

BINANDI CHANDRA MEDHI COLLEGE, RAMDIA

P.O-RAMDIA, DIST-KAMRUP (ASSAM), PIN-781102

EMAIL ID: collegebcm@gmail.com

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FIRST CYCLE NAAC ACCREDITATION, 2022

CRITERION-2

TEACHING-LEARNING AND EVALUATION

2.6 Students Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all

Programmes offered by the institution

SUBMITTED TO



THE NATIONAL ASSESSMENT AND ACCREDITATION

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Programme Outcomes and Course Outcomes

Department Economics

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THE NATIONAL ASSESSMENT AND ACCREDITATION

FIRST SEMESTER CORE

ECO-RC-1016: Principles of Microeconomics-I

Course Description

This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.

Course Outline

1. Introduction

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.

Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.

Applications of demand and supply: price rationing, price floors, consumer surplus, producersurplus.

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities.

20

2. Consumer Theory

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

20

3. Production and Costs

Production: behavior of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition.

Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

20

4. Perfect Competition

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries.

Welfare: allocative efficiency under perfect competition.

20

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th



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Readings

1. Karl E. Case and Ray C. Fair, *Principles of Economics*, Pearson Education Inc., 8th Edition, 2007.
2. N. Gregory Mankiw, *Economics: Principles and Applications*, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007.
3. Joseph E. Stiglitz and Carl E. Walsh, *Economics*, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007.

ECO-HC-1026: MATHEMATICAL METHODS IN ECONOMICS-I

Course Description

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Course Outline

1. Preliminaries

Sets and set operations, relations and functions, number system

2. Functions of one real variable

Elementary types of functions: quadratic, polynomial, power, exponential, logarithmic, convex, quasi-convex and concave functions, limit and continuity of functions

3. Differential calculus

Differentiation of a function, Basic rules of differentiation, partial and total differentiation, second and higher order derivatives for single variable, economic applications of differentiation

4. Single variable optimization

Local and global optima: geometric characterization, characterization using calculus: tests for maximization and minimization, applications: profit maximization, cost minimization, revenue maximization

5. Integration of functions

Meaning and significance of integration, basic rules of integration, significance of a constant after integration, applications: derivations of total functions (total cost, total revenue, consumption and



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saving functions) from marginal functions, consumer's surplus and producer's surplus, problems relating to investment and capital formation

Readings:

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002
2. Chiang A.C. and K. Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition
3. Baruah S.N., *Basic Mathematics and its Economic Applications*, MacMillan

SECOND SEMESTER CORE

ECO-HC-2016: INTRODUCTORY MACROECONOMICS

Course Description

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

Course Outline

1. Introduction to Macroeconomics and National Income Accounting

Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy; balance of payments: current and capital accounts.

2. Money

Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.

3. Inflation

Inflation and its social costs; hyperinflation.

4. The Closed Economy in the Short Run

Classical and Keynesian systems; simple Keynesian model of income determination; IS-LM model; fiscal and monetary multipliers.



Readings:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw, *Macroeconomics*, Worth Publishers, 7th edition, 2010.
3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.
4. Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2nd edition, 2005.
5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.

ECO-HC-2026: MATHEMATICAL METHODS IN ECONOMICS - II

Course Description

This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Course Outline

1. Linear algebra

Matrix: various types of matrices, vector and vector space-concept, matrix operations: addition, subtraction and multiplication; rank, norm and trace of a matrix, introduction to the concept of determinants and their properties, non-singularity of matrix, matrix inversion, solutions of simultaneous equations by using matrix inversion and Cramer's rule, simple market model and national income model

2. Functions of several real variables

Homogeneous and homothetic functions: concepts, Differentiable functions: concepts, Implicit Function Theorem and applications

3. Multi-variable optimization

Unconstrained optimization: geometric characterization, characterization using calculus and applications: price discrimination and multi-plant firm: constrained optimization with equality constraints. Lagrange multiplier, applications: consumer's equilibrium and producer's equilibrium

4. Differential equation

Meaning, first order differential equation, application to market model




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5. Difference equation

First order difference equation, Cob-Web market model

Readings:

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002
2. Chiang A.C. and K. Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition
3. Baruah S.N., *Basic Mathematics and its Economic Applications*, MacMillan

THIRD SEMESTER CORE

ECO-HC-3016: INTERMEDIATE MICROECONOMICS - I

Course Description

The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.

Course Outline

1. Consumer Theory

Preference; utility; budget constraint; choice; demand; Slutsky equation; buying and selling; choice under risk and inter-temporal choice; revealed preference. 15

2. Production, Costs and Perfect Competition

Technology; isoquants; production with one and more variable inputs; returns to scale; short run and long run costs; cost curves in the short run and long run; review of perfect competition. 20
35

Readings:

1. Hal R. Varian *Intermediate Microeconomics, a Modern Approach*, W.W. Norton and Company/Affiliated East-West Press (India), 8th edition, 2010. The workbook by Varian and Bergstrom may be used for problems.
2. C. Snyder and W. Nicholson, *Fundamentals of Microeconomics*, Cengage Learning (India), 2010.
3. B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, Tata McGraw-Hill (India), 2009.



