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**Programme and Course
Outcomes**

PROGRAMME OUTCOMES

Bachelor of Arts (Honours)

The Bachelor of Arts (Honours) requires three years of full time study consisting of six semesters. The institute offers seven (07) courses under Bachelor of Arts (Honours) Programme, viz., Bengali, Education, English, History, Philosophy, Political Science, and Sanskrit. Apart from the specific honours subject, a student has to choose any two elective subjects from the following cluster of subjects as provided by the institute: Bengali, Economics, Education, English, History, Kokborok, Philosophy, Physical Education, Political Science, and Sanskrit. In addition to Honours and Elective subjects, a student has to study five (05) compulsory Foundation Courses in first five semesters, such as Compulsory English, Indian Heritage and Culture, Modern Indian Languages, Environmental Studies, Computer Skills, and Public Administration. Moreover, in the final semester, apart from the Honours subject, a student has to select any two Soft Study Courses from among the following: Disaster Management, Human Right and Gender Studies, and Indian Constitution and Planning as provided by the institute and included in the curriculum of the Tripura University under which it is affiliated. These courses aim to prepare students with a sound knowledge and skills to connect across geographical, disciplinary, social and cultural boundaries, understand the importance of ethical behaviour and lifelong learning habits.

On successful completion of the various programmes under Bachelor of Arts (Honours), the students will have:

- advanced knowledge and understanding of one or more selected fields of study in core disciplines in the humanities, social sciences and languages;
- independent approach to knowledge that uses rigorous methods of inquiry and appropriate theories and methodologies that are applied with intellectual honesty and a respect for ethical values;
- critical and analytical skills and methods to the identification and resolution of problems within complex changing social contexts;
- cognitive skills to review, analyze, consolidate and synthesize knowledge to identify and provide solutions to complex problems with intellectual independence;
- effective communicative skills and, in the case of those students specializing in a language discipline, read, write and speak another language with fluency and appreciate its cultural context;
- access and comprehension to national and international debates in their specialized area(s) of study;
- ability to relate the social and national issues about which they acquire theoretical understanding in the classroom;
- an experience to learn by themselves and experiment with the theoretical knowledge that they are given within the four walls of the classroom through the given project works;
- confidence to prepare for various competitive examinations and also help them to pursue higher studies of their choice; and
- greater values of life to become worthy citizens of the country.

PROGRAMME OUTCOMES

Bachelor of Arts (General)

The Bachelor of Arts (General) requires three years of full time study consisting of six semesters which is recognized by the Tripura University and follows the syllabus prescribed by the university. The institute offers ten (10) courses under Bachelor of Arts (General) Programme. A student is allowed to choose any three subjects from the following cluster of subjects as provided by the institute: Bengali, Economics, Education, English, History, Kokborok, Philosophy, Physical Education, Political Science, and Sanskrit. In addition to three Elective subjects, a student has to study five (05) compulsory Foundation Courses in first five semesters, such as Compulsory English, Indian Heritage and Culture, Modern Indian Languages, Environmental Studies, Computer Skills, and Public Administration. Moreover, in the final semester, a student has to take up three Soft Study Courses: Disaster Management, Human Right and Gender Studies, and Indian Constitution and Planning as provided by the institute and included in the curriculum of the Tripura University under which it is affiliated. The programme offers a rich variety of subjects and helps to understand how cultural, historical, geographical, political, linguistic, and environmental forces shape the world and recognize the role of the individual within communities to effect change. Bachelor of Arts (General) programme meets the standards prescribed by general humanities education.

On successful completion of the Bachelor of Arts (General) programme, the students will have:

- receptiveness for social, philosophical, political, historic, economic and literary consciousness;
- sensibility to discern the evolution of civilizations and cultures;
- sociological susceptibility to critically understand the social phenomena that affects their lives;
- competence for advanced reading, writing, speaking, interpretive and composition skills;
- ability to appear for competitive examinations conducted for public and private sector jobs and also help them to pursue higher studies of their choice;
- capability to appreciate the literary and cultural diversity;
- improved understanding of the importance of maintaining a healthy lifestyle, especially in the case of those students studying physical education;
- an experience to learn by themselves and experiment with the theoretical knowledge that they are given within the four wall of the classroom through the given project works;
- ability to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity; and
- greater values of life to become responsible and worthy citizen of the country.

PROGRAMME OUTCOMES

Bachelor of Commerce (General)

The Bachelor of Commerce (General) requires three years of full time study consisting of six semesters which is recognized by the Tripura University and follows the syllabus prescribed by the university. The Bachelor of Commerce (General) course encapsulates broad range of subjects under single platform which provides inputs for a number of professional courses for students. The course incorporates a good blend of theoretical and practical papers. In addition to the subjects related to Commerce, a student has to study five (05) compulsory Foundation Courses in first five semesters, such as Compulsory English, Indian Heritage and Culture, Modern Indian Languages, Environmental Studies, Computer Skills, and Public Administration. Moreover, in the final semester, a student has to take up any three Soft Study Courses where E-marketing is compulsory while other two are optional and students can choose from the following courses: Disaster Management, Human Right and Gender Studies, and Indian Constitution and Planning as provided by the institute and included in the curriculum of the Tripura University under which it is affiliated. Students can develop hands on expertise over commerce subjects leading to professional courses. The programme provides opportunity to the students to excel in the different fields of studies and make them aware as well as conversant with social issues surrounding them and the ways to address those in real life situations.

On successful completion of the Bachelor of Commerce (General) programme, the students will have:

- ability to understand the various trends of business of the modern world;
- achieved awareness about the diversified field of education;
- in-depth knowledge of core subjects like finance, accounting, marketing, taxation, statistics, business law, insurance, etc.;
- acquired the management principles, retail trading, banking and insurance transactions, business economics and financial management;
- expertise as trained professionals for the industry, banking sector, insurance company, finance company, transportation company etc.;
- competence to prepare for various competitive exams or higher education to pursue M. Com., MBA, ICWA, etc.; and
- acquired basic and fundamental knowledge and skills for doing business and commercial activities of their choice.

Department of Bengali

Objectives and Outcome

The Course aims to :

- * Introduce the students to the Genesis and evolution of old medieval and Modern Bengali Literature.
- * Give an Overview of the oeuvre of the writers of the specific ages prescribed thereof.
- * Sharpen critical and analytical acumen by introducing various literary theories and approaches that develop skill in critical thinking and scholarly argumentation.
- * Familiarize the students with correct pronunciation and learn to use proper articulation of Bengali sounds, intonation and stress.
- * Provide an understanding of the practicable usage of various rhetorical and linguistic structures.

By the end of the course, the students will be able to :

- Understand the influence of the ideologies of the various ages on literature
- Bengali Literature provides the opportunity to the students to gain knowledge regarding Indian culture and social aspects
- The text through multiple perspective and various contexts will be helpful for students to develop their personal and professional capability
- On successful completion of the programme the students will develop professional abilities through effective communicative skills; students will be socially and culturally responsible citizens
- Deepen their critical reading, writing and interpretive practices
- Review literary texts through the lens of socio-cultural and political contexts of the times
- Understand and articulate general issues concerning nature & function of Bengali language
- Develop a critical approach towards Literature
- Gain an overall idea of language use in different situations and acquire skills for creative writing
- Refine their written and spoken language

Bengali (Honours)

Semester	Paper	Course Content	Course Outcome
1 st	1 st	<p>*History of Bengali Literature (old and Medieval Age to 18th century)</p> <p>* Literary Types (Lyrics and Kabys)</p> <p>* Pre-chaitanya Baishnab Padabali, Chandimangal Kabya & Shakta padabali</p>	<p>* Students will be able to outline the brief history of Bengali Literature from Old Bengali period to 18th century. They will be familiar with major religious, political and social movements of the given period and their influence on literature.</p> <p>* Students will learn to explain and discuss the different types of literary genres and also list the characteristics of specific literary genres.</p> <p>* Review Literary tests through political contexts of the times and learn various interpretative techniques to approach literary texts of various genres.</p>
2 nd	2 nd	<p>*History of Bengali Literature (19th & 20th century)</p> <p>*Pre Rabindra Nath Age (Origin of Bengli Verse, Bangla Samayik Patra, Plays of Ramnarayn, Madhusudun Dutta, Dinabandhu Mitra, Girish Ghosh, Novels of Bankim Chandra, Ramesh Chandra, Swarna Kumari Devi, Lyrics of Iswar Gupta, Madhusudan Dutta, Biharilal Chakraborty, Akshykumar Baral & kamini Roy, Kavys and Epics of Rangalal, Madhusudan, Nabin Chandra & Hema Chandra)</p>	<p>*Introduce the students to the genesis and evolution of Bengali Modern Literature. They will be familiar with the social, political culture, literary and religious background of the age Introduce the literary movements and ideologies of the times.</p> <p>*Students will be familiar with major literary works by Bengali writers and Vidyapati in the field of Drama and Develop a critical comprehension of the technical aspects of drama as a genre.</p> <p>* Students will be competent enough to describe, discuss and analyze the themes, structures, organization, characters etc. Brought up in various Bengali playwright's plays and sonnets.</p>

		*Rabindra Nath & Post Rabindra Nath Age (Poetry, Drama, Novel, Short story & Pravandha Sahitya)	
3 rd	3 rd	*Birangan Kavya of Madhusudan Dutta * Krittibasi Ramayan *Saradha Mangal of Viharilal Chakraborty * Banalata Sen of Jibonananda Dash	* Students will be able to distinguish Literary texts that reflect the socio-cultural and political interest of the period and be equipped to comprehend the concepts life Epic Poetry, Patra kavya, Lyrics and sonnets * They can analyze the distinctive themes and prose styles of Madhusudan Dutta's Birangana Kavya and Jibanananda's sonnets named Rupashi Bangla
4 th	4 th	*'Bibidha Prabandha' of Bankim Chandra * 'Jiban smriti' of Rabindra Nath Tagore * 'Prabandha Sangraha' of Pramatha Chowdhry * 'Sahityer Rup o Riti'	*To acquire good knowledge about Modern Literary text and writer * To learn literary, social, political, economic condition and historical background will helpful for students
5 th	5 th & 6 th	5 th : *Bangla Bhasha Tatta (The Bengali Language) * Drama (Nabanna – Bijan Bhattacharyya, Ekei ki Bole Sabhyata – Madhusudan Datta) 6 th :	5 th : *Students will gain and overall idea about the internal and external influences on the Development of Bengali Language throughout ages. Students will analyze and critically study the history of Bengali Language through different theories of Bengali Language and philological notes. *Students will be able to distinguish literary texts that reflect the soci-cultural and political interest of 19 th and 20 th century drama of Madhusudan and Bijan Bhattacharyya .

		<p>Novels of Bankim Chandra Chattopadhyaya – ‘Kapal Kundala’, ‘Pather Pachali’ – Bibhuti Bhushan Bandopadhyaya & ‘Aranyer Adhikar’ – Mahasheta Devi</p> <p>* Short stories of Rajshekhar Basu – ‘Lamba karna’, Jagadish Chandra Gupta – ‘Payanmukh’, ‘Telenapota Abishkar’ – Premendra Mitra, ‘Fashil’ – Subodh Ghosh ^ ‘Nishad’ – Bimal kar</p>	<p>6th :</p> <p>*Identify the distinctive themes and Prose styles of Bankim Chandra Chattopadhyaya & Bibhuti Bhushan Bandhpadyya & Mahasheta Devi. Students will be competent enough to describe, discuss and analyze the themes, structures, organizations, characters etc. brought up in the 19th & 20th century novels.</p> <p>* Students will be able to comprehend and analyze the development of 20th century short stories and different elements of short stories like themes plot, Characters, narrative forms point of view etc. They can also appreciate the elements of aesthetics and imagination in works of literature.</p>
6 th	7 th & 8 th	<p>“Sahitya”- Rabindranath Tagore ‘Prachin Sahitya’ - Rabindranath Tagore ‘Kabyagiggrose’ – Atul Gupta ‘Ekalyer Samalochana sanchayan</p> <p>Rabindra Literature (Balaka Kabya, Galpaguchacha, “Bisarjan”-Drama ‘Grare-Baire”-Novel</p>	<ul style="list-style-type: none"> • Students will be able to explain the reasons behind the emergence of Rabindranath’s theories of literature and criticism of Sanskrit literature in “Prachin Sahitya” • Students should be able to write analytically in a variety of forms, including essays reflective wrting and critical reviews of secondary sources. Students will also develop and refine their own literary aesthetics. • Students will learn social, political, cultural philosophical and biographical background of Rabindranath Tagore’s write up. • To learn the literary social, political, economic condition and historical background which will be helpful for students

Bengali (Elective)

Semester	Paper	Course Content	Course Outcome
1 st	1 st	<p>History of Bengali literature: Kabyer Kabi for (ancient age, middle age and modern age)</p> <p>Meghnadbadh kabya</p>	<ul style="list-style-type: none"> The contents aims to explore the literature of the age and appreciate the literary, social, economic, historical and cultural significance of the literary works of the age and develop a thorough understanding of the various literary movements of the period and their influence on the stylistic as well as thematic representation of the spirit of the age. Students should be able to write analytically in a variety of forms including epic sprit, relective writing and critical review of secondary sources, students will also develop and refine their individual voices, produce literary work of a high quality and demonstrate a comprehensive understanding of their own, as well as the literary models.
2 nd	2 nd	<p>*Katha Sahaitya O Prabandha Sahitya (19th & 20th Century) 'Chandrashekar' – Bankim Chandra Chattopadyya, 'Padma Nadir Majhi' – Manik Bandopadhyya.</p> <p>*'Ekaler Chotogolpo Sanchyan' ('Atithi' – Rabindra Nath Tagore, 'Chotolok' – Banaful, 'Sareng' – Achinta Kumar Sengupta, 'Chinna Masta' – Ashapura Devi, 'Chor' – Jotirindra Nandi)</p> <p>*'Sankalan' – Rabindra Nath Tagore (Sikkhar Herfer, Sakuntala, Manushya, Bharatbarsher Itihash)</p>	<p>* The students will be able to gain Knowledge of the major traditions of Literatures writer in Bengali during the age, and appreciate the diversity of literary and social Voices, develop an ability to read texts in relation to their historical and recognize how writers can transgress or subvert generic expectations as well as fulfill them.</p> <p>* The content aims to explore the Literature of the age and appreciate the Literary, social, Historical & cultural significance of the literary works of the age and develop a through understanding of the various literary movements of the period and their influence or the statistic as well as thematic representation of the spirit of</p>

