



ALDER COLLEGE

Sepfüzou

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Ref. No.

Date

Course Outcomes

Choice Based Credit System (CBCS)

BA English (Honours) Courses

A. Core Courses

PAPER 1: INDIAN CLASSICAL LITERATURE

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1 100 AD
- » appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- + historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

PAPER 2: EUROPEAN CLASSICAL LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- + historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5th century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

English as Core for BA (GENERAL)

ENGLISH-1: CC-1:

INTRODUCTION TO LITERATURE

Course Level Learning Outcomes

Some of the learning outcomes of the course 'Introduction to Literature' that learners of the course are required to demonstrate run thus:

- Understanding of issues like literature, literariness, literary values and basic literary concepts
- have a basic understanding of development of English literature in terms of various movements
- engage with the genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the select literary poems and plays in the larger socio-cultural contexts of the time
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, tone and style, and elements of prosody

COURSE 2 : ENGLISH-2-CC-2BRITISH LITERATURE

Course Level Learning Outcomes

Some of the learning outcomes that students of this course are required to demonstrate run thus:

- understand English literary cultures from the Renaissance to the present
- develop an understanding of different forms and types of British Literature through exposure to texts that highlight both compliance and contest to tradition
- appreciate and analyze the texts in the larger socio-political and religious contexts of the time
- demonstrate an awareness of nuances of the English language and its varieties
- extend the knowledge of life in literature (say of animals, environment, gender, politics, nationalities, personal and ideological differences) to life and living situations

**COURSE 3 : MIL/AItE-1
MODERN INDIAN LITERATURE**

Course Level Learning Outcomes

Some of the course learning outcomes that learners of this course, Modern Indian Literature, are required to demonstrate runs thus:

Demonstrate the ability to read literary texts in terms of genre and contexts, engage with and write cogently on issues specific to modern India and to local realities critically appreciate the use of English in India

Subject: Economics

Course Code BA/EC1-CC2

(Mathematical Methods for Economics - I)

Course Level Learning Outcomes:

- Introduction and explain the basic of mathematical concepts.
- Illustrating the methods of applying mathematical techniques to economic theory in general.

Course code : EC2-CC4

Mathematical Methods for Economics – II

Course Level Learning Outcomes:

- Introduction and explain the basic of mathematical concepts.
- Illustrating the methods of applying mathematical techniques to economic theory in general.

Subject: Education

Course Code BA/EDN-CC - 101 - Psychological Bases of Education.

Course Level Learning Outcomes:

- Conceptualize the meaning and concept of psychology: Understanding the methods of Educational Psychology.
- Application of Knowledge of Educational Psychology in teaching-learning process.
- Understand the dimensions of Growth and Development.
- Familiarize students with knowledge of learning and motivation.
- Acquaint with the knowledge of Intelligence and Creativity.
- Develop the concept of Individual differences –aptitude, interest and attention.
- Understand the different aspects of personality and means of developing an integrated personality.

Course Code: BA/EDN-CC - 102-Philosophical Foundations of Education

Course Level Learning Outcomes:

- Develop understanding of the meaning, aims and functions of Education.
- Synthesize the aims of Education: Individual, Social & Vocational.
- Develop understanding of the role of major schools of philosophy in education.
- Got acquaintance with regard to philosophical foundations of Education.
- Strategize inculcation of values through co-curricular activities and extra-curricular activities in school and colleges.
- Extend the application of freedom and discipline in social life.

Course Code: BA/EDN-CC - 203 - Sociological Foundations of Education.

Course Level Learning Outcomes:

- Develop an understanding of the role of sociology in Education.
- Acquaint with the sociological foundations of education.
- Understand the role of education in relation to social change, social interaction and culture.
- Realization of role of education in preservation and transmission of cultural values.
- Appreciate and understand the role of community in resolving social issues and educational inequalities.

Course Code: BA/EDN-CC - 204-Basics of Educational Research

Course Level Learning Outcomes:

- Understand the meaning, procedure and design of educational research.
- Develop an understanding of the needs of Educational Research.
- Enhance the ability to carry out educational research and analyse different descriptive measures.

Environmental Studies/Science
UG Programme CBCS

AECC – 2 - 2nd Semester

Course Level Learning Outcomes:

- Explain the basics of Environmental Studies
- Understanding the concept of basic environmental structures and functions along with the flow of energy.
- The course will emphasize on the ecological successions and biogeochemical cycles.
- An in-depth understanding of biodiversity and its conservation; ecological hotspots, threats of biodiversity- locally, nationally and internationally.
- Understand and clearing the concepts of Bio piracy (Case Study) ,Intellectual Property Rights (IPR); Indigenous Traditional Knowledge (ITK).
- Concept and Scope of Environmental Chemistry (Pollution and Pollutants).
- Introduction to the types of pollutants in our environment (Water, Air, Noise, E – Waste, plastic and hazardous).

Subject – Sociology

Course Code: BA/SOC/C-3 (Introduction to Sociology II)

Introduction to Sociology -2

Course Level Learning Outcomes

- Pioneering works on the development of Sociology was explained.
- Explained on the theoretical approaches in sociology through the works of Emile Durkheim, Radcliffe Brown, Levi Strawn and Edward Leach.
- Foundational knowledge on functional perspective on society.
- Understanding of the interpretive and interactive perspective approach to the study of society was achieved.
- Understood the theory of conflict.

