

BACHELOR OF FASHION DESIGNING

(B.F.D) DEGREE - 2022

(8 SEMESTER PROGRAMME)

Manipur University PROGRAMME EDUCATIONAL

OBJECTIVES (PEO)

PEO – 1 Graduates with dynamic skills and knowledge who excel in the field of Fashion Designing and its related disciplines due to their strong foundation.

PEO – 2 Graduates will contribute and communicate effectively within the team who will excel in the job responsibility entrusted on him or her to grow into successful leaders. PEO – 3 Confident and comprehensive academicians having completed graduate design program with strong portfolio will practice lifelong learning for continuing professional development.

PEO – 4 Graduates will have the capability to continue their formal education and successfully complete an advanced degree.

PEO – 5 Graduates will contribute to the nation and the growth of the society by applying acquired knowledge in technical, computing and managerial skills or Trainer in fashion schools or organizations imparting and sharing the knowledge acquired by them.

COURSE LEARNING OUTCOMES (CLOs) Course learning outcomes (CLOs), are attributed acquired by the student at the time of graduation

CLO1 Fashion Art and Design:

- To introduce fashion, elements and principles of design.
- To understand fashion clothing categories, different illustration techniques and Dynamic figure sketching.
- To impart knowledge on research concepts in fashion.
- Students learning and understanding importance of aesthetic like color, color combination and texture while designing. CLO2 Textiles
- To impart the knowledge of fibers, sources, identification and properties.
- To provide Students with the knowledge yarn science and their properties.
- To impart knowledge about Yarn production.

CLO3 Fashion Illustration

- Introduction to fashion illustration and its role in fashion design
- To help students to understand the fundamentals of figure design

CLO4 Fabric Analysis

- To impart knowledge on woven fabrics
- To give knowledge on fabric formation process CLO5 Traditional Indian Textiles and costumes:

- Understanding the vastness and variety of the traditional textiles of India.
- Understanding the present status of the traditional Indian textiles and the practices adopted by designers to revive it.
- Designing and developing collection using traditional textiles and costumes. CLO6 Pattern Making, Garment Construction and Sewing:
 - To impart skills in basic techniques of pattern making
 - To provide the knowledge of different sewing machines
 - To gain knowledge in drafting, sewing and cutting.
 - To familiarize students with garment construction for different sizes and categories.
 - To impart knowledge on industrial method of pattern making, grading and marker
 - Planning.

CLO7 Garment Detailing

- To introduce the concept of basic blocks and garment detailing
- To impart knowledge and skills required for major and minor garment components. CLO8 Manipur Arts and crafts:
 - Know about your regional art forms
 - Inculcate awareness and love for our local specific arts and regional art forms

CLO9 Introduction to Apparel Industry:

- To develop an understanding of students regarding Apparel industry.
- Students will learn the function of different departments of Apparel industry
- Students gain knowledge of export documentation

CLO10 Textile Wet Processing and Design Technique:

- To impart knowledge of textile & garment wet processing.
 - To introduce students to various chemicals, dyes and auxiliaries used for chemical processing.
 - To provide comprehensive knowledge about the concepts of dyeing and printing of textiles.
 - To foster understanding of traditional Indian embroideries motifs used, colour combinations used etc.

CLO11 History of Costume:

- To impart knowledge on history of textiles through the previous centuries with reference to fashion clothing.
- Understand and discuss the fabric, style, color used in past and present.
- Identify style of apparel and accessories from Egyptian culture. CLO12 Value Education:

- Students will understand the importance of value based living.
- Students will become value based professionals.
- Students will contribute in building a healthy nation.

CLO13 Fashion Marketing and Merchandising:

- To acquaint students with various marketing and merchandising procedures
- To introduce students to fashion retailing.

CLO14 Textile and Apparel Testing:

- To familiarize students with textile testing methods
- To impart knowledge of textile product assessment according to standards

CLO15 Visual Merchandising:

- To expose students to theories, concepts and skills to create successful visual merchandising
- To help the students to understand the range of activities that covers theoretical and practical components of fashion visual merchandising

CLO16 Apparel Industry and Quality Management:

- To provide a comprehensive knowledge about judging the quality of readymade garments.
- To acquaint the students with the readymade garment industry and its problems and prospects.
- To understand the concept of marketing and its 4 P s.
- To work on various promotional campaigns like advertising brochures, etc.
- To understand the role of a merchandiser in the apparel industry.

CLO17 Design collection:

- Understanding of basics learnt in the last 7 semesters and the ability to incorporate the same effectively
 - Ability to establish self as a designer and showcase the product in a fashion show
- CLO18 Textile: care & maintenance:**
- Capacity to create a complete design collection from concept to end product following guidelines with the help of a mentor
 - Student will know the role of water in cleaning
 - Students will know how to remove stain.
 - Recognize the agents of deterioration relevant to the display and storage of historic textiles and implement prevention measures.

CLO19 Surface Ornamentation:

- Identify and use embroidery tools with safety precautions.
- Prepare sample for basic stitches.
- Students impart knowledge of traditional embroidery of India.

