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Matiaburj College

(Affiliated to University of Calcutta)

R-55, Garden Reach Road, Kolkata - 700024

PROGRAMME OUTCOMES

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COURSE OUTCOMES



Knijogi

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Department of History

Name of the Programme: B.A. History Honours and General (Under CBCS) Syllabus– 2018-2019

General Outcome of Undergraduate Programme in History

It may be sorted as follows:

1. Elementary concept of chronology and historical periods.
2. Through this Programme, the students are encouraged to think critically and to analyse various events, narratives and perspectives. Students will be able to use historical methods to judge and evaluate the past records as well as to reconstruct the past.
3. Development of historical perspectives.
4. Clear understanding of the basic themes, concepts and scope of history.
5. Critically recognize various aspects of history such as social, political, economic and cultural histories.
6. Development of analytical skill in writing and discussion.
7. Prepare for various competitive examinations as well as for Master Degree program.
8. Student will develop the skill to comprehend historical contexts, chronology and periodization. Students will be able to analyse the present socio-economic, cultural intellectual and political developments in the lights of the historical facts.

HISTORY HONOURS (HISA) - CORE COURSE

Semester –I

Objectives and Outcomes

CC-1: History of India (Up to c. 300 BCE) –

To build concept about the social and cultural patterns of the earliest period of human civilization developed in India. Students will also understand the notions of history with special reference to gender, environment, technology and religion.

Students will acquire knowledge about transition from Palaeolithic culture to Mesolithic Culture then to Neolithic culture and evolution of human kind.

CC-2: Social Formations and Cultural Patterns of the Ancient World other than India –

It focuses on building conceptual knowledge about the Socio cultural patterns of the ancient world other than India.

Semester –II

Objectives and Outcomes

CC-3: History of India (c.300 BCE – c.750 BCE) –

Students will develop ideas about different types of state structures of early India.

To built concept on socio-politico-economic and cultural background of our country.

After completing the course students will developed detailed concept about state formation of early India and evolution of Indian civilization from early times towards early medieval times with special reference to regional powers like the Pallavas and Chalukyas.



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CC-4: Social Formation and Cultural Patterns of the Medieval World other than India

– Crises of the Roman Empire and its principle causes: Historiography

It focuses on building conceptual knowledge about the Socio cultural patterns of the medieval world.

Semester –III

Objectives and Outcome

CC-5: History of India (CE 750-1206) –

To built up the concept about early medieval period and an overall elementary knowledge about the society, political structure and culture of this period.

Students will be informed about the agrarial expansion and proliferation of caste and social changes.

After completing the course, students will be able to understand the significance of the early medieval period and historical notions of regionalism.

CC-6: Rise of Modern West I –

Concept building on the transformation of European world from the feudal structure to the Pre-capitalism.

Students will develop ideas from this course about the Transition debate from Feudalism to Capitalism and historiography in the context of Europe.

After completion the course students will be able to grab the idea of the significance of the History of Early Modern Europe with the clear concept of European State System.

CC-7: History of India (CE 1206-1526) –

To build concept on the socio-political, economic and cultural pattern and regional variations of the Sultanate period.

At the end of this course the students will get the clear ideas of the Delhi Sultanate.

Students will acquire knowledge about the society and economy of the Delhi Sultanate.

SEC-A-1: Archives and Museums –

This paper enables the students for concept making on conservation of historical sources.

Students will acquire knowledge about te importance of Heritage through this course.

After completing this course students will acquire the knowledge of Documentation, value of Archives and Museums.

Semester –IV

Objectives and Outcome

CC-8: Rise of the Modern West II –

Students will be able to explain the political trends in the context of English Revolution and intellectual trends of this time period in the context of modern scientific advancement.

The course enables the students for Concept building on the transformation of European world from the early commercial capitalism to the Industrial capitalism.

CC-9: History of India (CE 1526-1605) –

To build concept on the socio-political, economic and cultural pattern and regional variations of the early Mughal period.

CC-19: History of India (CE 1605-1750s) –

To build concept on the socio-political, economic and cultural pattern and regional variations of the late Mughal period.

Students will comprehend the nature of the Jagirdari crisis and various revolts of the Mughal era.

After completion of this course, students will have clear concept about polity of the Mughals



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from Jahangir to Aurangzeb and the later Myughals.

SEC-B-1: Understanding Popular Culture –

Students will acquire knowledge about popular culture of India through different mediums like visual, oral and cultural.

After completion of this course students will be equipped with understanding of the evolutionary process of the popular cultures through traditions, articulate anxieties, rise of new traditions.

Use of electronic devices to view, record and document the subject enable students in ICT based learning.

Semester –V

Objectives and Outcome

CC-11: History of the Modern Europe (1780- 1939) –

Students will be able to comprehend features of revolutionary actions in different parts of Europe.

The course enables the students for concept making on the political and diplomatic history of the world up to the WW-II.

Students will develop knowledge about political currents in Europe between two World Wars.

CC-12: History of India (CE. 1750s-1857) –

The paper enables the students for concept making on the political and socio-cultural-economic history of the early colonial India.

DSE-A-1: History of Bengal (CE. 1757- 1905) –

Students will learn to assess the significance of the History of Bengal in the light of the Administrative history , Economic History and its Reform Movements.

The course enables the students for concept making on the political and socio-cultural-economic history of the early colonial Bengal.

Students will comprehend various aspects of the popular revolts of late Nineteenth Century Bengal like Indigo Revolt, Pabna Uprising, Sanyasi Revolt etc.

DSE-B-1: History of Modern East Asia I –

The paper enables the students for concept making on the political and diplomatic history of modern China.

After completing this course, students will develop an adequate knowledge of Japan.

This course will provide will provide insights on Japan's Meiji Restoration, imperialism and many other political developments.

Semester –VI

Objectives and Outcome

CC-13: History of India (CE. 1857-1964) –

The course enables the students for concept making on the political and socio-cultural-economic history of the British India.

CC-14: History of the World Politics (1945-1994) –

The course enables the students to concept making on the political and diplomatic relations of the post WW world.

Students at the completion of this course will be in a position to discuss different points about the Cold War politics, position of the USA and the USSR in World Politics, Korean Crisis, Vietnam War and Cuban Missile Crisis.

DSE-A-3: History of Bengal (CE. 1905-1947) –



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The course enables the students for concept making on the political and socio-cultural-economic history of the colonial Bengal.

DSE-B-3: History of Modern East Asia II –

Build conceptual knowledge on the Socio-politico-economic history of modern Japan.

B.A. (General) Programme

Objectives and Outcomes

Semester I:

CC/GE-1: History of India from earliest times up to 300 CE –

The course helps the students to get a vivid idea about ancient India from the earliest times to the period of the Indo-Greeks. The pre-historic age is new to the students and so it is an important module.

The course helps the students to get a clear picture of the Harappan Civilization, Vedic Period, Age of Sodasa Mahajanapadas, Protestant Religious Movements, Mourya Age, Satavahanas and Sangama Age and also the Age of the Indo-Greeks upto Kushana period.

The course enables the students to transmit elementary concept about the ancient Indian culture and our heritage.

Semester II:

CC/GE-2: History of India (CE 300-1206) –

The course helps the students to get a clear picture of the Gupta Empire and post Gupta Empire Age, towards early Medieval North and South India consisting with the Age of Harsha, Tripartite Struggle, History of South India and establishment of the Delhi Sultanate. The course aims to transmit the elementary concept about the early medieval Indian history.

Semester III:

CC/GE-3: History of India (CE 1206-1707) –

This paper focuses on the rise and fall of the Delhi Sultanate and the provincial dynasties with their political, cultural and economic system. It discusses about society, economy, religion, and cultural spheres of the Sultanate. It also discussed about the establishment and consolidation of the Mughal Empire in India and also about the socio, political, religious and cultural aspects of Mughal history.

In short, this course transmit elementary concept about the medieval Indian history.

SEC-A-1: Historical Tourism: Theory and Practice-

This course focuses on the heritage of India. Students will get the basic ideas about Indian art and architecture, built heritage of pre colonial and colonial period.

After completing of this course students will get an idea to build elementary skill of conducting historical place visit, writing place visit report and to transmit basic concept about heritage tourism.

Semester IV:

CC/GE-4: History of India (CE 1707-1950) –

This course discuss about the consequences of the Eighteenth Century India, ideologies of the British Raj, colonial state, trade and industry, rural economy and society, popular resistance against colonial government and also deals with the changing scenario of the socio religious fields and cultural spheres, the growth of nationalism, the Gandhian ideas of movements, interfaces of varioussocial groups, rise of communalism, consequences of partition and independence, emergence of India as a new state.

The course aims to transmit basic concept about the colonial rule and about the freedom struggle of India.



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SEC-B-1: Museums and Archives in India-

This course enables the students to get elementary knowledge about the Museums and archives of India.

After this course students will be able to build basic concept about the conservation methods of our heritage and also to enhance skill on writing Museum survey report.

Semester V:

DSE-A-2: Some Aspects of European History (C.1780-1945) –

This course aims to build the concept among students about the political history of Modern Europe.

SEC-A-2: Indian History and Culture:

After completion of the course students will be able to understand the basic concept of Environment, Culture, Tradition and Practices, Urbanisation and Urbanism, Gender and Social Inequality, Cultural Heritage of India.

Semester VI:

DSE-B - 2: Some Aspects of Society and Economy of Modern Europe (15th-18th century)-

The course enables the students to build a concept about the socio-economic patterns and regional variations of pre capitalist Europe.

SEC-B-2: Orality and Oral Culture in India:

After completion of this course students will be able to get the concept of History in terms of Orality and Oral culture, Research methodology of orality and oral culture.

Department of History

Programme Outcomes (PO)

PO1 - Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2 - Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3 -Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4 - Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5 - Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them. **PO6 - Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

PO7 - Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Programme Specific Outcomes (PSO)

PSO1 – Students will be able to demonstrate their knowledge of the chronology, narrative, major events, personalities and turning points of the history of India and the world.

PSO2 – Students will be able to offer multi-causal explanations of major historical developments based on a contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.



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PSO3 – Students will be able to extract evidence from primary sources by analyzing and evaluating them in relation to their cultural and historical context and use that evidence to build and support an argument.

PSO4 – Students will be able to evaluate secondary historical sources by analyzing them in relation to the evidence that supports them, their theoretical frameworks, and other secondary historical literature.

PSO5 –The programme will be helpful in developing among the students the ability to distinguish between fact and fiction while understanding that there is no one singular historical truth.

PSO6 – Should be able to construct original historical arguments using a blend of primary and secondary source materials.

PSO7 – Students will be able to ponder over the facts how women have taken responsibilities in the social, economic and religious functionalities in order to be considered equal as their male counterparts.



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DEPARTMENT OF ENGLISH

The Department of English follows the syllabus designed by University of Calcutta. The course for the students of English Literature offers a wide range of texts from different geographical and cultural contexts. Students get to explore texts written in English not only from Britain but also from the other English Speaking nations of the world such as India, Canada, America, Spain, Africa, Australia etc. This diversity offers the students to come into close connection with multiple issues like social, political, historical, economics and psychological understanding of the various cultures especially the places with a history of colonialism. The course aims to chart the evolution of literatures written in English as a constant negotiation with the historical context the text is located in. Along with canonical English texts the course provides an in depth engagement with texts that are located in their socio-political milieu.

Programme Outcome of the Course –

1. Understanding different genres
2. Appreciating the nuances of English language as well as English literature
3. Integrating in students sense of value and tolerance for different cultures
4. Developing set of skills to facilitate a keen interest in pursuing the subject further into research
5. Enhancing analytical skills in linguistics, communications and literary criticism

Programme Specific Outcome of the Course -

1. Equip students with knowledge of English as a world language and to acquaint students with a vast range of world literatures
2. Awareness about culture and history
3. To sharpen critical and analytical abilities applicable in literature and life alike
4. To hone students' academic and critical writing abilities
5. Enhancing in-depth knowledge of the core areas of the subject
6. Development of a spirit of critical and scholarly enquiry for the subject with an aptitude for research
7. To prepare students for higher studies and careers in different fields including publishing, journalism and many more.

Course Outcome

Introduction to English Literature and to English Language

➤ CC1 – HISTORY OF LITERATURE AND PHILOLOGY





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After completing this course students will have an overall perspective on the development of British literature in England, along with a keen understanding of the formative processes and influences on the English language.

1. This paper highlights how different European cultures amalgamated to originate what we understand as English literature.
2. Enables the students to understand the range, significance and scope of English Literature and understand the growth and evolution of the English language.
3. Also displays a working knowledge of the historical and cultural contexts of British literature from the Anglo-Saxon period till the post modern time.

European Literature

➤ CC2 –EUROPEAN CLASSICAL LITERATURE

After completing these courses students will engage with the Classical Greek and Roman cultures that have influenced the literary structures, themes and genres of English literatures.

Objective:

1. To understand the culture of classical antiquity
2. To read and understand about the rich classical Greek and Roman literature in translated versions.
3. To trace the nature of influence that these classical texts have on modern English literatures
4. Understand and appreciate these texts as a source of great wisdom and also interpret these texts from contemporary points of view

➤ CC13 –MODERN EUROPEAN DRAMA

This course is a rich course which boosts within the student an acumen to critically engage with texts that are now considered modern classics, this course enables a student to gain an understanding of continental drama.

Objective:

1. To study the impact of late 19th and early 20th century writers on English literature
2. To gauge the continental impact on the evolution of Modern theatre as we understand it today.
3. To expand an understanding of the genre beyond the strictures of solely British theatre.
4. Most of modern theatre derives greatly from their European counterparts, hence to assess the extent of these influences.



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Canonical British Literature

- a. **CC4 – BRITISH POETRY AND DRAMA (14TH – 17TH CENTURY)**
- b. **CC7 – BRITISH POETRY AND DRAMA (17TH – 18TH CENTURY)**
- c. **CC8 – BRITISH LITERATURE (18TH CENTURY)**
- d. **CC9 – BRITISH ROMANTIC LITERATURE**
- e. **CC10 – 19TH CENTURY BRITISH LITERATURE**
- f. **CC12 – EARLY 20TH CENTURY BRITISH LITERATURE**

These courses are the foundational framework in pursuing a career in English Literature.

Objective:

1. Learn how to read literary texts
2. Get acquainted with different genres like poetry, novel, short story, drama, non-fictional writings
3. Interpret meanings of texts and critically analyse texts
4. Understand the use of rhetorical devices
5. Know major religious, political and social movements from 14th to 19th century and their influence on literature
6. Appreciate the style of creative writing
7. Understand the evolution of each genre in detail.
8. Develop an understanding of the lives and thoughts of poets and authors taught in these courses.

Indian Literature

- **CC3 – INDIAN WRITING IN ENGLISH**
- **DSE-A1 – MODERN INDIAN WRITING IN ENGLISH TRANSLATION**

Indian English has developed much before the nation became Independent and continues to evolve and adapt to the various cultural forces that surround India even today. Once a colonial tool in the hand of the British, Indian English has become the language in which India replies back to the empire.