Course Code: BA/SOC/C-4 (Sociology of India – I)

- Detailed explanation on the understanding of the Indian society through different perspective.
- Explanation on the meaning of caste, its origin, changes and emerging trends was given.
- Conceptual understanding of tribe, their problems and government response was achieved.
- A comprehensive understanding on peasant society and its present situation.
- Social aspect of industry was thoroughly discussed.

Course Outcomes
Choice Based Credit System (CBCS)

Subject: History

Course Code BA/HIS-HC 101 (History of India-1)

Course Level Learning Outcomes:

1. Leant about the source and tools of historical reconstructions with special reference to gender, environment, technology and regions.
2. Examined the pre-historic hunter gatherers period.
3. Leant about Neolithic and Chaecolethic cultures.
4. Introduced important in transition with reference to the North India, Central India and the Deccan and Tamilakam.

Course Code BA/HIS-HC 102 (Social Formations and Cultural Pattern of the Ancient World)

Course Level Learning Outcomes:

1. Leant about the evolution of humankind.
2. Analyzed the bronze age civilizations with reference to Egypt, Mesopotamia and China.
3. Leant about the nomadic groups in central and west Asia.
4. Understand the slave society in ancient Greece.
5. Leant about the Polis in ancient Greece.

Course Code BA/HIS-HC 201 (History of India II)

Course Level Learning Outcomes:

1. Learnt about the economy and society of India with reference to the expansion of agrarian economy and urban growth between 300 BC to Circa CE 300.
2. Examined the changing political formations of the Mauryan empire and post Mauryan period.
3. Leant about Agrarian expansion, the problem of urban decline, nature of politics with reference to the Gupta empire and its contemporaries.
4. Examined the religion, philosophy and society from Circa 300 BCE to CE 750.
5. Understand the cultural developments with special reference to the Sanskrit, Pali, Prakrit and Tamil literature and Art and architecture of the Mauryan, Post Mauryan, Gupta and Post Gupta.

Course Code BA/HIS-HC 202 (Social Formations and Cultural Patterns of the Medieval World)

Course Level Learning Outcomes:

1. Learnt about the Roman republic with reference to the Roman empire, its slave society and agrarian economy, trade and urbanization.
2. Examined the religion and culture in ancient Rome and the subsequent decline of Roman Empire.
3. Understand the economic developments in Europe from the 7th to the 14th centuries.
4. Learnt about the religion and culture in medieval Europe with special reference to Christianity.
5. Examined the growth of societies in central Islamic lands and religious developments and the growth of Sufism.

Course Outcomes
Choice Based Credit System (CBCS)

Subject: Sociology

Course Code: BA/SOC/C-3 (Introduction to Sociology II)

Course Level Learning Outcomes:

1. Pioneering works on the development of sociology was explained.
2. Explanation on the theoretical approaches in sociology through the works of Emile Durkheim Radcliffes Brown, Levi Strauss and Edmund Leach was given.
3. Foundational knowledge of functional perspective on society was given.
4. Understanding of the interpretive and interactive perspective approach for the study of society was achieved.
5. Conflict and theoretical of conflict theory was explained.

Course Code: BA/SOC/H/C-4 (Sociology of India -1)

1. Detailed explanation on the understanding of the Indian society through difficult perspective was given.
2. Explanation on the meaning of caste, its origin changes and emerging trends was given.
3. Conceptual understanding of tribe, their problems and government response was achieved.
4. A comprehensive understanding on peasant society and its present situation.
5. Social aspect of industry was thoroughly discussed.

Course Code BA/SOC/H/GE1 (Indian Society: Images and Realities)

Course Level Learning Outcomes:

1. Basic ideas on civilization, colony, nation and society was explained.
2. The social set up of Indian villages, town, region and forest was understood.
3. Understanding on the provision of caste, gender, ethnicity and clan was achieved.
4. Basic knowledge on social institution was achieved.
5. An understanding relating to various contemporary social issues was achieved.

Course Code BA/SOC/H/GE2 (Gender and Violence)

Course Level Learning Outcomes:

1. Understand the logic of gender based violence and awareness of its most common forms, concept of violence/structural violence such as dowry violence, domestic, patriarchy and caste violence.

2. Learn violence harassment under work place, institutional response. Also casual factors as cultural mass media and objectification of women.
3. Addressing gender based violence through internal intervention (United Nation), constitutional provision, legislation and policy, helplines NGOS, statutory bodies.

Course Code BA/SOC/H/C4 (Sociology of India – II)

Course Level Learning Outcomes:

1. Students learn on the ideas of India from the perspective of Gandhi, Nehru, Ambedkar and Social change from tradition to modernity, urbanization, change in the role and status of women.
2. Learn on mobilization characteristics with peasant movement, students ethnic labour movement, environment protest.
3. Understand challenges to civilization and society on development and displacement, secularism, nation building and educated unemployment.

Course Code BA/SOC/H/C1 (Introduction to Sociology –I)

Course Level Learning Outcomes:

1. Learn on sociologist way of thinking, meaning scope and significance of sociology, the emergence of sociology and social anthropology.
2. Understand sociology and other social sciences and also basic concepts such as individual and group association and institution, social control, status and role.
3. Learn on basic concepts on social institution and social stratification, caste, class, gender and ethnicity.

**BA Tenyidie CBCS
Course Outcome**

Semester I

Discipline Specific Core 1 A (TEN DSC-1)

TenyidieKethu –KephruZho (Learning and Writing of Tenyidie)

Some of the learning outcomes of this course are:

- Learning the introduction of Tenyidie writing.
- Grasp the concept or principle of Tenyidie writing.
- Learn and develop the different sounds and tones of Tenyidie.
- Understanding some folklores of Tenyimia People.
- Studying and appreciating oral literature.