CLO20 Personality Development:

- To develop and nurture a deep understanding of personal motivation and thereby
- Develop an understanding of and practice personal and professional responsibility. enhances the general as well as unique traits which differentiate one from others of a person.

CLO21 General study of Health Education:

- The student will be able to identify and synthesize the factors that influence health.
- The student will be able to recognize the health related challenges in current time and able to apply the preventive measures.

CLO22 Financial Management and Costing:

- Demonstrate an understanding of the overall role and importance of the finance function and apply financial management concepts to the financing decisions faced by the firm.
- To help the student in determining the prices of the product by considering all types of cost. To know better, pricing is a decision; cost is a calculation.

CLO23 Nutrition & Fitness:

- An understanding of the basic components of physical fitness and ability to self administer activities to improve physical fitness for health & wellness.
- An insight into the relationship between physical fitness & nutrition and the skill to plan diet and hydration schedules/charts for individuals through various stages of the life-cycle.

CLO24 Child Rights and Gender Empowerment:

- To gain an understanding of child rights and situation of children in difficult circumstances.
- To understand the concept of gender equity and empowerment.
- To gain knowledge about relevant legislation, policies and programmes.

Social Media and Digital Communication:

- The students acquire knowledge in digital communication and new media.
- Students know the new communication technologies.
- To acquire skills in promoting cyber security across digital platforms.

CLO26 Communicative English

- To help the learners recognize and operate in various styles and registers in English.
- To impart better writing skills by sensitizing the learner to the dynamics of effective writing.
- To help the learner get rid of his present flaws and mistakes in pronunciation and grammar.

CLO27 Environmental Science

- To impart knowledge of nurture natural curiosity and creativity for the immediate surroundings.
- To develop various processes/skill e.g., observation, discussion logical reasoning.
- To develop sensitivity for the natural, physical and human resources in the immediate environment.

Education

About Course: This 4-year B.A. Under-Graduate Academic Programme in Education shall follow strictly the general guidelines laid down in the Ordinance for Undergraduate Programmes in Science, Arts and Commerce, 2021 from the academic session 2022-23 onwards. So as to enable the learners choose interest and aptitude. After the completion of the course at different stages,

learners will be awarded a certificate, diploma, degree, degree with honours/degree with research by Manipur University, Canchipur, Imphal.

CORE PAPER 1: INTRODUCTION TO EDUCATION 6 CREDITS

Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Understand the meaning, nature, scope and aims of education.
- Acquire knowledge of education and their interrelationship.
- Acquire knowledge of different agencies of education that influence education.
- Acquainted with the concept of child-centricism and play-way in education

CORE PAPER 2: INTRODUCTION TO EDUCATIONAL PHILOSOPHY 6 CREDITS

Expected paper learning outcomes:- 6 credits

The expected paper level learning outcomes of this paper are as follows:

- Introduce the general foundations of Philosophy and Education.
- Emphasis on how philosophical ideas about education are built up.
- Develop how ideas have influenced mankind in ways of life and their advancement
- Develop ideas about education and provide thinking tools from the philosophy and education.

CORE PAPER 3: INTRODUCTION TO EDUCATIONAL SOCIOLOGY 6 CREDITS

Expected paper learning outcomes:- The expected paper level learning outcomes of this paper are as follows:

- Understand meaning and importance of Sociology, Relationship between Sociology and Education, concept and scope of educational sociology and sociology of education
- Study about social institutions like Social group, family and schools, and to understand problem and remedial measures of Educations of under privilege sections.
- Understand relationship between Educational and society and to analyze about school and mass media as a social sub-system.
- Develop an understanding about meaning, significant, kinds of culture and inter-relationship between education and culture.

CORE PAPER 4: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY 6 CREDITS

Expected paper learning outcomes:- The expected paper level learning outcomes of this paper are as follows:

- Make the students understand the relationship between education and psychology.

- Explain the need of educational psychology in the teaching learning process.
- Describe the nature and theories of learning and role of motivation in learning.
- Understand intelligence, its theories, measurement, concept of Multiple intelligence.
- Acquainted with different types of personality and the adjustment mechanism.

CORE PAPER 5: DEVELOPMENT OF EDUCATION IN INDIA 6 CREDITS

Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Acquaint the students with the ancient and medieval system of education in India.
- Understand the development of education in India during the British Period.
- Acquaint the students with the development of education in India during pre, post-independence period.
- Acquaint the students with the development of education in our regional context.

CORE PAPER 6 EDUCATIONAL MANAGEMENT 6 CREDITS

Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Develop an understanding of the concept of educational management and administration.
- Enable the students to understand the essentials of educational planning and educational finance.
- Enable the students to understand the essentials of educational organization and supervision.

CORE PAPER 7: GUIDANCE AND COUNSELLING IN EDUCATION 6 CREDITS

Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Help the students understand the concept, needs and importance of guidance and counselling.
- Enable the students to know the different approaches to guidance and counselling.
- Familiarize the students with the significance of guidance and counselling.