The course teaches:

1. When, how and why Indian writing in English emerged
2. Awareness towards the problems of interpreting Indian culture via the English Language and acquaintance with the work of significant Indian writers of Poetry, Prose Fiction and Drama
3. To provide an overview of the various phases of the evolution of Indian writing in English
4. To introduce students to the thematic concerns, genres and trends of Indian writings in English



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American Literature

> CC5 –AMERICAN LITERATURE

Objectives:

1. Get familiar with American history
2. Acquaintance with features of American culture and the work of significant American writers of poetry, prose fiction and drama

Popular Literature

> CC6 –POPULAR LITERATURE

Objectives:

1. Understanding what is meant by the term ‘popular’
2. Relating literature to popular culture
3. Know the meaning of Popular Literature and its distinct characters
4. Read and understand some of the representative popular literary pieces
5. Analysis of the popular texts to identify cultural metaphors
6. Probe into the literary and aesthetic merits of popular fictions

Women’s Writing

> CC11 – WOMEN'S WRITING

Objectives:

1. The students will have an awareness of class, race and gender as social constructs and about how they influence women’s lives
2. The students will have acquired the skill to understand feminism as a social movement and a critical tool
3. They will be able to explore the plurality of female experiences
4. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms
5. Learn how and on what grounds women’s writings can be considered as a separate genre
6. Differentiate between sex and gender and how the latter is a social construction
7. Be aware about the issues and concerns of the women writers of the developed, developing and under-developed countries



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Post Colonial Studies

➤ CC14 –POSTCOLONIAL LITERATURE

Objectives:

1. The students will be familiar with literary productions that address issues related to cultural identity in colonized societies, the development of a national identity after colonial domination, and the ways in which writers articulate and celebrate such identity.
2. The students will have been acquainted with the resistance of the colonized against the colonizer through literature that articulates it
3. Know how a literary text, explicitly or allegorically represents various aspects of colonial oppression
4. Question how does a text reveal the problems of post-colonial identity
5. Learn how a text reveals about the politics and/or psychology of anti-colonialist resistance
6. Trace the history of post-colonial movements in India and its textual representations
7. Locate and represent subaltern voices through their own writings.

Skill Enhancement

- SEC-A1 – TRANSLATION STUDIES
- SEC - A2 –BUSINESS COMMUNICATION
- SEC-B1 – CREATIVE WRITING
- SEC-B2 - ACADEMIC WRITING AND COMPOSITION
- DSE-B1– LITERARY TYPES, RHETORIC AND PROSODY

Objectives:

1. Differentiate between creative writing and business correspondence
2. Understand the language of creative writing and business communication
3. Use language as a means of effective communication
4. Understand different rhetorical devices and their application
5. Use language to write poems or short stories
6. Understand the scope as well as the limitations of translation
7. Identify different aspects of translation



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DEPARTMENT OF EDUCATION

INTRODUCTION:

The Department of Education follows the syllabus specified by University of Calcutta. The courses that have been designed by the University for the students of Education offers a widerange of topics which enhances the learning of the student and helps in the holistic development of students. The B.A. graduation program with honours in Education under theChoice Based Credit System (CBCS), is a three-year program, which is divided into 6 semesters. Its aim is to impart the students with the knowledge and basic understanding of the various aspects of the broad discipline of Education. By the end of this program, the students will be inculcated with the ability to articulate, evaluate, and elucidate on a range of themes in connection with this subject. The courses are formulated in a way that the students are progressively introduced to the subject, starting from the preliminary basic understandings, and then moving on to its various specialized topics and sub topics.

PROGRAM SPECIFIC OUTCOME

- **PSO 1** – After the completion of the course the students will be able to develop an in-depth understanding of the subject and formulate a proper understanding of the various components and aspects which has been outlined in the syllabus.
- **PSO 2**-Through this programme the students are encouraged to think critically andanalyse the various concepts, theories, perspectives and its interrelations and educational implications.
- **PSO 3** – The various skill enhancement courses imparts training for learning beyond the conventional syllabus which empower the learner to acquire practical skills which

Will enhance the employability of students into the diversified field as the courses also enhance their understanding on the interdisciplinary domains.

- **PSO 4** – The syllabus contains a topic on Research Methodology which will help the students to develop the basic skills on research which will further acquaint them to

take up research activities after the completion of the course.

- **PSO 5**- Students will learn to participate and engage in thoughtful discussions andthey will be able to better comprehend the subject.
- **PSO 6** - As the syllabus has been so meticulously designed and caters to the diversified need of the students, after the completion of the course the students will be well acquainted and prepared for pursuing higher education – general and professional. It will also further help students to prepare for various competitive

examinations to get recruitment for various teaching posts in schools,

colleges/universities and also administrative field. Students can also take up courses on



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counseling and can also pursue their interest of working with various NGOs for social work.

COURSE OBJECTIVE – HONOURS SEMESTER -I- (CBCS) HONOURS (EDCA) CC – 1 – INTRODUCTION TO EDUCATION

The objective and outcome of the course –

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education

CC2- HISTORY OF INDIAN EDUCATION

The objective and outcome of the course –

- To be acquainted with the salient features of education in India during ancient and medieval time

To be acquainted with the development of education in British India

- To be acquainted with the significant points of selected education commissions & national policy of education in independent India.

SEMESTER II (CBCS) HONOURS (EDCA) CC3- PSYCHOLOGICAL FOUNDATION OF EDUCATION

The objective and outcome of the course –

- To understand the concept of psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

SEMESTER III (CBCS) HONOURS (EDCA) CC-5: SOCIOLOGICAL FOUNDATION OF EDUCATION

The objective and outcome of the course –

- To understand the concept of sociology,
- To develop an understanding of the various social groups and social communication.

To acquaint the students with the basic understanding of the concept of social change and social progress.





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CC – 6 EDUCATIONAL ORGANIZATION AND MANAGEMENT

The objective and outcome of the course –

- To help the students internalize the concept of Educational Organization, Management and Planning.
- To develop an understanding of the concept of educational planning and essential functions of educational management.

CC7: GUIDANCE AND COUNSELING

The objective and outcome of the course is-

- To help the learners gain the basic knowledge about the concept of guidance and counselling.
- To develop an understanding of the various functions, types, techniques and types of counselling and basic data necessary for Guidance.

SEC: COMMUNICATION SKILL

The objective and outcome of the course -

- To help learners develop in-depth knowledge about the basic elements of communication.
- To acquire basic Listening Skills
- To acquire basic Speaking Skills
- To acquire basic reading and writing skills
- To develop a general idea about the various types of communication.
- To develop a basic understanding of the importance of public speaking: Extempore and Group discussion.

SEMESTER IV (CBCS) Honours (EDCA) CC- 8 –

TECHNOLOGY IN EDUCATION

The objective and outcome of the course -

- Students acquire in depth knowledge on educational technology and its need.
- To be acquainted with the system approach.
- Students will get the information about using of computer in education and communication.
- To develop an understanding the different approaches of ICT & e-learning.
- To get acquainted with the instructional techniques and different models of teaching.





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CC-9 – CURRICULUM STUDIES

The objective and outcome of the course -

- Students develop an understanding of the basic concepts of nature, types and major approaches of curriculum.
- Students will get the information about relation among curriculum, pedagogy and assessment.
- To get acquainted with content selection and selected theories in this regard.
- To develop the understanding about curriculum development and National Curriculum Framework, 2005.
- To enhanced insight of evaluation and reform of curriculum.

CC-10 – INCLUSIVE EDUCATION

The objective and outcome of the course -

- Students will get the information about education system of special needs students in the current society.
- The learners understand the meaning of Inclusion and exclusion.
- Students will develop how to bring about inclusion in different spheres.
- The learners also develop clear concept regarding differently abled and role of school in creating a barrier free environment.
- Students acquire new knowledge regarding socially disabled, role of society and educational reforms for inclusive society.

SEC-B1 – TEACHING SKILL

The objective and outcome of the course -

- The learners develop clear concept, nature and factor affecting of Teaching.
- They also acquire knowledge about good qualities and importance of learning design (LD) in teaching.
- Students will understand different skills of teaching.
- Students also know about different phases of teaching like Pre-active, Inter-active and post-active phase.





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SEMESTER V CBCS) Honours (EDCA) CC11- EVALUATION

AND MEASUREMENT IN EDUCATION

The objective and outcome of the course –

- To develop understanding of the concepts of measurement and evaluation in education.
- To be acquainted with the process of Evaluation.
- To be acquainted with different types of measuring instruments and their uses.
- To develop understanding of the concepts of validity and reliability and their Importance in educational measurement.
- To be acquainted with the principles of test construction.

CC12 – STATISTICS IN EDUCATION

The objective and outcome of the course –

- To develop the concept of statistics and to develop skill in analysing descriptive measures.
- To be acquainted with the concept of Normal Probability Curve and its uses in Education.
- To develop a concept of measures of relationship.
- To develop the ability to organize relevant educational data and to represent educational data through graphs and to develop skill in analysing and displaying data.

DSE A1- PEACE AND VALUE EDUCATION

The objective and outcome of the course –

- To know the concept of peace education.
- To understand peace and non-violence.
- To develop the concept of value education.
- To understand peace, value and conflict resolution

DSE B1 – TEACHER EDUCATION

The objective and outcome of the course –

- To understand the basic concept of teacher education.
- To explain the historical perspective and development of teacher education in India.
- To enable the students to understand the role of the different agencies in





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teachereducation.

- To make an idea about some courses for preparation of teacher

SEMESTER VI - CBCS) Honours (EDCA)CC13 –

PSYCHOLOGY OF ADJUSTMENT

The objective and outcome of the course –

- To understand the concept of adjustment, maladjustment and some commonly found Problem behaviour.
- To know the multi-axial classification of mental disorders.
- To be aware about different coping strategies for stressful situation.
- To know the administration, scoring and interpretation of the psychological tests.

CC14 – BASIC CONCEPT OF EDUCATIONAL RESEARCH

The objective and outcome of the course –

- Have a concept of educational research.
- Learn about the various steps to be followed for conducting research.
- Learn how to write a research proposal and review research papers.

DSE A – GENDER AND SOCIETY

The objective and outcome of the course –

- To understand the basic terms, concepts used in gender studies.
- To understand the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity.

DSE B– WOMEN EDUCATION

The objective and outcome of the course –

- To know the historical perspectives of Women Education
- To know the policy perspectives, Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women empowerment.





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COURSE OBJECTIVE –GENERAL SEMESTER -I- (CBCS)

GENERAL (EDCG)

CC 1/GE 1– INTRODUCTION TO EDUCATION

The objective and outcome of the course –

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in Education

SEMESTER II (CBCS) GENERAL (EDCG) CC2/GE2

PSYCHOLOGICAL FOUNDATION OF EDUCATION

The objective and outcome of the course –

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

SEMESTER III(CBCS) GENERAL (EDCG) CC3/GE3-

SOCIOLOGICAL FOUNDATION OF EDUCATION

The objective and outcome of the course –

- To understand the concept of sociology,
- To develop an understanding of the various social groups and social communication.
- To acquaint the students with the basic understanding of the concept of social change and social progress.

SEC: COMMUNICATION SKILL

The objective and outcome of the course -

- To help learners develop in-depth knowledge about the basic elements of communication.
- To acquire basic Listening Skills





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- To acquire basic Speaking Skills
- To acquire basic reading and writing skills
- To develop a general idea about the various types of communication.
- To develop a basic understanding of the importance of public speaking: Extempore and Group discussion.

SEMESTER IV (CBCS) GENERAL (EDCG) CC-4/ GE-4 -

INCLUSIVE EDUCATION

The objective and outcome of the course -

- Students will get the information about education system of special needs students in the current society.
- The learners understand the meaning of Inclusion and exclusion.
- Students will develop how to bring about inclusion in different spheres.
- The learners also develop clear concept regarding differently abled and role of school in creating a barrier free environment.
- Students acquire new knowledge regarding socially disabled, role of society and educational reforms for inclusive society.

SEC-B1 – TEACHING SKILL

The objective and outcome of the course-

- The learners develop clear concept, nature and factor affecting of Teaching.
- They also acquire knowledge about good qualities and importance of learning design (LD) in teaching.
- Students will understand different skills of teaching.
- Students also know about different phases of teaching like Pre-active, Inter-active and post-active phase.



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SEMESTER V (CBCS) GENERAL (EDCG)

DSE-A1- PEACE AND VALUE EDUCATION

The objective and outcome of the course –

- To know the concept of peace education.
- To understand peace and non-violence.
- To develop the concept of value education.
- To understand peace, value and conflict resolution

SECA: SKILL FOR DEMOCRATIC CITIZENSHIP

The objective and outcome of the course –

- Have an idea about their duties as citizens
- Have an idea about their rights as citizens
- Have an idea about child violence and child rights
- Have an idea about domestic violence and domestic right

SEMESTER VI (CBCS) General (EDCG) DSE-B 2 -WOMEN

EDUCATION

The objective and outcome of the course -

- The learners come to know about the historical perspectives of Women Education.
- Students will know the contribution of Missionaries, Policy Perspectives, Committees and Commissions on Women Education.
- The learners also gain knowledge about the role of Indian Thinkers in promoting Women Education.
- To identify major constraints and importance of Women Education Women Empowerment.

SEC-B LIFE SKILL EDUCATION

The objective and outcome of the course -

- Learners develop the concept, origin and techniques of Life Skills.
- To be acquainted with the different types of Life Skills.
- The learners also come to know the importance of Life Skills in leadership training.
- To find the ways in which individual's personality can be built through the development of these life skills.



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DEPARTMENT OF POLITICAL SCIENCE

SL NO.	Semester	Course Name	Course Details	Course Outcome
1.	Sem-1	PLSA - CC-1-1	Understanding Political Theory: Concepts Module- 1 1. Conceptualizing politics: meaning of political. 2. Key concepts I: State; Nation; Sovereignty (evolution); Power and Authority--- types and linkages; 3. Key concepts II: Law. Liberty, Equality-interrelationships. Module-2 1. Key concepts III: Rights; Justice (with special reference to Rawls); Freedom. 2. Key concepts IV: Democracy (with special reference to David Held); Authoritarianism. 3. Key concepts V: Citizenship	The study of elementary concepts of political theory empowers the students to link the theoretical foundation with the actual politics. Students become able to perceive and interpret politics in their own way. The conceptual thrust areas of political theory direct the students for achieving this end.
2.	Sem-1	PLS- A-CC- 1-2	Understanding Political Theory: Approaches and Debates: Module 1 1. Approaches I: Normative; Legal- Institutional; Empirical- Behavioral--- Systems Analysis; Structural Functionalism. 2. Approaches II: Liberalism; Social Welfarism; Neo-Liberalism. 3. Approaches III: Postcolonial; Feminist Module 2 4. Marxian approach--- Dialectical Materialism and Historical Materialism. 5. Key ideas: State (focus on Relative Autonomy); Class and Class Struggle; Surplus Value; Alienation. 6. Party--- Democratic Centralism; Lenin-Rosa Luxemburg debate; Revolution-- - Lenin and Mao. Hegemony and	This course deals with the progress of initial thoughts about the leading flows in Political Theory. In the process it tries to offer a path of the growth of traditional approaches, the encounters faced by the same and further present-day views which offering one of the most voluble criticisms to the supremacy of Liberalism, which benefits student to situate politics against the socio- economic background.