AECC-1

Course Name – Tenyidie Communication (TEN AECC-1)

Some of the learning outcomes are:

- Communicating through language; reading and writing, Speaking and listening, speech writing.
- Language usage; learning different complex words and ambiguous words.
- Idioms; usage of different idioms in sentences.
- Tenyidie language writing; tense, word ending etc.
- Translation; Tenyidie to English, English to Tenyidie

Semester II

MIL-1 (TEN MIL-1)

Course Name – ThedzeKedzu (Short Stories)

Some of the learning outcomes are:

- Learning and understanding the story.
- Identifying the different types of short stories.
- Analyzing the stories and its application to the society.

Discipline Specific Core 1 B (TEN DSC-2)

Course Name – TenyidieKepu mu Kezo (Composition and Communication Skills of Tenyidie Language)

Some of the learning outcomes are:

- Understand and develop the forms and types of advertisement and notice.
- Understanding the forms of Invitation.
- Develop skills of writing dialogue and essay.
- Understanding the different types of letter writing and develop the skill to write.



ALDER COLLEGE

SYLLABUS HANDBOOK

SEMESTER I

1. Monthly tuition fees should be cleared before the 10th of each month or as per notice issued from time to time.
2. Absent leave during examination shall not be considered.
3. Result shall be determined through a combination of internal assessment and term examinations.
4. All students must come in uniform during all examination days.
5. Insubordination to the college authority, coming to college under the influence of alcohol, drugs and any other form of misconduct are strictly prohibited. Defaulters are liable to be summarily expelled.
6. In case a student leaves the college in mid-course or is expelled, he/she shall forfeit the entire year's fees.
7. Damage to college property shall be paid by the student responsible.
8. Students must wear uniform on Mondays, Tuesdays and Wednesdays.
9. Use of mobile phones inside the classroom is strictly prohibited.
10. All students must take care of their Identity Card and produce the same for identification.
11. Minimum required attendance is 75 percent. This shall be strictly adhered to.
12. Students applying for medical leave must produce medical certificate from competent authority.
13. The indoor stadium will be open to all students during off periods and breaktime. For hostellers additional timing is as follows:

Girls	:	Wednesday & Thursday	:	2:30 - 4:30pm
Boys	:	Friday & Saturday	:	2:30 - 4:30pm

LIBRARY RULES

1. Library timing is from 9:00am to 2:30pm
2. Each student will be given three(3) library card at a time. In case of loss of library cards users must inform the library staff.
3. Library books must be renewed after every seven(7) days, and can be renewed only(3) times in one semester.
4. Users must ensure the condition of the books before and after use.
5. In case of loss of books, the user will have to buy a new book.
6. Bags, books or any personal belongings are not allowed in the library except purse.
7. Internet and e-resources are available in the library.

ENG(G)101 B.A. GENERAL ENGLISH PAPER I (NOT FOR HONOURS IN ENGLISH)
POETRY, BASIC ENGLISH USAGE & LANGUAGE SKILLS

Descriptive & objective/short answer type questions as indicated : 70 marks; 3 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the students to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value / moral in the literary writings, and to teach and revise remedial grammar/ structural approach to language learning and skills of composition, compilation and communication.

Unit I: Poetry - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. John Donne : Song: Sweet Love, I do not Goe
2. John Milton : On His Blindness
3. Alexander Pope: Extract from An Essay on Man

Unit II: Poetry - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. William Wordsworth : The Solitary Reaper
2. S.T. Coleridge: Youth and Age
3. John Keats : To Autumn

Unit III: Poetry - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Tennyson : Lotus Eaters
2. Browning : My Last Duchess
3. Arnold : Dover Beach

Unit IV: Grammar and Usages - 14 marks: (Objective questions for 14 marks)

1. Verbs: Auxiliaries and Modals, Person and Number, Infinitive and participle, subject verb agreement.
2. Tenses
3. Transformation of Sentences
4. Preposition: Simple, Compound & Phrase
5. Adjective -possessive & definite
6. Adverbs

Unit V: Language Skills - 14 marks: 1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Letter/ Application writing along with a CV /Business Communications
2. Assignment Writing: Assignments and term papers; scholarly style of writing; writing assignments and term papers; making notes and working bibliography; footnotes/end notes.

RECOMMENDED BOOKS:

- NU Anthology of Poetry, Published by Macmillan 2012.
- E.Albert, History of English Literature, OUP.
- G.C Thornley & Gwyneth Roberts, An Outline of English Literature, Orient Longman, 1991.
- Wood, F.T, A Remedial English Grammar for Foreign Students, Macmillan.
- Thomson & Martin, Practical English Grammar, OUP.
- C.A. Shepherd & David Reid Thomas, Grammar and Composition, Orient Longman, 1977.
- Vandana R.Singh. The Written Word. New Delhi: OUP, 2007.
- R.K. Madhukar. Business Communication. New Delhi: Vikas Publishing House, 2005.
- Liz Hamp-Lyons & Ben Heasley. Study Writing: A Course in Writing Skills for Academic Purposes. New Delhi: Cambridge University Press: 2006.
- Geetha Nagaraj. Write to Communicate. New Delhi: Cambridge University Press (Foundation Books), 2009.
- Dhanavel, S.P. English and Soft Skills. Hyderabad: Orient Blackswan, 2010.
- Suresh Kumar,E & P. Sreehari. Communicative English. Hyderabad: Orient Blackswan, 2007.
- Das, Bikram K. Functional Grammar & Spoken and Written Communication in English. Hyderabad: Orient Longman, 2010.
- Synergy: Communication in English and Study Skills. Hyderabad: Orient Blackswan.
- Joseph Gibaldi. MLA Handbook for Writers of Research Papers. Sixth edition. Delhi: First East- West Press Edition, 2004.