			<p>the age.</p> <p>* Students should be able to write analytically in a variety of formats, including essays of Tagore, reflective writing and critical reviews of secondary sources.</p>
3 rd	3 rd	<p>*Rabindra Sahitya (Drama : Dakghar, Kabya : alpana, Novel : Rajarshi) *‘Nildarpan – Dinabandhu Mitra)</p>	<p>*The course aims to familiarize the students with the major writers and literary works in Bengal writing in Bengali, analyze the growth of Indian writing in Bengali who it reference to the historical, political, social & cultural milieu of Indian subcontinent from the colonial days till today, understand the plays and contribution of Indian writing in Bengali in commonwealth literature analyze how effective, is represented through Bengali Language and examine how various literary trends prevalent in Bengali Literature from all over the world found a natural way into Indian writing in Bengali during every age.</p>
4 th	4 th	<p>*‘Sahityer Rup Riti’ *‘Kamalakanter Daptar’- Bankim Chandra Chattopadhyya *‘Chinna Patra’ – Rabindra Nath Tagore *‘Titas Ekti Nadir Namm’ – Adaitya Mall Barman</p>	<p>*Students will learn to identify and analyze different types of lyrics, Epics, Sonnets, Tragedy, Comedy, social and historical play, various types of novels etc.</p> <p>*Students will be able to know different connected speech processes & know the different intonation patterns of Bengali Literature</p> <p>*The course aims to familiarize the students with the major writers and literary works in Indian writing in Bengali with reference to the historical, social, political, economic & cultural milieu of Indian subcontinent from colonial days till today.</p>
5 th	5 th	<p>*Chanda, Alannkar & Modern Bengali Poetry *‘Sanchita’ – Kaji Najrul Islam *Modern Bengali Poetry</p>	<p>* The students will be able to identify the figures of speech, to accomplish prosodic analysis and scansion of a given passage. It will give the students a framework to think critically about</p>

			<p>their writing & reading choices. knowing how to use the tools of rhetoric and prosody can also improve the communicative skills of the students.</p> <p>* The students will be able to understand the spirit and the ideologies of the times & critically appreciate on work of literature from their understanding of the background of the age and the writer. The students will also gain knowledge of the major traditions of literatures writer in Bengal during different ages and appreciate the diversity of literary & social voices.</p>
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OUTCOME OF THE SYLLABUS OF ECONOMICS (GENERAL)

Framed By Tripura University

SEM.	AREA	CONTENT	MARKS	OUTCOME
I	Micro Economics-I	Basic concepts	50	<p>1. At the most basic level, economics attempts to explain how and why we make the purchasing choices we do. Four key economic concepts—scarcity, supply and demand, costs and benefits, and incentives—can help explain many decisions that humans make and also decision making for business management.</p> <p>2. Economics plays a role in our everyday life. Studying economics enables us to understand past, future and current models, and apply them to societies, governments, businesses and individuals.</p>
		Consumer Behaviour		<p>1. Understanding consumer behaviour will help the marketers to predict the behaviour of the consumer in various buying situations. By making the product or service and the entire delivery to the consumer according to their expectations will enhance customer satisfaction and retention.</p> <p>2. Studying consumer behavior helps companies to understand how the decision to buy was made and how they hunted for the product. These information help companies and business managers to know the reasons behind the purchase or rejection of a product or service by the customer.</p>
	Macro Economics-I	National Income	50	<p>1. National income accounting systems allow countries to assess the current standard of living or the distribution of income within a population, as well as assess the effects of various economic policies. However, the accuracy of analysis relating to national income accounting is only as accurate as the data collected.</p> <p>2. National income is an indicator of success of planning in a country. National income data can</p>

				<p>be used to describe the relative significance of primary, secondary and tertiary sectors of an economy. National income data can be useful in measuring the equitableness of distribution of income in the country.</p>
		Determination of National income, money and price		<p>1. Determination of national income considers constant prices estimates; establish that the rate of growth of national income at constant prices is a measure of the rate of economic growth of a country.</p> <p>2. Money is a medium of exchange; it allows people to obtain what they need to live. Bartering was one way that people exchanged goods for other goods before money was created. Like gold and other precious metals, money has worth because for most people it represents something valuable.</p> <p>3. In markets with increasing volume and price pressure, the right pricing approach is essential to remain competitive. It brings the business man or manufacturing units or industries the value he or she deserve for their products and services offered and secures the profits they need to invest in change and growth.</p>
II	Micro Economics-II	Production, Cost and Revenue	50	<p>1. Cost of production is a fundamental economic concept that applies to nearly any business model. Due to the high risk and slim profit margins of farm businesses, it is particularly important that producers understand the costs and potential revenue associated with each enterprise they manage.</p> <p>2. Cost, revenue and profit are the three most important factors in determining the success of your business. A business can have high revenue, but if the costs are higher, it will show no profit and is destined to go out of business when available capital runs out.</p>
		Theories of Market		<p>1. The function of a market is to enable an exchange of goods and services to take place a means by which buyers and sellers are brought</p>

				<p>into contact with one another.</p> <p>2. The firms and industries take decision to sell their products on the basis of different market structure. If they don't understand different market theories it will make them huge loss and affect the society like unemployment and vicious cycle of poverty.</p>
	Macro Economics-II	Consumption and Investment	50	<p>1. Consumption is one of the bigger concepts in economics and is extremely important because it helps determine the growth and success of the economy. Businesses can open up and offer all kinds of great products, but if we don't purchase or consume their products, they won't stay in business for very long.</p> <p>2. An investment is an asset or item acquired with the goal of generating income or appreciation. Appreciation refers to an increase in the value of an asset over time. When an individual purchases a good as an investment, the intent is not to consume the good but rather to use it in the future to create wealth.</p>
		Money Supply and Taxation		<p>1. The money supply roughly includes both cash and deposits that can be used almost as easily as cash. Bank regulators influence the money supply available to the public through the requirements placed on banks to hold reserves, how to extend credit, and other money matters.</p> <p>2. The most basic function of taxation is to fund government expenditures regarding public sector activities such as public health services, education and welfare.</p>
III	Indian Economy	Basic features of Indian Economy	100	<p>After understanding all the theoretical approaches of economics, the student or social science researcher relate the theories in fundamental characteristics of state or nation's economy.</p>
		Indian Agriculture		<p>1. Agricultural economics plays a role in the economics of development, for a continuous level of farm surplus is one of the wellsprings of technological and commercial growth. In</p>

			<p>general, one can say that when a large fraction of a country's population depends on agriculture for its livelihood, average incomes are low.</p> <p>2. Agricultural economics is an applied field of economics concerned with the application of economic theory in optimizing the production and distribution of food and fiber products. Agricultural economics began as a branch of economics that specifically dealt with land usage. It focused on maximizing the crop yield while maintaining a good soil ecosystem.</p>
		Indian Industry	<p>1. When analyzing decision making at the levels of the individual firm and industry, Industrial Economics helps us understand such issues as, the levels at which capacity, output and prices are set, the extent that products are differentiated from each other, how much firms invest in research and development (R&D).</p> <p>2. Industrial developments have historically led to periods of economic growth. New technologies make jobs easier, faster and better, which can lead to an increase in a business' output and an increase in profits. Industrialization in the workforce has many benefits that are more far-reaching as well.</p>
		Money Market and Capital Market, Planning	<p>1. The money market and capital market are two major components of the Indian financial system. The money market caters to short term liquidity needs, while the capital market provides a platform for long term investing.</p> <p>2. Money markets are required to fulfill the capital needs in the short-term especially the working capital requirements and capital markets are required to provide long-term financing and a fixed capital. These long term assets don't directly produce anything but help the company with long-term benefits.</p> <p>3. The money market plays a very significant role in the economy. It allows a variety of participants to raise funds. It offers liquidity to</p>

				<p>both the investors and the borrowers. And hence maintaining a balance between the demand and supply for money.</p> <p>4. Capital market by increasing the mobilization of savings and increasing the capital formation influence the economic growth and increasing gross domestic product (GDP). ... The results show that with increasing in the mobilization of financial resources, the economic growth and GDP is increased.</p> <p>5. Understanding of economic planning leads to reduction of unequal distribution of income and wealth among different sections of the society.</p>
IV	Development Economics	Meaning of Development	100	By studying the concept of development economics, the students will have the opportunity to apply the tools of economic analysis to the problems and challenges facing less-developed countries, and to begin to understand why some countries have been able to go through a process of economic and human development whilst others have languished.
		Development Models		Different types of development models make us understanding and shape macro and microeconomic policies in order to lift poor countries out of poverty.
		Trade and Development		Trade can be a key factor in economic development of any developing, developed and underdeveloped countries. The prudent use of trade can boost a country's development and create absolute gains for the trading partners involved.
		Planning and Development		Planning provides a foundation for development, the groundwork on which much of our economic and social well being is built. It is the key to increasing economic efficiency and social consistency. By increasing the value and efficiency of their labor, it helps to raise the poor from poverty.
V	Public Finance	Economic role of the state and Taxation	50	1. Public economics (or economics of the public sector) is the study of government policy

				<p>through the lens of economic efficiency and equity. Public economics builds on the theory of welfare economics and is ultimately used as a tool to improve social welfare.</p> <p>2. Public economics provides a framework for thinking about whether or not the government should participate in economic markets and to what extent it should do so.</p>
		Public Debt		<p>The main objective of public debt management is to ensure that the government's financing needs and its payment obligations are met at the lowest possible cost over the medium to long run, consistent with a prudent degree of risk.</p>
	International Trade	Basis of Trade	50	<p>Trade is central to ending global poverty. Countries that are open to international trade tend to grow faster, innovate, improve productivity, supporting good jobs at home, raising living standards and provide higher income and more opportunities to their people. Open trade also benefits lower-income households by offering consumers more affordable goods and services.</p>
		Tariff and Exchange Rate		<p>1. Tariffs mainly benefit the importing countries, as they are the ones setting the policy and receiving the money. The primary benefit is that tariffs produce revenue on goods and services brought into the country. Tariffs can also serve as an opening point for negotiations between two countries.</p> <p>2. Studying foreign exchange market is important because it facilitate currency conversion, provide instruments to manage foreign exchange risk (such as forward exchange), and allow investors to speculate in the market for profit.</p>

DEPARTMENT OF ENGLISH

COURSE OBJECTIVES AND OUTCOMES:

The course aims to:

- Introduce the students to the genesis and evolution of British, Indian and New English Literature
- Give an overview of the oeuvre of the writers of the specific ages prescribed thereof
- Sharpen critical and analytical acumen by introducing various literary theories and approaches that develop skills in critical thinking and scholarly argumentation
- Familiarise the students with correct pronunciation and learn to use proper articulation of English sounds, intonation and stress
- Provide an understanding of the practical usage of various rhetorical and linguistic structures

By the end of the course, the students will be able to:

- ✓ Understand the influence of the ideologies of the various ages/eras on literature
- ✓ Deepen their critical reading, writing, and interpretive practices
- ✓ Review literary texts through the lens of socio-cultural and political contexts of the times
- ✓ Understand and articulate general issues concerning nature & function of English language
- ✓ Develop a critical approach towards literature
- ✓ Gain an overall idea of language use in different situations and acquire skills for creative writing
- ✓ Refine their written and spoken language

ENGLISH (HONOURS)

Semester	Paper	Course Content	Course Outcome
1 st Semester	Paper I	<ul style="list-style-type: none"> ❖ History of English Literature (Old English to 18th Century) ❖ Literary Types (Tragedy, Comedy, Lyric, Sonnet, Novel) ❖ 16th & 17th Century Poetry (Poems of Sir Philip Sidney, Thomas Wyatt, John Donne and Andrew Marvel) 	<ul style="list-style-type: none"> ➤ Students will be able to outline the brief history of English Literature from Old English Period to 18th century. They will be familiar with major religious, political and social movements of the given period and their influence on literature. ➤ Students will learn to explain and discuss the different types of literary genres and also list the characteristics of specific literary genres. ➤ Review literary texts through the lens of socio-cultural and political contexts of the times and learn various interpretative techniques to approach literary texts of varied genres.
2 nd Semester	Paper II	<ul style="list-style-type: none"> ❖ History of English literature (from 19th to 20th Century) ❖ Plays other than Shakespeare (Plays of Ben Jonson, Marlowe, J M Synge and Bernard Shaw) ❖ Plays and Sonnets of Shakespeare (<i>Macbeth</i>, <i>As You Like It</i>, “Shall I compare Thee...”, “Let me not...”) 	<ul style="list-style-type: none"> ➤ Introduce the students to the genesis and evolution of British Literature. They will be familiar with the social, political, cultural, literary and religious background of the age. Introduce the literary movements and the ideologies of the times. ➤ Students will be familiar with major literary works by British writers in the field of Drama and develop a critical comprehension of the technical aspects of drama as a genre. ➤ Students will be competent enough to describe, discuss and analyze the themes, structures, organizations, characters, etc. brought up in Shakespeare’s plays and sonnets.
3 rd Semester	Paper III	<ul style="list-style-type: none"> ❖ 16th to 17th century Poetry and Prose (Milton’s <i>Paradise Lost</i>, <i>Book - I</i>, Dryden’s <i>Mac Flecknoe</i>, Essays of Bacon) ❖ 18th century Poetry, Drama and Prose (Alexander Pope’s <i>The Rape of the Lock</i>, Sheridan’s <i>The Rivals</i> and Goldsmith’s <i>She Stoops to Conquer</i>, Essays of Addison and Steele) 	<ul style="list-style-type: none"> ➤ Students will be able to distinguish literary texts that reflect the socio-cultural and political interest of the period and be equipped to comprehend the concepts like epic poetry, mock-heroic epic poem and Restoration comedy of manners or anti-sentimental comedy. ➤ They can analyze the distinctive themes and prose styles of Bacon, Addison and Steele.