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			Civil Society: Gramsci	
3.	Sem-2	PLS- A-CC- 2-3	<p>Constitutional Government in India</p> <p>Module -I</p> <ol style="list-style-type: none"> 1. Evolution of the Indian Constitution. Role of the Constituent Assembly-- debates (overview). The 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. <p>Module -II</p> <ol style="list-style-type: none"> 5. Union Legislature: Rajya Sabha, Lok Sabha: Organization, 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. <p>Constitutional amendment. Major recommendations of National Commission to Review the Working of the Constitution.</p>	<p>This module is an all-inclusive coverage to study the constitutional history of India. Opening words of the Preamble ‘we the people of India’ mirrors cohesion of a democratic republic. It empowers to enlighten the analytical power in grasping the diversities as well as Indian thought process through constitutional directives and practices. Altering economic standpoints of various rule making processes in Indian political culture is a great revelation through the constitutional development.</p>

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4.	Sem- 2	PLS- A-CC- 2-4	<p>Politics in India: Structures and Processes:</p> <p>Module 1</p> <ol style="list-style-type: none"> 1. Party system: features and trends – major national political parties in India: ideologies and programmes. Coalition politics in India: nature and trends. Political parties in West Bengal: Overview. 2. Electoral process: Election Commission: composition, functions, role. Electoral reforms. 3. Role of business groups, working class, peasants in Indian politics. <p>Module-2</p> <ol style="list-style-type: none"> 4. Role of a. religion, b. language, c. caste d. tribe 5. Regionalism in Indian politics 6. New Social Movements since the 1970s <ol style="list-style-type: none"> a. environmental movement b. Women’s movement c. Human rights movement 	<p>This module is extremely essential to make the students aware about the real politics and the nature of Indian Democracy.</p> <p>The interface between various groups and Indian politics also help in profound understanding of Indian politics.</p>
5.	Sem – 3	PLSA- CC-3-	<p>Indian Political Thought–I</p> <p>Module I</p> <ol style="list-style-type: none"> 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 <p>Module II</p> <ol style="list-style-type: none"> 5. Modern Indian thought: Rammohun Roy as pioneer of Indian liberalism – his views on 	<p>A journey through the various phases of Indian political thought assists in understanding the origins of Indian Democracy.</p> <p>Disclosure to historical development can be supportive in dealing with a political standpoint.</p> <p>The module displays the different moves of Indian political culture and how it reaches the process of participatory democracy. It focuses on the power</p>



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			<p>rule of law, freedom of thought and social justice.</p> <p>6. Bankim Chandra Chattopadhyay, Vivekananda and Rabindranath Tagore: views on nationalism.</p> <p>M.K. Gandhi: views on State, Swaraj, Satyagraha</p>	<p>politics and the question of determining who eventually grasp power.</p>
6.	Sem – 3	PLS- A-CC- 3-6	<p>Comparative Government and Politics</p> <p>Module 1</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> <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> <p>Module 2</p>	<p>This particular paper provides an opportunity to learn about different types of government and political systems across the globe. Students can understand the multiple perspectives towards the study of government and politics. It also highlights the interconnections between democracy and development and the possible threats to the same. This part of the course make the students acquainted with knowledge of comparative study of institutions of different types of political systems focusing on their organizational framework.</p>

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			<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> <p>9. Judiciary in UK, USA and PRC (with focus on the Procuratorate): comparative study.</p> <p>10. Rights of the citizens of UK, USA and PRC: A comparative study.</p>	
7.	Sem- 3	PLS- A-CC- 3-7	<p>Perspectives on International Relations Code:</p> <p>Module-1</p> <p>1. Understanding International Relations: outline of its evolution as academic discipline.</p> <p>2. Major theories: (a) Classical Realism and Neo-Realism (b) Dependency (c) World Systems theory</p> <p>3. Emergent issues: (a) Development (b) Environment (c) Terrorism (d) Migration</p> <p>Module-II</p> <p>4. Making of foreign Policy</p> <p>5. Indian Foreign Policy: major phases: Sino- Indian relations, Indo-US Relation</p>	<p>Students gain a better understanding of the global politics and international scenario through the study of this course.</p> <p>The detailed discussion of foreign policies make the student's analytical skill better and provide a clear knowledge for understanding foreign policies of India, and her bilateral ties with other major powers like USA and China.</p>
8.	Sem- 3	PLS- A- SEC- 3 A(1)	<p>Democratic Awareness through Legal Literacy</p> <p>Module I</p> <p>1. Laws relating to Criminal jurisdiction-provisions relating to filing an FIR, arrest, bail,</p>	<p>This course highlights the interdisciplinary character of Political Science by making the students aware about some of the civil and criminal laws and</p>

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			<p>search and seizure and some understanding of the questions of evidence and procedure in the Criminal Procedure Code.</p> <ol style="list-style-type: none"> Offences under IPC. India: Personal laws. Customary Laws Laws relating to Dowry, sexual harassment and violence against women. <p style="text-align: center;">Module II</p> <ol style="list-style-type: none"> Laws relating to consumer rights. Right to Information. Laws relating to Cybercrimes. Anti-terrorist laws: Implications for security and human rights. 	<p>procedures concentrating on the Indian Penal Code, the Criminal Procedure Code and other legal texts with regard to serious offenses.</p> <p>The second module of the course is helpful in enabling the students to be more aware of their nature and scope of rights available to them as citizens.</p>
9.	Sem – 4	PLS- A-CC- 4-8	<p style="text-align: center;">Indian Political Thought II</p> <p style="text-align: center;">Module - I</p> <ol style="list-style-type: none"> M.N. Roy: Radical Humanism. Narendra Deva, Ram Manohar Lohia, Jayaprakash Narayan: Socialist ideas Syed Ahmed Khan and Iqbal: views on colonialism and nationalism <p style="text-align: center;">Module – II</p> <ol style="list-style-type: none"> Nehru: views on Socialism and Democracy. Subhas Chandra Bose: views on Socialism and Fascism. Contested notions of ‘nation’-- - Savarkar, Jinnah. Jyotiba Phule and Ambedkar on caste system and untouchability. 7.Pandita Ramabai’s views on social justice 	<p>It empowers students to study how the philosophy creates the route and the purpose is extremely stimulating with that philosophy. Freedom from suppression of the colonial rule is fundamentally to put an end of subjugation of humanity. Socialistic principles in India is not imprisoned only within a cover of Communism but within its global perspective its targets were ‘Radical Humanism’, Scientific Humanism’, ‘Neo Humanism’ and ‘Total Revolution’ from within.</p> <p>It also deals with the nation building process with a secular view as opposed to religious fundamentalism.</p> <p>It is a revelation to the</p>



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				glitches of the untouchables in India. It generates the way to social justice in Indian Democracy.
10.	Sem- 4	PLSA- CC-4- 9	<p>Global Politics since 1945</p> <p>Module I:</p> <ol style="list-style-type: none"> 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. <p>Module II:</p> <ol style="list-style-type: none"> 4. India and her neighbor's I: Pakistan; Bangladesh. 5. India and her neighbor's II: Nepal; Bhutan; Sri Lanka. 6. UNO: background; Major organs--- General Assembly, Security Council and Secretariat (with focus on Secretary General). 7. Role of UNO in peace-keeping, human rights, and development (Millennium Development Goals and Sustainable Development Goals). 	<p>This section of the course makes the students aware about the major events of the international community after the Second World War, the initiation of the Cold war era marked by the rivalry between two superpowers and the division of the world into two blocks and subsequently creation of a unipolar world followed by the collapse of the USSR.</p> <p>It also gives the students ideas about the working of major associations and institutions and volatile areas of contemporary global politics.</p>
11.	Sem-4	PLS- A-CC- 4-10	<p>Western Political Thought and Theory I</p> <p>Module-1</p> <ol style="list-style-type: none"> 1. Greek political thought: main features – Plato: justice, communism –Aristotle: state, 	<p>This course educates the students of the journey of Western Political Thought from the Ancient Greek period to that of the social</p>

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			<p>classifications of constitutions.</p> <p>2. Roman political thought: theories of Law and Citizenship – contributions of Roman thought.</p> <p>3. Medieval political thought in Europe: major features.</p> <p>4. Contribution of Machiavelli. Significance of Renaissance. Political thought of Reformation.</p> <p style="text-align: center;">Module-2</p> <p>5. Bodin: Idea of Sovereignty.</p> <p>6. Hobbes: founder of science of materialist politics.</p> <p>7. Locke: founder of Liberalism. Views on natural rights, property and consent. Rousseau: views on freedom and democracy</p>	<p>contractualists.</p> <p>Students come upon diverse intellectual contribution made by the famous political thinkers and comprehend the evolution of the concepts like state, government, citizenship, liberalism etc.</p>
12.	Sem- 4	PLS- A- SEC- 4 B (2)	<p style="text-align: center;">Elementary Aspects of Social Research</p> <p style="text-align: center;">Module I</p> <p>1. Fundamental issues in Research Methodology: concepts, variables, proposition and hypotheses; hypothesis construction and verification; measurement – scales; ethics in social research.</p> <p>2. Research design: definition, purpose of research, unit of analysis, fallacy (ecological fallacy and fallacy of reductionism), factors affecting research design.</p> <p>3. Sources and techniques of data collection -- qualitative and quantitative; Sampling – different types; Basic statistical methods – types of statistics; measures of central tendencies and measures of dispersion; graphic representation of data.</p> <p style="text-align: center;">Module-II</p>	<p>This course attempts to generate the basic concepts of research in the minds of the students. Research techniques, methodology, and quintessential elements to research are the focal point of discussion to make the students aware of how to do a research.</p> <p>By learning about these topics, the students get an idea of the actual hands-on work they would be required to perform in research.</p>



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			<p>4. Participatory field research: Modes and methods of participant observation; advantages and limitations; Case study: definition; types; steps involved in the method; uses. Focus group method: nature and uses; role of the researcher.</p> <p>5. Survey method: Definition, types; techniques of survey research: Pilot survey; interviewing – techniques; different types; qualities of a good interviewer; questionnaire – framing a questionnaire; problem of nonresponse; advantages and disadvantages of survey method.</p> <p>6. Aggregate data analysis: sources of aggregate data, uses of aggregate data; advantages of aggregate data;</p>	
13.	Sem-5	PLS- A-CC- 5-11	<p>WESTERN POLITICAL THOUGHT AND THEORY II</p> <p>Module-1</p> <p>1. Bentham: Utilitarianism. John Stuart Mill: views on liberty and representative government.</p> <p>2. Hegel: Civil Society and State.</p> <p>3. T. H. Green: Freedom, Obligation</p> <p>Module II:</p> <p>4. Utopian and Scientific Socialism: basic characteristics.</p> <p>5. Varieties of non-Marxist</p>	<p>This course deals with the evolution of European political thought and how some of their key concepts developed and their pertinence to the development of Western political thought. The topics covered in this part give the students a more developed understanding of various brands of socialism, both overlapping with and debating from traditional understanding of what has</p>



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			<p>socialism: Fabianism, Syndicalism, Guild Socialism.</p> <p>6. Anarchism: overview.</p> <p>Cultural Marxism: Frankfurt School (overview). Post-Marxism: emergence and basic contentions</p>	<p>come to be known as Classical Marxism.</p>
14.	Sem-5	PLS- A-CC- 5-12	<p>Political Sociology</p> <p>Module- 1</p> <ol style="list-style-type: none"> 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 <p>Module- 2</p> <ol style="list-style-type: none"> 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. <p>Electorate and Electoral Behaviour (with special reference to the Indian context)</p>	<p>Through the course the students will obtain deep understanding of the concepts of Political Sociology which is enormously important in today's inter- disciplinary world.</p> <p>The students may make political investigation of socially pertinent issues and become social scientist in the truest sense of the term.</p>
15.	Sem-5	PLS- A- DSE- 5 A(1)	<p>Gender and Politics Code:</p> <p>Module-1</p> <p>Groundings</p> <ol style="list-style-type: none"> 1. Patriarchy a. Sex-Gender Debates b. Public and Private c. Power 2. Feminism 3. Family, Community, State <ol style="list-style-type: none"> a. Family b. Community c. State <p>Module-2</p> <p><i>Movements and Issues</i></p> <ol style="list-style-type: none"> 1. History of the Women's 	<p>This course highlights the matter of gender discrimination in politics and society and makes the students aware about how the feminist movement has tried to eradicate such discrimination practiced by different institutions of the society and the state over centuries.</p> <p>The section on women help them become</p>



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			<p>Movement in India</p> <ol style="list-style-type: none"> 2. Violence against women 3. Work and Labour <ol style="list-style-type: none"> a. Visible and Invisible Work b. Reproductive and care work c. Sex work 	conscious about the violence and mistreatment faced by women while simultaneously helping them become aware about their strength.
16.	Sem-5	PLS- A- DSE- 5-B (1)-	<p>Indian Foreign Policy in a Globalizing World</p> <p>Module I</p> <ol style="list-style-type: none"> 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 <p>Module II</p> <ol style="list-style-type: none"> 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 	The course makes the students conscious about the moving status of India in the multi-polar world and visa- a- vis individual countries. The students also acquire knowledge about regional affairs and India's role in various regimes. The information learned is valuable in helping students specialize in foreign affairs and compete in foreign service exams.
17.	Sem-6	PLS- A-CC- 6-13	<p>Public Administration-- Concepts and Perspectives</p> <p>Module 1</p> <ol style="list-style-type: none"> 1. Nature, Scope and Evolution of Public Administration – Private and Public Administration. 2. Principles of Socialist Management, 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 	This particular course gives the knowledge and idea on the fundamental concepts of public administration and governance. The theoretical understanding helps them to gain a broader view of administration and political behaviour. This course is extremely significant as they prepare the students as future administrators.



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			<p>era of globalization, liberalization and privatization. Governance: conceptual emergence--- distinction with government. e-governance: features and significance</p> <p>Module-2</p> <p>5. Bureaucracy: views of Marx and Weber.</p> <p>6. Ecological approach to Public Administration: Riggsian Model</p> <p>7. Administrative Processes: (a) Decision making (b) Communication and Control (c) Leadership (d) Coordination.</p> <p>8. Public Policy: definition, characteristics. Models. Policy implementation</p>	
18.	Sem-6	PLSA- CC6- 14	<p>Administration and Public Policy in India</p> <p>Module I</p> <p>1. Continuity and change in Indian administration: brief historical overview.</p> <p>2. Civil Service in India (Bureaucracy): recruitment (role of UPSC, SPSC), training.</p> <p>3. Organization of Union Government: Secretariat Administration: PMO, Cabinet Secretariat.</p> <p>4. Organization of State Government: Chief Secretary – relations between Secretariat and Directorate.</p> <p>5. District Administration: role of District Magistrate, SDO, BDO</p> <p>Module II</p>	<p>History of Administration reflects the actual power politics of a country. Administration in various periods punctuated by changes genuinely reflects the vision and targets of the rulemaking processes. It reflects how the Colonial Rulers blended the Islamic systems in their own system of administration in retaining power. Without an acknowledgement. In turn, it also reflects how Independent India blends carefully the British model by injecting the value of participatory democracy. Administration is getting merged with the representative</p>



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			<p>6. Local Self Government: Corporations, Municipalities and Panchayats in West Bengal, structure and functions. 73rd and 74th Amendment: overview.</p> <p>7. Planning: Planning Commission, National Development Council. District Planning. Changing nature of planning: NITI Ayog. Budget--- concept and significance.</p> <p>8. Financial Administration: Public Accounts Committee, Estimates Committee – role of CAG.</p> <p>9. Citizen and administration: functions of Lokpal and Lokayukt. Right to Information-- Citizen Charter.</p> <p>10. Citizen and social welfare policies: MGNREGA; Sarva Shiksha Abhiyan (SSA); National Health Mission (NRHM)</p>	<p>democracy from the grass root level. Constancy and change through people's choice and trained skill both are proficiently blended. Administration is not only for perfect competence but also a system to regard justice and people's conscience. Various welfare policies as the subsystem to administration is parallel launched. It enhances the greater value of the participatory Democracy.</p>
19.	Sem-6	PLS- A- DSE- 6-A(3)	<p>Public Policy in India Module 1</p> <p>1. Introduction to Policy Analysis 2. The Analysis of Policy vis-à-vis the Theories of State</p> <p>Module 2</p> <p>3. Political Economy and Policy: Interest Groups and Social Movements. 4. Ideology and Policy: Nehruvian Vision, Economic Liberalization and recent developments</p>	<p>The students learn about the basics of Public Policy and evolution of the same. They come to know how India has developed her policies on major areas since post- independence, period of liberalization to the recent times. This course has become extremely relevant for the students who wants to pursue Masters in Public Policy.</p>
20.	Sem-6		<p>Citizenship in a Globalizing World</p>	