SECOND SEMESTER CORE

ECO-RC-2016: Principles of Microeconomics-II

Course Description

This is a sequel to Fundamentals of Microeconomics covered in the first semester.

Course Outline

S.M.

1. Market Structures

Theory of a Monopoly Firm

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly. 20

S.M.

Imperfect Competition

Monopolistic competition: Assumptions, short run and long run price and output determinations under monopolistic competition, Oligopoly: assumptions, overview of different oligopoly models, contestable markets. 20

Thuru

2. Factor pricing

Demand for a factor input in a competitive factor market, supply of inputs to a firm, market supply of inputs, equilibrium in a competitive factor market. Factor markets with monopsony power. 20

Thuru

3. Market Failure

Efficiency of perfect competition, Sources of market failure. 20

Externalities and market failure, public goods and market failure, markets with asymmetric information (Ideas only)

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.

Pindyck, R.S, Rubinfeld, B.L and Mehta, P.L, *Microeconomics*, Pearson, 7th edition




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THIRD SEMESTER CORE

ECO-RC-3016: Principles of Macroeconomics-I

Course Description

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

Course Outline

- ✓ 1. **Introduction** 16
What is macroeconomics? Macroeconomic issues in an economy.
- ✓ 2. **National Income Accounting** 16
Concepts of Income, Domestic Income and National Income; GDP and NDP at Market Price and Factor Cost, measurement of national income and related aggregates; nominal and real income;
3. **Determination of GDP** 16
Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.
- ✓ 4. **National Income Determination with Government Intervention and Foreign Trade** 16
Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.
- ✓ 5. **Money in a Modern Economy** 16
Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India



6

FOURTH SEMESTER CORE

ECO-RC-4016: Principles of Macroeconomics-II

Course Description

This is a sequel to Principles of Macroeconomics-I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

Course Outline

1. IS-LM Analysis

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.

2. GDP and Price Level in Short Run and LongRun

Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.

3. Inflation and Unemployment

Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.

4. Balance of Payments and Exchange Rate

Balance of payments: current account and capital account/ market for foreign exchange; determination of exchange rate.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India




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FIFTH SEMESTER DSE

ECO-RE-5016: Economic Development and Policy in India-I

Course Description

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

Course Outline

1. Issues in Growth, Development and Sustainability
2. Factors in Development: Capital formation (Physical and Human); technology; institutions.
3. Population and Economic Development Demographic trends; urbanisation.
4. Employment: Occupational structure in the organised and the unorganised sectors; open-, under- and disguised unemployment (rural and urban); employment schemes and their impact.
5. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era; savings and investment; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations.

Readings:

1. Michael P Todaro and Stephen Smith. Economic Development, Pearson, 11th edition (2011).
2. Uma Kapila, Indian Economy since Independence, Academic Foundation, 19th edition (2009).
3. United Nations Development Programme, Human Development Report 2010, Palgrave Macmillan (2010).
4. Government of India, Economic Survey (latest)
5. Government of India, Finance Commission Report (latest)




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ECO-RE-5026: Money and Banking

Course Description

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Course Outline

- ✓ 1. Money
✓ Concept, functions, measurement; theories of money supply determination.
- TT 2. **Financial Institutions, Markets, Instruments and Financial Innovations**
 - a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.
 - b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.
- TT 3. **Interest Rates**
Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.
- ✓ 4. **Banking System**
 - ✓ a. Balance sheet and portfolio management.
 - b. Indian banking system: Changing role and structure; banking sector reforms.
- ✓ 5. **Central Banking and Monetary Policy**
Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India

Readings

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3rd edition, 2009.
3. L. M. Bhole and J. Mahakud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
4. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.
5. Various latest issues of R.B.I. Bulletins, Annual Reports, Reports on Currency and Finance and Reports of the Working Group, IMF Staff Papers.



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ECO-RE-5036: Environmental Economics

Course Description

This course introduces students to concepts, methods and policy options in managing the environment, using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organisations.

Course Outline

1. Introduction

Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights and other approaches.

2. The Design and Implementation of Environmental Policy

Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change.

3. Environmental Valuation Methods and Applications

Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations.

4. Sustainable Development

Concepts; measurement; perspectives from Indian experience

Readings

1. Roger Perman, Yue Ma, Michael Common, David Maddison and James McGilvray, "Natural Resource and Environmental Economics", Pearson Education/Addison Wesley, 4th edition, 2011.
2. Charles Kolstad, "Intermediate Environmental Economics", Oxford University Press, 2nd edition, 2010.
3. Robert N. Stavins (ed.), "Economics of the Environment: Selected Readings", W.W. Norton, 6th edition, 2012.
4. Robert Solow, "An Almost Practical Step toward Sustainability," Resources for the Future 40th anniversary lecture, 1992
5. Kenneth Arrow et al., "Are We Consuming Too Much?" *Journal of Economic Perspectives*, 18(3): 147-172, 2004.
6. IPCC (Intergovernmental Panel on Climate Change), Fifth Assessment Report (forthcoming 2014).



