P. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute

## TEACHERWISE COURSE DISTRIBUTION

SL.NO	NAME OF THE TEACHER	COURSE
1	SUPREETA MEHTA (SM)	a) CC10: MODULE I b) CC10: MODULE II c) CC9 – MODULE II
2	SHILPA NANDY(SN)	a) SEC: MODULE I b) SEC MODULE II c) CC9 – MODULE II
3	SOMIRAN DAS (SD)	a) CC8- MODULE I b) CC8- MODULE II c) CC9- MODULE I

### MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)

### CC 8/CC9/CC10/SEC

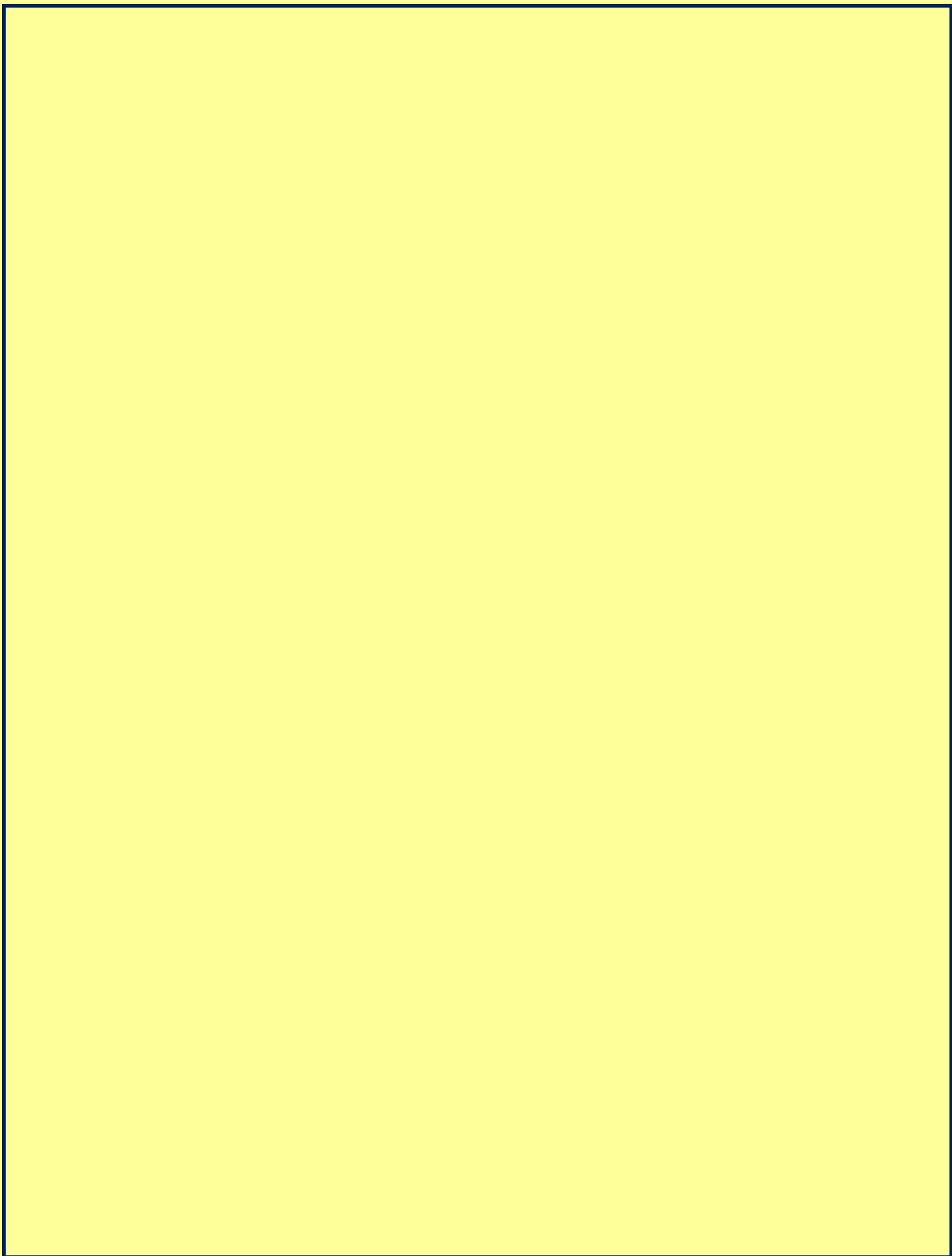
MONTH WISE	SYLLABUS DISTRIBUTION	NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)
<b>JANUARY</b>	<b>CC8 -Module I: Topic 1, Topic 2</b> <b>CC10 – Module I: Topic 1, Topic 2</b> <b>SEC A2 – Topic 1, Topic 2</b>	08 08 08
<b>FEBRUARY</b>	<b>CC8 – Module I: Topic 3, Topic 4</b> <b>CC10- Module I: Topic 3, Topic 4, Topic 5</b> <b>SEC A2 Module I: Topic 3; Module II: Topic 4</b>	06 06 06