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		PLS- A- DSE- 6-B(3)	Module-1 1. Classical conceptions of citizenship 2. The Evolution of Citizenship and the Modern State Module- 2 3. Citizenship and Diversity Citizenship beyond the Nation-state: Globalization and global justice.	This course helps the students to learn about the evolution of the concept of citizenship. The transition of the concept from the classical period to that of the globalized world make the students analytical of different paraphernalia associated with it. This course has both a theoretical as well as practical aspect as the issues of citizenship, migration, statelessness adds to the horizon of knowledge of the students. The students can connect with real issues and case studies relating to refugees, migration and others.
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R-55, Garden Reach Road, Kolkata - 700024

DEPARTMENT OF POLITICAL SCIENCE
DEPARTMENT OF POLITICAL SCIENCE COURSE OUTCOME
POLITICAL SCIENCE GENERAL (PLSG)
(CBCS SYLLABUS 2018)

Sl. No.	Semester	Course Name	Course Details	Course Outcomes
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21	Sem 1- Gen	PLS-G-CC- 1-1	<p>Introduction to Political Theory</p> <p>1. Political Science: nature and scope Different approaches--- Normative, Behavioural, Post- Behavioural, Marxist, Feminist.</p> <p>2. State: Contract theory; Idealist theory; Liberal theory, Marxist theory, Gandhian theory, Sovereignty of the State: Monistic and Pluralist theories. Doctrine of Popular Sovereignty.</p> <p>3. Foundational concepts: Law; Right; Liberty Equality--- meanings, sources, interrelationships.</p> <p>4. Key concepts: Nationalism and Internationalism— meanings and features; Democracy--- meaning and nature</p> <p>Module- 2</p> <p>5. Marxism: Dialectical and Historical Materialism; Class and Class Struggle; Theory of Revolution; Lenin's Theory of Imperialism.</p>	<p>This course generates a basic idea on different key aspects of political theory among the students. Students will get an in-depth idea on concepts like rights, equality, justice, liberty, nationalism which are the basics of any political interaction and discussion.</p>
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			6. Fascism: meaning, features, significance. 7. Political parties and interest groups: functions and role; Methods of representation: territorial, functional, proportional.	
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22.	Sem-2-Gen	PLS-G-CC- 2-2	Comparative Government and Politics Module-1 1 Political System: Liberal-democratic, Authoritarian. Socialist – forms of Political Systems: Unitary and Federal, Parliamentary and Presidential. 2. U.K.: (a) Basic features with major focus on Conventions and rule of Law. (b) Legislature: composition and functions with major focus on the concept of parliamentary sovereignty. (c) Executive: composition and functions of the Cabinet with major focus on the role of the Prime Minister – the concept of Cabinet Dictatorship; (d) Role of the Crown;(e) Party system – role of the Opposition. U.S.A.: (a) Basic features (b) US federalism (c) Bill of rights (d) Legislature: composition and functions with major focus on the Presiding Officers and Committee System; (e) The Executive: The President: election, powers and functions. US Cabinet: composition and functions; (f) Supreme Court: composition and functions; (g) Party	This module provides a detailed understanding on the concepts of different types of government and political system across the globe.
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			<p>system.</p> <p style="text-align: center;">Module II</p> <p>4. PRC (1982 Constitution):</p> <p>(a) Significance of the Revolution</p> <p>(b) Basic features with special reference to General Principles (c) Communist Party: structure, functions, role (d) Rights and Duties of Citizen (e) The National Government: i) The Executive: President, Premier, State Council, ii) The Legislature: National People' Congress, Standing Committee iii) The Judiciary.</p> <p>5. Salient features of the Constitutions of Bangladesh, France, Switzerland.</p>	
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23.	Sem-3-Gen	PLS-G- CC- 3-3	<p>Government and Politics in India</p> <p>Module-1</p> <ol style="list-style-type: none">1. Evolution of the Constitution (brief). The Preamble; Fundamental Rights. Directive Principles;2. Union-State Relations – nature of federalism.3. Union Executive: President, Vice- President, Prime Minister, Council of Ministers.4. Union Legislature: Lok Sabha and Rajya Sabha--- organization, functions, law Making procedure, Privileges, Committee System, Speaker.5 The Judiciary: Supreme Court and High Courts--- composition and functions; Judicial Activism in India.6. Constitutional amendment procedure <p>Module II</p> <ol style="list-style-type: none">7. Government in States: Governor; Council of Ministers and the Chief Minister; State Legislature: composition and functions.8. Local Government: rural and urban. Significance of 73rd and 74th Amendments.9. Election Commission and election reforms.10. Party System in India:	<p>This module gives the in depth knowledge about our constitution and political system. Students become aware of the roles of different offices and their responsibilities too.</p> <p>This module helps in building a comprehensive outlook towards our democratic system and the different challenges it goes through. Party system, regionalism and varieties of social and political movements are the essential factors in the growth of</p>
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			<p>national political parties: Ideologies and programmes. Recent trends in India: rise of regional political parties; coalition politics.</p> <p>11. Regionalism: Nature, roots, types.</p> <p>12. Varieties of social and political movements: a) caste; tribe; b) religion; c) environment; d) women's movements</p>	<p>peoples' democracy in India.</p>
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24.		PLS-G-SEC-3-A(1)	<p>Legal Literacy</p> <p>Module I</p> <p>1. Legal Issues of Criminal Jurisdiction: History, Definition and Concept, Major Processes— Detention, Arrest, Bail, Search and Seizure.</p> <p>2. Indian Penal Code: History, Definition. Major Aspects— Protection of Primary and Secondary Personal Rights, Criminal Conspiracy, Offences against the State, Offences related to Marriage.</p> <p>3. Personal Laws: Laws related to Marriage (examples from Hindu, Islam and Christian Laws).</p> <p style="text-align: center;">Module II</p> <p>4. Consumer Rights Laws: Definition of Consumer Rights, Process of filing a complaint. Right to Information Act: provisions; importance.</p> <p>5. Anti-Terror Laws:</p>	<p>To know the Legal Issues of Criminal Jurisdiction: History, Definition and Concept, Major Processes— Detention, Arrest, Bail, Search and Seizure.</p> <p>To build concepts of Indian Penal Code: History, Definition. Major Aspects— Protection of HR</p>
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			<p>Meaning, Terrorist and Disruptive Activities (Prevention) (TADA) Act 1987, 2002 and Prevention of Terrorism (POTA) Act 2002.</p> <p>6.Human Rights Laws: Meanings, Universal Declaration of Human Rights (UDHR), Human Rights Act of 1993, Issues of rights of Children and Women.</p>	
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25.	Sem-4-Gen	PLS-G-CC- 44	<p>International Relations</p> <p>Module 1.</p> <p>1. International Relations as a field of study. Approaches: (a) Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz) (b) Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye) (c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank) (d) Feminist Perspective (J. Ann Tickner)</p> <p>2. Cold War : (a) Second World War & Origins of Cold War; (b) Phases of Cold War: First Cold War; Rise and Fall of Detente Second Cold War.</p> <p>Module II</p> <p>3. End of Cold War and Collapse of the Soviet Union (b) Post Cold- War Era and Emerging Centers of Power (European Union, China,</p>	<p>This part of the course supports the students to achieve detailed knowledge about the diverse currents in International Relations theorizing, both mainstream and the challenges directed towards the dominant paradigms. It also make the students acquainted with the progress of global politics against the background of the Cold War, highlighting its foundation, various phases, consequences across the world.</p> <p>The second module allows the students to have detailed information about the unfolding of the international community in the</p>
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			Russia and Japan) 4. India's Foreign Policy (a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic); (b) India's Policy of Non-Alignment; (c) India as emerging Power	aftermath of the end of the Cold War and the role of the emerging poles of world politics. It also gives the students to have comprehensive knowledge about Indian Foreign policy principally the determinants, her non-aligned stand and her position as an emerging power in the current world.
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26.		PLS-G-SEC-4-B(1)	<p>Elementary Dimensions of Research</p> <p>Module I</p> <ol style="list-style-type: none">1. Concepts, variables (dependent and independent), propositions and hypothesis.2. Research design: definition, purpose of research, units of analysis, fallacies.3. Ethics in research--- issues and problems.4. Research Report writing. <p>Module II</p> <ol style="list-style-type: none">4. Sources and Techniques of data collection – quantitative and qualitative data5. Sampling: definition, probability and non-probability. Scales and Measurement6. Statistical method of data analysis: descriptive and inferential (Overview). Graphic representation of data (Bar graph, Histogram, Pie Chart)	<p>To build concepts on basic knowledge of research and different components like variables (dependent and independent), propositions and hypothesis. Research design: definition, purpose of research, units of analysis, fallacies, Ethics in research---issues and problems, Research Report writing,</p> <p>Sources and Techniques of data collection – quantitative and qualitative data</p> <p>5. Sampling: definition, probability and non-probability. Scales and Measurement</p> <p>6. Statistical method of data analysis: descriptive and inferential (Overview). Graphic representation of data (Bar graph, Histogram, Pie Chart)</p>
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27.	Sem-5 DSE(Gen)	PLS-G-DSE- A-5-1A	<p>Public Administration Module-1</p> <p>1. Nature and Scope of Public Administration.</p> <p>2. Key Concepts: Hierarchy; Unity of Command; Span of Control; Authority; Centralization and Decentralization; Line and Staff; Communication and Control; Delegation; Decision- making; Coordination and Leadership.</p> <p>3. Major Approaches: New Public Administration; Comparative Public Administration; Development Administration; New Public Management</p> <p>Module-2</p> <p>4. Bureaucracy: Views of Weber and Marx.</p> <p>5. Public Policy: Formulation and Implementation</p> <p>Major Programmes (basic features and objectives): MGNREGA; Sarva Shiksha Abhiyan; National Rural Health Mission.</p>	<p>The course on public administration makes the students aware about how administration of a large country like India runs properly, what are the functions of different offices. How decisions are made and implemented. Students get profited in terms of basic knowledge required to pursue higher studies in public administration and open opportunities in administrative Services.</p>
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28.		PLS-G-DSE-A-5-1B	Indian Foreign Policy Module I 1. Foreign Policy: meaning and determinants. 2. National Interest as key concept in foreign policy. 3. Instruments of foreign policy: diplomacy; propaganda; military. Module II 4. Evolution of Indian foreign policy. 5. Basic principles of Indian foreign policy. 6. India and her neighbours: Bangladesh; Pakistan; Nepal; Sri Lanka.	To know meaning and determinants of Foreign Policy, National Interest as key concept in foreign policy, Instruments of foreign policy: diplomacy; propaganda; military. To gain knowledge of evolution of Indian foreign policy, Basic principles of Indian foreign policy, India and her neighbor's: Bangladesh; Pakistan; Nepal;
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29.	Sem 6- DSE(Gen)	PLS-G-DSE- B-6-2A	<p>Feminism: Theory and Practice Code:</p> <p>Module-1</p> <p>1. Distinction between sex and gender. Biologism and Social Constructivism. 2. Patriarchy and Feminism. 3. Theoretical foundation: Liberal; Socialist; Marxist; Radical Feminism; New Feminist ideas.</p> <p>Module-2</p> <p>4. Traditional historiography and Feminist critiques. 5. Social reform movements and position of women: Indian context. 6. Gender relations in family: consumption; entitlement; property rights.</p>	<p>The topics are useful in helping students understand politics in terms of gender discrimination. They also become aware about various kinds of feminist movements that have over centuries fought to eliminate discrimination. They become aware about the changing position and status of women in Indian society.</p>
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30.		PLS-G-DSE-B-6-2B	<p>Human Rights: Theory and Indian Context</p> <p>Module I</p> <ol style="list-style-type: none"> 1. History of the idea of human rights; Evolution of generations of human rights. 2. Universal Declaration of Human Rights: provisions and significance. 3. UN and human rights: charters; UN Human Rights Commission; Vienna Declaration and Programme of Action. <p>Module II</p> <ol style="list-style-type: none"> 4. Indian Constitution and the foundation of rights. 5. National and State Human Rights Commissions: structure and functions. 6. Human rights in India: problems and remedies. 	<p>To know the history of the idea of human rights; Evolution of generations of human rights. Universal Declaration of Human Rights: provisions and significance. UN and human rights: charters; UN Human Rights Commission; Vienna Declaration and Programme of Action.</p> <p>To understand the Indian Constitution and the foundation of rights. National and State Human Rights Commissions: structure and functions. Human rights in India: problems and remedies.</p>
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Programme Outcomes (PO)

PO1 - Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2 - Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3 -Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4 -Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the




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ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5 -Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6 -Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7 -Self-directed and Life-long Learning: Acquire the ability to engage in independent and life- long learning in the broadest context socio-technological changes.

PO8- Legal awareness: To gain knowledge on the Legal Issues and apply in real life situation to analyze the Criminal Jurisdiction: History, Definition and Concept, Major Processes— Detention, Arrest, Bail, Search and Seizure. To be able to explain the concepts of Indian Penal Code: History, Definition. Major Aspects—Protection of HR

PO9- Research orientation: Able to analyze and predict socio political phenomena based on the study of existing socio-economic determinants and past experiences. This goal is achieved by training students in the different methods and tools of investigation such as empirical research methods, survey research and data analysis of subject responses.

PO10- Developing concept of Indian Foreign Policy: Able to explain Indian Foreign Policy: Basic Principles, evolution and Bilateral Relations. Able to analyze evolution of Indian foreign policy, Basic principles of Indian foreign policy, India and her neighbor's: Bangladesh; Pakistan; Nepal;

PO11- Understanding Human Rights: Able to inculcates among students a basic understanding of the rights and duties of citizenship and thereby to act as responsible citizens through the observation of important days such as Independence Day, Republic Day and also spreading awareness in society through street plays based on specific socio-political issues such as domestic violence, disillusioned youth of the materialistic world etc.

Programme Specific Outcomes (PSO)

PSO1 – Able to assess and differentiate the theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal and Neo-Liberal Theories. Able to explain the Concept of State Sovereignty: Monistic and Pluralistic Theories. Able to analyze the changing concept of Sovereignty in the context of Globalization. Able to classify David Held's Democratic Theories. Able to understand basic concepts of Liberty, Equality, Rights, Law and Justice. Able to assess and differentiate empirical Political Theory: System's Analysis, Structural Functionalism.

PSO2 – Able to analyze what is Politics and explaining the approaches to the Study of Political Science – Normative, Behavioral, Post Behavioral, Feminist. Able to assess empirical Political Theory: System's Analysis, Structural Functionalism. Able to explain Dialectical Materialism and Historical Materialism with special reference to relationship between base and superstructure. Able to analyze the theory of class and class struggle. Able to describe the Marxist Approach to politics. Able to analyze Marx's concept of Freedom and Democracy: Nature, Features and Critique. Able to discuss Marx's Theory of State with special reference to Relative Autonomy of the State. Able to explain





DEPARTMENT OF POLITICAL SCIENCE

Marxian theory of Revolution. Able to evaluate the major debates in Marxism: Lenin- Rosa Luxemburg debate on Political party.

PSO3 – Able to understand historical background of the constitutional making and its importance for building a democratic India, the structure of Indian government, the structure of state government, the local Administration. Able to apply the knowledge on directive principle of state policy, the knowledge in strengthening of the constitutional institutions like CAG, Election Commission and UPSC for sustaining democracy. Application Able to analyze the History, features of Indian constitution, the role Governor and Chief Minister, role of state election commission, the decentralization of power between central, state and local self-government. Able to evaluate Preamble, Fundamental Rights and Duties, Zilla Panchayat, block level organization, various commissions of viz SC/ST/OBC and women.