4 th Semester	Paper IV	<ul style="list-style-type: none"> ❖ Romantic and Victorian Poetry (Wordsworth, Coleridge, Keats, P.B Shelley, Tennyson, Browning and Arnold) ❖ 19th Century Prose and Fiction (Essays of Lamb and Hazlitt and novels like Jane Austen's <i>Pride and Prejudice</i>, Hardy's <i>The Mayor of Casterbridge</i>, Emily Bronte's <i>Wuthering Heights</i> and Charles Dickens' <i>A Tale of Two Cities</i>) 	<ul style="list-style-type: none"> ➤ Students can trace the development of poetry during the Romantic and Victorian age of literature and understand the historical, socio-cultural and political interest of the period through its literary works. Students can also comprehend the various elements of poetry such as diction, tone, form, and their style. ➤ Identify the distinctive themes and prose styles of Lamb and Hazlitt. Students will be competent enough to describe, discuss and analyze the themes, structures, organizations, characters, etc. brought up in the Victorian novels.
5 th Semester	Paper V	<ul style="list-style-type: none"> ❖ History of English Language ❖ Rhetoric & Prosody ❖ Phonetics ❖ Linguistics 	<ul style="list-style-type: none"> ➤ Students will gain an overall idea about the internal and external influences on the development of English language throughout ages. Students will analyze and critically study the history of English Language through different loans, borrowings and philological notes. ➤ The students will be able to identify the figures of speech, to accomplish prosodic analysis and scansion of a given passage. It will give the students a framework to think critically about their writing and reading choices. Knowing how to use the tools of rhetoric and prosody can also improve the communicative skills of the students. ➤ The aim is to develop knowledge and awareness of English phonetics. Students can be familiar with – and be able to apply – technical terms for describing and analyzing English pronunciation and be able to read and produce phonemic transcriptions and transcription of intonation patterns. Upon completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand the system of sound and sound combinations in English • Understand how sounds are produced, how they are transmitted, and how they are perceived • Differentiate between consonants and vowels • Pronounce English sounds in isolation and in connected speech • Differentiate between consonants and vowels in all word-positions • Distinguish phonemes and allophones • Know the structure of the English syllable • Know the different types of stress in English • Distinguish strong and weak forms • Know different connected speech processes, such as assimilation, elision, linking, etc. • Know the different intonation patterns of English. ➤ Students will be familiar with the key concepts of linguistics and develop awareness of the latest trends in language study. They can also illustrate and understand the differences in phonetics, phonology, morphology, syntax, and semantics. In brief, they can have a fundamental understanding of the basic nature, branches and history of linguistic inquiry. The students will also learn morphological analysis of a given word and Immediate Constituent analysis of a given sentence using the Phrase Structure Rules.
	Paper VI	<ul style="list-style-type: none"> ❖ Late 19th Century Poetry (Poems of G.M. Hopkins and W.B. Yeats) 	<ul style="list-style-type: none"> ➤ Students will analyze and critically study the poems of late 19th and 20th century poets like G.M. Hopkins, W.B. Yeats, T.S. Eliot, WH Auden and W. Owen. Thus, students will be able to recognize and analyze the late 19th and 20th century poetry in terms of different schools of poetry. Students can also comprehend the

		<ul style="list-style-type: none"> ❖ 20th Century Poetry (Poems of T.S. Eliot and W.H. Auden) ❖ 20th Century Short Stories (Short Stories of James Joyce, D.H. Lawrence, Katherine Mansfield and S. Maugham) 	<p>various elements that existed during the late 19th and 20th century poetry.</p> <ul style="list-style-type: none"> ➤ Students will be able to comprehend and analyze the development of 20th century fiction (short stories) and different elements of short stories like, themes, plot, characters, narrative forms, point of view, etc. They can also appreciate the elements of aesthetics and imagination in works of literature.
6 th Semester	Paper VII	<ul style="list-style-type: none"> ❖ History of Indian English Literature (Pre-Independence & Post-Independence Period) ❖ Indian English Literature (Poems of Toru Dutt, Sarojini Naidu, Nissim Ezekiel's and Kamala Das, R.K. Narayan's <i>The Guide</i>, Tagore's <i>The Post Office</i> and Dattani's <i>Final Solutions</i> and Short Stories of Keki N. Daruwalla's and Jhumpa Lahiri) ❖ North Eastern Literatures in English (Poems of D. Kharmawphlang, Temsula Ao, Mamang Dai, Robin S. Ngangom, Nanda Debbarma and Sachlang Tripura, Short Stories of Temsula Ao, Indira Goswami and Dhruva Hazarika and Mitra Phukan's Novel, <i>The Collector's Wife</i>) 	<ul style="list-style-type: none"> ➤ Students will be able to explain the reasons behind the emergence of Indian English literature, which is a distinct field of study and trace the development of history of English literature from its beginning to the present day. ➤ Students will also be able to understand and interpret the works of the masters of Indian English literature and come across the significant cultural and societal issues presented in Indian English literature. ➤ By extending the scope of engaged scholarship to the literary artefacts of communities existing on the margins of history and political geography, i.e., North Eastern Literatures in English, students are expected <ul style="list-style-type: none"> • to be more receptive and understanding of the diversity of India, thereby fostering an accommodative attitude of fraternity and • to have improved their hermeneutical skills in not just reading literary texts comparatively, but human experience as a whole.
	Paper VIII	<ul style="list-style-type: none"> ❖ Literary Criticism and Theory (Aristotle, Longinus, Wordsworth, Coleridge, Arnold and Eliot) ❖ New Literatures in English (Poems of African, Canadian, Australian and Caribbean writers and short story of American writer) ❖ Substance and Critical Appreciation (Unseen Prose/Verse Piece) 	<ul style="list-style-type: none"> ➤ Students would be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts. They will also be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres. Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past. ➤ The course aims to appreciate the literary works from different nations of the world which were once under the British colonial rule, as a part of English Literature at large. The students will analyze and evaluate the postcolonial traits of the literary works that come under Commonwealth Literature, appreciate the contribution of translation studies to Commonwealth Literature and critically analyze the relevance of reading these works in the light of globalization. ➤ Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources. Students will also develop and refine their individual voices, produce literary work of a high quality, and demonstrate a comprehensive understanding of their own aesthetics, as well as the literary models and cultural sources of those aesthetics.

ENGLISH (ELECTIVE)

Semester	Paper	Course Content	Course Outcome
1 st Semester	Paper I	<ul style="list-style-type: none"> ❖ Poetry (Poems of Blake, Wordsworth, Coleridge, Keats and Shelley) ❖ Essay (Essays of Charles Lamb) ❖ Novel (Jane Austen's <i>Pride and Prejudice</i>) 	<ul style="list-style-type: none"> ➤ The course emphasizes on the significance of the romantic spirit in English literature and provides an understanding of the texts in the light of the Romantic Movement. The students will be able to understand the spirit and the ideologies of the time and critically appreciate a work of literature from their understanding of the background of the age and the writer. The students can also comprehend the styles and themes of the Romantic Period. They can also appreciate the elements of aesthetics and imagination in works of Romantic literature.
2 nd Semester	Paper II	<ul style="list-style-type: none"> ❖ Short Stories (Stories of Mansfield, Lawrence, O. Henry and Maupassant) ❖ Essays (Essays of Robert Lynd, Virginia Woolf, E.M. Foster and E.V. Lucas) ❖ Novel (Hardy's <i>The Mayor of Casterbridge</i>) ❖ Comprehension (Unseen Prose Piece) 	<ul style="list-style-type: none"> ➤ The content aims to explore the literature of the age and appreciate the literary, social, historical and cultural significance of the literary works of the age and develop a thorough understanding of the various literary movements of the period and their influence on the stylistic as well as thematic representation of the spirit of the age. It also promotes the critical and analytical approach to literary works of different genres like poetry, prose and fiction and familiarizes the students with the literary trends prevalent in various genres of the age. The students will be able to gain knowledge of the major traditions of literatures written in England during the age, and appreciate the diversity of literary and social voices, develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both the text and the context and recognize how writers can transgress or subvert generic expectations, as well as fulfill them. ➤ Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources. Students will also develop and refine their individual voices, produce literary work of a high quality, and demonstrate a comprehensive understanding of their own aesthetics, as well as the literary models and cultural sources of those aesthetics.
3 rd Semester	Paper III	<ul style="list-style-type: none"> ❖ Phonetics 	<ul style="list-style-type: none"> ➤ The aim is to develop knowledge and awareness of English phonetics. Students can be familiar with – and be able to apply – technical terms for describing and analyzing English pronunciation and be able to read and produce phonemic transcriptions and transcription of intonation patterns. Upon completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand the system of sound and sound combinations in English • Understand how sounds are produced, how they are transmitted, and how they are perceived • Differentiate between consonants and vowels • Pronounce English sounds in isolation and in connected speech • Differentiate between consonants and vowels in all word-positions • Distinguish phonemes and allophones • Know the structure of the English syllable • Know the different types of stress in English • Distinguish strong and weak forms

		<ul style="list-style-type: none"> ❖ Literary Types – Lyric ❖ Rhetoric and Prosody 	<ul style="list-style-type: none"> • Know different connected speech processes, such as assimilation, elision, linking, etc. • Know the different intonation patterns of English. ➤ Students will learn to identify and analyze different types of lyric. ➤ The students will be able to identify the figures of speech, to accomplish prosodic analysis and scansion of a given passage. It will give the students a framework to think critically about their writing and reading choices. Knowing how to use the tools of rhetoric and prosody can also improve the communicative skills of the students.
4 th Semester	Paper IV	<ul style="list-style-type: none"> ❖ Indian English Novel (R.K. Narayan's <i>The Guide</i>) ❖ Indian English Poetry (Poems of Toru Dutt, Sarojini Naidu, Tagore and Nissim Ezekiel) ❖ Short Stories from Indian English (Keki N. Daruwalla and Jhumpa Lahiri) ❖ North Eastern Literatures in English (Poems of Robin S. Ngangom, Nanda Debbarma and Sachlang Tripura and Short Stories of Indira Goswami and Temsula Ao) 	<ul style="list-style-type: none"> ➤ The course aims to familiarize the students with the major writers and literary works in Indian Writing in English, analyze the growth of Indian Writing in English with reference to the historical, political, social and cultural milieu of Indian subcontinent from the colonial days till today, understand the place and contribution of Indian Writing in English in Commonwealth Literature, analyze how effectively the Indian identity, both individual and collective, is represented through English language and examine how various literary trends prevalent in English literature from all over the world found a natural way into Indian Writing in English during every age. ➤ Moreover, by extending the scope of engaged scholarship to the literary artefacts of communities existing on the margins of history and political geography, i.e., North Eastern Literatures in English, students are expected to be more receptive and understanding of the diversity of India, thereby fostering an accommodative attitude of fraternity.
5 th Semester	Paper V	<ul style="list-style-type: none"> ❖ British Drama (Shakespeare – <i>As You Like It</i>) ❖ British Poetry (Sonnets of Shakespeare and Milton, Metaphysical poems of John Donne and Andrew Marvell, Victorian poems of Matthew Arnold and Robert Browning, Modern poems of Wilfred Owen and T.S. Eliot) ❖ Substance and Critical Appreciation (Unseen Verse Piece) 	<ul style="list-style-type: none"> ➤ The students will be able to understand and appreciate Shakespearean pastoral drama. It would also develop in them the aesthetic taste for Shakespearean classics. ➤ The students will be able to understand the spirit and the ideologies of the times and critically appreciate a work of literature from their understanding of the background of the age and the writer. The students will also gain knowledge of the major traditions of literatures written in England during different ages, and appreciate the diversity of literary and social voices. It hopes to develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both the text and the context and recognize how writers can transgress or subvert generic expectations, as well as fulfill them. ➤ Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources. Students will also develop and refine their individual voices, produce literary work of a high quality, and demonstrate a comprehensive understanding of their own aesthetics, as well as the literary models and cultural sources of those aesthetics.

MICHAEL MADHUSUDAN DUTTA COLLEGE
Sabroom, South Tripura, India, 799145

DEPARTMENT OF EDUCATION

COURSE OBJECTIVES AND OUTCOMES:-

The course aims to:

- Introduce the students the concept of education and its relationship with philosophy
- Explain the students the aims of education from sociological perspective
- To enable the students to understand the application of Educational Psychology in teaching learning process.
- Familiarise the students with the evolution of Education system in India.
- Give an overview of the Contemporary Trends and Issues in Education.
- To enable the students to understand the concept of measurement and evaluation as applied to education
- Describe the Basics of Educational Research and Statistics
- Give an overview of the Educational Theories and Ideas of Great Educators.

By the end of the course, the students will be able to:

- Understand the concept of education and relationship between education and sociology
- Establish relationship between education and psychology
- Develop familiarity with the constitutional provisions in Education and the main challenges faced by the Education system.
- Develop competency in solving various statistical problems.
- Gain an understanding of the role of various educational organisations (UGC, NAAC, AICTE, NCERT, SCERT, ICSSR, CSIR)
- Explain the nature, purpose, scope and characteristics of Research in Education
- Acquire the knowledge of various Educational Theories and Ideas of Great Educators
- Grasp the importance of Educational Technology and Management in Education.

EDUCATION (HONOURS)

Semester	Paper	Course Content	Course Outcome
1 st Semester	Paper-1	<ul style="list-style-type: none"> ❖ Concept of Education(Meaning,Nature, Scope, Aims, Functions, Factors of Education) ❖ Introduction to Philosophy of Education (Areas of philosophy; Metaphysics, Epistemology, axiology, Western Schools of Philosophy; Naturalism, Idealism, Pragmatism) ❖ Basics of Sociology of Education (Meaning, Nature, Scope of Educational Sociology, Education as a social sub-system) ❖ Education and Social System(Concept of social change, social stratification, social mobility, social equity) 	<ul style="list-style-type: none"> ➤ Students will be able to learn the meaning, nature, scope aims, functions and factors of Education. They will be able to distinguish between the Individual and Social aims of Education. ➤ Students will understand the relationship between Education and Philosophy. They will be familiar with the various areas of philosophy (Metaphysics, Epistemology, and Axiology). They will also learn the contribution of Naturalism, Idealism, Realism and Pragmatism to the present day education. ➤ Students will be able to define Educational Sociology and Sociology of Education. They will be able to discuss the specific role of Education as a social sub-system. ➤ Students will learn the concept of Social change, Social stratification, and Social Mobility. They can enlist the factors and problems of social change in India.