<b>MARCH</b>	<b>CC8- Module II: Topic 5, Topic 6</b> <b>CC10: Module II: Topic 6, Topic 7</b> <b>SEC A2- Module II – Topic 5</b>  <b>CC9 – Module I: Topic 1, Topic 2, Topic, 3</b>	24 classes total
<b>APRIL</b>	<b>CC10 – Module II: Topic 8</b> <b>CC9 – Module II: Topic 4, Topic 5, Topic 6</b>	08  08
<b>MAY</b>	REVISION	04
<b>JUNE</b>	<b>SEMESTER THEORY EXAMS</b>	



## DEPARTMENT ACTIVITIES

MONTH	ACTIVITIES
AUGUST	WALL MAGAZINE/PROJECT
SEPTEMBER	TEACHER'S DAY/FRESHER'S WELCOME
OCTOBER	FIELD VISIT
DECEMBER/JANUARY	PTM





# **KHUDIRAM BOSE CENTRAL COLLEGE**

**DEPARTMENT OF POLITICAL SCIENCE  
HONOURS**

**SEMESTER - 6**

**JANUARY - JUNE**

# SYLLABUS

## CC 13

**Public Administration-- Concepts and Perspectives** Code: PLS-A-CC-6-13-TH+TU

### Module I:

1. Nature, Scope and Evolution of Public Administration – Private and Public Administration. Principles of Socialist Management.
2. Challenges to discipline of Public Administration and responses: New Public Administration, Comparative Public Administration, Development Administration (Indian context).
3. Major concepts of administration: (a) Hierarchy (b) Unity of Command (c) Span of Control (d) Authority (e) Centralization, Decentralization and Delegation (f) Line and Staff.
4. Public Administration in the era of globalization, liberalization and privatization. Governance: conceptual emergence--- distinction with government. e-governance: features and significance.

### Module II:

5. Bureaucracy: views of Marx and Weber.
6. Ecological approach to Public Administration: Riggsian Model.
7. Administrative Processes: (a) Decision making (b) Communication and Control (c) Leadership (d) Coordination.
8. Public Policy: definition, characteristics. Models. Policy implementation.

### REFERENCES

1. M. Bhattacharya, Public Administration: Issues and Perspectives.
2. A. Avasthi and S. Avasthi: Public Administration.
3. M. Bhattacharya: Restructuring Public Administration.
4. Rumki Basu: Public Administration: Concepts and Theories.
5. [REDACTED]
6. [REDACTED]

# CC 14

## Administration and Public Policy in India Code: PLS-A-CC-6-14-TH+TU

### Module I:

1. Continuity and change in Indian administration: brief historical overview.
2. Civil Service in India (Bureaucracy): recruitment (role of UPSC, SPSC), training.
3. Organization of Union Government: Secretariat Administration: PMO, Cabinet Secretariat.
4. Organization of State Government: Chief Secretary – relations between Secretariat and Directorate.
5. District Administration: role of District Magistrate, SDO, BDO.
5. Political Communication: Concept and structures.

### Module II:

6. Local Self Government: Corporations, Municipalities and Panchayats in West Bengal, structure and functions. 73rd and 74th Amendment: overview.
7. Planning: Planning Commission, National Development Council. District Planning. Changing nature of planning: NITI Ayog. Budget--- concept and significance.
8. Financial Administration: Public Accounts Committee, Estimates Committee – role of CAG.
9. Citizen and administration: functions of Lokpal and Lokayukt. Right to Information--- Citizen Charter.
10. Citizen and social welfare policies: MGNREGA; Sarva Shiksha Abhiyan (SSA); National Health Mission (NRHM).

### REFERENCES

1. Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience.
2. S. R. Maheswari: Indian Administration.
3. R.B. Jain: Contemporary Issues in Indian Administration.
4. B. Chakrabarty and P. Chand: Indian Administration.
5. P. Datta: Panchayats, Rural Development and Local Autonomy: the West Bengal Experience.
6. A. Mukhopadhyay: Panchayat Administration in West Bengal.