PSO4 – Able to critically evaluate the Indian Party system – its development and looking at the ideology of dominant national parties Able to evaluate the role of various forces on Indian politics: religion; language; caste; tribe; regionalism; business; working class and peasants Able to evaluate the Electoral Process in India with focus on the Election Commission: Composition, Functions and Role Able to analyze regionalism in Indian politics. Able to investigate the New Social Movements since the 1970s: environmental movements, women's movement and human rights movement.

PSO5 – Able to trace the evolution of Indian political thought from ancient India to modern India. Able to analyze the nationalist thought of Raja Rammohun Roy. Able to assess the nationalist thought of Bankim, Vivekananda and Tagore. Able to assess M.K. Gandhi.

PSO6 – Define and apply key concepts in comparative politics, including but not limited to nation- states, political regimes, political identity, gender and politics, and political violence Explain and evaluate the importance of specific historical events in the context of the political and economic development of the countries studied Compare and contrast the political systems of the countries explored in the course, paying particular attention to historical, political, economic, geographical, and moral aspects of governance in a variety of countries. Use the comparative method to analyze contemporary political issues. Demonstrate an ability to communicate in writing your knowledge and beliefs about the institutions and forces shaping the political systems of several countries. Particular emphasis will be placed on how each country resolves the conflicts associated with it.

PSO7 – To be able for creative thinking about pressing global problems and to equip students with the analytic tools, language expertise, and cross-cultural understanding to guide them in that process. Students will learn how to comprehend, critically analyze, and evaluate trends in international politics Able to explain the approaches and methods to study the discipline through Political realism, Pluralism and Worlds system's Model. Able to explain the issues of Underdevelopment, Terrorism, Regionalism and Integration that characterizes the Post second world war order. Able to analyze Studying the role of Diplomacy, Propaganda and Military capabilities in the making of foreign policy. Able to explain Indian Foreign Policy: Basic Principles, Evolution and Bilateral Relations. Able to analyse the Foreign Policy of India and China Able to analyse the Foreign Policy of India and US.

PSO8 – Able to apply the knowledge in real life 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 Able to explain the Offences under IPC, India: Personal laws. Able to grow an awareness about Customary Laws, Laws relating to Dowry, sexual harassment and violence against women.



PSO9 – Able to discuss the views of M. N. Roy, Narendra Deva, Ram Manohar Lohia, Jayaprakash Narayan and Syed Ahmed Khan. Able to assess views of Nehru on Socialism and Democracy, Subhas Chandra Bose: views on Socialism and Fascism. Able to analyze Contested notions of ‘nation’-- Savarkar, Jinnah, Able to describe the movements against caste and untouchability, Ambedkar’s views on Social Justice and the depressed classes Jyotiba Phule and Ambedkar on caste system and untouchability. Pandita Ramabai’s views on social justice.

PSO10 – Able to analyze the the Cold War phases and understanding the post Cold War era. Able to explain the developments in third world countries in post world war II era like NAM and its’ Relevance, Pan Africanism. Post-Cold War world: overview Able to explain certain basic concepts like Globalisation in contemporary world order Able to assess the overview of Major institutions of global governance: World Bank, IMF, WTO. Able to explain the major regional organizations ASEAN, OPEC, SAFTA, SAARC and BRICS ,West Asia-Palestine.

PSO11 – Able to explain the dominant features of Ancient Western Political Thought: Ancient Greek political thought with focus on Aristotle and Plato; Roman, Political Thought: its contributions with special emphasis on the emergence of Roman law. Able to examine the features of Medieval Political Thought. Able to evaluate the Renaissance; political thought of Reformation; and Machiavelli. Able to Critically examine Bodin’s contributions to the theory of Sovereignty; Hobbes as the founder of the science of materialist politics.

PSO12 – Able to explain Indian Foreign Policy: Basic Principles, Evolution and Bilateral Relations. Able to analyse the Foreign Policy of India and China Able to analyse the Foreign Policy of India and US. Able to analyze India’s Relations with the USSR/Russia.

PSO13 - Able to apply key concepts in of citizenship, the historical development of the concept and its practice of in an increasingly globalizing world. Able to explain and evaluate the classical conceptions of citizenship, the evolution of Citizenship and the Modern State To be in a position to evaluate Citizenship and Diversity, Citizenship beyond the Nation-state: Globalization and global justice, the idea of cosmopolitan citizenship.

PSO14 - Able to analyze the concept of Sovereignty b. The Global Economy Able to explain the Bretton Woods Institutions and WTO, Ideological underpinnings Transnational Economic Actors c. Identity and Culture Able to assess ‘What Drives the World Apart’

a .Global Inequalities

b. Violence: Conflict, War and Terrorism.

Able to identify ‘Why We Need to Bring the World Together’ a. Global Environment b. Global Civil Society.

Department of Urdu

Programme Outcome No	Programme Outcome (PO)
PO A	<ul style="list-style-type: none"> ⇒ To provide the knowledge of the major traditions of literatures written in the national and international language like Hindi, Punjabi, Gujri and English etc for the diversity of literary and social voices within and sometimes marginalized by those traditions. To acquaint to read and appreciate various forms of literature ⇒ To create the basic and essential knowledge of Urdu language, literature with its terms theories and devices and to impart the knowledge of the Urdu prose, poetry, fiction and criticism. ⇒ To provide many words and meanings in literary texts to identify the difference between literary language and ordinary language. ⇒ Reference Paper 1&VIII
PO B	<ul style="list-style-type: none"> ⇒ To Acquaint the knowledge of Urdu language, literature on the background of its social and cultural history and understand the different views about Urdu language. Reference Paper I&VIII ⇒ To acquaint the learners with different movements which influence the Urdu literature such as Sir Sayed Tahrik, Taraqqi Pasand Tahrik (Progressive movement), Jadeed Tahrik, Modernism and post modernism in Urdu poetry and learn famous Urdu ghazals poet, their poetry and its special features : Reference Paper I, VII & VIII
PO C	<ul style="list-style-type: none"> ⇒ To teach and create knowledge of the Urdu Poetry and its various kinds Specially Urdu Ghazal and Nazm as well as Marsiya, Qasida and Masnavi: Reference Paper I, IV & V.
PO D	<ul style="list-style-type: none"> ⇒ To acquaint learners with the essence of Urdu Prose, Dastan, Novel, Short Stories and Drama, and to create interest in prose such as Letter writing, Essay, Biography and Sketch story and Learn about the major contribution of famous Urdu writers. ⇒ To impart the knowledge about the origin and development of literary criticism and to analyse prose and poetry: Reference Paper II, III & VI
PO E	<ul style="list-style-type: none"> ⇒ To acquaint the creativity in constructing different literary forms and provide the arts and style of writing essay in Urdu and learn about Urdu mazamin: Reference Paper MIL (Urdu Compulsory)

Programme Specific Outcomes Nos	Programme Specific Outcomes (PSO)
PSO 1	<ol style="list-style-type: none"> 1. To be able to get knowledge about history of Urdu literature, its meaning and importance of major Urdu dialects. 2. To understand the different views and expansion about Urdu language and

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	<p>know about with its historical perspective.</p> <p>3. To develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of texts and context, and become more aware of themselves historically and culturally.</p>
PSO 2	<p>⇒ To develop awareness about life through the study of Urdu literature and to know the sensitivity and respect towards the Urdu literature.</p> <p>⇒ To design solutions for the problems to meet the specified needs with appropriate consideration for the cultural, social and environmental well-being.</p> <p>⇒ To learn to communicate effectively with society and are able to comprehend and write effective reports and design documentation, also make effective presentation and give and receive clear instruction, understand the importance of critical thinking, social interaction, effective citizenship, ethics, environment and sustainability and to acquire the ability to engage in independent and life-long Learning.</p>
PSO 3	<p>⇒ To know about the syncretic genius and importance of Urdu culture, language and literature and to create the love and respect for values especially human values.</p> <p>⇒ To gain the basic and essential knowledge in their language and to develop awareness about life through the study of Urdu literature.</p>
PSO 4	<p>⇒ To be able to ignite the passion for learning teaching and employability based on human utility.</p> <p>⇒ To be able to ignite the sense of elegance, dignity, magnanimity & delicacy and to spread awareness about the syncretic and synergetic genius and importance of Urdu culture & literature,</p> <p>⇒ To promote and protect the creativity and originality and to promote communicative skills to become successful in the market and society.</p>

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Programme Outcome for Partial Semester wise CBCS Courses in Urdu Honours 2018-19 under University of Calcutta.

COURSE OUTCOME of		Topic	COURSE DETAIL	PROGRAMME OUTCOME (PO)				
Seme ster	Paper			A	B	C	D	E
Seme ster- I	CC-I	History of Urdu Literature	1. Linguistic:					
			<ul style="list-style-type: none"> • Definition and kinds of linguistic • The history of Urdu language from its origins to the development of Urdu literature. The development of Indo-Aryan language. • Different views according to Urdu language and its origin. 					
			2. The beginning and developing of Urdu in Southern and Northern India.					
			3. The contribution of Fort William College and Delhi College.					
			4. Western affect after 1857.					
			5. New trends in literature,					
<ul style="list-style-type: none"> • Anjuman Punjab, • Sir Sayyed Movement, • Patriotic poetry. • The progressive • Movement and its Affect. 								
CC-2	Classical Urdu Ghazal	1. Urdu Ghazal: Definition, Background and Origin.						
		<ul style="list-style-type: none"> • Evolution in Southern India with reference to some famous poets and Ghazal. • Evolution in Northern India with reference to some famous poets and Ghazal. 						
		2. Urdu Ghazal in Lucknow and its special features, with reference to some famous poets and Ghazal.						
		3. Famous Urdu Ghazal Poets, their poetry and its special features.						
Seme ster- 2	CC-3	Qasida and Marsiya (Elegy)	1. Urdu Qasida:					
			<ul style="list-style-type: none"> • Definition, Style, Terms • Kinds and its values, from beginning (Deccan and Shumali hind). • Famous Qasida poets and Qasida text of Mirza Sauda & Mirza Zauq. 					
			2. Urdu Marsiya (Elegy):					
			<ul style="list-style-type: none"> • Definition, Style, Terms Kinds and its values, from beginning (Deccan and Shumali hind). 					

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			<ul style="list-style-type: none"> Famous Marsiya Poets and Text of Mir Anees & Mirza Dabeer. 					
	CC-4	Masnavi, Nazm (Poem) and Rubai	<p>1. Urdu Masnavi: definition, style, terms Kinds and its values, from beginning (Southern and Northern India).</p> <ul style="list-style-type: none"> A critical view on Masnavi Dar Haal-e-Ishq by Meer Taqi Meer. <p>2. Urdu Poem: Definition, style, terms, topics and its values.</p> <ul style="list-style-type: none"> Famous poets and their poems Nazir Akbarabadi, Hali, Iqbal, <p>3. Urdu Rubaiyat: Definition, style, terms, Topics and its history.</p> <ul style="list-style-type: none"> Rubayi poets as Mir Anis, Amjad Haiderabadi, Firaq Gaurakhpuri and their famous Rubai. 					
Seme ster-3	CC-5	Fiction and Novel	<ul style="list-style-type: none"> Dastan: Definition and characteristics. Dastan in Deccan and Shumali Hind. Urdu fiction writers: Dastan Bagh o Bahar (Meer Aman), Dastan Fasana Ajayeb (Rajjab Ali Beg Suroor). Novel: Definition and characteristics. Beginning and evolution of the novel Famous Urdu Novels and Novelist: Novel Umrao Jaan Ada (Mirza Hadi Ruswa) Novel Godan (Prem Chand) Novel Aag ka Darya (Quratul ain Haider) 					
	CC-6	Short Story and Drama	<p>1. Short story: Definition and characteristics.</p> <ul style="list-style-type: none"> History of Short story Famous Story writers and their Stories: Prem Chand, Manto, Ghulam Abbas, Rajendar Singh Bedi and Intezar Hussain. 					
			<p>2. Urdu Drama: Definition and characteristics.</p> <ul style="list-style-type: none"> Types of Drama History of Drama Famous Urdu Drama and Dramatist and their contribution in Urdu literature. A review of Agha Hashar (Safed Khoon) and Habib Tanveer's (Agra Bazar). 					
CC-7	Letter, Biography and Sketch	<p>Urdu Prose</p> <p>1. The arts and trends of Letter writing in Urdu literature.</p> <ul style="list-style-type: none"> Letters of famous writers: Ghalib ke khutoot, 						

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			<ul style="list-style-type: none"> Gubar-e-Khatir by Maulana Abul Kalam Azad, Saleeben Mere Dareechay Mein by Faiz Ahmed Faiz. 				
			<p>2. Biography: The arts Origin and Biographical Traditions in Urdu literature.</p> <ul style="list-style-type: none"> A detailed study of “Yadgar-e Ghalib” (Haali). <p>3. Sketh writing: The Arts, Origin and Development of Sketch writing in Urdu Literature.</p> <ul style="list-style-type: none"> Review of Famous Sketch writers A study of “Md. Ayyub Abbasi” written by Rashid Ahmed Siddiqi. 				
	SEC-A 1	Electronic Media	<p>1. Radio: The Origins and Evolution of Radio.</p> <ul style="list-style-type: none"> Features and Importance of Radio. Various radio programs and news <p>2. Television</p> <ul style="list-style-type: none"> The Origins and Evolution of Television. Features and Importance of Television. Various television programs and news- <p>3. Importance of mass media in modern times.</p>				
	SEC-A 2	Urdu Literature and Indian Film	<p>1. Origin and evolution of Indian cinema.</p> <ul style="list-style-type: none"> Indian cinema and Urdu Poetry, Novel and Short Story. <p>2. Teaching content:</p> <ol style="list-style-type: none"> Sahir Ludhyanwi Kaifi Azmi Shaharyaar Manto Mirza Hadi Ruswa 				
Seme ster-4	CC-8	Inshaiya (Light Essay), Maqala (Article) and Journalism	<p>1. Inshayya: Definition, Writing style and technical features.</p> <ul style="list-style-type: none"> Tradition and development of Inshaiya in Urdu literature. Some Famous Inshaiya writers in Urdu. Textual teaching of Inshaiya “Barf ki almari” written by Mujtaba Hussain. <p>2. Article writing: The meaning of article, the history and tradition of Articles and its famous writers.</p> <ul style="list-style-type: none"> Sir Sayed Ahmed Khan: and his article “Taassub” Journalism: The art of Journalism and its different trends. Features and Importance of Journalism. The beginning and evolution of Urdu journalism. Special study of Maulana Abul Kalam Azad and Maulana Abdur Razzaque Malih Aabadi. 				

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CC-9	New, Progressive and Modern Ghazal	<p>1. Ghazal after 1857: Different trends and study of some eminent Ghazal poets.</p> <p>2. Political Socio-Economic and Revolutionary Background and its influence on ghazal.</p> <ul style="list-style-type: none"> Study of Some eminent Progressive ghazal poets and their poetry. <p>3. Ghazal after 1960: The trend of modernity and its impact on Ghazal.</p> <p>4. Ghazal after 1980: Ghazal landscape after 1980 and review of ghazal poetry.</p> <p>5. Some famous ghazal poets and their Ghazals for teaching.</p>					
CC-10	Progressive and Modern Poem	<p>1. Progressive poem:</p> <ul style="list-style-type: none"> Progressive thought and Urdu poem. The tradition of progressive poetry and a general study of progressive poets. Poems for teaching: <ul style="list-style-type: none"> a) Idhar Na Dekho: Faiz Ahmed Faiz b) Ek Ladka: Akhtarul Iman c) Be cheragi: Parvez Shahidi <p>2. Halqa-e-arbab-e-zauq and Urdu poem, new concept and experiences.</p> <ul style="list-style-type: none"> Poems for teaching: <ul style="list-style-type: none"> a) Kalark ka Naghma-e-mohabbat: Miraji b) Andha Kabadi: Noon Meem Rashid <p>3. Modern poem: Modern thought and Urdu poetry, thematic diversity and poetic concepts.</p> <ul style="list-style-type: none"> Poems for teaching: <ul style="list-style-type: none"> a) Kaun: Md Alavi b) Aadmi ki Talash: Nida Fazli 					
SEC-B-1	Urdu Journalism	<ul style="list-style-type: none"> Journalism: The art of Journalism and its different trends. Features and Importance of Journalism. The beginning and evolution of Urdu journalism. Thematic Types of Journalism. A general study of important Urdu journalists. Special study of Maulana Abul Kalam Azad and Maulana Abdur Razzaque Malih Aabadi. 					
SEC-B-2	Mass Communication in Urdu	<p>1. Mass Communication: Definition, elements and types.</p> <ul style="list-style-type: none"> Development and history. Impact on society. Role and Responsibilities of Mass Communication. Problems and Possibilities, Laws and Values of Mass Communication. 					