2 nd Semester	Paper- II	<ul style="list-style-type: none"> ❖ Concept and Methods of Educational Psychology(Meaning, Nature, Scope, Methods of Educational Psychology; Individual Differences) ❖ Learning Process(Concept, Factors, Theories of Learning: Motivation; Concept and Theories) ❖ Intelligence and Creativity(Concept, Theories and Measurement of Intelligence; Creativity: Meaning, Nature and Characteristics of Creative Person) ❖ Developmental Psychology(Concept of Personality; Piaget, Bruner, Vygotsky and Kohlberg's theories of Development) 	<ul style="list-style-type: none"> ➤ Students will be able to describe the meaning, nature, scope and methods of educational psychology. They will also understand the individual differences from intelligence and personality point of view and their educational implications. ➤ Students will be able to acquire the concept of Learning. They can enlist the factors associated with learning. They will also be able to describe various theories of learning; Trial and error, Classical conditioning, Operant Conditioning, insightful learning. Students will also be able to describe the concept and theories of Motivation. ➤ Students will be able to discuss the concept of Intelligence and Creativity. They will be able to discuss in detail, the theories of intelligence. They will also learn the characteristics of creative person. ➤ Students will be able to discuss the concept of Personality, its development, types and traits theory. They will be able to grasp the knowledge of Piaget, Bruner, Vygotsky and Kohlberg's theories of Development.
3 rd Semester	Paper- III	<ul style="list-style-type: none"> ❖ Education in Ancient and medieval India (Education in Vedic, Brahmanic, Buddhistic Period and Medieval India) ❖ Education during Pre-Independence Period (Charter Act, Macaulay Minute, Wood's Despatch, Hunter Commission, Indian University Commission, Sadler Commission, Hartog Committee Report and Sargent Report) ❖ Education during Post-Independence Period (Education in Indian Constitution, University Education Commission, Secondary Education Commission, National Policy of Education and Programme of Action 1992) ❖ Recent Issues in Education (Knowledge Commission Report, Right to Education Act, Role of SSA, RMSA and RUSA in Education) 	<ul style="list-style-type: none"> ➤ Students will be able to have an over view of the Education in Vedic, Brahmanic, Buddhistic Period and Medieval India with special reference to Basic ideas, Objectives, Curriculum, Method of teaching and Role of Teachers. ➤ Students will be able to understand the overall nature of Education during Pre-Independence Period. They will be able to explain the significance of Charter Act, Macaulay Minute, Wood's Despatch, Hunter Commission, Indian University Commission, Sadler Commission, Hartog Committee Report and Sargent Report during Pre-Independence Period in India. ➤ Students would be familiar with the system of Education during Post-Independence Period. They will be able to explain the significance of Indian Constitution, University Education Commission, Secondary Education Commission (1964-66), National Policy of Education and Programme of Action 1992. ➤ Students will be able to discuss the significance of Right to Education Act, SSA, RMSA, RUSA and Education system in Tripura.
4 th Semester	Paper- IV	<ul style="list-style-type: none"> ❖ Education and Child Welfare(Concept of Pre-primary Education, Anganwadi's, Balwadi's, Creches, Day Care Center, ICDS, ICCW) ❖ Educational Organisations and their roles(Role of UGC, NAAC, ICSSR, NUEPA, CSIR in Higher Education) 	<ul style="list-style-type: none"> ➤ Students will understand the overall nature of Pre-primary Education especially Anganwadi's, Balwadi's, Creches, Day Care Center, ICDS, ICCW ➤ Students will be able to discuss the Role of NCERT, SCERT DIET, TBSE in School Education and UGC, NAAC, ICSSR, NUEPA, CSIR in Higher Education. They will also learn about the quality and

		<ul style="list-style-type: none"> ❖ Contemporary Trends in Education (Vocationalisation of Education, Value Oriented Education and Inclusive Education) ❖ Emerging Issues in Education(Population Education, Environmental Education, Women Empowerment and Teacher Education in India) 	<p>excellence in Higher Education.</p> <ul style="list-style-type: none"> ➤ Students will be able to critically analyse the current problems of Indian Education with special reference to Language Problem, Student unrest, Education and unemployment. ➤ Students will be able to acquire knowledge of the Population Education, Environmental Education, Education for Women Empowerment and Teacher Education in India
5 th Semester	Paper-V	<ul style="list-style-type: none"> ❖ Measurement, Assessment and Evaluation in Education (Concept, purpose and scales of measurement; Concept of Evaluation and its importance in education) ❖ Tools and Techniques of Assessment (Tests, Observation, Assignment, Anecdotal Records and Project; Principles of test construction and standardization) ❖ Characteristics of a Good Test (Concept and methods of Reliability and Validity) ❖ Modern Trends in Evaluation(Concept of CCE, Grading and Credit system, Question Bank, Semester System) 	<ul style="list-style-type: none"> ➤ Students will be able to explain the concept of Measurement, and Evaluation in Education. They will also be able to distinguish between Norm Referenced and Criterion Referenced Assessment. ➤ Students would be familiar with different tools and techniques of assessment; Tests, Observation, Assignment, Anecdotal Records and Project. ➤ Students will be familiar with the key concepts of Reliability, Validity, Objectivity and Norms of a Good Test. ➤ Students will be able to understand the overall knowledge of CCE, Grading and Credit system, Question Bank, Semester System.
	Paper-VI	<ul style="list-style-type: none"> ❖ Educational Technology and Communication in teaching learning situation (Concept, nature, Grading and Credit system, Question Bank, Semester System scope and need of Educational Technology; Communication in teaching-learning situation) ❖ System approach and Programme Learning (Concept, nature and scope of System approach and Programmed Learning; Role of Computer in Education) ❖ Educational Management (Meaning, nature, scope and need of Educational management in Modern Education) ❖ Educational Planning and Manpower Planning(Meaning, scope, needs, types, needs, strategies of Educational planning: Meaning, nature, scope, steps and strategies of Manpower planning) 	<ul style="list-style-type: none"> ➤ Students will be able to explain the concept of Educational Technology and Communication in teaching learning situation. They will also be able to recognise the Mass media approach in educational technology. ➤ Students would be familiar with the knowledge of System approach. They will also be able to understand the concept, nature and scope of Programmed Learning. ➤ Students will get an overall picture of the meaning, nature, and scope of Educational Management. They will be able to identify the need of Educational Management in Modern Education. ➤ Students will be able to define the significance of Educational Planning. They will also learn the nature, scope and characteristics of Manpower Planning. They will be able to know the Steps and Strategies in Manpower Planning
6 th Semester	Paper-VII	<ul style="list-style-type: none"> ❖ Concept and Types of Research (Meaning, Nature and Scope of Educational Research) ❖ Major Approaches of Research (Concept of Historical, Descriptive, Experimental, Survey Research) 	<ul style="list-style-type: none"> ➤ Students will be able to describe the nature and scope of Educational Research. They will be able to identify the types of Research (Fundamental, Applied and Action research) ➤ Students will be familiar with the major Approaches of Research (Historical, Descriptive, Experimental and Survey Research)

		<ul style="list-style-type: none"> ❖ Basic Statistics and their uses (Central tendency and Dispersion, Graphical representation of Data, Correlation and its uses) ❖ Inferential Data Analysis (Concept of Normal Probability Curve, Standard Scores, CR-test, Chi square test) 	<ul style="list-style-type: none"> ➤ Students will have an idea of the Basic Statistics and their uses in Education. They can understand and apply various methods of Sampling. ➤ Students will learn the concept of Normal Probability Curve, Standard Scores, CR-test and Chi square test.
	Paper-VIII	Educational Theories and Ideas of Great Educators (Raja Rammohan Roy, Swami Vivekananda, Rabindranath Tagore, Jean Jacques Rousseau, Froebel, John Dewey, Herbert Spencer)	<ul style="list-style-type: none"> ➤ Students will develop an understanding of the educational theories of: Raja Rammohan Roy, Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Jean Jacques Rousseau, F.W. August Froebel, John Dewey, Herbert Spencer and Maria Montessori. ➤ Students will gain understanding of the practical aspects of education, viz, aims, contents, methods, discipline, teacher's role and Ideas of Great Educators.

EDUCATION (ELECTIVE)

Semester	Paper	Course Content	Course Outcome
1 st Semester	Paper 1	<ul style="list-style-type: none"> ❖ Introduction to Education(Meaning, Nature, Scope, Functions and Factors of Education) ❖ Curriculum and Child Centric Education(Meaning, Types and Principles of Curriculum Construction; Child centered Education ❖ Education and Social Sub-system(Agencies of Education, Social Change, Human rights education, Culture and Education, Socialization and Social Cohesion) ❖ Current Issues relating to education (Equalization of educational opportunities, Problems of Education of deprived classes, Liberalization, Globalization and Privatization in education) 	<ul style="list-style-type: none"> ➤ The course aims to familiarise the students with the Meaning, Nature, Scope, Functions and Factors of Education. Students will be able to understand how individual aim of education differs from the social aims of education. ➤ The students will be able to understand meaning and types of Curriculum. Students should be able to enlist the principles of curriculum construction. ➤ Students should be able to discuss the significance of Formal, Non-formal and Informal agencies of education. They will also gain knowledge of the major concept of Culture, Socialization and Social Cohesion. ➤ The content aims to develop knowledge about the current issues relating to education; Problems of Education of deprived classes, Constitutional Provision related to education.
2 nd Semester	Paper II	<ul style="list-style-type: none"> ❖ Introduction to educational psychology (Concept, need, scope and methods of Educational Psychology; Problems of adolescence ; Stages of growth and development) ❖ Intelligence and Creativity (Concept, nature and Determinants of intelligence; Concept, nature, characteristics of a creative person) ❖ Personality and Individual Differences (Concept and Development of personality; Educational significance of Individual 	<ul style="list-style-type: none"> ➤ Students will understand the nature and methods of educational psychology. They will learn how to apply educational psychology in the teaching learning process. ➤ Students will grasp an overall knowledge about the concept and theories of intelligence. They will learn how to identify a creative person. ➤ The content will enable the students to understand different aspects of personality and its development.

		<p>Differences)</p> <ul style="list-style-type: none"> ❖ Learning (Meaning, nature and factors associated with learning; Theories of learning and Transfer of learning) 	<ul style="list-style-type: none"> ➤ The course will develop an understanding of the process of learning. They will also be able to explain the theories of learning in teaching learning process.
3 rd Semester	Paper III	<ul style="list-style-type: none"> ❖ Education in Ancient and Medieval Period (Vedic, Brahmanic, Buddhist and Islamic Education) ❖ Education in Early British period (Serampore Mission, Fort William College, Macaulay's Minutes; Bengal Renaissance, Woods Despatch) ❖ Education during Pre-Independence Period (Indian Education Commission 1882, National Education Movement, Sadler Commission) ❖ Education in Post-Independence Period (Radhakrishnan Commission, Mudaliar Commission, Kothari Commission, National Educational Policy 1986) 	<ul style="list-style-type: none"> ➤ The content aims to familiarize the students with the overall nature of Vedic, Brahmanic, Buddhist and Islamic Education. ➤ Students will gain an overall idea of the activities of Serampore Mission and Fort William College. They will learn about the historical perspective of Macaulay's Minutes, Bentinck resolution and Wood's Despatch. ➤ Students will understand the recommendations made by Indian Education Commission. They will also learn the historical perspective of Sadler Commission. ➤ Students will be able to explain the overall recommendations made by the Radhakrishnan Commission, Mudaliar, and Kothari Commission. They will learn about the structure of National Educational Policy 1986 and Revised Educational Policy of 1992.
4 th Semester	Paper IV	<ul style="list-style-type: none"> ❖ Introduction to Measurement and Evaluation(Concept, needs and types of Evaluation; Distinction between Measurement and Evaluation) ❖ Tools and Techniques of Evaluation (Concept of Standardized and Teacher Made Test, Characteristics of a good test; Factors affecting Reliability and Validity) ❖ Basic Concept of Educational Statistics (Tabulation of Educational Data; Measures of Central Tendency and Measure of Dispersion; Graphical Representation of Educational data) 	<ul style="list-style-type: none"> ➤ Students will be able to understand the concept of measurement and evaluation as applied to education. They will be able to distinguish between measurement and evaluation. ➤ Students will be familiar with the different types of Tools and Techniques of evaluation. They can analyze the various factors affecting Reliability and Validity. ➤ Students will gather competency in solving various statistical problems by applying the measure of Central Tendency and Dispersion.
5 th Semester	Paper V	<ul style="list-style-type: none"> ❖ Thoughts and Ideas of Great Educators (Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Rousseau, Froebel, John Dewey, Madam Maria Montessori) 	<ul style="list-style-type: none"> ➤ Students will be able to acquire knowledge of Sri Aurobindo's educational Philosophy. ➤ Students will be able to acquire the knowledge of Tagore's Philosophy of education. ➤ Students will develop an understanding of the educational philosophy of Mahatma Gandhi. ➤ Students will be able to appreciate Vivekananda's contribution to the field of education. ➤ Students will learn the contribution of Western educators in the field of Education(Rousseau, Froebel, Dewey, Montessori)

DEPARTMENT OF HISTORY

Course Objectives

1. Introduce the students to the features of the Indian and World history from the prehistoric time till the middle of the 20th Century.
2. Give an overview of the principles of period divisions in history.
3. Make the students understand various debates in the discipline of History.
4. Develop the critical and explanatory abilities among the students
5. To provide students with knowledge of Indian & world history for competitive examinations

By the end of the course the students will be able to:

1. Understand the basic contours of the Indian and World history
2. Develop critical views on various aspects of history
3. Will get some rudimentary ideas about the sources of history-writing
4. Get an idea of the sequence of events and ages in history both in the Indian and world contexts

HISTORY (HONOURS/MAJOR)

Semester	Paper	Course Content	Course Outcome
1 st Semester	Paper I	History of India up to c. A.D 650 i) Pre-history & Proto-History of Indian History ii) Emergence of Early Historic India iii) Mauryan India iv) Post-Mauryan development up	i) Students will be able to understand the general background of the Indian history, e.g. geographical background, land, people and diversity ii) Students will be able to outline the literary and archaeological sources of Ancient Indian history iii) Students will learn the prehistory of

		to Harshavardhana	India during the Palaeolithic, Mesolithic, Neolithic and Chalcolithic eras iv) Students will be familiar with the history of India starting from the Early Historic era (Mid-1 st Millennium B.C) to the Mid-1 st Millennium A.D, i.e. up to the reign of Harshavardhana
2 nd Semester	Paper II	History of India (c. 650-1550 A.D) i) Sources of Early Medieval & Sultanate period ii) Political history of Early Medieval India iii) Social, cultural and economic history of Early Medieval India iv) Political and administrative history of the Delhi Sultanate v) Political history of the Vijayanagar & Bahmani kingdoms vi) Social, cultural & economic history of the Delhi Sultanate	i) Students will learn about the sources of Indian history for the period spanning from c. 650 to 1550 A.D ii) Students will get exposed to the idea of 'early medieval' in Indian history iii) Students will learn about the political, social, economic & cultural life of India during the period under consideration iv) Students will get a glimpse of the history of the Vijayanagar kingdom & Bahmani Sultanate of South India
3 rd Semester	Paper III	History of India (A.D 1550--A.D 1818) i) Sources & historiography of the Mughal history ii) Babur, Humayun, Sher Shah & Mughal-Afghan conflict iii) Aspects of Mughal history from Akbar to Aurangzeb iv) Cultural history of India under the Mughals v) Decline of the Mughal Empire vi) 18 th Century in India: British expansion vi) Impact of & the rebellions against the British rule	Students will learn about: i) the sources & historiography of the Mughal history ii) the political, social, cultural & economic history of the Mughal Empire iii) various views on the decline of the Mughal Empire iii) the way British expansion took place in India during the 18 th Century iv) the features of the British administration set up in India by Clive, Warren Hastings, Cornwallis & Wellesley v) Bengal famine of 1770, Sannyasi & Fakir uprisings
4 th	Paper IV	History of India (1818 A.D –	Students will learn about:

Semester		<p>1947 A.D)</p> <ol style="list-style-type: none"> 1. Colonial Polity and Popular Resistance movements in the 19th Century 2. Ideology of British expansion: Orientalism & Mercantilism 3. Major constitutional reforms from 1909 to 1935 4. Spread of Western education growth of press and debates on Bengal renaissance 5. colonial economy 6. Indian National Movement & Partition of India 	<ol style="list-style-type: none"> 1. colonial polity and popular resistance movements like the Santhal rebellion 2. constitutional reforms from 1909 to 1935 3. colonial society and economy 4. formation of the Indian National Congress and the growth of the national movement against the British rule 5. the rise of the Left wing and communal politics, depressed caste movement and the circumstances leading to the partition of India
5 th	Paper V	<p>Rise of Modern West (Mid 15th to Late 18th Century)</p> <ol style="list-style-type: none"> 1. Fall of Feudalism in Western Europe and its survival in Eastern Europe 2. Absolute monarchies, Thirty Years' War, Mercantilism, Commercial Revolution 3. Renaissance, Reformation, Growth of Modern Science, Geographical exploration, Printing Revolution 4. Price Revolution, Industrial Revolution, Enclosure Movement, Debates on transition from feudalism to capitalism, US war of independence 5. Rise of parliamentary democracy in England and royal absolutism in France, 18th Century 	<p>Students will learn about:</p> <ol style="list-style-type: none"> 1. the decline of feudalism and onset of modernity in Europe 2. the important markers of modern world such as renaissance, reformation, nation state, rise of modern science, printing revolution, commercial revolution, etc. 3. two major causes of transformation of Europe: Industrial Revolution and French Revolution 4. the causes and impact of the American war of independence

Semester	Paper VI	<p>enlightenment, French Revolution</p> <p>Modern Europe (c. 1800 AD – 1939 AD)</p> <p>1. Napoleon Bonaparte, Metternich and Congress of Vienna, July and February revolutions, Third Republic in France</p> <p>2. Unification of Italy and Germany, Eastern Question, Modernisation of Russia, Bolshevik Revolution, American Civil War</p> <p>3. World War I, Versailles settlement, Economic Depression of 1929, Rise of totalitarian regimes in Germany, Italy and Japan, League of Nations, Origins of World War II</p> <p>4. Industrialisation in Europe, Utopian and Marxian socialism, Chartist and Luddite movements in England, Rise of New Imperialism</p>	<p>Students will get knowledge about:</p> <ol style="list-style-type: none"> 1. Napoleon Bonaparte, Politics of conservatism, the Revolutions of 1830 & 1848 and France under the Third Republic 2. detailed knowledge about the background of the two World Wars and the crisis that emerged in the intermediary period between the two wars 3. Rise of nationalism and unifications of Italy & Germany, Eastern Question, American Civil War and Russia in 1917 4. Difference between industrialisation in England and that in the Continental Europe, Rise of working class and Working Class Movement 5. Rise of Neo-Imperialism
6 th Semester	Paper VII	<p>History of North East India (1826 AD-1949 AD)</p> <p>1. Decline of the Ahom Kingdom and the British annexation of Assam, Cachar, Jaintia, Khasi, Naga & Lushai Hills, British relations with Manipur till 1891, Economic changes in Assam under the British</p> <p>2. Spread of western education and cultural awakening in Assam, Revolt of 1857 and National Movement in Assam</p> <p>3. Cabinet Mission and Independence, Integration of</p>	<ol style="list-style-type: none"> 1. Students will learn about the First Anglo-Burmese War, British annexation policy in North East India, British relations with Manipur and the economic impact of the British rule in Assam 2. They will know about the spread of western education and its impact in Assam, Rebellion of 1857 & Assam and the growth of national movement in Assam 3. They will have an understanding of the circumstances that led to the integration of North East India to the Indian Union at the time of India's independence 4. Students will learn about Princely Tripura and British relations with this

		<p>Manipur and Khasi Hills to India</p> <p>4. Situation in Tripura in the Mid-19th Century before the accession of Birchandra Manikya, British relations with Tripura, 19th Century resistance movements, British-Tripura relations, Revolt of 1857 and Tripura</p> <p>5. Modernisation process and socio-political movements in Tripura from Birchandra Manikya's time till 1949, the state's contribution to Bengali language & literature and the impact of the two world wars on the state, integration of the state to Indian Union</p>	<p>state, Tribal resistance movements of the 19th Century in the state and Impact of the rebellion of 1857 in Tripura</p> <p>5. They will get an outline of the socio-political movements of Tripura from Birchandra Manikya's era till 1949, Rabindranath Tagore's relations with the state and the way the two world wars impacted upon the state</p>
	<p>Paper VIII</p>	<p>History of China & Japan (C. 1840 AD – 1949 AD)</p> <p>1. Pre-modern Chinese society and economy, European expansion in China and response & resistance movements against it, Revolution of 1911 and Sun Yat Sen</p> <p>2. New intellectual ideas & May Fourth Movement, Kuomintang Party and Communist Party, Revolution of 1949 and Mao Tse Tung</p> <p>3. Tokugawa Shogunate in Japan: society, economy, polity & decline, Meiji restoration & modernisation, Popular and democratic movements</p> <p>4. Sino-Japanese War (1894), Russo-Japanese War (1904-05),</p>	<p>Students will learn about</p> <p>1. the transformation of Japan and China in the 19th and 20th Century</p> <p>2. growth of nationalism and communism in China</p> <p>3. the modernisation process in Japan which transformed it to an industrialised country</p> <p>4. roles of China and Japan during the World War II</p>

		Anglo-Japanese Alliance 5. Rise of militarism and Fascist ideas in Japan, Manchurian crisis, Japan & World War II	
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HISTORY (ELECTIVE)

Semester	Paper	Course Content	Course Outcome
1 st Semester	Paper I	<p>History of India up to 1206 A.D</p> <ol style="list-style-type: none"> 1. Sources of Ancient Indian History, Indus Valley Civilization & Vedic age, Religious Protest Movements, The Mauryan Empire 2. Kushanas, Satavahanas, Gupta Age, Education in Ancient India 3. Shashanka of Gauda, Harshavardhana, History of Palas, Kaivarta Revolt, Socio-economic and cultural conditions in the Pala & Sena Age 4. The Pallavas, Cholas, Chalukyas, Arab invasion of Sind, Ghaznavids & Ghurids 	<p>Students will learn about:</p> <ol style="list-style-type: none"> 1. the sources of Ancient Indian history and the history of India till the Maurya period 2. some aspects of the political history belonging to the post-Maurya period North India 3. Harshavardhana, History of Bengal during the rule of Shashanka, Palas and Senas 4. some features of the political history of South India under the Pallavas, Chalukyas and Cholas 5. Arab and Turk invasions in India
2 nd Semester	Paper II	<p>History of India (1206 A.D — 1757 AD)</p> <ol style="list-style-type: none"> 1. Sources of Medieval Indian History, political history & decline of the Delhi Sultanate, Sher Shah 2. Bhakti & Sufi movements, Vijayanagar & Bahmani kingdoms 3. Consolidation of Mughal rule by Akbar, Rajput & Religious policy of the Mughals, Cultural history of India under the 	<p>Students will get ideas about:</p> <ol style="list-style-type: none"> 1. the political and cultural life under the Delhi Sultanate 2. Sher Shah, the Bahmani & Vijayanagar kingdoms 3. political and cultural history of the Mughal Empire, downfall of the empire 4. Mughal relations with the Marathas and Sikhs 5. reforms of Murshid Quli Khan in Bengal and British-Bengal

		<p>Mughals, Fall of the Mughal Empire</p> <p>4. Mughal-Sikh relations till 1720, Mughal-Maratha relations till 1707, Murshid Quli Khan of Bengal, British-Bengal relations: Battle of Plassey</p>	<p>relations till the Battle of Plassey</p>
3 rd Semester	Paper III	<p>History of India (1757 -- 1947)</p> <p>1. Third battle of Panipat, British expansion & consolidation in Bengal, Mysore, Maharashtra & Punjab, land revenue settlements under the British, deindustrialisation debate</p> <p>2. Spread of Western Education and growth of press, 19th Century Bengal Renaissance, Socio-religious Movements in 19th Century India, Peasant Movements in 19th Century India</p> <p>3. Indian National Congress: Foundation, the Moderates & Extremists, Partition of Bengal & Swadeshi Movement, Formation of Muslim League, constitutional reforms under the British from 1909 to 1935</p> <p>4. Gandhi & the National Movement, Emergence of the Left ideas in India, Subhas Chandra Bose & INA, Circumstances leading to the partition of India</p>	<p>Students will gain knowledge of:</p> <ol style="list-style-type: none"> 1. the 3rd battle of Panipat, British political expansion and consolidation in India and their land revenue policies 2. the spread of Western education and features of the Bengal Renaissance, 19th Century Reform movements & 19th Century peasant uprisings against the British rule 3. the Revolt of 1857 & the early phase of the nationalist politics, constitutional reforms introduced by the British 4. Gandhian Movements, Final phase of the anti-British struggle 5. Partition of India & independence

4 th Semester	Paper IV	<p>History of Tripura and Assam (1826 AD-1949 AD)</p> <p>1. Situation in Tripura in the Mid-19th Century before the accession of Birchandra Manikya, British relations with Tripura, 19th Century resistance movements, British-Tripura relations, Revolt of 1857 and Tripura</p> <p>2. Modernisation process and socio-political movements in</p>	<p>1. Students will learn about Princely Tripura and British relations with this state, Tribal resistance movements of the 19th Century in the state and Impact of the rebellion of 1857 in Tripura</p> <p>2. They will get an outline of the socio-political movements of Tripura from Birchandra Manikya's era till 1949,</p>

		<p>Tripura from Birchandra Manikya's time till 1949, the state's contribution to Bengali language & literature and the impact of the two world wars on the state, integration of the state to Indian Union</p> <p>3. Decline of the Ahom Kingdom and the British annexation of Assam and Cachar, Economic changes in Assam under the British, David Scott and his reforms</p> <p>4. Spread of western education and cultural awakening in Assam, Revolt of 1857 and National Movement in Assam</p> <p>5. Cabinet Mission and Independence</p>	<p>Rabindranath Tagore's relations with the state and the way the two world wars impacted upon the state</p> <p>3. Students will learn about the First Anglo-Burmese War, British annexation policy in Assam and Cachar and the economic impact of the British rule in Assam</p> <p>4. They will know about the spread of western education and its impact on Assam, Rebellion of 1857 & Assam and the growth of national movement in Assam</p> <p>5. They will know about the Cabinet Mission proposals on Assam and the situation of the province at the time of the independence of India</p>
5 th Semester	Paper V	<p>History of Europe And World (C. 1760 AD – 1871 AD)</p> <p>1. 18th Century Enlightenment, French Revolution, Napoleon Bonaparte, Metternich System and Vienna Congress</p> <p>2. Industrial Revolution in England, American War of Independence, Intervention of the Western powers in China and Japan</p> <p>3. July and February Revolutions, France between 1848 and 1871, Russia under Alexander II</p> <p>4. Unification of Italy and Germany, Taiping Rebellion &</p>	<p>1. Students will get an understanding of the political and intellectual history of Europe during the late 18th and early 19th Century in the forms of Enlightenment, French Revolution and Metternich system</p> <p>2. They will learn about the Industrial Revolution in England, American War of Independence, and history of France during the July & February Revolutions and during the period between 1848 and 1871</p> <p>3. They will also know about the</p>

		Tungchi Restoration in China, Meiji Restoration in Japan	unifications of Italy and Germany 4. Students will learn about the colonial intervention in China & Japan and their responses to these interventions
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DEPARTMENT OF KOKBOROK

COURSE OBJECTIVES AND OUTCOMES:

The course aims to:

- Introduce the students to the historical development Kokborok Language and Literature.
- Give an overview of different genres of writers.
- Develop critical thinking and analytical skills and scholarly argumentation
- Equip students with the right phonological knowledge of Kokborok language enhance correct pronunciation and learn to use proper articulation of Kokborok sounds, intonation and stress
- Provide an understanding of the practical usage of various rhetorical and linguistic structures

By the end of the course, the students will be able to:

- ✓ Understand the influence of the ideologies of the various ages/eras on literature
- ✓ Deepen their critical reading, writing, and interpretive practices
- ✓ Review literary texts through the lens of socio-cultural and political contexts of the times
- ✓ Understand and articulate general issues concerning nature & function of Kokborok language
- ✓ Develop a critical approach towards literature
- ✓ Gain an overall idea of language use in different situations and acquire skills for creative writing
- ✓ Refine their written and spoken language

KOKBOROK (ELECTIVE)