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Department English

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GE-1: ENG-RG-5016 Contemporary India: Women and Empowerment
SEC-3: ENG-SE-5014 Technical Writing

Semester 6

DSE-1B: ENG-RE-6016 Academic Writing
GE -2: ENG-RG-6016 Cultural Diversity
SEC- 4: ENG-SE-6014 Business Communication

DETAILED SYLLABUS

SEMESTER I

Compulsory Core: English I

DSC 1A: The Individual and Society

ENG-CC-1016

English I

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Internal assessment in these two papers may be in the form of an objective-type test.

Prose:

60 Marks

Texts:

- LB Arthur Miller: *All my Sons*
- LB George Orwell (1903-1950): 'Shooting an Elephant'
- SLG D.H. Lawrence: 'The Woman Who Rode Away'
- SLG Manoj Das (1934-): 'The Misty Hour'
- LB Munin.Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- AMM Rohinton Mistry (1952-): 'Running Water'
- AMM Michael Ondaatje (1943-): 'Angulimala'
- SLG Salman Rushdie: 'Good Advice is Rarer than Rubies'

Grammar:

20 Marks



Make sentences using common phrases and idioms
Common Errors: To be answered as directed
Correct use of verbs, tenses, prepositions, etc.
Comprehension

Discipline Specific Core I - A

ENG-RC-1016

Individual and Society

Credits: 5 (Theory) + 1 (Tutorial) = 6

Marks: 100 (80+20)

This paper examines a key aspect of literary composition - the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.

Course Outcomes:

- Understand the relationship between the individual writer and the society about/in which she writes
- Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.
- Learn to distinguish between literary representation and actual character and milieu

Texts:

- Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
- Pope: Epistle 3 (from *An Essay on Man*)
- Charles Dickens: *Oliver Twist*
- T.S. Eliot: 'Preludes',
- Allen Ginsberg: *Howl*
- Vijay Tendulkar *Kamala* (Play, Translated from Marathi)
- Kamila Shamsie: *Burnt Shadows*
- E.L. Doctorow: *Ragtime*

Suggested Readings:

The Norton Anthology of English Literature (All volumes - for library) (10th edition,

(11)

- Andrew Sanders: *The Short Oxford History of English Literature* (1994)
- Raymond Williams: *Culture and Society* (1958)

SEMESTER II

Compulsory Core: English II
DSC 1B: Modern Indian Literature

ENG-CC-2016
English II

Poetry:

60 Marks

Texts:

- W.B. • William Blake (1757-1827): 'The Lamb'
- S.T. • Samuel Taylor Coleridge: 'Christabel'
- A.M. • Matthew Arnold: 'Dover Beach'
- S.I. • Langston Hughes (1902-1967): 'Harlem'
- Nissim Ezekiel (1924-2004): 'Shillong'
- Wole Soyinka (1934-): 'Telephone Conversation'
- David Constantine (1944-) 'The House'
- Federico Garcia Lorca (1898-1936): 'The Sleepwalking Ballad'
- Seamus Heaney (1939-): 'Punishment'
- S.I. • Imtiaz Dharker: 'Purdah 1'

Grammar and Composition:

20 Marks

- S.I. • Voice Change, Use of Determiners
- A.M. • Dialogue Writing, Descriptive Writing
- W.B. • Precis Writing/Report Writing

Discipline Specific Core I B

ENG-RC-2016
Modern Indian Literatures

Credits: 5 (Theory) + 1 (Tutorial) = 6

Marks: 100 (80+20)

The Modern Indian Literatures comprise extensive writings in all genres in many languages. The different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of what is termed as Modern Indian Literatures. However, there are also things that hold India together, many commonalities, bondings, and shared experiences despite the varieties. The list of short stories and poems prescribed for this course give the student a taste of Indian writing from different regions of the country. The selection has been culled from English translations of writings in Indian languages and English compositions of Indian authors.

Short Stories:

50 Marks



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Fiction:

30 marks

- Elizabeth Gaskell: *Mary Barton*
- James Joyce: "The Dead"
- E. M. Forster: "The Celestial Omnibus"
- William Trevor: *The Story of Lucy Gault*

Section C**Drama:**

20 marks

- Oscar Wilde: *The Importance of Being Earnest*
- J. B. Priestley: *An Inspector Calls*

Skill Enhancement Course: I★
ENG-SE-3014**CREATIVE WRITING**

Credits: 4

Marks: 100 (80+20)

The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.

The weightage of the programme will depend on:

10% --class lectures;

20% --journal writings on discussions of ideas, photographs, paintings, memories and experiences;

30%-- class participation/assignments/workshops/writings following prompts/writing with music

40%-- submission of fiction (20000 words)/non-fiction(20000 words)/poetry(15 poems of 150000 words) at the time of completion of the course.