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Semester-5	CC-11	Literary Movements	Different Trends of literary movements in Urdu literature. 1. Aligarh Movement 2. Roomani Movement 3. Progressive Movement 4. Halqa-e-arbab-e-zauq 5. Modernism 6. Feminism					
	CC-12	Literature and Criticism	1. Literature: • Definition of literature, nature, technical essentials, basic themes and important ideas about literature and relation of literature to life and society 2. Critics: • Definition of Criticism, Importance and usefulness, Different methods of criticism, Interrelationship of literature and criticism • Famous Urdu critics, some aspects of criticism • Different school of Criticism. • Special study of Expressionist criticism, Aesthetic criticism, Marksi criticism and Modern criticism. • Special study of Hali, Shibli, Aal Ahmed Suroor, Majnu Gaurakhpuri, Ahtesham Hussain, Kalimuddin Ahmed and Shams ur Rahman Farooqi					
	DSE-A-1	Meer	1.Meer: Biography and Era • Review of Meer's Ghazal poetry • Review of Masnavi, Marsia aur Rubayee poetry of Meer. • Review of "Tazkara Nikatus Shora" written by Meer. • Textual teaching and study of Selected Ghazal, Marsiya, Rubai and Masnavi.					
	DSE-B-1	Sir Syed	1. Sir Sayed: Biography, Personality and Era. • Sir Syed and Aligarh Movement. • Friends and Contemporaries of Sir Syed. • Contribution of Sir Syed in Urdu literature. • Textual teaching and study of Essay, "Reya", "Mokhalfat" and book, "Asbaab Bhagawat-e-Hind".					
Semester-6	CC-13	Ghalib	1.Ghalib: • Life history of Ghalib, his period. The political and social condition of his period. • The journey of Calcutta. • The poetic art of Ghalib, his different publication both prose and poetry. • The students of Ghalib					

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			<ul style="list-style-type: none"> To read 5 ghazals, 1 qaseeda and 3 letters of Ghalib and its meaning. 					
	CC-14	Urdu literature of Bengal	<p>1.Urdu literature of Bengal:</p> <ul style="list-style-type: none"> The beginning and development of Urdu literature in West Bengal, before and after freedom, Different trends of Urdu Literature such as, translation, poetry, fiction, Criticism and drama. The aegis of Fort William College in the Development of Urdu prose. The influence of progressive movements. The Urdu literature of Bengal after 1960. Text for teaching of eminent poets and writers of West Bengal. 					
	DSE-A-3	Progressive poetry	<p>1.Progressive poetry:</p> <ul style="list-style-type: none"> Background of Progressive Movement, Beginnings, Basic Issues and Objectives. Themes Concepts and Structure. Review of progressive poets and poetry. Teaching of selected Ghazal and Poem of some famous poets: Majaz lakhnavi, Faiz Ahmed Faiz, Pervez Shahidi, Jaanisar Akhter and majrooh Sultanpuri. 					
	DSE-B-4	Nazeer Akbaraabadi	<p>1. Nazeer Akbaraabadi: The personality of Nazir Akbar Abadi.</p> <ul style="list-style-type: none"> Period of Nazeer Akbar Abadi and his temperament. The meaning of public poetry and its tradition. Language and distinctions of Nazeer's poetry. Teaching of selected Ghazal and Poem of Nazeer Akbaraabadi. 					

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SL NO.	SEMESTER	COURSE NAME	COURSE DETAILS	COURSE OUTCOME
1.	Sem - 1	HIN- G- CC- 1-1	हिन्दी साहित्य का इतिहास <ul style="list-style-type: none">काल विभाजन एवं नामकरण, आदिका लीन काव्य धाराएं - सिद्ध, नाथ एवं जैन साहित्य, प्रमुख रासो काव्य, आदिका लीन हिन्दी साहित्य की सामान्य विशेषताएं ।भक्ति आन्दोलन	<ul style="list-style-type: none">इस पत्र के माध्यम से विद्यार्थी हिन्दी साहित्य का इतिहास से परिचित हो सकेंगे।यह भी है कि विद्यार्थी हिन्दी साहित्य के इतिहास में विशेषज्ञता हासिल कर सकेंगे।



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			<p>: समाजिक - सांस्कृतिक क पृष्ठ भूमि, प्रमुख निर्गुण कवि, प्रमुख सगुण कवि, भक्ति काल की सामान्य विशेषताएं ।</p> <ul style="list-style-type: none">• रीतिबद्ध, रीतिसि द्ध तथा रीति मुक्त कवि ।• 1857 का स्वतंत्रता संघर्ष और हिन्दी नव जागरण, भारतेंदु युगीन साहित्य	
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			की विशेषताएं , महावीर प्रसाद द्विवेदी और उनका युग, द्विवेदी युग के प्रमुख गद्य लेखक और कवि, मैथिली शरण गुप्त और राष्ट्रीय काव्य धारा । हिन्दी में गद्य विधाओं का उद्भव और विकास - उपन्यास, कहानी और नाटक ।	
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2.	Sem-1	HING - AECC - 1-	MIL • निबंध : नाखून क्यों बढ़ते हैं? - हजारी प्रसाद द्विवेदी, घीसा - महादेवी वर्मा, पर्यावरण संरक्षण - शुकदेव प्रसाद,	<ul style="list-style-type: none">• विद्यार्थी निबंध से परिचित होंगे।• विद्यार्थी आधुनिक हिन्दी कविता के प्रतिनिधि कवियों और उनकी कविताओं से परिचित होंगे।



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			<p>धूमकेतु - गुणाकर मुले</p> <ul style="list-style-type: none">• कविताएं : i) बीती विभावरी जाग री - जयशंकर प्रसाद ii) पैतृक सम्पत्ति (जब बाप मरा) - केदारनाथ अग्रवाल iii) उनको प्रणाम - नागार्जुन iv) हो गई पीर पर्वत सी - दुष्यंत कुमार v) धार्मिक दंगों की राजनीति - शमशेर बहादुर सिंह• कहानियां :	<ul style="list-style-type: none">• विद्यार्थी आधुनिक हिन्दी कहानियों से परिचित होंगे।• साथ ही विद्यार्थी पारिभाषि क शब्दावली 100 शब्दों की जानकारी एवं उसके प्रयोग से परिचित होंगे।
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			<p>1. मंत्र - प्रेमचंद 2. भोला राम का जीव - हरिशंकर परसाई 3. त्रिशंकु - मन्नू भंडारी 4. पाली - यशपाल</p> <ul style="list-style-type: none">• पारिभाषिक शब्दावली : 100 शब्द	
3.	Sem-2	HIN-G-CC-2-2	<p>मध्यकालीन हिन्दी कविता कबीरदास - पदः संतों भाई आई ज्ञान की आंधी रे; पानी बीच में पियासी, मन न रंगाए रंगाए जोगी कपरा, अरे दोहन राह न पाई; एक अचंभा देखा रे भाई ठाढ़ा सिंह चरावे गाई, गगन घाटा घह रानी साधो गगन घटा घहरानी।</p>	<ul style="list-style-type: none">• इस पत्र के माध्यम से विद्यार्थी हिन्दी साहित्य के इतिहास को समझ सकेंगे।• आदिका लीन एवं मध्यकाली न हिन्दी कविता के माध्यम से हिन्दी साहित्य के





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			<ul style="list-style-type: none">• सूरदासः पद - अबिगत गति कछु कहत न आवै; जसोदा हरि पालनै झुलावे; किलकत कान्ह घुटुरुवनि आवत; खेलत मैं काकौ गुसौयां; मैया हौं न चरेहों गाई; बूझत स्याम कौन तू गोरी; बिनु गोपाल बैरनि भई कुंजे; उधौ धनि तुम्हारौ• तुलसीदासः पद -	<p>इतिहास से परिचित होंगे।</p> <ul style="list-style-type: none">• विद्यार्थी हिन्दी साहित्य के तीनों कालों से परिचित हो सकेंगे।• विद्यार्थी प्रयुक्त भाषा एवं युगबोध से स्वयं को समृद्ध कर सकेंगे।
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			<p>ऐसी मूढ़ता या मन की; जाऊं कहां तजि चरन तुम्हारे; अबलौ नसानी अब न नसेहों; माधव मों समान जग माहीं; ऐसो को उदार जग माहीं; रघुपति भगति करत कठिनाई; कबहुंक हौं यह रहनि रहौंगो; जाके प्रिय न राम बेदेही।</p> <ul style="list-style-type: none">मीराबाई: पद - यहि विधि भगति	
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			<p>कैसे होय; में तो सांवरे के रंग रांची; में तो गिरधर के घर जाऊं; हेरी में तो दरद दिवाणी मेरो दरद न जाने कोय; कोई कहियो रे प्रभु आवन की; किण संग खेलूं होली; म्हारो जनमराणी जणम को साथी थाने दिन बिसरूं दिन; पग घुंघरू बांधी मीरा नाची रे।</p> <ul style="list-style-type: none">● रसखान:	
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			<p>पद - मानुस हौ तो वही रसखान, मोरपखा मुरली संभाल, फागुन लाग्यो सखि जब तें, कंचन मदिर ऊंचे बनाई के, सोहट है सिर मोर को, कान्ह भए बस बांसुरी के।</p> <ul style="list-style-type: none">• बिहारी: पद - अजौ तरौना ही रहयौ; अरून चरन - कर - सरोरूह; इन दुखिया अंखियान कौ; कर	
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			समेटिकच भुज - उलटि; करौ कुबत जग कुटिलता; या अनुरागी चित की; जप माला छापा तिलक; नहिं पराग मधुर मधु; कहत नटत रीझत खिझत; बतरस लालच लाल की; अनियारे दीरघ दृगनि।	
4.	Sem-3	HIN-G-CC-3-3	आधुनिक हिन्दी कविता <ul style="list-style-type: none">• भारतेंदु हरिश्चंद्र: नए जमाने की	इस पत्र के अंतर्गत आधुनिक कविता के प्रमुख कवियों और उनकी काव्य प्रवृत्तियों के अध्ययन को





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			<p>मुकरियां (1से 14 तक)</p> <ul style="list-style-type: none">• मैथिली शरण गुप्त: यशोधरा (महाभिनिष्क्रमण)• जयशंकर प्रसाद: हिमाद्रि तुंग श्रृंग से; अरुण यह मधुमय देश हमारा; तुम कनक किरण के अंतराल में; उठ उठ - लघु लोल लहर - री लघु; मधुप गुनगुनाकर कह जाता; ले चल वहां भुलावा	<p>आधार बनाया गया है।</p> <ul style="list-style-type: none">• आधुनिक हिन्दी कविता के शीर्षस्थ कवियों की प्रतिनिधि कविताओं के बारे में विद्यार्थी जानकारी प्राप्त कर सकेंगे।• साथ ही विद्यार्थी आधुनिक हिन्दी कविता में विभिन्न प्रचलित वादों और विशेषज्ञता हासिल कर सकेंगे।
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			<p>देकर।</p> <ul style="list-style-type: none">• सूर्यकांत त्रिपाठी निराला: संध्या सुंदरी; तुम और मैं; अधिवास; जागो फिर एक बार - 2; गहन है यह अंधकार; श्लेह निर्झर बह गया है; ध्वनि; दगा की।• सच्चिदानं द हीरानंद वात्स्यायन अज्ञेय: यह दीप अकेला ; मैं वहां हूं; कलगी बाजरे की; एक बूंद सहसा उछली;	
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			<p>हरी घास पर क्षण भर।</p> <ul style="list-style-type: none">नागार्जुनः बादल को घिरते देखा है; प्रतिबद्ध हं; अकाल और उसके बाद; घिन तो नहीं आती; बहुत दिनों के बाद; शासन की बंदूक।	
5.	Sem -3	HING -SEC -A-3 / 5 - 1	<p>विज्ञापन : अवधारणा, निर्माण एवं प्रयोग</p> <ul style="list-style-type: none">विज्ञापन: अवधारणा, उद्देश्य एवं महत्त्व। विज्ञापन और उपभोक्ता व्यवहारविचार	<ul style="list-style-type: none">विद्यार्थी विज्ञापन के महत्त्व को समझ सकेंगे।विज्ञापन के प्रयोग और उपयोगिता की जानकारी हासिल





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			<p>धाराएं, नैतिक प्रश्न और सामाजिक संदर्भ। विज्ञापनों का वर्गीकरण, प्रमुख अंग और सिद्धांत।</p> <ul style="list-style-type: none">• विज्ञापन और विपणन का संदर्भ, सामाजिक विपणन और विज्ञापन। विज्ञापन अभियान - योजना और कार्यान्वय न : स्थिति संबंधी विश्लेषण, रणनीति, ब्रैंड इमेज।	<p>कर सकेंगे।</p>
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			<ul style="list-style-type: none">• उपभोक्ता वर्गीकरण और विज्ञापन अभियान में माध्यम योजना (मीडिया प्लानिंग) की भूमिका।• विज्ञापन और माध्यम भेद : मुद्रित, दृश्य, श्रव्य, एवं दृश्य - श्रव्य माध्यम। विज्ञापन एजेंसी का प्रबंध। हिन्दी विज्ञापनों से जुड़ी प्रमुख एजेंसियों का	
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			<p>परिचय। विज्ञापन : कानून और आचार संहिता।</p> <ul style="list-style-type: none">• विज्ञापन सृजन : संप्रत्यय, सृजनात्म क लेखन, प्रारूप निष्पादन। अभिकल्प ना (डिजाइन) के सिद्धांत और अभिवि न्यास (ले आउट)।• विज्ञापन भाषा की विशिष्टता एं। हिन्दी विज्ञापनों की भाषा का	
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			संरचनात्मक अध्ययन और शैली वैज्ञानिक विश्लेषण ।	
6.	Sem -3	HING - A - 3 / 5 - 2	साहित्य और हिन्दी सिनेमा <ul style="list-style-type: none">सिनेमा और समाज : विश्व में सिनेमा का उदय, मध्यवर्ग, आधुनिक ता और सिनेमा।मनोरंजन माध्यमों का जनतंत्रीक रण और सिनेमा, सिनेमा और समाज, सिनेमा की सामाजिक	<ul style="list-style-type: none">विद्यार्थी सिनेमा के इतिहास को समझ सकेंगेविद्यार्थी हिन्दी सिनेमा के महत्त्व को समझ सकेंगे और साथ ही समाज को समझने में मदद मिलेगी।सिनेमा से जुड़ी हुई आचार संहिता को समझने में ज्ञान