Semester	Paper	Course Content	Course Outcome
1 st Semester	Paper I	<ul style="list-style-type: none"> ➤ History of Kokborok Language and Literature (Historical Development of Kokborok: Genetic Classification, Historical Development of Kokborok: Phonology, Morphology & Vocabulary, History of Kokborok Poetry, Prose and Drama) 	<ul style="list-style-type: none"> ☐ The students will be able to trace the historical development of Kokborok language and they will be familiarized with its genetic classification. It will also enable the students to understand the position of Kokborok Language within the Sino-Tibetan Language family and identify its position within the Bodo-Garo-Koch Sub-branch of Tibeto-Burman language. ➤ It will also enlighten the students regarding the historical development of Kokborok Phonology, Morphology & Vocabulary. The students will also have a deeper understanding of Comparative Vocabulary like Indic Loans and Recent Neologisms. ☐ The paper is designed to introduce the students to Kokborok literary and cultural history through the prose, Poetry, drama etc., through the text earmarked for study. Students will be able to acquaint themselves with the literary and cultural aspirations of the community as revealed through its texts while at the same time focusing on the influence and impact of oral narratives in the formation of its literature and culture.
2 nd Semester	Paper II	<ul style="list-style-type: none"> ➤ Kokborok Poetry- I 	<ul style="list-style-type: none"> ☐ Students will be able to understand brief history of Kokborok literature. They will also be familiar with the major religious, political and social movements of the given period and their influences on the given narratives as well. ☐ Students will learn about the poets/poetesses and their views of composition. ☐ Students will learn to interpret and translate socio-cultural nuances from past to present having identical meanings. ☐ Students will learn to acknowledge the significances

			of folk's literature and the necessity to preserve them.
3 rd Semester	Paper III	<ul style="list-style-type: none"> ➤ Kokborok Grammar, Translations and Transcriptions (Kokborok Phonology and Morphology, Kokborok Syntax and Semantics, Basic Concepts of Translation and Transcription, Exercises in Translation and Transcription) 	<ul style="list-style-type: none"> ➤ This paper will familiarize students of the distinctive phonological structure of the Kokborok language which include phonemes, syllable, stress, accent, intonation and sounds. It will also equip students with the different levels of language organization focusing the subject as a scientific approach to the study of language. ➤ The students will learn about organs of Speech; the syllable; word stress and sentence stress; intonation and its functions; phonemic transcription. ➤ It will equip students with the right phonological knowledge of the language with alacrity and impeccability thereby preserving the unique quintessence of the language. It will also equip them with the right tool associated with the work of translation, which is indispensable to the enrichment of language ➤ The paper also aims to teach the students semiotic features, difference between language and speech; different levels of language through phonetics and phonology; phonology, morphology, syntax, semantics, ideas of dialect, accent, register, style etc.
4 th Semester	Paper IV	<ul style="list-style-type: none"> ➤ Novels, Short Stories, Dramas and Literary Essays 	<ul style="list-style-type: none"> ☐ The students shall be introduced to creative writings in Kokborok, the influences of different styles of writing on the language and impact of European thought process on vernacular language and on the creative genius behind Kokborok literature. ☐ Students will be familiarized with the style and the methods of writing & re-creating the old folk into modern stories. ☐ The paper will also enhance the critical and analytical skills of the students by developing their literary judgement and analysis of the Kokborok literary essay through study of necessary framework of critical writing like ideas of representation, poetic language, genre, text, etc., formulated since the emergence of the language itself. ☐ Students will be competent enough to describe, discuss and analyze the themes, structures, organizations, characters, etc. brought up in Kokborok language.
5 th Semester	Paper V	<ul style="list-style-type: none"> ➤ Kokborok Poetry- II 	<ul style="list-style-type: none"> ➤ The paper introduces students to a range of Kokborok poetry and traces its development, both in terms of content and forms, historical contexts and the crossing of generic boundaries with songs and performances, transitioning from folk songs to more serious form of writing. ➤ The students will be able to locate the Kokborok

			Poetry in local context developing their understanding of the way vernacular expressions work in the technicalities of creating poetry which is seeped with local references.
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DEPARTMENT OF PHILOSOPHY

COURSE OBJECTIVES AND OUTCOMES:

The objective of the course is to:

- Give an introduction to the students to the meaning, scope and need of Philosophy.
- Give a general idea about the basic difference between Indian Philosophy and Western Philosophy regarding goal and method of discussion.
- Introduce the students to basic theories of knowledge and theories of reality.
- Aware the students about ethical standards of human conducts for determining moral values.
- Give ideas about the role of mind in framing behavioural structure.
- Introduce the students to socio-political concepts of origin of civilisation and origin of religion.
- Enable the students for logical and critical arguments with a scholarly attitude of research work.

The course will lead the students to acquire ability to:

- Understand the main aim of philosophy and to carry out research work for betterment of life.
- Understand the role of knowledge for self-realisation.
- Realise the purpose of life and the ways of making life meaningful in true sense.
- Self-extension for serving humanity for humanity's sake.
- Learn more about the truth of life for maintaining a universal brotherhood.
- Consider reasoning as the most effective tool for establishing harmony in life.

PHILOSOPHY (HONOURS)

Semester	Paper	Course Content	Course Outcome
1 st Semester	I	>Theories of epistemology, metaphysics & ethics of the Heterodox Schools of Indian Philosophy. >Theories of epistemology & metaphysics of six Orthodox school of Indian Philosophy	>Students will be able to follow the basic truth of life from different points of view given by the non-believers in the authority of the Vedas. >Students will be able to find the distinctive feature of Indian Philosophy which made it anti-dogmatism.
2 nd Semester	II	>Theories of knowledge & Metaphysics in ancient Greece (Plato, Aristotle) & in >Modern Europe (Descartes, Spinoza, Leibnitz, Locke, Berkley, Hume, Kant)	>Students can learn about the origin and development of Western thoughts about the source of knowledge and the nature of reality.
3 rd Semester	III	>Definition, scope and nature of Psychology with special reference to Perception, Memory, Learning,	>The students will be able to have a general idea on origin and factors for regulating behaviour of

		<p>Consciousness, Dream.</p> <p>>Definition,scope and nature of Social and Political Philosophy with special reference to basic concepts of society and some political theories.</p>	<p>humans and the animals, which is based on scientific research. This kind of studies will help students to train themselves for proper social interaction.</p> <p>>This part of the course will be helpful in understanding the situation and need for organised society along with the demerits of every theory of origin of state and nature of state.</p>
4 th Paper	IV	>Western Logic: Structure of proposition, rules of syllogism, different methods of determining truth value of arguments.	>It will help students to construct valid arguments for establishing any judgement, which is the key to one's success in application of knowledge.
5 th Paper	V	<p>>Indian Logic(Nyāya Philosophy):Definition of knowledge and its classification.</p> <p>>Valid methods of acquiring valid knowledge with special importance to the methods of justification of Inference.</p> <p>>Theories of methods of justification of knowledge.</p>	<p>>It will help the students to know a very important factor aboutthe basic feature of knowledge, which will restrict them from involving in error.</p> <p>>Learning of the process of distinguishing between valid and invalid knowledge will be very helpful for the students in the field of academicexercise.</p> <p>>It will help students to search for proper justification before conclusion, which is the most important process to befollowed for acquiring valid knowledge.</p>
6 th Paper	V	<p>>Philosophical analysis of word meaning, syntax of sentence.</p> <p>>Western Theories regarding truth and causal relation</p>	<p>>This part of the course is very effective for understanding proper use ofwords in making meaningful and purposeful sentences.</p> <p>>Students will learn to connect the basic concepts of the creation with human life and its circumstances.</p>
7 th Paper	VI	<p>>Western thoughts on nature & scope of moral judgement and different theories.</p> <p>>Applied ethics including Environmental ethics and Professional ethics</p> <p>>Theories on Origin of Religion & Nature of God</p>	<p>>This part will help the students to determine the moral standard of conduct, which is very important for a healthy social life.</p> <p>>Students will be able to have inspiration for protecting nature and also find the positive impacts of application of ethical rules in the field of profession.</p> <p>>Students can be aware of the results of research on the very basic urge of human nature, i.e, the urge for</p>

		<p>>Brief concept of National and Universal religion</p> <p>>Selected lectures of Swami Vivekananda from JñānaYoga</p>	<p>existence, which becomes prominent through religious activities and process of worshipping.</p> <p>>This part will make the students able to know the role of religion and its global impact.</p> <p>>This will enhance the self confidence of the students to be determined to do good for the universe.</p>
8 th Paper		<p>>Selected chapters from the SrimadbhagavatGita(KarmaYoga, JñānaYoga, SannyāsYoga, AbhyāsYoga, Jñāna-vijñāna Yoga, BhaktiYoga)</p> <p>>Original writings on Western thoughts about the problems of life as awhole: (Selected topics from writings of Bertrand Russell)</p>	<p>>The Canons of socio-ethical life will help students to formulate the rules of moral standards for personal life and the social interaction as well.</p> <p>>Students can learn to connect the problems of life with the extended area of living, which will help them to find intended solutions.</p>

PHILOSOPHY (GENERAL)

Paper	Semester	Course Content	Course Outcome
1 st Paper	I	<p>>Indian Epistemology (Cārvāka and Nyāya Philosophy)</p> <p>>Metaphysics (Vaiśeṣika Philosophy)</p> <p>>Theories of Western Epistemology (Origin of knowledge and the Nature of truth)</p> <p>>Western Metaphysics (Idealism, Realism,</p>	<p>> It is a study of Indian concept of valid source of knowledge and a comparative study between Heterodox and Orthodox point of view on this.</p> <p>>It is effective for the students to find the values and importance of some metaphysical entities being in the realm of reason and justification</p> <p>>It will enable the students to have idea about two opposite views of origin of knowledge and also to learn to synthesise the both from the view given by Critical philosophy. The theories of truth will help the students to cultivate the inner essence behind the apparent look of any existence.</p> <p>>Study of Metaphysics will help to</p>

		Substance, Causality)	create ability of critical judgement about the world unseen. It will be beneficial for the students to make concepts about the importance of moral values, which are to be maintained during social interaction and also in personal life.
2 nd Paper	II	<p>>Indian Logic: Nature of Inference, Construction of logical sentence, Bases of inference, Classification of the medium of inference (Hetu) & Rules for identifying valid inference</p> <p>>Western Logic: Introduction to basic structure of logical propositions and different rules for constructing correct proposition, Different rules of categorical syllogism, Testing validity of arguments, Methods of Induction and identifying fallacies.</p>	<p>>Understanding the logical structure of an expression will make the students confident in presenting justifications for their arguments. It is necessary to establish justified opinion in public.</p> <p>>It will be effective for the students to know the very basic system of logical operation in academic exercises. Moreover, studies of higher logic will make the students able to grasp the elementary systems of mathematical deductions, which will be an inspiration for basic scientific researches.</p>
3 rd Paper	III	<p>>Indian Ethics: Puruṣārthas and their inter-relations, Puruṣārtha Sādhana, Law of karma, Cārvāka Ethics.</p> <p>>Buddhist Ethics: Four Noble Truths.</p> <p>>Jaina Ethics: Anuvrata, Mahavrata, Trratna.</p>	<p>>Introduction to the basic forms and aims of Indian Ethics will help the students to have ideas about the philosophy of human life as viewed in the ancient Indian society. The topics impart the important factors of social harmony, which can be achieved through personal activities and discipline in attitude.</p> <p>>Learning about the essence of Four Noble Truths of Buddhism will lead the students to a state of realisation of life, which will inspire them to be in universal brotherhood and social harmony. It will teach the students the meaninglessness of conflicts and enmity among fellow beings.</p> <p>>Jaina Ethics teaches the duties of human beings in different stages of life. In this way this will guide the students to be loyal to their duties throughout their life.</p>

		<p>>Western Ethics: Nature & Scope of Ethics and different kinds of human actions, Postulates and objects of moral judgement.</p> <p>>Theories of Moral Standard: Hedonism, Rigorism &Perfectionism.</p> <p>>Practical Ethics: Rights and Human Rights, Feminism, Environmental Ethics.</p>	<p>>This part of the syllabus will give the students an idea on the Western thoughts about morality and its applications in life. The concepts and opinions about the object of moral judgement will train them to increase their ability to determine the proper way of judgement even in a situation of dilemma.</p> <p>>This will open the scope to the students to learn to determine the moral standard of human actions, which is very important for leading a worthy life.</p> <p>>This part of the syllabus gives the message that ethics is not only a theoretical study, it needs proper application instead. The topics of this unit teach the ethical framework for protecting human rights and especially the rights of women. Inclusion of Environmental Ethics reminds that life on the Earth is a result of cooperation among all the creatures on the Earth and the humans have to take the responsibility to protect the environment around.</p>
4 th Paper	IV	<p>>Method of Psychology, Definition, nature and theory of Perception.</p> <p>>Levels of Consciousness, Freud's theory of Dream.</p>	<p>>Psychology being a positive science observes mental activities and deduce suggestions from scientific points of view. This part of the course will support the students to learn how to observe mental activities for understanding the meaning of one's behaviours and physical expressions. It will also teach different theories of Perception.</p> <p>>Scientific concepts of consciousness of mind and its levels will help the students to understand some important factors of human activities. This type of studies will enhance the capacity of understanding the basic features and problems of mental</p>

		<p>>Theories of origin of religion (Totemism, Manatism, Ghost Theory). Christianity & Buddhism as universal religion.</p> <p>>Basic concepts of Society: Social groups. Association and Community. Individualism.</p>	<p>trend as well.</p> <p>>Students will be able to learn about the root of human nature for thinking about religion. This part will help them to trace the mental development of the thinkers of the theories regarding origin of religion, which is the depiction of the mental trend of the contemporary people. In contrary, the discussion on universal religion will make the students able to understand the development of the thought process of people with the course of time.</p> <p>>As the society is the basic platform for living with proper purpose of life, the students will have the elementary ideas about the necessary components of society and their role in social and civilised life. This will also help them to know about research based thoughts regarding the relation between individual and the society through Individualism as a theory of this relation.</p>
5 th Paper	V	<p>>Selected lectures from KarmaYoga of Swami Vivekananda.</p> <p>>Selected lectures from JñānaYoga of Swami Vivekananda.</p>	<p>>The included lectures have been selected in an aim to introduce the students to the importance of performing duties as per one's position and role in the society. This part will help students to prepare themselves for acquiring mental strength to be dutiful in all circumstances.</p> <p>>The lectures of this unit will be the guide of the students for formulating their mental structure in accordance with a standard frame of humanity, which is apparently of mundane life, but through practice, it will lead all to a state of spirituality. This part will teach them the truth that, spirituality is a process of daily life and it can be achieved through regular activities of daily life.</p>

		<p>>Some topics on social injustice like Casteism, Untouchability & discussion on social justice with special reference to Mahatma Gandhi and Dr. B. R. Ambedkar.</p>	<p>>This part of the course will be very useful for the students to be aware of the roots of social injustice of their country. At the sametime, they will be able to be introduced to the thoughts of great thinkers like Mahatma Gandhi and Dr. B. R. Ambedkar on this important social issue. They will also find inspiration to carry out further research for some better solutions of this prevailing issue.</p>
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Department of Physical Education

Course aims and outcomes:

The course aims to:

1. To prepare the students for higher education in the field of physical education and sports.
2. Make awareness of physical education as a profession among the students.
3. To prepare quality leaders in the field of physical education and sports by providing theoretical and practical training to the students.
4. To motivate the students about their health, wellness, fitness and meaningfully use leisure time.