Section A: Poetry

15 Marks

Discussion/ Class participation topics:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry

The students will be introduced to

- History of poetry,
- Forms of poetry,
- Rhetoric and prosody.



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This paper on Indian Writing in English introduces students to the historical development of this body of writing- the challenges faced by early writers, the growing sense of accomplishment in the writing of different forms and the interpretation of individual and collective experience in colonial and postcolonial India. The paper is divided into three units, each dealing with a specific literary form. Questions will be mostly textual but with some reference to the contexts in which individual writers have produced their works.

Course Objectives:

- Introduce students to the field of Indian Writing in English
- Give a historical overview of the development of various literary forms
- Understand how each author creatively uses his or her chosen literary form

Course Outcomes:

- Develop familiarity with the issues of politics of language and gender, nationalism and modernity pertaining to pre and post-Independence India that have been responsible for the emergence of Indian English literature
- Understand the place of English Writing in India in the larger field of English Literature
- Learn to discuss critically the use of literary forms of the novel, poetry and drama by Indian English writers in distinctive ways against Indian historical and cultural contexts

Texts:

- H.L.V. Derozio: 'Freedom to the Slave'; 'The Orphan Girl'
- Kamala Das: 'Introduction'; 'My Grandmother's House'
- Nissim Ezekiel: 'Enterprise'; 'Night of the Scorpion'; 'Very Indian Poem in English'
- Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom'; 'A Poem for Mother'
- Mulk Raj Anand: 'Two Lady Rams'
- R.K. Narayan: *Swami and Friends* Salman Rushdie: 'The Free Radio'
- Anita Desai: *In Custody*
- Shachi Deshpande: 'The Intrusion'
- Manjula Padmanabhan: *Lights Out*
- Mahesh Dattani: *Tara*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry and Drama
- Modernism in Indian English Literature

Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v-vi.

- Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61-70.
- Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187-203.
- Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1-10.

Paper 4: ENG-HC-2026 British Poetry and Drama: 14th to 17th Centuries
Credits: 5 (Theory) + 1 (Tutorial)
Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper aims to familiarize the students with the two major forms in British literature from the 14th to the 17th centuries – poetry and drama, apart from acquainting them with the contexts that generated such literatures. The larger contexts of the Renaissance, the nature of the Elizabethan Age and its predilections for certain kinds of literary activities, and the implications of the emergence of new trends will be focused in this paper. It will also highlight the seminal issues and preoccupations of the writers and their ages as reflected in these texts.

Texts:

- Geoffrey Chaucer: *The Wife of Bath's Prologue*
- Edmund Spenser: Selections from *Amoretti*: Sonnet LXVII 'Like as a huntsman...'; Sonnet LVII 'Sweet warrior...'; Sonnet LXXV 'One day I wrote her name...'
- John Donne: 'The Sunne Rising'; 'Batter My Heart'; 'Valediction: Forbidding Mourning'
- Christopher Marlowe: *Doctor Faustus*
- William Shakespeare: *Macbeth*
- William Shakespeare: *Twelfth Night*

Suggested Topics and Background Prose Readings for Class Presentations and Assignments

Topics

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

Background Prose Readings

- Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476-9.



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- John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704-11.
- Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt.1983) pp. 324-8, 330-5.
- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13-18.

Semester III

Paper 5: ENG-HC-3016 History of English Literature and Forms
Credits: 5 (Theory) +1 (Tutorial)
Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper introduces students to the History of English Literature and the major literary forms. It adopts a chronological approach to the study of poetry, drama, fiction and non-fictional prose, showing the development of each form as it moves through the various periods of English literature and its expansion into global English writing. While authors have been named in some instances as representative of forms and periods, in other cases, especially in the 20th and 21st centuries, the expansion of the field has meant that individual authors are too numerous to name. Hence certain directions and areas of study have been indicated.

Questions in this paper should be linked to the manner in which the different Units have been structured with focus on forms and periods and the authors named used as examples. The sections on 20th and 21st century developments are too complex and widespread to have individual authors named – this may be read and evaluated in terms of a general picture and authors of choice.

Objectives: To prepare the ground for the detailed study of the literature featured in subsequent papers and give a strong historical sense of literary development.

Outcomes:

- Acquire a sense of the historical development of each literary form.
- Gain understanding of the contexts in which literary forms and individual texts emerge.
- Learn to analyze texts as representative of broad generic explorations.