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			<p>भूमिका, सिनेमा : कला या मनोरंजन, मनोरंजन माध्यमों की राजनीति, साहित्य और सिनेमा, प्रमुख सिने सिद्धान्त ।</p> <ul style="list-style-type: none">• सिनेमा का तकनीकी पक्ष : फिल्म निर्माण की प्रक्रिया, सिनेमा : सृजन की सामूहिक ता, सिनेमा की भाषा, निर्देशन, पटकथा,	<p>समृद्ध कर सकेंगे।</p>
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			<p>छायांकन, सिने संगीत, अभिनय और संपादन, सेंसर बोर्ड, सिनेमा का वितरण और व्यवसाय, सिनेमाघर ।</p> <ul style="list-style-type: none">हिन्दी सिनेमा का संक्षिप्त इतिहास : प्रारंभिक दौर का सिनेमा, स्वतंत्रता आंदोलन और हिन्दी सिनेमा, भारतीय मध्यवर्ग और हिन्दी सिनेमा, भारतीय	
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			<p>लोकतंत्र और हिन्दी सिनेमा, सिनेमा में भारतीय समाज का यथार्थ, सिनेमाई यथार्थवाद और समानांतर सिनेमा, भूमंडलीक रण बाजारवाद और हिन्दी सिनेमा, बाल फिल्में, तकनीकी क्रान्ति और हिन्दी सिनेमा।</p> <ul style="list-style-type: none">साहित्य और सिनेमा : अंतस्संबं ध, सिनेमा और	
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			<p>उपन्यास, संवेदना का रूपांतरण और तकनीक।</p> <ul style="list-style-type: none">• फिल्म समीक्षा :• आरंभ से 1947 : राजा हरिश्चंद्र, अछूत कन्या, अनमोल घड़ी, देवदास।• 1947 से 1970 : मदर इंडिया, दो आंखें बारह हाथ, तीसरी कसम, नया दौर।• 1970 से 1990 : गर्म हवा, बॉबी,	
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			<p>शोले, आंधी।</p> <ul style="list-style-type: none">• 1990 से अद्यतन : तारे जमीं पर, श्री इडियटस, दिल वाले दुल्हनिया ले जाएंगे, मुन्ना भाई एम. बी. बी. एस., पान सिंह तोमर, मैरी काँमा।	
7.	Sem - 4	HIN - G - CC - 4 - 4	<p>हिन्दी गद्य साहित्य</p> <ul style="list-style-type: none">• उपन्यास : त्यागपत्र - जैनेन्द्र कुमार• कहानी : नमक का दारोगा - प्रेमचन्द आकाशदी प - जय शंकर प्रसाद परदा -	<ul style="list-style-type: none">• इस पत्र के माध्यम से विद्यार्थी हिन्दी उपन्यास कार जैनेन्द्र कुमार के बारे में जानकारी प्राप्त कर सकेंगे।• विद्यार्थी यह भी





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			<p>यशपाल वापसी - उषा प्रियंवदा • निबंध : लोभ और प्रीति - रामचंद्र शुक्ल कुटज - हजारी प्रसाद द्विवेदी।</p>	<p>समझ सकेंगे कि हिन्दी कहानी की परंपरा एवं उसका उद्देश्य की जानकारी हासिल कर सकेंगे। • हिन्दी निबंध की जानकारी प्राप्त कर सकेंगे और रामचंद्र शुक्ल तथा हजारी प्रसाद द्विवेदी जी के निबंधों से परिचित हो सकेंगे और दोनों निबंधकार के बारे में जानकारी</p>
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				प्राप्त कर सकेंगे।
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(CBCS SYLLABUS 2018)

8.	Sem - 4	HING -SEC - B - 4 / 6 - 2 (1)	अनुवाद : सिद्धान्त और प्रविधि <ul style="list-style-type: none">• अनुवाद का अर्थ, स्वरूप एवं प्रकृति। अनुवाद कार्य की आवश्यकता एवं महत्त्व।• बहुभाषी समाज में परिवर्तन तथा बौद्धिक - सांस्कृतिक आदान प्रदान में अनुवाद	<ul style="list-style-type: none">• इस पत्र के माध्यम से विद्यार्थी अनुवाद से संबंधित सम्पूर्ण जानकारी हासिल कर सकेंगे।• विद्यार्थी अनुवाद के महत्त्व को समझ सकेंगे।• अनुवादक के रूप में अपनी समझ विकसित कर
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			<p>कार्य की भूमिका।</p> <ul style="list-style-type: none">• अनुवाद के प्रकार : शाब्दिक अनुवाद, भावानुवाद, छायानुवाद एवं सारानुवाद ।• अनुवाद प्रक्रिया के तीन चरण, अनुवाद के तीन पक्ष।• सर्जनात्मक साहित्य के अनुवाद की अपेक्षाएं। सर्जनात्मक साहित्य के अनुवाद और	सकेंगे।
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			<p>तकनीकी अनुवाद में अन्तर। गद्यानुवाद एवं काव्यानुवा द में संरचनात्म क भेद। किन्ही दो अनूदित कृतियों का समीक्षात्म क अध्ययन। क)' गीतांजलि ' का हिन्दी अनुवाद - हंस कुमार तिवारी। ख) आचार्य रामचन्द्र शुक्ल द्वारा हिन्दी में किया गया भावानुवा</p>	
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			<p>दा</p> <ul style="list-style-type: none">• ' विश्व प्रपंच की भूमिका '।• कार्यालीन अनुवाद : राजभाषा नीति की अनुपाल ना में धारा 3(3) के अंतर्गत निर्धारित दस्तावेज़ का अनुवाद। शासकीय पत्र/ अर्धशासकीय पत्र/ परिपत्र (सर्कुलर)/ज्ञापन (प्रेजेंटेशन) / कार्यालय आदेश/ अधिसूचना/	
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			<p>संकल्प - प्रस्ताव (रेज्योलुशन)/ निविदा - संविदा/ विज्ञापन।</p> <ul style="list-style-type: none">• पारिभाषिक शब्दावली के निर्माण के सिद्धान्त , कार्यालय, प्रशासन विधि, मानविकी बैंक एवं रेलवे में प्रयुक्त होने वाले प्रमुख पारिभाषिक शब्दावली तथा प्रमुख वाक्यांश के अंग्रेजी तथा हिन्दी	
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			रुप।	
9.	Sem - 4	HING -SEC -B-4 /6 - 2 (2)	<p>दृश्य - श्रव्य माध्यम लेखन</p> <ul style="list-style-type: none">माध्यमोप योगी लेखन का स्वरुप और प्रमुख प्रकार। इलेक्ट्रानि क माध्यमों में भाषा प्रयोग : लेखन, सम्पादन और प्रसारण का संदर्भ। रेडियो, टेलीविजन , सिनेमा एवं वीडियो का व्याकरण एवं भाषिक वैशिष्ट्य।भाषा	<ul style="list-style-type: none">विद्यार्थी इस पत्र के अंतर्गत यह समझ सकेंगे कि दृश्य श्रव्य माध्यम का लेखन और उपयोगि ता कहां और कैसे करें।रेडियो लेखन में ज्ञान समृद्ध कर सकेंगे।टेलीविजन के लिए किस तरह के लेखन की आवश्यक ता होती है, जानकारी एवं ज्ञान



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			<p>प्रयोग : परिचय, संगीत, संलाप एवं एकलाप, प्रत्यक्ष एवं अप्रत्यक्ष कथन, सहप्रयोग। श्रव्य माध्यम और भाषा की प्रकृति, तान - अनुतान की समस्या, ध्वनि प्रभाव और निःशब्दता, मानक उच्चारण, समाचार पठन, भाषा की वैक्तिकर ण।</p> <ul style="list-style-type: none">• दृश्य वे	<p>हासिल कर सकेंगे।</p>
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			<p>श्रव्य माध्यमों में भाषा की प्रकृति, आंगिक और वाचिक अभिव्य क्ति, दृश्य भाषा, दृश्य और श्रव्य सामग्री का सामंजस्य तथा भाषिक संयोजन, सिनेमाई भाषा और संवाद की अदायगी।</p> <ul style="list-style-type: none">रेडियो - लेखन: रेडियो पत्रिका, फीचर, वार्ता, साक्षात्का	
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			<p>र और परिचर्चा, समाचार लेखन, रेडियो नाटक और रूपक के लिए संवाद लेखन, रेडियो विज्ञापन। एफ. एम. बैंड पर प्रसारण शैक्षिक - सामग्री का सृजन।</p> <ul style="list-style-type: none">• टेलीविजन - लेखन : समाचार, धारावाहि क, चर्चा - परिचर्चा, साक्षात्का र और सीधे प्रसारण की	
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			<p>भाषिक संरचना और प्रस्तुति।</p> <ul style="list-style-type: none">• सिनेमा : सुजाता, शतरंज के खिलाड़ी जैसी फिल्मों के बहाने हिन्दी सिनेमा की संवेदना और भाषा पर विचार। फिल्म - समीक्षा लेखन।	
10.	Sem - 4	HIN - G - LCC2(1) - 4 - 1	<p>हिन्दी व्याकरण और संप्रेषण</p> <ul style="list-style-type: none">• हिन्दी व्याकरण एवं रचना - संज्ञा, सर्वनाम, विशेषण, क्रिया एवं• अव्यय का	<ul style="list-style-type: none">• विद्यार्थी हिन्दी व्याकरण एवं रचना का ज्ञान समृद्ध कर सकेंगे।• विद्यार्थी सम्प्रेषण





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			<p>परिचय। उपसर्ग, प्रत्यय तथा समास। पर्यायवा चीशब्द</p> <ul style="list-style-type: none">• विलोम शब्द, अनेक शब्दों के लिए एक शब्द, शब्द शुद्धि, वाक्य शुद्धि• मुहावरे और लोकोक्ति यां, पल्लवन एवं संक्षेपण• संप्रेषण की अवधार णा और महत्त्व• संप्रेषण के	<p>की अवधार णा और उसके महत्त्व को समझ सकेंगे।</p> <ul style="list-style-type: none">• विद्यार्थी साक्षात्का र, भाषणक ला एवं रचानात्म क लेखन में ज्ञान समृद्ध कर सकेंगे।
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			<p>प्रकार</p> <ul style="list-style-type: none">संप्रेषण के माध्यमसंप्रेषण की तकनीकीअध्ययन, वाचन एवं चर्चा : प्रक्रिया एवं बोधसाक्षात्कार, भाषणकला एवं रचनात्मक लेखन।	
11.	Sem - 5	HIN - G - DSE - 1 - 5	<p>1. लोकसाहित्य</p> <ul style="list-style-type: none">लोक और लोक वार्ता, लोक संस्कृति की अवधारणा, लोक वार्ता और लोक संस्कृति	<ul style="list-style-type: none">विद्यार्थी लोक साहित्य से परिचित होंगे।विद्यार्थी भारत में लोक साहित्य के अध्ययन का इतिहास





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			<ul style="list-style-type: none">• लोक संस्कृति और साहित्य, का अंतःसंबंध, लोक साहित्य का अन्य सामाजिक विज्ञानों से संबंध, लोक साहित्य के अध्ययन की समस्याएं।• भारत में लोक साहित्य के अध्ययन का इतिहास, लोक साहित्य के प्रमुख रूपों का वर्गीकरण ।	<p>के ज्ञान समृद्ध कर सकेंगे।</p> <ul style="list-style-type: none">• लोक संगीत और लोक नाट्य से परिचित होंगे।• विद्यार्थी छायावाद के प्रमुख कवियों एवं उनकी प्रतिनिधि कविताओं से परिचित होंगे।• छायावाद की आवश्यकता को समझ सकेंगे।
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			<ul style="list-style-type: none">• लोकगीत: संस्कारगी त, व्रतगीत, श्रमगीत, ऋतुगीत, जातिगीत ।• लोकना ट्य: रामलीला, रासलीला, कीर्तनियां, स्वांग, यक्षगान, विदेशिया, भांड, तमाशा, नौटंकी।• हिन्दी लोकना ट्य की परंपरा एवं प्रविधि।• हिन्दी नाटक एवं रंगमंच पर लोकना ट्य का	
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			<p>प्रभाव।</p> <ul style="list-style-type: none">• लोककथा : व्रतकथा, परिकथा, नाग - कथा, कथारूढ़ि यांऔर अंधविश्वा स।• लोकभाषा : लोक संभाषित मुहावरे, कहावतें, लोकोक्ति यां, पहेलियां।• लोकनृत्य एवं लोक संगीत। <p>2. छायावाद</p> <ul style="list-style-type: none">• जयशंकर प्रसाद• सूर्यकांत त्रिपाठी निराला• सुमित्रानंद न पंत	
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			<ul style="list-style-type: none">● महादेवी वर्मा	
12.	Sem - 6	HIN - G - DSE - 2 - 6	<p>3. राष्ट्रीय काव्य धारा</p> <ul style="list-style-type: none">● मैथिलीशरण गुप्त● माखनलाल चतुर्वेदी● सोहनलाल द्विवेदी● बालकृष्ण शर्मा नवीन● रामधारी सिंह दिनकर <p>4. प्रेमचंद</p> <ul style="list-style-type: none">● उपन्यास - सेवासदन● नाटक - कर्बला● निबंध - साहित्य का उद्देश्य● कहानियां - पूस की रात, शतरंज के खिलाड़ी, पंचपरमे	<ul style="list-style-type: none">● विद्यार्थी राष्ट्रीय काव्य धारा के प्रतिनिधि कवियों और उनकी कविताओं को समझ सकेंगे।● विद्यार्थी प्रेमचंद के साहित्य : उपन्यास, नाटक, निबंध और कहानियां को समझ सकेंगे और साथ ही उस समय के समाज को समझ सकेंगे।



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			श्वर, ईदगाह, दो बैलों की कथा।	
13.	Sem - 6	HIN - G - LCC2(2) - 6 - 2	हिन्दी भाषा और सम्प्रेषण <ul style="list-style-type: none">भाषा की परिभाषा, प्रकृति एवं विविध रूपहिन्दी भाषा की विशेषताएं : क्रिया, विभक्ति, सर्वनाम, विश्लेषण एवं अव्यय संबंधी।हिन्दी की वर्ण - व्यवस्था : स्वर एवं व्यंजन।स्वर के प्रकार - ह्रस्व, दीर्घ एवं संयुक्त।व्यंजन के	<ul style="list-style-type: none">विद्यार्थी भाषा के महत्त्व एवं प्रयोग से परिचित होंगे।विद्यार्थी भाषा सम्प्रेषण से परिचित होंगे।साथ ही विद्यार्थी अपने जीवन में उसकी उपयोगिता का लाभ उठाएंगे।



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			<p>प्रकार : स्पर्श, अंतस्थ, ऊष्म, अल्पप्राण, महाप्राण, घोष एवं अघोष।</p> <ul style="list-style-type: none">वर्णों का उच्चारण स्थान: कंठ्य, तालव्य, मूर्द्धन्य, दन्त्य, ओष्ठ्य तथा दंतोष्ठ्य।बलाघात, संगम, अनुतान तथा संधि।भाषा सम्प्रेषण के चरण : श्रवण, अभिव्य क्ति, वाचन	
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			<p>तथा लेखन।</p> <ul style="list-style-type: none">• हिन्दी वाक्य रचना, वाक्य और उपवाक्य। वाक्य भेद। वाक्य का रूपान्तर।• भावार्थ और व्याख्या, आशय लेखन, विविध प्रकार के पत्र लेखन।	
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Programme Outcomes (PO)

यू. जी . सी . का यह तीन वर्षीय पाठ्यक्रम 6सत्रों में विभाजित है। इसका यह उद्देश्य है कि इसके माध्यम से विद्यार्थियों का रचानात्मक कौशल और आलोचनात्मक क्षमताओं को समृद्ध और बढ़ाया जाए। स्नातक हिन्दी का उद्देश्य विद्यार्थियों को हिन्दी भाषा और साहित्य की विस्तृत और ठोस जानकारी उपलब्ध कराना है। इसके साथ ही वे साहित्य का आस्वादन और विश्लेषण मूल्यांकन की अपनी क्षमता का विकास भी कर सके।