Descriptive & objective/short answer type questions as indicated : 70 marks; 4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise approaches to research skills as prescribed in unit V.

Unit I: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

Forms of Poetry: Lyric, Ode, Sonnet, Elegy, Idyll, Epic, Ballad, Satire (B.Prasad pp.5-41)

Prosody: Versification and stanza forms (L.T. Lemon. pp. 51-62/ Bose & Sterling, pp.141-191))

Unit II: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Shakespeare: Sonnet 29
2. John Donne : A Valediction: Forbidding Mourning
3. Milton : Lycidas

Unit III: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Coleridge: Kubla Khan
2. John Keats: Ode to a Nightingale
3. Wordsworth : Three Years She Grew

Unit IV: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Tennyson : Ulysses
2. G.M Hopkins : Pied Beauty
3. Thomas Hardy : The Darkling Thrush

Unit V: Language/ Research Skills – 14 marks : 2 questions of 7 marks

1. Assignment Writing: Assignments and term papers; scholarly style of writing; writing assignments and term papers; making notes and working bibliography; footnotes/end notes.

Recommended texts:

- L.T. Lemon. A Glossary for the Study of English. New Delhi: OUP.
- B. Prasad. A Background to the Study of English Literature. Chennai: Macmillan.
- Bose & Sterling. Rhetoric and Prosody. Calcutta: Chuckervertty, Chatterjee & Co, 1978.
- NU Anthology of Poetry, Published by Macmillan, 2012.
- Vandana R. Singh. The Written Word. Delhi: OUP, 2007.
- John Lennard. The Poetry Handbook. New Delhi: OUP, 2006.
- M.H. Abrams. A Glossary of Literary Terms. Prism India 6th/ 7th Edn.
- Liz Hamp-Lyons & Ben Heasley. Study Writing: A Course in Writing Skills for Academic Purposes. New Delhi: Cambridge University Press: 2006.
- Joseph Gibaldi. MLA Handbook for Writers of Research Papers. Sixth edition. Delhi: First East- West Press Edition, 2004.

ENG(H)114 PAPER VII (HISTORY OF ENGLISH LITERATURE)
(This paper is compulsory)

Internal - 30
External - 70

Descriptive: 5x10=50, 4x5=20

4 Credits

Objectives: To make close study of the development of the various forms of literature age-wise, contributions of minor and major authors and their works and to enumerate the literary terms and concepts developed by the authors in various ages.

This paper will identify major trends of English Literature with emphasis on social conditions and culture during the Elizabethan Age and subsequent Ages as given below.

Unit I: Elizabethan Age – 14 marks : 1 question of 10 marks; 1 question of 4 marks

UNIT II: The Age of Dryden and Pope – 14 marks : 1 question of 10 marks; 1 questions of 4 marks

Unit III: The Romantic Movement – 14 marks : 1 question of 10 marks; 1 question of 4 marks

Unit IV: The Victorian Age – 14 marks : 1 question of 10 marks; 1 question of 4 marks

Unit V: Modern Age – 14 marks : 1 question of 10 marks; 1 question of 4 marks

Suggested reading:

- William J. Long. English Literature: Its History and Its Significance. Books Way
- Ifor Evans : A Short History of English Literature.
- David Daiches : A Critical History of English Literature.
- Legouis & Cazamian : History of English Literature.
- Edward Albert, History of English Literature, OUP.
- Compton-rickett. History of English Literature. New Delhi: UBS Publishers' Distributors (p) Ltd.
- Sanders, Andrew, Short Oxford History of English Literature, OUP.
- Drabble Margaret, Concise Oxford Companion to English Literature, OUP.
- Bibhash Choudhury. English Social and Cultural History. New Delhi: Prentice Hall of India Pvt Ltd, 2005.

Objectives: The purpose of this course is to familiarize students with social, economic, political and cultural developments in India from prehistory upto the post-Mauryas. The focus is on socio-economic developments and not on dynastic history. The intent is to introduce students to the elements of change and continuity in Indian history.

Unit	Detailed syllabus	Contact Hours	Marks/ Weight
I	Survey of sources: Archaeological Sources, Literary Sources, Travellers Accounts; Epigraphical Sources. Prehistory: Paleolithic, Mesolithic and Neolithic Cultures in India.	14	14
II	Harappan Civilization: Origin, Extent, Urban Planning, Nature of Political and Economic Organization, Religion and Decline.	14	14
III	Vedic Cultures: Society, Polity, Economy and Religion.	13	14
IV	Rise of Religious Movements in India: Material Background; Teachings of Buddhism and Jainism.	13	14
V	Factors leading to the rise of Mahajanapadas; the Rise of Magadha. Maurya Empire: Ashoka's Dharma, Administration, Economy, Art and Architecture, Decline.	14	14

ESSENTIAL READING:

- B. Allchin, and F.R Allchin, *Rise of civilization in India and Pakistan*
- B. Allchin, and F.R Allchin R, *Origin of a Civilization*
- Romila Thapar, *A history of India Vol. I*
- Romila Thapar, *From lineage to state*
- Irfan Habib, *Pre History*
- Satish Chandra, *Medieval India, Vol.*
- Kulke, H, and D. Rothermund, *History of India*
- Burton Stein, *Peasant State and Society in Medieval south India*
- A.L. Basham, *The Wonder That Was India*
- B.K. Thapar, *Recent Archaeological Discoveries in India*
- R.S.Sharma, *Aspects of political Ideas and Institutions in Ancient India*
- P.N.Chopra & Co., *A comprehensive History of Ancient India.*
- A.B.Pandey, *Early Medieval India.*
- J. L. Mehta, *Advanced Study in the History of Medieval India Vol.1 (1000-1526)*
- S.C. Raychoudhury, *Social Cultural and Economic History of India.*
- Sir Mortimer Wheeler, *The Indus Civilization*

HIS- 102: HISTORY OF NORTH EAST INDIA (1822-1972)

OBJECTIVE: The objective of this course is to familiarize the students with the major trends of the Political, Social and Economic Developments in North East India from 1822 to the reorganization of States 1972.

Unit	Detailed syllabus	Contact Hours	Marks/ Weight
I	Early British Policy, Non-Regulation System; First Anglo-Burmese War and the Treaty of Yandaboo; Annexations of Assam, Cachar, Jaintia.	14	14
II	Consolidation of British Rule in the Hills-Khasi, Garo, Mizo Hills; Pattern of Administration; British relations with Arunachal tribes, Manipur and Tripura States.	14	14
III	Economic and social changes under British Rule: Land Revenue, Plantation industry, Trade and Communication, Western Education.	13	14
IV	Impact of Nationalist Movement in Assam: Partition of Bengal, Assam Association, Non-Co-Operation Movement, Civil Disobedience and Quit India Movements, Cabinet Mission and Independence.	14	14
V	Political Developments since Independence: Integration of Manipur, Khasi states and Tripura into the Indian Union; The Sixth Schedule; Reorganization of North Eastern States 1972.	13	14

ESSENTIAL READING:

- H.K.Bapujari, *Assam in the Days of the Company*.
- J.B. Bhattacharjee, *The Garos and the English*
- A. Guha, *Planter Raj to Swaraj 1826-1947*.
- H.K.Barpujari, *The Comprehensive History of Assam, Vols. IV and V*.
- H.K.Barpujari & A.Bhuyan, S.P.Dey, *Political History of Assam, Vols. I-III*
- R.M.Lahiri, *Annexation of Assam*.
- S.K.Bhuyan, *Anglo-Assamese Relations*
- S.K.Chaube, *Hill politics in North East India*
- D.R.Syiemlieh, *British Administration in Meghalaya, Policy and Pattern*
- E.Gait, *History of Assam*
- Arun Bhuyan, *Nationalist Upsurge in Assam*
- H.K.Barpujari, *Problem of the Hill Tribes: North East India, Vol. I-III*
- J.B.Bhattacharjee, *Trade and Colony*
- A.K.Agarwal, *North Eastern Economy Problems and Prospects*

UNITS	TOPICS	CONTACT HOURS	WEIGHTAGE
Unit I	Nature and Scope of Economics: Basic economic problem. Definition of Economics. Methodology of economics. Concept of Equilibrium. Economic models-its application. Concept of demand and supply- measurement and elasticity	12	20
Unit II	Theories of Consumer Demand: Utility approach (cardinal and ordinal). Indifference curves approach; Consumer equilibrium-Hicks and Slutsky's theorem, Compensated demand, Engel curve. Consumer surplus.	15	20
Unit III	Theory of Production: Importance of the theory of production; Returns to a factor: total, average and marginal products; Laws of returns to scale. Laws of variable proportions. Production functions-short and long run. Cobb-Douglas production functions. Least cost combination of input. Factor substitution.	15	20
Unit IV	Theory of Cost: Cost functions; Concept of cost. Traditional and Modern theory of cost. Derivation of long and short run cost curves and their relationship, Recent development in cost theory. Analysis of Economics of scale-Real and Pecuniary.	13	20
Unit V	Welfare Economics: Nature, scope and concept. Problems in measuring social welfare. Role of value judgment. Criteria of social welfare-Growth of GNP, Bentham's, Cardinalist and Pareto.	13	20
	Total contact hours and Marks	68	100

Basic Reading List.

- Ahuja, H.L. (1990) Advance economic Theory, S. Chand & Co, New Delhi.
- Henderson, J and R.E Quandt (1980), Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi.
- Koutsoyiannis, A. (1990), Modern Microeconomics, Macmillan.
- Sen. A. (1999), Microeconomics: Theory and Applications, Oxford University Press, New Delhi.
- Varian, H.R. (2000), Microeconomics Analysis: W.W. Norton, New York.
- Varian, H.H. (2000), Intermediate Microeconomics: A Modern Approach, East West Press, New Delhi.
- Satya, R. Chakraborty, Micro Economics, Allied Publishers, New Delhi.
- Samuelson P.A and W.D. Nordhus (1998), Economics, Tata McGraw Hills.
- Raj, N.C. (1975), An Introduction to Micro Economics, Macmillan Corporation Ltd India.