Unit 1: Poetry from Chaucer to the Present:

Chaucer and narrative poetry
 Spenser, Shakespeare, Milton (sonnet, sonnet sequences and the epic poem)
 John Donne and metaphysical poetry
 Dryden, Pope and the heroic couplet
 Romantic Poetry (lyric, sonnet, ode, pastoral, blank verse)
 Tennyson, Browning, Hopkins (from Victorian to Modern)
 Modern and postmodern Poetry and its international associations
 Walcott, Ramanujan and Postcolonial poetry

Unit 2: Drama from Everyman to the Present

- Dinah Birch (Editor): *The Oxford Companion to English Literature* (7th edition, 2009)
- *The Norton Anthology of English Literature* (All volumes - for library) (10th edition, 2018)

Paper 6: ENG-HC-3026 American Literature
Credits: 5 (Theory) + 1 (Tutorial)
Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper seeks to acquaint the students with the main currents of American literature in its social and cultural contexts. The texts incorporated in the paper are a historical reflection of the growth of American society and of the way the literary imagination has grappled with such growth and change. A study of the paper, hence, should lead to an acquaintance with the American society in its evolutionary stages from the beginnings of modernism to the present as well as with exciting generic innovations and developments that have tried to keep pace with social changes.

Texts:

- Tennessee Williams: *The Glass Menagerie*
- Mark Twain: *The Adventures of Huckleberry Finn*
- Edgar Allan Poe: 'The Purloined Letter' —
- F. Scott Fitzgerald: 'The Crack-up' —
- Anne Bradstreet: 'The Prologue' —
- Emily Dickinson: 'A Bird Came Down the Walk'; 'Because I Could not Stop for Death'
- Walt Whitman: Selections from *Leaves of Grass*: 'O Captain, My Captain'; 'Passage to India' (lines 1-68)
- Langston Hughes: 'I too'
- Robert Frost: 'Mending Wall'
- Sherman Alexie: 'Crow Testament'; 'Evolution' —

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The American Dream
- Social Realism, Folklore and the American Novel
- American Drama as a Literary Form
- The Slave Narrative
- Questions of Form in American Poetry

Readings

- Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66-105.
- Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1-7, pp. 47-87.

- Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
- Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
- Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29-39.

Paper 7: ENG-HC-3036 British Poetry and Drama: 17th and 18th Centuries

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper aims to familiarize the students with British literature in the 17th and 18th centuries, a time-period which sees the emergence and establishment of greatly diverse kinds of writings. The selected texts may encourage the students to look at the economic, political and social changes in (primarily) Britain during this period, such as the shifts from the Puritan Age to the Restoration and Neoclassical periods. The paper also seeks to familiarize the students with the larger contexts that generated such literatures as well as the possible impacts of the literature on society. The significance of the scientific revolution during this period may also be studied in relation to the literary productions.

Texts:

- John Milton: *Paradise Lost*: Book I -
- John Webster: *The Duchess of Malfi* -
- Aphra Behn: *The Rover*
- John Dryden: *Mac Flecknoe* -
- Alexander Pope: *The Rape of the Lock*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Religious and Secular thought in the 17th Century
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Readings



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- The Holy Bible, *Genesis*, chaps. 1-4, *The Gospel according to St. Luke*, chaps. 1-7 and 22-4.
- Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
- Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
- John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767-8.

Semester IV

Paper 8: ENG-HC-4016 British Literature: The 18th Century

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper aims to familiarize the students with British literature in the 18th century. A very interesting age in which reason and rationality dominated, this age saw the publication of some of the best novels and works of non-fictional prose and poetry in the English language. Though it was not predominantly an age of drama yet one cannot but pay attention to the few plays of the century. Although the texts in the course are mostly by men it must be noted that quite a number of women writers were also part of the literary scene. The texts in the course are representative of the age and to some extent representative of the forms as well. The selected texts hope to give the students an overview of the age and the writings that the age produced.

Texts:

- Jonathan Swift: *Gulliver's Travels* (Books III and IV)
- Samuel Johnson: 'London'
- Thomas Gray: 'Elegy Written in a Country Churchyard'
- Daniel Defoe: *Moll Flanders*
- Joseph Addison: "Pleasures of the Imagination", *The Spectator*, 411
- Oliver Goldsmith: *She Stoops to Conquer*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Enlightenment and Neoclassicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

Readings



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FIRST CYCLE NAAC ACCREDITATION, 2022

CRITERION-2

TEACHING-LEARNING AND EVALUATION

2.6 Students Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all

Programmes offered by the institution

Programme Outcomes and Course Outcomes

Department Education

SUBMITTED TO



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EDU-HC-2016

Philosophical and Sociological Foundations of Education

Total Marks: 100 (External : 80 and Internal : 20)

Credit-6

Objectives:

After completion of this unit, students will able to-

- Know the concept of philosophy and its relationship with education
- Understand the educational implications of different Indian schools of philosophy
- Understand the educational implications of different Western schools of philosophy
- Know the concept of sociology and its relationship with education
- Develop understanding about the concept of educational sociology, social groups and socialisation.