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Programme Specific Outcome (PSO)

हमारा प्रयास यह है कि विद्यार्थी अपनी रुचि के विशिष्ट क्षेत्र में विशेषज्ञता प्राप्त करे जो उनके लिए ज्ञान और रोजगार दोनों का मार्ग प्रशस्त हो सकेंगे। इस पाठ्यक्रम के द्वारा विद्यार्थी अध्यापक, अनुवादक, दुभाषिए, सिनेमा आदि क्षेत्रों में नौकरी प्राप्त कर सकते हैं।



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Honours Course

সেমিস্টার – ১

CC-i : বাংলা সাহিত্যের ইতিহাস (১৮০০ খ্রিস্টাব্দ পর্যন্ত)

- অবজেক্টিভ :** বাংলা ভাষা ও সাহিত্যের উদ্ভবের সময়কাল থেকে ১৮০০ খ্রিস্টাব্দ পর্যন্ত বাংলা সাহিত্যের বিভিন্ন ধারার সঙ্গে পরিচিতি ঘটানো এই পাঠের উদ্দেশ্য।
- আউটকাম :** এখানে মূলত, শিক্ষার্থীরা সাহিত্যের যুগবিভাগ থেকে শুরু করে চর্যাপদ, শ্রীকৃষ্ণকীর্তন, অনুবাদ সাহিত্য, চরিত সাহিত্য, মঙ্গলকাব্য ও পদাবলী সাহিত্য সম্পর্কে সম্যক ধারণা পাবে।

CC-ii : বর্ণনামূলক ভাষাবিজ্ঞান ও বাংলা ভাষা

- অবজেক্টিভ :** সাহিত্যের সাম্মানিক পর্যায়ের ছাত্র-ছাত্রী হিসেবে বাংলা ভাষাতত্ত্ব ও শব্দতত্ত্ব সম্পর্কে ধারণা থাকা একান্ত প্রয়োজন। সেই লক্ষ্যপূরণে এই কোর্সের অবতারণা।
- আউটকাম :** এই কোর্সটি পাঠ করলে শিক্ষার্থীর মধ্যে ধ্বনি, বর্ণ, অক্ষর, বচন, লিঙ্গ, পুরুষ, সমাস, কারক, প্রত্যয়, শব্দ বিবর্তন, শব্দার্থ পরিবর্তনের জ্ঞান অর্জিত হবে।

AECC (সর্বসাধারণের জন্যে)

- অবজেক্টিভ :** সাহিত্য ও সমাজের সঙ্গে শিক্ষার্থীর পরিচয় করে দেওয়া।
- আউটকাম :** এর ফলে শিক্ষার্থীর সাহিত্য পাঠের মধ্য দিয়ে সমাজ সচেতনতা বৃদ্ধি করা যাবে।

সেমিস্টার – ২

CC-iii : বাংলা সাহিত্যের ইতিহাস (উনিশ শতক)

- অবজেক্টিভ :** ঔপনিবেশিক আধুনিকতা সংস্পর্শে এসে আমাদের চিন্তা-চেতনা, জীবনমান ও সাহিত্যে যে আধুনিকতার সঞ্চার ঘটেছিল তার সঙ্গে শিক্ষার্থীর পরিচিতি ঘটানোই এই কোর্সের উদ্দেশ্য।
- আউটকাম :** উনিশ শতকের বাংলা কাব্য-কবিতা, নাটক-প্রহসন, কথাসাহিত্য, গদ্য-প্রবন্ধ এমনকি সাময়িক পত্রেরও জ্ঞানার্জন করবে শিক্ষার্থীরা।

CC-iv : বাংলা সাহিত্য, প্রবেশক পাঠ

- অবজেক্টিভ :** বাংলা ভাষা ও সাহিত্যের ইতিহাস সম্পর্কে প্রাথমিক জ্ঞানার্জনের পর এখানে শিক্ষার্থীরা রসান্বাদনের সুযোগ পাবে। সাহিত্যের পাঠকে যতটা

সম্ভব আনন্দদায়ক করে তোলাই এক্ষেত্রে লক্ষ্য।
আউটকাম : এখানে প্রাচীন যুগের পদ (কবিতা) থেকে শুরু করে একেবারে
সাম্প্রতিক সময়ের কবিতা, উপন্যাস, ছোটগল্প, নাটক ও প্রবন্ধের জ্ঞান
পাবে শিক্ষার্থীরা।

সেমিস্টার – ৩

CC-v : বাংলা সাহিত্যের ইতিহাস (বিশ শতক)

অবজেক্টিভ : বিশ শতকের বাংলা সাহিত্যের গতি প্রকৃতি এবং স্বরূপ সম্পর্কে ধারণা
তৈরি করা এই কোর্সের মূল লক্ষ্য।
আউটকাম : বিশ শতকের বাংলা কাব্য, নাটক, কথাসাহিত্য, গদ্য-প্রবন্ধ ও সাময়িক
পত্র সম্পর্কে সম্যক জ্ঞান অর্জন করবে শিক্ষার্থীরা।

CC-vi : ঐতিহাসিক ভাষাবিজ্ঞান

অবজেক্টিভ : প্রাচীন ভারতীয় আর্যভাষা থেকে আধুনিক ভারতীয় আর্যভাষা হিসেবে
বাংলা ভাষার উদ্ভব ও বিকাশের প্রতিটি পর্যায়ের সাহিত্যিক নিদর্শনের
সহায়তায় সেই সেই পর্যায়ের ভাবগত বৈশিষ্ট্য সম্পর্কে শিক্ষার্থীদের
ধারণা দেওয়া।
আউটকাম : এখানে শিক্ষার্থীরা 'প্রাচীন বাংলা ভাষা', 'আদি-মধ্য', 'অন্ত্য-মধ্য' ও
'আধুনিক বাংলা' ভাষার ভাষাতাত্ত্বিক লক্ষণ জেনে যাবে।

CC-vii : কথাসাহিত্য

অবজেক্টিভ : আধুনিক সময়ের জটিলতা, ব্যক্তি ও সমষ্টির দ্বন্দ্ব, বাঙালির পারিবারিক
জীবনে নারীর অবস্থান, পরিবেশ সম্পর্কিত ধারণা তৈরি করাই এই
কোর্সের উদ্দেশ্য।
আউটকাম : এখানে মূলত রবীন্দ্রনাথ, শরৎচন্দ্র, মানিক, মহাশ্বেতা দেবীর উপন্যাস ও
জগদীশ গুপ্ত, সুচিত্রা ভট্টাচার্য প্রমুখের ছোটগল্প সম্পর্কে অবহিত হবে
শিক্ষার্থীরা।

SEC-১,২,৩,৪ : মুদ্রণ ও প্রকাশন, ব্যবহারিক বাংলা, গবেষণা পদ্ধতি

অবজেক্টিভ : এখানে মূলত, শিক্ষার্থীরা মুদ্রণ ও প্রকাশন, আবৃত্তি, সিনেমা-সিরিয়াল,
গবেষণার রীতি ও নির্মাণ পদ্ধতির সম্যক জ্ঞান অর্জন করবে।
আউটকাম : এই কোর্স পড়ে শিক্ষার্থীরা অনেকে পেশা হিসেবে সাংবাদিকতা,
আবৃত্তিকার, অভিনেতা ও প্রকাশনার জগতে প্রবেশ করতে পারবে।

সেমিস্টার – ৪

CC-viii : প্রাগাধুনিক বাংলা সাহিত্য

অবজেক্টিভ : প্রাগাধুনিক সাহিত্যের এই কোর্সটির মাধ্যমে শিক্ষার্থীরা সাহিত্যের

আউটকাম : রসাস্বাদনের পাশাপাশি যাতে বাঙালির সমাজ ও ধর্ম-সংস্কৃতি গতিরেখাটিকেও অনুধাবন করতে পারে, সেদিকে লক্ষ্য রাখা হয়েছে।
এক্ষেত্রে বৈষ্ণব পদাবলী ও শাক্ত পদাবলীর নানান পদ সম্পর্কে ছাত্র-ছাত্রীরা ওয়াকিবহাল হবে। একই সঙ্গে চণ্ডীমঙ্গল কাব্যেরও ধারণা পাবে।

CC-ix : ছন্দ-অলংকার ও কাব্যতত্ত্ব

অবজেক্টিভ : সাহিত্যের শিক্ষার্থীদের ছন্দ, অলংকার ও কাব্যতত্ত্ব বিষয়ে তত্ত্বজ্ঞান থাকা বাঞ্ছনীয়। এই কোর্স কাব্য-কবিতা পাঠকে গভীরতর উপলব্ধিতে সাহায্য করবে।

আউটকাম : বাংলা ছন্দের ধারা অলংকার সম্পর্কে সামগ্রিক জ্ঞান অর্জন করবে। একই সাথে যে কোনো কবিতার রস উপলব্ধি করতে পারবে।

CC-x : প্রবন্ধ ও বিবিধ রচনা

অবজেক্টিভ : সমাজ, রাষ্ট্র, শিক্ষা, বিজ্ঞান, ধর্ম, দর্শন --- নানা বিষয়ে বাঙালি চিন্তকগণ প্রবন্ধের মাধ্যমে তাঁদের ভাবনাকে ব্যক্ত করেছেন। এই কোর্সের মাধ্যমে সেই বিচিত্র বিষয় সম্পর্কে ধারণা দেওয়া হবে।

আউটকাম : উনিশ শতক থেকে সাম্প্রতিক কালের প্রাবন্ধিকদের বৈচিত্র্যময় প্রবন্ধের সঙ্গে পরিচিতি ঘটবে শিক্ষার্থীরা।

সেমিস্টার – ৫

CC-xi : সাহিত্যের রূপ ও রীতি

অবজেক্টিভ : সাহিত্যের রূপবৈচিত্র্য ও গঠনরীতি সম্পর্কে ধারণা দেওয়া হবে এই কোর্সে।

আউটকাম : সাহিত্যের বিভিন্ন সংরূপের রূপ ও আঙ্গিক সম্পর্কে জ্ঞানার্জনের ফলে শিক্ষার্থীরা যে কোনো সাহিত্য পড়ে তার শ্রেণী নির্ণয় করতে পারবে।

CC-xii : নাটক ও নাট্যমঞ্চ

অবজেক্টিভ : সামাজিক বাস্তবতার দর্পণ হিসেবে নাট্যসাহিত্যের পাশাপাশি পড়ুয়ারা নাট্যমঞ্চ সম্পর্কেও যাতে জ্ঞানার্জন করতে পারে, সেই উদ্দেশ্যে এই কোর্সটি তৈরি।

আউটকাম : এখানে শিক্ষার্থীরা একাধিক নাট্যকারের নাটক সম্পর্কে অবহিত হওয়ার পাশাপাশি 'রঙ্গমঞ্চের ইতিহাস' সম্পর্কেও জ্ঞানার্জন করবে।

DSE - ১-৮ :

অবজেক্টিভ : বাংলার সমাজ ও সংস্কৃতির ইতিহাস, বাংলাদেশের সাহিত্য, শিশু-কিশোর সাহিত্য, গোয়েন্দা সাহিত্য, অলৌকিক কাহিনী, লোকসংস্কৃতি ও লোকসাহিত্য, দেশভাগ ও বাংলা সাহিত্য সম্পর্কে সামগ্রিক জ্ঞানদানের জন্য এই কোর্সটি তৈরি।

আউটকাম : এতদিন এপার বাংলার পড়ুয়াদের মধ্যে 'বাংলাদেশের সাহিত্য' সম্পর্কে তেমন ধারণা ছিল না। কিন্তু এবার এই কোর্সের মাধ্যমে তারা সেই জ্ঞান অর্জন করবে। সেই সঙ্গে, তুলনায় কম চর্চিত -- শিশু-কিশোর সাহিত্য, গোয়েন্দা সাহিত্য ও অলৌকিক কাহিনির সঙ্গেও পরিচিতি ঘটবে।

সেমিস্টার – ৬

CC-xiii : আধুনিক বাংলা কাব্য-কবিতা

অবজেক্টিভ : ঔপনিবেশিক আধুনিকতার সংস্পর্শে এসে আমাদের কাব্যে যে নবযুগের সঞ্চার হয়েছিল, তার বিভিন্ন পর্ব যাতে পড়ুয়ারা অনুধাবন করতে পারে, তার জন্য এই কোর্স।

আউটকাম : এক্ষেত্রে মধুসূদন থেকে শুরু করে রবীন্দ্রনাথ, নজরুল, জীবনানন্দ হয়ে সুভাষ মুখোপাধ্যায় এবং একেবারে সাম্প্রতিক উত্তর-আধুনিক কবি অমিতাভ দাশগুপ্তের কবিতা সম্পর্কে জ্ঞান লাভ করবে শিক্ষার্থীরা।

CC-xiv : সংস্কৃত, ইংরেজি ও প্রতিবেশী (হিন্দি) সাহিত্যের ইতিহাস

অবজেক্টিভ : বাংলা সাহিত্যের সঙ্গে সংস্কৃত, ইংরেজি ও হিন্দি সাহিত্যেরও সম্পর্ক রয়েছে। ফলে একজন বাংলা সাহিত্যের শিক্ষার্থী হিসেবে উক্ত সাহিত্যের ইতিহাস সম্পর্কে জ্ঞান রাখা প্রয়োজন।

আউটকাম : বাংলা সাহিত্যের সামগ্রিক পরিচয় পাওয়ার পর শিক্ষার্থী সংস্কৃত, ইংরেজি ও হিন্দি সাহিত্যের ইতিহাস সম্পর্কে প্রাথমিক পরিচয় লাভ করবে এবং সেই আলোকে বাংলা সাহিত্য সম্পর্কেও তার মূল্যায়ন আরও স্বচ্ছ হয়ে উঠবে।

General Course

বাংলা সাধারণ সিলেবাসেও ছ'টি সেমিস্টারায়েখানে....

ক) সাহিত্যের ইতিহাস

খ) গল্প

গ) উপন্যাস

ঘ) নাটক এবং

ঙ) নানা স্বাদের প্রবন্ধ পাঠ্য রয়েছে।

অবজেক্টিভ : সাহিত্যের এই সব রূপভেদ গুলি পাঠদানের দ্বারা ছাত্র ছাত্রীদের নানামাত্রিক চিন্তা চেতনার বিকাশ সাধনের চেষ্টা।

আউটকাম : এর দ্বারা ছাত্রছাত্রীদের সমাজ বাস্তবতা সম্পর্কে একটা বাস্তবতার বোধ তৈরি হবে। এরা জেনে নিতে পারবে গল্প উপন্যাসের সূত্রে মানবিক



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নানা জ্যামিতিগুলিকে। যা ছাত্র ছাত্রীদের জীবনে অগ্রগতির পথে একটা
নতুন গতি যোগাবে সন্দেহ নেই। তাছাড়া সাহিত্য পাঠের দ্বারা গঠিত
হয় এমন একটা মনন, যা সুস্থ মন ও সমাজ গড়ে তোলবার ক্ষেত্রে
সবচেয়ে শক্তিশালী একটা অনুপ্রেরণা হয়ে উঠতে পারে।



Kr. Niyogi

Programme Outcomes (PO)

PO1 - Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2 - Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3 - Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4 - Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5 - Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6 - Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7 - Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Programme Specific Outcomes (PSO)

PSO1 – It involves literary progress, reasoning with deep understanding.

PSO2 – Structuring a meaningful arguments and liberal mindset.

PSO3 – Realizing the basics of literature and properly criticize it by methods and theories.

PSO4 – Constructing the ideas of social development and changes.

PSO5 – Philosophically viewing knowledge with pace of thought process.

PSO6 – Giving an idea of Cultural Revolution, language, literature, heritage, history and eco-politics.



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