(Honours)

ECO-102: QUANTITATIVE TECHNIQUE-I (MATHEMATICS)

UNITS	TOPICS	CONTACT HOURS	WEIGHTAGE
Unit I	Sets and Relations: Functions-types of function and its application in economics, System of equations and Inequalities in Market Equilibrium	13	20
Unit II	Number System: Uses of numbers, Axiomatic properties of real number and completeness, complex number, graphical representation of complex number. Analytical Geometry: Application of straight line, points and lines, slope of the line curves, distance and section formulas, parabola, circle, isoprofit and isocost lines.	13	20
Unit III	Differentiation: Rules of differentiation, Marginal revenue, average revenue, total revenue, marginal cost, average cost and total cost, Maxima and Minima, profit maximisation. Integration: rules of integration. Consumer and producers surplus.	16	20
Unit IV	Matrix and Determinants: Different types and solution of simultaneous equation through Cramers rule and matrix methods.	13	20
Unit V	Linear programming: Concepts and formulation, solution of linear programming through graphs. Input-output analysis.	13	20
	Total Contact Hours and Marks	68	100

Basic Reading List:

- Mike Rosser, Basic Mathematics for Economists, Routledge Taylor and Francis Group, 29 west 35th street, New York, NY 10001.
- Suranjan Saha, Mathematics and Statistics [for C.A Professional Education (course)- I], New Central Book agency (P) Ltd, 9/1 Chintamani Das Lane, Kolkata 700009.
- Frank Werner and Yuri N. Sotskov, Mathematics of Economics and Business, Routledge, 270 Madison Ave, New York, NY 10016.
- G.S Monga, Mathematics and Statistics for Economics, Vikas Publication.
- Mehta and Madnani, Mathematics for Economists, Sultan Chand and Sons. New Delhi.
- Taro Yamane, Mathematics for Economist, Prentice-Hall of India.

COURSE NO SOC 101: INTRODUCTION TO SOCIOLOGY

Objectives:

The basic idea for the introduction of this course is to introduce the subject of sociology to the students. It is intended to acquaint the students with the discipline as a social science and its distinctive approaches.

Course Outline:

UNIT I: SOCIOLOGY AS A DISCIPLINE

1. Meaning, Origin and Growth
2. Nature, Scope and Significance of Sociology

UNIT II: SOCIOLOGY AND ITS RELATIONSHIP WITH OTHER SOCIAL SCIENCES

1. Sociology and History
2. Sociology and Political science
3. Sociology and Economics
4. Sociology and Social Anthropology

UNIT III: BASIC CONCEPTS

1. Society and Culture
2. Social Structure and Social System
3. Community, Association and Social Organization

UNIT IV: SOCIAL INSTITUTIONS

1. Family
2. Marriage and Kinship
3. Religion

UNIT V: SOCIAL CHANGE

1. Meaning and Nature
2. Theories of Social Change
3. Factors of Social Change

Essential Readings:

- Bottomore, T.B; 1971; *Sociology: A Guide to Problems and Literature*; Bombay; Blackie and Son Publication Pvt. Ltd.
- Gisbert, P; 1989; *Fundamentals of Sociology*; Bombay; Orient Longman.
- Haralambos, M; 1991; *Sociology, Themes and Perspectives*; New Delhi; Oxford University Press.
- Inkeles, Alex; 2003; *What is Sociology? An Introduction to the Discipline and Profession*; New Delhi; Prentice Hall of India Private Limited.
- Jayaram, N; 1990; *Introducing Sociology*; New Delhi; MacMillan India Ltd.
- Johnson, Harry M; 1995; *Sociology: A Systematic Introduction*; New Delhi; Allied Publishers.
- Kikhi, Kedilezo et.al; 2010; *Introduction to Sociology*; Dimapur; Heritage Publishing House.
- Schaefer, Richard T. and Robert P. Lamm; 1999; *Sociology*; New Delhi; Tata McGraw Hill.
- Sharma, R.N; 1982; *Principles of Sociology*; London; J.K. Publishers.
- Turner, Jonathan H; 1994; *Sociology: Concepts and Uses*; New York; McGraw Hill Inc.

COURSE NO SOC 102: SOCIAL RESEARCH METHODS - I

Internal - 30

External - 70

Objectives:

This course intends to train the students in the applicability of research procedures, tools and techniques of social science research.

Course Outline:**UNIT I: CONCEPTUAL ASPECTS**

1. Meaning and Scope
2. Significance of social research

UNIT II: NATURE AND PROCESS

1. Steps in Scientific Research
2. Ethical issues in Social Research

UNIT III: HYPOTHESIS

1. Meaning and Types
2. Formulation of hypothesis

UNIT IV: RESEARCH DESIGN AND SAMPLING

1. Formation of Research Design
2. Sampling Techniques

UNIT V: TECHNIQUES OF DATA COLLECTION

1. Sources of Data: Primary and Secondary
2. Research Tools: Observation, Schedule, Questionnaire and Interview

Essential Readings:

- Ahuja, Ram; 2009; *Research Methods*; Jaipur; Rawat Publications.
- Beteille, A. and T. N. Madan; 1975; *Encounters and Experience: Personal Accounts of Fieldwork*; New Delhi; Vikas Publishing House.
- Cauvery, R et.al; 2003; *Research Methodology*; New Delhi; S. Chand and Company Ltd.
- Dooley, David; 2007; *Social Research Methods (Fourth edition)*; New Delhi; Prentice Hall of India.
- Ghosh, B. N; 1985; *Scientific Methods and Social Research*; New Delhi; Sterling Publishers Pvt. Ltd.
- Goode, William J. and Paul K. Hatt; 1987; *Methods in Social Research*; London: Mc Graw Hill Books Company
- Kothari, C.R; 2005; *Research Methodology. Methods and Techniques*; New Delhi; New Age International (P) Limited Publishers.
- Kumar, Ranjit; 1999; *Research Methodology: A step by Step Guide for Beginners*; New Delhi; Sage Publications.
- Misra, R.P; 2001; *Research Methodology: A Hand Book*; New Delhi; Concept Publishing Company.
- Punch, Keith F; 2005; *Introduction to Social Research: Quantitative and Qualitative Approaches (Second edition)*; New Delhi; Sage publications.
- Young, P.V; 1988; *Scientific Social Surveys and Research*; New Delhi; Prentice Hall of India.