Unit	Contents
1	Philosophy and Education <ul style="list-style-type: none">• Philosophy: Meaning, Nature and Scope• Philosophy of Education: Meaning and Scope• Relationship between education and philosophy• Impact of philosophy on education
2	Various Indian Schools of Philosophy and Education <ul style="list-style-type: none">• Vedic Philosophy: Different concepts of Vedic philosophy, Implication in education• Yoga and Philosophy: Different types, Astangika Yoga, Implication in education• Buddhist Philosophy: Four principles, Implication in education
3	Various Western Schools of Philosophy and Education <ul style="list-style-type: none">• Idealism: Meaning, Principles, Implication in education• Naturalism: Meaning, Principles, Implication in education• Pragmatism: Meaning, Principles, Implication in education
4	Sociology and Education <ul style="list-style-type: none">• Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups• Concept of socialization, Education as a socialisation process
5	Socio-cultural Context of Education <ul style="list-style-type: none">• Social Change: Meaning, Nature and Factors• Education as an instrument of Social Change• Culture: Meaning, Nature, Cultural change and Cultural Lag



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Pandra

EDU-HC-2026

DEVELOPMENT OF EDUCATION IN INDIA-I

Total Marks: 100 (External :80 and Internal : 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Recount the concept of Ancient Indian education system
- Describe the education system in Ancient India, particularly Vedic Education
- Examine the education system in Medieval India
- Analyse the education system during British Period

Course Content:

Unit	Contents
1	Education in Ancient and Medieval India Education in Ancient India <ul style="list-style-type: none">• The Vedic System of Education: Concept and Salient Features• Education in the <i>Arthashastra</i> of Kautilya• Education during Buddhist Period• General Features of Buddhist Education• Ancient Universities and Centres of Education: Taxila, Nalanda, Vikramshila, Varanasi. Education in Medieval India <ul style="list-style-type: none">• The Islamic System of Education• General Features of Muslim Education• Defects of Muslim Education
2	Education in British India: The Beginning <ul style="list-style-type: none">• Indigenous Education at the Beginning of British Rule• Educational Activities of Missionaries in Assam• The East India Company's Role• The Charter Act of 1813• The Anglicists-Orientalists Controversy• Macaulay's Minute, 1835• Downward Filtration Theory



B.D.

Principal i/c
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Kamrup

EDU-RC-2016

Psychology of Adolescents

Total Marks: 100 (External - 80 and Internal - 20)

Credit-6

Objectives

- To enable the students to understand the period of adolescence
- To enable the students to understand the significance of the adolescence period in human life
- To enable the students to know about various problems associated with this stage
- To enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage

Course contents

Units	Contents
B.D. 1	Introduction to adolescent psychology <ul style="list-style-type: none">• Meaning and definition of adolescence• Need and importance of studying adolescent psychology• Adolescence – age of transition• Is adolescence a period of storm and stress?
M.M. 2	Physical and mental development <ul style="list-style-type: none">• Characteristics of physical development• Characteristics of mental development• Educational implications of physical and mental development
M.M. 3	Social development <ul style="list-style-type: none">• Characteristics of social development• Influence of peers in social development• Factors affecting social adjustment
B.D. 4	Emotional and personality development <ul style="list-style-type: none">• Characteristics of emotional development• Personality changes during adolescence• Adjustment problems of adolescence
K.D. 5	Delinquency <ul style="list-style-type: none">• Meaning, Nature and types of delinquency• Causes of delinquency – biological, psychological and sociological• Role of school, family and society in preventing delinquency• Prevention and control of drug addiction



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Ramda

EDU-HG-4016
HISTORY OF EDUCATION IN INDIA

Marks: 100 (External: 80 Internal: 20)

CREDIT: 6

Course Objectives:

After completion of this course the learner will be able to:

- Analyse the education system during British Period
- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the recent Educational Development in India.

Course contents

Units	Content
Unit-1	<p>Education in British India</p> <ul style="list-style-type: none"> • The Beginning <ul style="list-style-type: none"> - The Charter Act of 1813 - The Anglicists-Orientalists Controversy - Macaulay's Minute, 1835 - Downward Filtration Theory • Wood Despatch of 1854 <ul style="list-style-type: none"> - Background of the Despatch - Recommendations - Implementation of the Despatch • Indian Education Commission-1882 <ul style="list-style-type: none"> - Appointment of Indian Education Commission - Background for appointing the Commission - Major Recommendations - Criticism of the Commission
Unit-2	<p>Raise of Nationalism and its impact on Education</p> <ul style="list-style-type: none"> • Initiative of Gopalkrishna Gokhle, Gokhale's Bill for Compulsory Primary Education- 1910-1912 • All India Educational Conference, Wardha, 1937 • Gandhiji's Basic Education –Concept , Philosophy and Salient Features, Criticism of the Basic Education
Unit-3	<p>Development of Indian Education: Post Independence I</p> <ul style="list-style-type: none"> • University Education Commission-1948 <ul style="list-style-type: none"> - Appointment of University Education Commission - Aims of University Education - Recommendations of the Commission - Evaluation of the Recommendations • Secondary Education Commission-1952-53 <ul style="list-style-type: none"> - Appointment of Secondary Education Commission - Aims and Objectives of Secondary Education - Defects of Secondary Education



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Gandhi Chandra Medhi College
Kamrup

Manisha Nayandak

4th SEMESTER (HONOURS)

EDU-HC-4016

GREAT EDUCATIONAL THINKERS

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Enable the students to learn the Philosophy of life of different Educational Thinkers and their works.
- Enable the students to learn about the views of thinkers in educational context.
- Enable the students to learn about relevance of some of their thoughts at present day context.