Semester	Paper	Course Contents	Course Outcome
1 st Semester	Paper 1	<ul style="list-style-type: none"> ➤ Principle and History of Physical Education-I (Aim, objectives, nature, scope and development of physical education) ➤ Health Education (Health, health education, disease and first aid) ➤ Anatomy and Physiology- I (Cell, tissue, bone and various system of the human body) ➤ Management of Physical Education (Management and fixture of the tournament) 	<ul style="list-style-type: none"> ✓ Learners will be able to understand the concept and the development of physical education in India. ✓ Able to develop basic knowledge regarding health, health education and health related issues and their remedial measures. ✓ Learners will be able to understand the fundamental concept of body structure and different organism. ✓ Learners may learn the management skills to organise and conduct tournament in various sports.
2 nd Semester	Paper 2	<ul style="list-style-type: none"> ➤ Principle and History of Physical Education-II (Physical education, various school of philosophy, somatotype and Olympic, Asian, Commonwealth, SAF games) ➤ Anatomy and Physiology- II (Various system of human body) ➤ Practical Part (Track & Field, Formal Activity and Yoga) 	<ul style="list-style-type: none"> ✓ Learners may understand the modern concept and schools of philosophy. They will also outline the brief history of Ancient and Modern Olympic Games and others major games. ✓ Learners will be able to understand the function and mechanism of human system. ✓ Learners will able to learn and demonstrate the various fundamental skills of Track & Field, yoga and formal activity.

3 rd Semester	Paper 3	<ul style="list-style-type: none"> ➤ Psychology in Physical Education (Meaning of Psychology and Sports Psychology, Various psychological concepts and their uses in sports) ➤ Physiology of Exercise (Various system of human body) ➤ Practical Part (Track & Field, Gymnastics, and ball games) 	<ul style="list-style-type: none"> ✓ Learners will be able to understand the basic concept of psychology and their uses in sports. ✓ They will be able to understand the human system and their effect during exercise. ✓ Learners will able to learn and demonstrate the various fundamental skills of Track & Field, Gymnastics and all ball games.
4 th Semester	Paper 4	<ul style="list-style-type: none"> ➤ Sports Training (Meaning, principles of sports training, physical fitness components and training methods) ➤ Fitness Science (Fitness, wellness, physical activity and obesity) ➤ Practical Part (Field events, Indian Games, Cricket, Hockey and Ball Games) 	<ul style="list-style-type: none"> ✓ Learners will be able to acquire knowledge in various physical fitness components and their training modules to sports performance and own health. ✓ They will get theoretical knowledge in the arena of fitness, wellness, physical activity, obesity. ✓ Learners will able to learn and demonstrate the various fundamental skills of Field events, Indian Games, Cricket, Hockey and Ball Games.
5 th Semester	Paper 5	<ul style="list-style-type: none"> ➤ Therapeutic aspects of Physical Education (Common sports injuries and the management, therapeutic exercises and therapy) ➤ Test, Measurement and Evaluation (Concept, Criteria of good test, Physical fitness tests and sports skill tests) ➤ Practical Part (Badminton, Table-tennis, Lawn tennis, pranayama and first aid tools) 	<ul style="list-style-type: none"> ✓ Learners will be able to acquire knowledge in various sports injuries and how to prevent it. They also know the various therapies application based on injuries state. ✓ They will able to know the importance of test, measurement and evaluation in physical education. They will also explain and demonstrate the various tests related to fitness and sports specific tests. ✓ Learners will able to learn and demonstrate the various skills of various sports and first aiding.

DEPARTMENT OF POLITICAL SCIENCE

COURSE OBJECTIVES AND OUTCOMES:

The course aims to:

- Introduce the discipline of Political Science, its sub-disciplines and interrelationship with other Social Science disciplines.
- Impart a deeper understanding and knowledge of the central themes of Political Science subject as well as its different sub-disciplines.
- Develop analytical skills and critical thinking among the students by familiarizing them with various contesting theories, thoughts, approaches and ideologies in Political Science.
- Develop the spirit of political inquiry.
- Develop Communication, Research and Writing Skills among the students.
- Prepare students to become informed and active citizens.
- Increase awareness of career opportunities available with a degree in Political Science.

By the end of the course, the students will be able to:

- Acquire an in-depth knowledge in the discipline of Political Science, its sub-disciplines and its interrelationship with other Social Sciences.
- Acquire a deeper understanding of different Political Institutions, Political, Systems and Political Process operating locally and globally.
- Develop the ability to understand and appreciate human diversity and to engage in community life as active citizens.
- Deepen critical thinking ability, analytical skills and construct logical arguments on theoretical and practical issues of social and political importance.
- Understand and analyze various Political Phenomena.
- Acquisition of Citizenship Skills and Ethical Values.

POLITICAL SCIENCE (HONOURS)

Semester	Paper	Course Content	Course Outcome
1 st Semester	Paper I	Political Theory	<ul style="list-style-type: none"> ➤ It equips the students to with an understanding of Politics, idea of political theory, its history, different approaches and different theories of state and an assessment of its critical and contemporary trends enabling the students to develop their own independent views and judgement about politics. ➤ It familiarizes students with the major concepts that has shaped our Politics and State including the concept of Sovereignty, liberty, equality, rights, laws, Justice etc. ➤ The students will acquire an in-depth understanding of various tenets of Marxist ideology, the Rise and development of Capitalism and its contradictions, Gandhian concept of Sarvodaya and Satyagraha which will equip their social and ethical values providing an alternative solution to the problems in society. ➤ It will acquaint the students with various theories of Social Change, and the factors responsible for bringing about these changes in society. It will

			enable them to make analytical judgements on the methods of bringing change in society whether through revolution or peaceful means.
2 nd Semester	Paper II	Western Political Thought	<ul style="list-style-type: none"> ➤ It will equip students with the fundamental understanding of different ideologies and thoughts of Western Thinkers and develop critical thinking. ➤ The students will be able to interpret the Political Philosophies of the Greek, Roman, French, English and German Philosophers in historical context as well as relate them to contemporary politics. ➤ It will enable to make a critical analysis and justify the relevance of ideas of those thinkers in modern era.
3 rd Semester	Paper III	Indian Government and Politics	<ul style="list-style-type: none"> ➤ Students will have a richer understanding of Indian Government and Politics enabling them to trace the history of Constitutional Development in India, the framing of the Indian Constitution and introducing them to the minds of the Constitution Makers. ➤ This paper will also equip them with a comprehensive knowledge of the Indian Constitution, its philosophy and basic ideals, nature of Indian state, form of government, the working of the different organs of the government, election process, Local Government and Politics, insights of some glaring issues and challenges in Indian Politics, accommodation of diversities and Constitutional Provisions for the marginalized groups, Rights and Duties of Indian Citizens etc. ➤ It will enable students to become well informed and active citizens with great civics sense. ➤ It will also provide them with ample career opportunities for their future endeavors be it for any kind of competitive examination or higher education purpose.
4 th Semester	Paper IV	Public Administration	<ul style="list-style-type: none"> ➤ The students will acquire an understanding of the evolution and basic concepts and principles of Public Administration. The students will also acquire sound knowledge of different theories of Administration. ➤ The students will also be familiar with the Principles of Formal Organization, Administrative Behaviour, Policy Making in Government and its different models,

			<p>Bureaucracy, Comparative Public Administration etc enabling the students to develop Management and Administrative Skills.</p> <ul style="list-style-type: none"> ➤ The students will be able to comprehend and understand the evolution of Public administration in India and be acquainted with the functioning of District Administration in India and understand the role of different Committees such as the PAC, the Estimates Committee, the NDC etc as well as understanding the different mechanisms for Redressal of citizens Grievances. ➤ It will also familiarize the students with a comprehensive understanding on contemporary administrative developments.
5 th Semester	Paper V	Indian Political Thought	<ul style="list-style-type: none"> ➤ It will familiarize the students with the various elements of Indian Political Thought. The basic focus of study is on individual thinkers whose ideas are framed by specific themes providing a sense of the broad streams of Indian thought. ➤ The students will acquire comprehensive knowledge based on the study of wide span of thinkers ranging from ancient to modern Indian Political thinkers like Manu, Sukra, Kautilya, Rammohan Roy, Rabindranath Tagore, Swami Vivekananda, J. Nehru, M.K Gandhi, M.N. Roy, Gokhle, J.P. Narayan, B.R. Ambedkar etc. with their varied themes and ideas that comprises Indian political thought. ➤ It will enable students to make a critical analysis and justify the relevance of the ideas provided by those thinkers in contemporary times. They students will also be able to develop their own independent views and judgement about different Socio-Political issues.
	Paper VI	Comparative Government and Politics	<ul style="list-style-type: none"> ➤ Students will acquire an in-depth knowledge of Comparative Politics, its difference with that of Comparative Government, its scope, purpose and different methods of comparisons. ➤ The students will be familiarized with different types of Political Systems and various principles and methods operating within it. ➤ The students will acquire sound knowledge and an understanding of the different forms of government and working of different Political institutions in USA, Switzerland, UK and PRC from a comparative perspective.

			<ul style="list-style-type: none"> ➤ It will enable the students to make a comparative study of various Political institutions, Political System and Process using different methods of comparison and hence, develop the ability to analyze and predict socio-political phenomena based on the study of existing Political System.
6 th Semester	Paper VII	International Relations	<ul style="list-style-type: none"> ➤ Students will be introduced with the fundamental ideas of International Relations, the evolution of international state system, different units of International Society and some of the most important concepts like National Power, National Interest, Foreign Policy, Diplomacy, Propaganda etc. for a deeper understanding of International Relations. ➤ Students will learn about the key milestones and major political developments and events in International Relations starting from the twentieth century which will equip them to understand and analyze the same from different perspectives. ➤ It will provide a comprehensive overview of the Post-Cold War Politics, Implications of Globalization, Emergence of Third World Countries and its problems, The Non-Aligned Movement and The Universal Declaration of Human Rights. ➤ The students will also be familiarized with different Regional and International Co-operations in world Politics. Students will be able to critically analyze the role and purpose of these International and Regional Organizations.
	Paper VIII	Political Sociology	<ul style="list-style-type: none"> ➤ Students will be equipped with the fundamental knowledge of Political Sociology enabling them to identify the linkage between Political Science and Sociology. ➤ Students will be able to understand the basic terminology of Political Sociology such as Political Culture, Political Socialization and be familiarized with the concepts of Power, Social Stratification, Political Communication, Political Participation, Electoral Behaviour, Types of State, Political Development and Social Change, etc. ➤ Students will be able to identify the inter-relation between Society, State and Politics, Religion,

			<p>Society and Politics, Gender and Politics, Military and Politics.</p> <ul style="list-style-type: none"> ➤ It will enable the students to differentiate between social and political issues and establish link between them.
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POLITICAL SCIENCE (ELECTIVE)

Semester	Paper	Course Content	Course Outcome
1 st Semester	Paper I	Political Theory	<ul style="list-style-type: none"> ➤ It equips the students to with an understanding of Politics, idea of political theory, its history, different approaches and different theories of state and an assessment of its critical and contemporary trends enabling the students to develop their own independent views and judgement about politics. ➤ It familiarizes students with the major concepts that has shaped our Politics and State including the concept of Sovereignty, liberty, equality, rights, laws, Justice etc. ➤ The students will acquire an in-depth understanding of various tenets of Marxist ideology, the Rise and development of Capitalism and its contradictions, Gandhian concept of Sarvodaya and Satyagraha which will equip their social and ethical values providing an alternative solution to the problems in society. ➤ It will acquaint the students with various theories of Social Change, and the factors responsible for bringing about these changes in society. It will enable them to make analytical judgements on the methods of bringing change in society whether through revolution or peaceful means.
2 nd Semester	Paper II	Political Thought	<ul style="list-style-type: none"> ➤ The students will be familiar with Political Thought of the Western and Indian Thinkers. It will also enable the them to identify the relationship between Political thought and reality. ➤ The students will acquire comprehensive knowledge on Political Thought based on the study of wide span of thinkers ranging from Plato, Aristotle, Machiavelli, Bentham, J.S. Mill,

			<p>Lenin, Marx from Western Political thinkers and Indian Political thinkers like Rammohan Roy, Bankim Chandra, Swami Vivekananda, J. Nehru, M.K Gandhi, M.N. Roy, and B.R. Ambedkar.</p> <ul style="list-style-type: none"> ➤ The students will be acquainted with important concepts and ideas presented by these thinkers on Justice, State, Power, Liberty, Government, Marxism, Scientific Socialism, Liberalism, Nationalism, Equality, Concept of Non-Violence etc. and enable them develop critical thinking while analyzing the Political Thoughts of these two strands. ➤ It will enable students to make a critical analysis and justify the relevance of the ideas provided by these thinkers in contemporary times. The students will also be able to develop their own independent views and judgement about different Socio-Political issues.
3 rd Semester	Paper III	Indian Government and Politics	<ul style="list-style-type: none"> ➤ Students will have a richer understanding of Indian Government and Politics enabling them to trace the history of Constitutional Development in India, the framing of the Indian Constitution and introducing them to the minds of the Constitution Makers. ➤ This paper will also equip them with a comprehensive knowledge of the Indian Constitution, its philosophy and basic ideals, nature of Indian state, form of government, the working of the different organs of the government, election process, Local Government and Politics, insights of some glaring issues and challenges in Indian Politics, accommodation of diversities and Constitutional Provisions for the marginalized groups, Rights and Duties of Indian Citizens etc. ➤ It will enable students to become well informed and active citizens with great civics sense. ➤ It will also provide them with ample career opportunities for their future endeavors be it for any kind of competitive examination or higher education purpose.
4 th Semester	Paper IV	Comparative Government and Politics	<ul style="list-style-type: none"> ➤ Students will acquire an in-depth knowledge of Comparative Government and Politics. They will be familiarized with different types of Political Systems and various principles and methods

			<p>operating within it.</p> <ul style="list-style-type: none"> ➤ The students will acquire knowledge and make comparative studies of the different forms of government and working of different Political institutions in UK, USA, France and PRC. The students will have a comprehensive knowledge of the constitutions of these countries, their salient features, Executives, Parliament, Judiciary, working of political parties, provisions of Rights and Duties etc. ➤ It will enable the students to make a comparative study various Political Systems using different methods of comparison and hence, develop the ability to analyze and predict socio-political phenomena based on the study of existing Political System.
5 th Semester	Paper V	International Relations	<ul style="list-style-type: none"> ➤ Students will be introduced with the fundamental ideas of International Relations, the evolution of international state system, different units of International Society and some of the most important concepts like National Power, National Interest, Foreign Policy, Diplomacy, Propaganda etc. for a deeper understanding of International Relations. ➤ Students will learn about the key milestones and major political developments and events in International Relations starting from the twentieth century which will equip them to understand and analyze the same from different perspectives. ➤ It will provide a comprehensive overview of the Post-Cold War Politics, Implications of Globalization, Emergence of Third World Countries and its problems, The Non-Aligned Movement and The Universal Declaration of Human Rights. ➤ The students will also be familiarized with different Regional and International Co-operations in world Politics. Students will be able to critically analyze the role and purpose of these International and Regional Organizations.