POL/EL-101: POLITICAL THEORY: IDEAS & CONCEPTS (A)

Course Rationale: The course is designed to acquaint the students with the basic normative concepts and ideas of Political Theory.

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	MEANING,NATURE& SCOPE OF POLITICAL THEORY	13	20
UNIT-II	STATE: MEANING, ELEMENTS & ORIGIN	13	20
UNIT-III	LIBERTY, EQUALITY,RIGHTS MEANING, TYPES,THEORIES	16	20
UNIT-IV	LAW,JUSTICE,SOVEREIGNTY:MEANING,TYPES	13	20
UNIT-V	DEMOCRACY MEANING DIMENSIONS	13	20
	Total	68	100

References

1. A. Appadorai, *Substance of Politics* World Press Ltd, 1989.
2. Amal Ray and Mohit Bhattacharya, *Political Theory: Institutions and Ideas* - The World Press Private Ltd., Calcutta, 1988.
3. Baradat, *Political Ideologies: Their origins and impact*. PHI Publications, New Delhi.
4. H.J Laski, *A Grammar of Politics*. S. Chand & Company Ltd. New Delhi, 2000.
5. John Hoffman and Paul Grialam, *Introduction to political theory*, Pearson Education Ltd, 2007.
6. O.P Gauba, *An Introduction to Political theory*, Macmillan India Ltd, 2008.
7. Perter Harris, *Foundations of Political Science*, Oxford University press.
8. Prof. A.C. Kapoor, *Principles of Political Science*, Sterling Publishers PVT. Ltd. New Delhi, 2005.
9. R.C Agarwal, *Political Theory: Principles of Political Science*, S. Chand & Company Ltd. New Delhi, 2000.
10. Rajeev Bhargava and Asok Acharya, *Political Theory: An Introduction*, Pearson Education, 2008.

POL/HONS-102- INDIAN POLITICAL THINKERS

Internal - 30

External - 70

Course Rationale: The paper highlights the main sources of the political tradition an ancient India and its development in modern times. It critically assesses the contribution of key ancient and modern Indian political thinkers and explains their relevance to contemporary times.

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	MANU, KAUTILYA	13	20
UNIT-II	MAHATMA GANDHI, JAWAHARLAL NEHRU	16	20
UNIT-III	V.D SAVARKAR, SIR SYED AHMED KHAN	13	20
UNIT-IV	BHIM RAO AMBEDKAR, M.N ROY	13	20
UNIT-V	VINOBA BHAVE, JAI PRAKASH NARIAN	13	20
	Total	68	100

References

1. A Raghuramaraju, *Debating Gandhi: A Reader*. Ed, South Asia Books, 2005.
2. A.Appadoral, *Indian Political Thinking through the Ages*, Khama Publishers, 1992
3. Anne Vergati, *Gandhian Philosophy: Its Relevance Today*, South Asia Books, 2008
4. B.N.Ray, *Gandhigiri: Satyagraha After Hundred Years*, South Asia Books, 2005
5. Bidyut Chakravarty & Pandey, Rajendra Kumar, *Modern Indian Political Thought: Text and Context*, Sage Publications, Delhi, 2010
6. D.G. Dalton, *India's Idea of Freedom: Political Thought of Swami Vivekanand, Aurobindo Ghose, Mahatma Gandhi, Ravindra Nath Tagore*, Delhi Academic Press, 1982. Delhi 1991 explorations(eds) Sage publications New Delhi-2006
7. Iyer, Raghavan, *The Moral and Political Thought of Mahatma Gandhi*, Oxford University Press, 1978.
8. Mehta, V. R. and Thomas Pantham, *Political Ideas in Modern India: Thematic*
9. P.K. Jose, *Foundation of Gandhian Thought*, GPH Calicut.
10. Rodrigues, Valarian, (eds), *the Essential Writings of B. R. Ambedkar*, Oxford.
11. S. Narayanasamy, *The Sarvodaya Movement: Gandhian Approach to Peace and Non-Violence*, Mittal Publications, 2003
12. Thomas Pantham & Deutsch, Kenneth L, *Political Thought in Modern India*, Sage Publications, 1996.
13. Urmila Sharma & Sharma, S.K, *Indian Political Thought*, Atlantic Publishers, Delhi, 1996
14. V.P.Verma, *Modern Indian Political Thought*, Lakshmi Narain Aggarwal, 1996.
15. V.R.Mehta, *Foundations of Indian Political Thought*, Manohar Publications, 1992
16. Wendy, Donigar and Brain K. Smith, *the Laws of Manu*, Penguin Publications,

Course Objectives

1. To enable the students to understand the meaning and concept of Psychology.
2. To enable them to understand the dimensions of Growth and Development.
3. To familiarize students with knowledge of Learning and Motivation.
4. To acquaint them with the knowledge of Intelligence and Creativity.
5. To enable them to understand the different aspects of personality and means of developing an integrated personality.

Suggested Readings

- Educational Psychology - S.K.Mangal, Prakash Brothers Educational Publishers.
- Advanced Educational Psychology- S.S.Chauhan, Vikas Publishing House.
- Essentials of Educational Psychology- J.C.Agarwal, Vikas Publishing House.