Course contents

Units	Topics
Unit-1	Educational Thoughts of Srimanta Sankardeva <ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Sankardeva on Education and practices.- Educational system of Satras and Namgharas and their relevance in modern era
Unit-2	Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore <ul style="list-style-type: none">• Mahatma Gandhi<ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Gandhiji on Educational Philosophy and practices- Gandhiji's Nai Talim.• Rabindranath Tagore<ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Tagore on Educational Philosophy and practices- Tagore's Vishvabharati
Unit-3	Educational Thoughts of A.P.J. Abdul Kalam <ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Kalam on Educational Philosophy and practices- Kalam's Education Model for the 21st Century
Unit-4	Educational Thoughts of Rousseau and Froebel <ul style="list-style-type: none">• Jean Jacques Rousseau<ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Rousseau on Educational Philosophy and practices- Rousseau's Negative Education• Fredric Wilhelm August Froebel<ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Froebel on Educational Philosophy and practices- Froebel's Kindergarten.

EDU-HC-4026
EDUCATIONAL STATISTICS AND PRACTICAL
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Develop the basic concept of Statistics,
- Be acquainted with different statistical procedures used in Education.
- Develop the ability to represent educational data through graphs.
- Familiarize the students about the Normal Probability Curve and its applications in Education.

Course contents

Units	Topics
Unit-1	Basics of Educational Statistics <ul style="list-style-type: none"> • Statistics- Meaning, Nature and Functions • Need of statistics in Education • Measures of central tendency and their uses • Mean, Median and Mode from ungrouped and grouped data • Measures of variability –Concept, Types and their uses, merits and demerits • Quartile Deviation, Average Deviation, Standard deviation-(grouped and ungrouped data-short method), Combined SD
Unit-2	Graphical presentations of data <ul style="list-style-type: none"> • Usefulness of Graphical presentations of data, • Basic principle of constructing a graph, • Different types of graph –histogram, frequency polygon, • Cumulative frequency percentage curve (Ogive), Smoothed graph.
Unit-3	Co-efficient of Correlation and Percentiles <ul style="list-style-type: none"> • Coefficient of correlation – Meaning and types, • Computation of, co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result • Calculation of Percentile and Percentile Rank
Unit-4	Normal Probability Curve and Its Application <ul style="list-style-type: none"> • Normal Probability Curve: Its Meaning, Properties and Uses • Table of Area under NPC • Applications of Normal Probability Curve • Divergence from Normality: Skewness and Kurtosis

Dr. Bijuli Sena

4th SEMESTER (HONOURS)

EDU-HC-4016

GREAT EDUCATIONAL THINKERS K.D.

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Enable the students to learn the Philosophy of life of different Educational Thinkers and their works.
- Enable the students to learn about the views of thinkers in educational context.
- Enable the students to learn about relevance of some of their thoughts at present day context.

Course contents

Units	Topics
Unit-1	Educational Thoughts of Srimanta Sankardeva <ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Sankardeva on Education and practices.- Educational system of Satras and Namgharas and their relevance in modern era
Unit-2	Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore <ul style="list-style-type: none">• Mahatma Gandhi<ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Gandhiji on Educational Philosophy and practices- Gandhiji's Nai Talim.• Rabindranath Tagore<ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Tagore on Educational Philosophy and practices- Tagore's Vishvabharati
Unit-3	Educational Thoughts of A.P.J. Abdul Kalam <ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Kalam on Educational Philosophy and practices- Kalam's Education Model for the 21st Century
Unit-4	Educational Thoughts of Rousseau and Froebel <ul style="list-style-type: none">• Jean Jacques Rousseau<ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Rousseau on Educational Philosophy and practices- Rousseau's Negative Education• Fredric Wilhelm August Froebel<ul style="list-style-type: none">- Brief Life Sketch and Philosophy of Life- Views of Froebel on Educational Philosophy and practices- Froebel's Kindergarten.



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EDU-HC-4026
EDUCATIONAL STATISTICS AND PRACTICAL

B.D.

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Develop the basic concept of Statistics,
- Be acquainted with different statistical procedures used in Education.
- Develop the ability to represent educational data through graphs.
- Familiarize the students about the Normal Probability Curve and its applications in Education.