## **Discipline-Specific Electives(DSE) GROUP-A**

### **Public Policy in India Code: PLS-A-DSE-6-A(3)-TH+TU**

#### **Module I**

1. Introduction to Policy Analysis
2. The Analysis of Policy vis-à-vis the Theories of State

#### **Module II**

3. Political Economy and Policy: Interest Groups and Social Movements.
4. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments

#### **REFERENCES**

1. Sapru, R.K.(1996) Public Policy : Formulation, Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 26-46.
2. Giddens, A. (1998) The Third Way: The Renewal of Social Democracy. Cambridge: Polity Press, pp. 27-64 and 99-118.
3. Basu Rumki (2015) Public Administration in India Handates, Performance and Future Perspectives, New Delhi, Sterling Publishers

# Discipline-Specific Electives(DSE) GROUP -B

## Citizenship in a Globalising World Code: PLS-A-DSE-6-B(3)-TH+TU

### Module I

1. Classical conceptions of citizenship
2. The Evolution of Citizenship and the Modern State

### Module II

3. Citizenship and Diversity
4. Citizenship beyond the Nation-state: Globalization and global justice
5. The idea of cosmopolitan citizenship

## REFERENCES

1. Acharya, Ashok. (2012) *Citizenship in a Globalising World*. New Delhi: Pearson.
2. Beiner, R. (1995) *Theorising Citizenship*. Albany: State University of New York Press.
3. Held, David (1995), *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance* (Stanford: Stanford University Press).
4. Kymlicka, Will (1999), "Citizenship in an Era of Globalization: A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon (eds.), *Democracy's Edges* (Cambridge, UK: Cambridge University Press).

## TEACHERWISE COURSE DISTRIBUTION

SL.NO	NAME OF THE TEACHER	COURSE
1	SUPREETA MEHTA (SM)	a) CC13: MODULE I b) DSE GRPB: MODULE I
2	SHILPA NANDY(SN)	a) CC13: MODULE II b) DSE GRP B: MODULEI
3	SOMIRAN DAS (SD)	a) CC14: MODULE I & II b) DSE GRP A MODULEI & II

### MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)

## CC 13

MONTH WISE	SYLLABUS DISTRIBUTION	NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)
<b>JANUARY</b>	<b>Module I:</b> 1. Nature, Scope and Evolution of Public Administration – Private and Public Administration. Principles of Socialist Management. <b>Module II:</b> 5. Bureaucracy: views of Marx and Weber. 6. Ecological approach to Public Administration: Riggsian Model.	08
<b>FEBRUARY</b>	<b>Module I:</b> 2. Challenges to discipline of Public Administration and responses: New Public Administration, Comparative Public Administration, Development Administration (Indian context).	12



<p style="text-align: center;"><b>MARCH</b></p>	<p>3. Major concepts of administration: (a) Hierarchy (b) Unity of Command (c) Span of Control (d) Authority (e) Centralization, Decentralization and Delegation (f) Line and Staff.  <b>Module II:</b></p> <p>7. Administrative Processes: (a) Decision making (b) Communication and Control (c) Leadership (d) Coordination.</p>	<p style="text-align: center;">08</p>
<p style="text-align: center;"><b>APRIL</b></p>	<p><b>Module I</b></p> <p>4. Public Administration in the era of globalization, liberalization and privatization. Governance: conceptual Emergence --- distinction with government. e- governance: features and significance.</p> <p><b>Module II</b></p> <p>8. Public Policy: definition, characteristics. Models. Policy implementation.</p>	<p style="text-align: center;">08</p> <p style="text-align: center;">08</p>
<p style="text-align: center;"><b>MAY</b></p>	<p style="text-align: center;">REVISION</p>	<p style="text-align: center;">04</p>
<p style="text-align: center;"><b>JUNE</b></p>	<p style="text-align: center;"><b>SEMESTER THEORY EXAMS</b></p>	

## MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)

### CC 14

MONTH WISE	SYLLABUS DISTRIBUTION	NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)
<b>JANUARY</b>	<b>Module I:</b> 1. Continuity and change in Indian administration: brief historical overview. 2. Civil Service in India (Bureaucracy): recruitment (role of UPSC, SPSC), training.	08
	<b>Module II:</b> 6. Local Self Government: Corporations, Municipalities and Panchayats in West Bengal, structure and functions. 73rd and 74th Amendment: overview.	08
<b>FEBRUARY</b>	<b>Module I:</b> 3. Organization of Union Government: Secretariat Administration: PMO, Cabinet Secretariat. 4. Organization of State Government: Chief Secretary – relations between Secretariat and Directorate.	08
	<b>Module II:</b> 7. Planning: Planning Commission, National Development Council. District Planning. Changing nature of planning: NITI Ayog. Budget--- concept and significance. 8. Financial Administration: Public Accounts Committee, Estimates Committee – role of CAG.	08
<b>MARCH</b>	<b>Module I:</b> 5. District Administration: role of District Magistrate, SDO, BDO.	06
	<b>Module II:</b> 9. Citizen and administration: functions of Lokpal and Lokayukt. Right to Information--- Citizen Charter. 10. Citizen and social welfare policies: MGNREGA; Sarva Shiksha Abhiyan (SSA); National Health Mission (NRHM).	08

<b>APRIL</b>	REVISION	04
<b>MAY</b>	<b>REVISION/ INTERNAL/ TUTORIAL EXAMS</b>	
<b>JUNE</b>	<b>SEMESTER THEORY EXAMS</b>	

**MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)**

**DISCIPLINE SPECIFIC ELECTIVE (DSE)**

**GROUP A (3)**

**Public Policy in India Code: PLS-A-DSE-6-A(3)-TH+TU**

<b>MONTH WISE</b>	<b>SYLLABUS DISTRIBUTION</b>	<b>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</b>
<b>JANUARY</b>	<b>Module I</b> 1. Introduction to Policy Analysis	04
	<b>Module II:</b> 3. Political Economy and Policy	04
<b>FEBRUARY</b>	<b>Module I</b> 2. The Analysis of Policy vis-à-vis the Theories of State	04
	<b>Module II:</b> 3. Interest Groups and Social Movements.	04
<b>MARCH</b>	<b>Module I</b> REVISION <b>Module II:</b> 4. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments	04 04
<b>APRIL</b>	REVISION	02
<b>MAY</b>	<b>REVISION/ INTERNAL/ TUTORIAL EXAMS</b>	

**JUNE****SEMESTER THEORY EXAMS****MONTH WISE SYLLABUS DISTRIBUTION (TENTATIVELY)****DISCIPLINE SPECIFIC ELECTIVE (DSE)****GROUP B(1)****Citizenship in a Globalising World Code: PLS-A-DSE-6-B(3)-TH+TU**

<b>MONTH WISE</b>	<b>SYLLABUS DISTRIBUTION</b>	<b>NO. OF CLASSES (PER CLASS IS OF 1 HOUR DURATION)</b>
<b>JANUARY</b>	<b>Module I</b> 1. Classical conceptions of citizenship  <b>Module II:</b> 3. Citizenship and Diversity	04   04
<b>FEBRUARY</b>	<b>Module I</b> 2. The Evolution of Citizenship <b>Module II:</b> 4. Citizenship beyond the Nation-state: Globalization and global justice	04   04
<b>MARCH</b>	<b>Module I</b> 2. The Evolution of the Modern State  <b>Module II:</b> 5. The idea of cosmopolitan citizenship	04   04
<b>APRIL</b>	<b>REVISION</b>	02
<b>MAY</b>	<b>REVISION/ INTERNAL/ TUTORIAL EXAMS</b>	
<b>JUNE</b>	<b>SEMESTER THEORY EXAMS</b>	

## QUESTION TYPE AND EXAM PATTERN

<b>EXAM PATTERN: CC 13, CC 14</b>	<b>MARKS</b>
ATTENDANCE	10
INTERNAL (10 QUESTIONNS OF 1 MARKS EACH)	10
TUTORIAL (TERM PAPER OF 1000 WORDS/ FIELD STUDY REPORT/ BOOK REVIEW)	15
THEORY PAPER	65
<b>TOTAL</b>	<b>100</b>

<b>EXAM PATTERN: DSE</b>	<b>MARKS</b>
ATTENDANCE	10
INTERNAL (10 QUESTIONNS OF 1 MARKS EACH)	10
THEORY PAPER	80
<b>TOTAL</b>	<b>100</b>

## DEPARTMENT ACTIVITIES

<b>MONTH</b>	<b>ACTIVITIES</b>
<b>AUGUST</b>	WALL MAGAZINE/PROJECT
<b>SEPTEMBER</b>	TEACHER'S DAY/FRESHER'S WELCOME
<b>OCTOBER</b>	FIELD VISIT
<b>DECEMBER/JANUARY</b>	PTM