DEPARTMENT OF SANSKRIT

COURSE MODULE: SANSKRIT (Honours)

Course Objective:

- Introduce the students to the genesis and evolution of Vedic, Classical and Modern Sanskrit Literature.
- Give an overview regarding the writers of the specific age prescribed thereof.
- Familiarize the students with the correct pronunciation and articulation of Sanskrit sounds along with the grammatical base as described by the grammarian Panini and his followers.
- Provide an understanding of the usage of various linguistics structures.
- Familiarize the students with the law and order as described by Manu, Yajnavalkya, Kautilya and others.
- Brief the students on ancient Indian medicine and science along with the doctors and scientists related to this field.
- Familiarize the students with Indian philosophy.

At The End of the Course Students Will be Able to Understand:

- Evaluate the influence of the ideologies from the various age/eras on Sanskrit literature.
- Deepen their correct grammatical base and provide critical reading and writing practices.
- Review literary text through the lens of socio-cultural, political context and ancient laws of the times.
- Understand and articulate general issues concerning the nature and function of Sanskrit literature.
- Gain Knowledge on Indian Philosophy.

Semester No:	Paper No:	Course Content:	Course Outcome:
Semester I	Paper I	-Maheshwara Sutra, Pratyahara Sanskrit Alphabet. (Place of articulation and it's	The students will be able to know the basis of Sanskrit grammar, usage of alphabets, and its proper pronunciation.

		efforts). -Samga and Paribhasa (viz. Savarna, Dirgha, Guna, Vriddha, Samprasarana, Upasarga, Pratpadika, Pada, Upadha, li, Ti, Pragrihya, Ajahalingya, Adesa, Agama, Anuvritti, Sandhi, Samasa, Pratyas:- Tinganta, Suvanta, Krit, Taddhit)	Also, the use of Sandhi, Samasa and the Pratyas:- (Subanta, Tinganta, Krit, Taddhit)
Semester I	Paper I	Hitapodesh	Students can acquire the knowledge of morality and thus built up their fundamental principles of grammar.
Semester I	Paper I	Manusamhita (Chapter 7) (Sloke 1 to 79)	Review Literary text through the lens of socio-cultural and political context along with laws and orders of the time.
Semester II	Paper II	Karaka, Samasa, Metric:- Samavritta- (Indravajra, Upendravajra, Rathodhata, Salini, Vamsasthabilam, Praharshini, Ruchira, Vasantatilakam, Malini, Mandakrnta, Sikharini, Harini, Sardulvikriritam Sragdhara). Abhijnanna-Sakuntalam by Kalidasa	The students will be able to know about the basics of Karak and Samasha and its use. They will also learn about the usage of metrics in Sanskrit literature. Students can test the beauty and elegance of Sanskrit literature.
Semester III	Paper III	Kadambari-Sukanasopadesa by Bana. Arthasastra- Vinayadhikaranam by Kautilya. (Chapters: 2, 3, 4, 6, 8, 15, 16)	The students can gain the knowledge of how to know and avoid the bad elements in life. Students will be able to know about the political rules and regulations as described by Kautilya and other Sastrakaras.
Semester IV	Paper IV	Swapnavasavaduttam by Bhasa.	Students will be able to know about Bhasa and his best work in Sanskrit drama. Student will get familiarized

		<p>History of Classical Sanskrit Works: (Ramanaya, Mahavarata and Puranas. Origin and growth of lyric poetry, Sanskrit dramas, Prose & Fable literature, Sanskrit writers and their work).</p> <p>Ancient Indian Medicine and Science. (Susruta, Charaka, Jivaka, Bhoja, Aryabhata, Varahamihir, Bharhmagupta, Bhaskaracharya).</p> <p>Modern Sanskrit Literature: (Writers and their works for e.g.: Birendra Kumar Bhattacharya, Srijib Nyayatirtha, Siddheswar Chattopadhyaya, Rama Choudhury, Trapada Bhattacharjee, Haridas Siddhantabagis, Radhaballav Tripathi, Abhiraj Rajendra Mishra, Reva Prasha Dvivedi).</p>	<p>with major literary work in Sanskrit and its writers.</p> <p>Introduce the students to the concept of ancient India science and medicine along with the doctors and scientists of that era.</p> <p>Students will be familiar with modern Sanskrit writers and their literary work.</p>
Semester V	Paper V	<p>Rigvedas: Agni (1.1), Surya (1.115), Indra (11.12), Pusana (VI.56), Yama (X.14), Aksha (x.34), Hiranyagarbha (X.121), Samjana (X.191).</p> <p>Vedic Grammar and Padapatha.</p> <p>History of Vedic Literature: (1. Rigveda: General idea with reference to secular Hymns, dialogue Hymns,</p>	<p>Students will learn about the Literary texts and religious deities of Rigvedic Hymns, its reciting methods and grammar along with an idea of the literary and philosophical aspects of the Hymns. They will be familiar with socio-economical, educational structure, status of women of that age. They will also know about the main theme of the other three Vedas and the Brahmanas, Upanishad. They will gather will gather an idea on Vedangas and details of the 4th</p>

		<p>philosophical Hymns, educational system, socio-economical aspects, status of women etc. Main subject and importance of Samaveda, Yajurveda and Atharvaveda. Definition and importance of Bramhanas, Aranyakas and Upanishads. Introduction of Vedangas.</p> <p>Upanishad: Brihadaranyakopanisada (Chapter IV: 4th& 5th Bramhana).</p>	<p>and 5thBrahmanas of the 4th chapter of Brihadaranyakoparisada.</p>
Semester V	Paper VI	<p>Linguistics: -Introduction of historical linguistics. -Division of E.U family of languages. -Indo-Iranian branch of languages. -Comparative study of Vedic and classical Sanskrit. -Characteristics of Epic Sanskrit. -Avesta and Veda. -Pali and Prakrit. -Influence of non-Aryan language in classical Sanskrit language. -Phonetic Law, Grassman's Law, Verner's Law. -Assimilation, Dissimilation, Metathesis, Haplology, Epenthesis, Prothesis,</p>	<p>The students will be able to know the history of linguistics along with the source and development of the different languages as mentioned. They will be familiar with the comparison between Vedic and classical Sanskrit, Vedic and Avestic languages, Pali and Prakrit languages. On-Aryan influence in classical Sanskrit language and the characteristic of Epic Sanskrit. Introduce the students about different laws of phonology and their basic concepts.</p> <p>Students will gain an overview idea of Panini grammar system and some selected sutras in order to understand the</p>

		<p>Anapthyxis, Ablut, Accent.</p> <p>History of Panini System: (Panini, Katyayana, Patanjali, Kaiyat, Bhartrihari, Bhattaji Diksit, Varadaraja, Ishar Chandra Vidyasagara). Ashadhyayi grammar of the Panini and some selected sutras: The serial number of sutras are: (1/1/68), (1/1/49), (1/1/69), (1/1/70), (1/1/46), (1/1/47), (1/1/50), (1/1/67), (1/1/66), (1/1/52), (1/1/72), (1/4/2), (1/1/54), (1/1/55), (8/2/1). Karaka and Samasa Prakaranam from the text Vaiyakaran Siddhanta Koumudi of Bhattoji Diksit.</p>	<p>methodology of Panini grammar. They will also develop knowledge in Paini Samas and Karakas.</p>
Semester VI	Paper VII	<p>Kavyalankarsutravriti (Adhikarana-I) (Selected Alankara: Anuprasa, Yamaka, Slesh, Upama, Rupaka, Utpreksa, Arthantaranyasa, Bibhabana, Visesokti, Ekavali, Dristanta, Nidarsana, Bhrantimana, Kavyalingam, Vyajastuti).</p> <p>Yajnavalkasamhita (Vyabharadhyaya : Sloka-114-282)</p>	<p>Students will identify the difference of literature and normal writings and also gain the knowledge of some basic Alankaras.</p> <p>Students will gain knowledge about the laws and order situation of Yajnavalkya period.</p>
	Paper VIII	<p>Indian Philosophy</p> <p>Srimatbhagabat Gita: Samkhyayoga and</p>	<p>Students will acquire knowledge in Indian philosophy.</p> <p>Students will come to know of Hindu philosophical ideology.</p>

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COURSE MODULE: SANSKRIT (Elective)

Course Objective:

- Introduce the students to the genesis and evolution of Vedic, Classical and Modern Sanskrit Literature.
- Give an overview regarding the writers of the specific age prescribed thereof.
- Familiarize the students with the correct pronunciation and articulation of Sanskrit sounds along with the grammatical base as described by the grammarian Panini and his followers.
- Provide an understanding of the usage of various linguistics structures.
- Familiarize the students with the law and order as described by Manu, Yajnavalkya, Kautilya and others.
- Brief the students on ancient Indian medicine and science along with the doctors and scientists related to this field.
- Familiarize the students with Indian philosophy.

At The End of the Course Students Will be Able to Understand:

- Evaluate the influence of the ideologies from the various age/eras on Sanskrit literature.
- Deepen their correct grammatical base and provide critical reading and writing practices.
- Review literary text through the lens of socio-cultural, political context and ancient laws of the times.
- Understand and articulate general issues concerning the nature and function of Sanskrit literature.
- Gain Knowledge on Indian Philosophy.

Semester No:	Paper No:	Course Content:	Course Outcome:
Semester I	Paper I	<p>Maheswara Sutras and Pratyahara Sanskrit Alphabets: (Place of articulation and its effects). Samga and Paribhasa with elementary knowledge of some technical grammatical terms.</p> <p>Sandhi, Subanta & Tinganta Prakaranam, Krit and Taddhit Pratyas.</p> <p>Hitapodesh: Mitralabha.</p> <p>Comprehension test and Sanskrit equivalent words of English words.</p>	<p>The course aims to familiarize the students with the basics of Sanskrit grammar, some of its technical terms and to develop the phonetic concept of Sanskrit alphabets.</p> <p>Students will understand the basic concept to make proper sentences in Sanskrit.</p> <p>Students can acquire knowledge of morality and can grow up their fundamental principles.</p> <p>Students will be able to make simple Sanskrit sentences of their own and develop their knowledge of words from Sanskrit to English language.</p>
Semester II	Paper II	<p>Karaka & Samasa Prakaranam.</p> <p>Metrics: Samavitra.</p> <p>Abhigyana-Sakuntalam by Kalidasa</p>	<p>Students will acquire knowledge about the basic of Karaka and Samasa along with its use. It will help them to make Sanskrit sentences of their own.</p> <p>Students should know the formats of some selected metrics along with its usage in Sanskrit poetry.</p> <p>Students will enjoy the beauty and elegance of the particular piece of Sanskrit Literature.</p>
Semester III	Paper III	<p>DasakumaraCharit: Rajvahana Charit by Dandi.</p> <p>Kiratarjuniyam by Bharvi (Canto-1)</p>	<p>Students will enjoy the test of Sanskrit prose literature.</p> <p>Review the literary text through the lens of political</p>

		Manusamhita (Chapter VII: Slokas 1 to 207)	context of the said times. Learn about the diplomacy of the kings at that age of time. Review literary text through the lens of socio-cultural and political context along with laws and order of that time.
Semester IV	Paper IV	Rigveda: General idea with reference to secular and philosophical hymns, Educational system and status of women. Main concept an importance of Samaveda, Yajurveda and Atharvadveda. Overview of Brahmanas and Vedangas (definitions, division and importance). History of Classical Sanskrit Literature: (Ramayana, Mahabharata, Puranas, origin and growth of Sanskrit lyric, fable, drams, historical Kavya an prose literature. Writers and their works: Aswaghose, Bhasa, Kalidasa etc. Ancient Indian Scientists and Doctors: Sasruta, Charaka, Jivaka, Aryabhatta, Varahamihir, Brahmagupta, Bhaskaracharya and Bhoja. Modern Sanskrit Literature: (Authors and their works for example: Virendra Kumar Bhattacharya, Tarapada Bhattacharya, Srijib Nyayatirtha etc).	Students will learn about the general idea of the Rigveda and its selected Hymns, educational system, women status along with a basic idea of the other three Vedas, the Brahamans of the four Vedas an Vedangas. Students will be familiar with major overview of Sanskrit literature works and its writers. Introduce the students to the ancient Indian scientists and doctors of the age. Students will be familiar with the modern Sanskrit literature and its writers.
Semester V	Paper V	Selected Suktas of Rigvedas: Agni (1.1), Usa (1.48), Pusan	Students will learn about the literary text and religious

	<p>(5.154), Aksa (X.34), Devi (X.125), Samjana (X.121).</p> <p>Isaponisad, SrimadBhagavar Gita: (Chapter II)</p> <p>Selected Alankaras: Anuprasa, Yamaka, Upama etc.</p> <p>Tarkasamgraha: Saptapadartha .</p> <p>Linguistics: Historical introduction and division of E.U family, Indi-Iranian language, comparison of Vedic and classical Sanskrit, Pali and Prakit languages, non-Aryan influence in classical Sanskrit, general idea of assimilation, dissimilation, methesis, haplology, epenthesis, Prothesis, anaptyxis, ablant and accent.</p>	<p>deities of the selected Rigvedic Hymns.</p> <p>Students will come to know about the Hindu philosophical ideology.</p> <p>Students will know about the formats and use of some selected Alankaras.</p> <p>Students will acquire knowledge in Saptapadartha of Indian philosophy.</p> <p>Students will be able to know the history of linguistics, the source of E.U division, Ino-Iranian family of languages. They will be familiar with the comparison between Vedic and Classical Sanskrit, Pali and Prakit languages, non-Aryan influence in classical Sanskrit and influence the students with different phonetic basic concepts.</p>
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