Course contents

Units	Topics
Unit-1	Basics of Educational Statistics <ul style="list-style-type: none">• Statistics- Meaning, Nature and Functions• Need of statistics in Education• Measures of central tendency and their uses• Mean, Median and Mode from ungrouped and grouped data• Measures of variability –Concept, Types and their uses, merits and demerits• Quartile Deviation, Average Deviation, Standard deviation-(grouped and ungrouped data-short method), Combined SD
Unit-2	Graphical presentations of data <ul style="list-style-type: none">• Usefulness of Graphical presentations of data,• Basic principle of constructing a graph,• Different types of graph –histogram, frequency polygon,• Cumulative frequency percentage curve (Ogive), Smoothed graph.
Unit-3	Co-efficient of Correlation and Percentiles <ul style="list-style-type: none">• Coefficient of correlation – Meaning and types,• Computation of, co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result• Calculation of Percentile and Percentile Rank
Unit-4	Normal Probability Curve and Its Application <ul style="list-style-type: none">• Normal Probability Curve: Its Meaning, Properties and Uses• Table of Area under NPC• Applications of Normal Probability Curve• Divergence from Normality: Skewness and Kurtosis



EDU-HC-4036
EMERGING ISSUES IN EDUCATION
 Total Marks: 100 (External=80 and Internal=20)
 Credit-6

M.M.

Objectives:

After completion of this unit, students will able to-

- Make the students acquaint with major emerging issues national, state, and local
- Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- Address the various problems and challenges of education in India at all levels.

Course contents

Units	Contents
Unit-1	Social Inequality in Education and Constitutional Safeguards <ul style="list-style-type: none"> • Concept of Social Inequality • Constitutional Provision for Ensuring Equality in Education • Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam • Education for Backward Children, Child Labour, Street Children and Slum Dwellers • Gender Disparity and Rural-Urban Disparity in Education
Unit-2	Liberalization, Privatization and Globalization of Education <ul style="list-style-type: none"> • Liberalization: Concept and its impact on education • Privatization: Concept and its impact on education • Globalization: Concept and its impact on education • Public-private Partnership • Education as investment
Unit-3	Issues related to Students <ul style="list-style-type: none"> • Youth Unrest: Concept, Causes and Remedies • Campus Disturbance: Concept, Causes and Remedies • Examination Anxiety: Concept, Causes and Remedies • Issues related to Educated Unemployment.
Unit-4	Environmental Education and Population Education <ul style="list-style-type: none"> • Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution • Role of Environmental Education for Sustainable Development • Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection • Population Explosion: Its Causes and Consequences • Population Education for Population Control



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FIRST CYCLE NAAC ACCREDITATION, 2022

CRITERION-2

TEACHING-LEARNING AND EVALUATION

2.6 Students Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all
Programmes offered by the institution

Programme Outcomes and Course Outcomes
Department Mathematics

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1. Introduction to CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

2. Outline of Choice Based Credit System:

2.1 Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2.2 Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They are

(i) Environmental Science (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6

A Project/Dissertation work may be given in lieu of a discipline specific elective paper.



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4. BACHELOR OF MATHEMATICS (Hons.) Programme Details:

4.1. Programme Objectives:

Students who choose BMATH(H) Programme, develop the ability to think critically, logically and analytically and hence use mathematical reasoning in everyday life.

Pursuing a degree in mathematics will introduce the students to a number of interesting and useful ideas in preparations for a number of mathematics careers in education, research, government sector, business sector and industry.

- The program covers the full range of mathematics. The course lays a structured foundation of Calculus, Real and Complex analysis, Algebra, Differential equations and Mathematical modelling, Number theory, Graph theory, Mechanics and C-programming.

An exceptionally broad range of topics covering Pure and Applied Mathematics: Linear Algebra, Metric spaces, Statistics, Linear Programming and Applications, Mathematical Finance, and Bio-Mathematics cater to varied interests and ambitions. Also, to carry out the hand on sessions in Computer lab using various CAS software to have a deep conceptual understanding of the above tools to widen the horizon of students' self-experience!

4.2. Programme Learning Outcomes: The completion of the BMATH(H) Programme shall enable a student to:

- Communicate mathematics effectively by oral, written, computational and graphic means.
- Create mathematical ideas from basic axioms.
- Gauge the hypothesis, theories, techniques and proofs provisionally.
- Utilize mathematics to solve theoretical and applied problems by critical understanding, analysis and synthesis.
- Identify applications of mathematics in other disciplines and in the real world, leading to enhancement of career prospects in a plethora of fields.
- Appreciate the requirement of lifelong learning through continued education and research.

4.3. Programme Structure: The BMATH(H) programme is a three-year course divided into six- semesters. A student is required to complete 148 credits for the completion of course and the award of degree.

		Semester	Semester
Part - I	First Year	Semester I: 22	Semester II: 22
Part - II	Second Year	Semester III: 28	Semester IV: 28
Part - III	Third Year	Semester V: 24	Semester VI: 24

4.4. Programme Implementation Requirement:

The BMATH(H) programme is a three-year course divided into six- semesters. For proper implementation of the UGCBCS programme the following infrastructure are necessary:

- Sufficient lab facilities with computers and software
At least 7 faculties for Honours and 5 faculties without Honours.

Instruction for questions paper setter: Question Paper setter should set from the prescribed text books mentioned in the syllabus



Principal i/c
Chandra Medhi College
Kamrup