Course Contents	Contact Hours	Weight/ Marks
UNIT I : Concept of Educational Psychology <ol style="list-style-type: none"> 1. Concept of Psychology and Educational Psychology 2. Methods of Educational Psychology - Experimental, Differential & Clinical 3. Application of Educational Psychology in teaching-learning process. 	13	20
UNIT II: Meaning of Growth and Development <ol style="list-style-type: none"> 1. Principles of Development 2. Stages of Development with special reference to adolescence period - physical, social, emotional and intellectual 3. Concept of individual difference - aptitude, interest and attention 	13	20
UNIT III: Intelligence and Creativity: Concept and Theories <ol style="list-style-type: none"> 1. Meaning and Characteristics of Intelligence and Creativity 2. Concept of IQ & Factors of Creativity 3. Theories of Intelligence- Two factor theory, Group Factor Theory and Structure of Intellect (Sol) 	14	20
UNIT IV: Theories of learning <ol style="list-style-type: none"> 1. Meaning and Nature of Learning 2. Factors affecting Learning. 3. Theories of Learning- Trial and Error, Insightful Learning, Transfer of Learning. 	14	20
UNIT V : Personality and its nature, determinants and approaches <ol style="list-style-type: none"> 1. Meaning and Nature of Personality. 2. Determinants of Personality Development (Home & School). 3. Type and Trait approaches of Personality (Jung and Cattell). 4. Freud's theory of Personality. 	14	20
Total	68	100

COURSE CODE- BA/EDU-102

PEDAGOGY

Internal - 30

External - 70

Course Objectives

1. To initiate the concept of Pedagogy and familiarize with the educational process.
2. To develop the ability to analyze classroom teaching-learning and the ability to observe classroom behavior.
3. To develop a positive attitude towards life and the teaching profession.

Suggested Readings

- Essentials of Educational Technology: Teaching learning, Innovation in Education - J.C. Agarwal, Delhi Vikas Publishing House Pvt. Ltd.
- Technology of Teaching - N.R. Swarup Saxena, Surya Publications, Meerut-250001.

Course Contents	Contact Hours	Wieht/ Marks
UNIT I Conceptual background on Pedagogy 1. Concept & meaning of pedagogy 2. Definition, nature & characteristics of teaching 3. Relationship between teaching and learning	13	20
UNIT II General principles of Teaching 1. General principles of teaching 2. Factors affecting teaching: Input and Output Variables. 3. Characteristics of a good teacher	13	20
UNIT III Classroom Teaching 1. Observation of classroom behaviour 2. Flanders Interaction Analysis 3. Concept & difference between traditional, macro & micro Teaching.	14	20
UNIT IV Teaching Methods and Skills 1. Teaching Methods- Lecture, demonstration, problem solving, programme instruction and Story telling 2. Teaching skills – use of blackboard, introducing a lesson, stimulus variation, probing questions, reinforcement	14	20
UNIT V Functions of a Teacher Functions of a teacher as a 1. Planner 2. Facilitator 3. Counselor 4. Researcher	14	20
Total	68	100

PAPER - 1 : TEN(EL) 101 - TENYIMIA DIEMVÜ DZE

Thuo 100: Perhe Kephrukelle thuo 70 - (khese thuo 28); Petse Kephrukelle: thuo 30
(khese thuo 12) Puotel: bavüdo 3

SEMESTER KERIEU (1) NU SETUO

Pede Mhathu : Thuo 50 [5X10=50]

Cali Mhathu : Thuo 20 [Kecali morei kela pedzükecü]

Pethakecü Tei : Bavüdo 60: 4 credits

Zatse (unit) yopuo la thuo-15 ba phre mu ketsa nu rei bavüdo 12 petha phretuo. Ketsokecü kemeyieko yopuo thuo-10 pie mese-phrepie ba tsiu petsepereko mu kela pedzücüko thuo-5 pie mese phrelie.

Zatse -1 : Tenyimia Diemvü Sede

(Thuo-15 : Pethakecü Bavüdo - 12)

1. Tieyie Diemvü
2. Tenyidie Khuthu Sede Dze
3. Dieliekevi Mhatho mu Leshümhasi Keperokecü

Zatse -2 : Diekhu-Dierozu Kemiekecü Mu Mechü Diekru

Thuo-15 (Pethakecü Bavüdo - 12)

1. Ura Academy Sede Dze
2. Diekhu Kemiekecü
3. Tenyimia Diemvü Houdo mu Mechü Diekru

Zatse -3 : U Die mu U Themia Keperokecü

Thuo-15 (Pethakecü Bavüdo - 12)

1. Tenyimia mu Tenyidie
2. Kelhouzho Bodeko

Zatse -4 : Mhathu Kerieko

Thuo-15 (Pethakecü Bavüdo - 12)

Tenyidie nu Leshü Thu Kerieko mu Uko Mhathuko

- | | |
|-----------------|----------------------------|
| 1. C.D.King | 3. Rev. Sedney W.Rivemburg |
| 2. J.E.Tanquist | 4. Geo.W.Supplee |

Zatse -5 : U Diemvü Theke

Thuo-10 (Pethakecü Bavüdo - 12)

1. Rüzühkhrie Sekhose Mhathoko
2. Shürhozelie Liezietsu Mhathoko

Kephködako:

- Beilieü Shüya : Tenyimia Diemvü Dze - Ura Academy Publication 1989
- Shürhozelie : U Niedimia Dze - Ura Academy Publication (Revised), 2010