CORE PAPER 8: EDUCATIONAL TECHNOLOGY 6 CREDITS

Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Develop an understanding the concepts and approaches to Educational Technology
- Develop an understanding of the use of computer in education and communications
- Acquainted with the instructional techniques and different models of teaching
- Develop an understand the innovation of Educational Technology

CORE PAPER 9: EDUCATION FOR CURRICULUM DEVELOPMENT 6 CREDITS

Expected paper learning outcomes:- The expected paper level learning outcomes of this paper are as follows:

- Develop an understanding about concept, nature and scope of curriculum.
- Analyse the different bases of curriculum.
- Critically evaluate the national curriculum frameworks and discuss on role of local, State and national agencies in curriculum development.
- Identify the criteria for organization and transaction of curriculum.
- Develop insight into issues connected to Evaluation & reform of curriculum

CORE PAPER 10 INCLUSIVE EDUCATION 6 CREDITS

Expected paper learning outcomes: - The expected paper level learning outcomes of this paper are as follows:

- Understand the concept, nature and scope of Inclusive Education.
- Understand the different types of disabilities.
- Identify criteria for inclusion in different spheres.
- Develop insight into Divyang (CWSN)& reforms of the policies

**Learning Outcomes based Curriculum Framework (LOCF) for
English Literature (B.A. Hons.) Undergraduate Programme
(Being introduced from 2022)**

ECC-101: 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 1100 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 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

ECC-102: 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 sociopolitical-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.

AEC-101: ENGLISH LANGUAGE TEACHING

Course Level Learning Outcomes:

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

- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development
- understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language

SKILL ENHANCEMENT COURSES

SEC-101: TRANSLATION STUDIES

Course Level Learning Outcomes

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

- critically appreciate the process of translation
- engage with various theoretical positions on Translation
- think about the politics of translation
- assess, compare, and review translations
- translate literary and non-literary texts

ECC-102: 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 sociopolitical-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.

SEMESTER – I

SKILL ENHANCEMENT COURSES SEC-101:

TRANSLATION STUDIES

Course Level Learning Outcomes

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

- critically appreciate the process of translation
- engage with various theoretical positions on Translation
- think about the politics of translation
- assess, compare, and review translations
- translate literary and non-literary texts

SEMESTER – II CORE PAPER ECC-203:

INDIAN WRITING IN ENGLISH

Course Level Learning Outcomes:

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

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

SEMESTER – II

CORE PAPER

ECC-204: BRITISH POETRY AND DRAMA - 14TH TO 17TH CENTURY

Course Level Learning Outcomes:

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

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major 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 poems and plays in the larger socio-political and religious contexts of the time.

SEMESTER – II

SKILL ENHANCEMENT COURSE

SEC-202: CREATIVE WRITING:

Course Level Learning Outcomes

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

- recognize creativity in writing and discern the difference between academic/non creative and creative writing
- develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
- develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
- distinguish between these as well as look at the sub divisions within each genre(such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc)
- process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

SEMESTER – III

CORE PAPER

ECC-305: AMERICAN LITERATURE

Course Level Learning Outcomes:

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

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black

and non-European (African, American Indian, Hispanic-American and Asian) writing traditions

- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world.

SEMESTER – III

CORE PAPER

ECC-306: BRITISH POETRY AND DRAMA - 17TH AND 18TH CENTURIES

Course Level Learning Outcomes:

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

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts.

SEMESTER – III

CORE PAPER

ECC-307: BRITISH LITERATURE - 18TH CENTURY

Course Level Learning Outcomes:

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

- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental drama
- examine and analyze the form and function of satire in the eighteenth century
- appreciate and analyze the formal variations of Classicism
- map the relationship between the formal and the political in the literature of the neoclassical Period.

SEMESTER – III

GENERIC ELECTIVE COURSE

GEC PAPER-301: 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 analyse 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.

SEMESTER – IV

CORE PAPER

ECC-408: LITERARY CRITICISM

Course Level Learning Outcomes:

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

- understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
- learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French)
- learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts
- learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments
- learners will be able to strengthen and deepen their interpretative skills

SEMESTER – IV

CORE PAPER

ECC-409: BRITISH ROMANTIC LITERATURE

Course Level Learning Outcomes:

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

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic

period.

- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

SEMESTER – IV

CORE PAPER

ECC-410: BRITISH LITERATURE - 19TH CENTURY

Course Level Learning Outcomes:

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

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India.

SEMESTER – IV

GENERIC ELECTIVE COURSE

GEC-402: LANGUAGE AND LINGUISTICS

Course Level Learning Outcomes

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

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors.

GEC-402: TEXT AND PERFORMANCE

Course Level Learning Outcomes:

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

- distinguish between a dramatic text and a performance text
- appreciate the evolution of drama in the West and in India in terms of both, form and content, from tradition to modernity, as well as have a thorough knowledge of different theatre styles in India and the West
- to appreciate the difference between drama and other genres
- develop a comprehensive understanding of the process of performance and the entire paraphernalia involved from theatrical space and lights/sound/costume to the use of voice and body
- learn a wide variety of skills from acting and directing to script writing, costume designing, prop making and technical skills like sound and light as well as production.
- display their knowledge of different aspects of text and performance through their production and not just through theoretical knowledge.

SEMESTER – V

CORE PAPER

ECC-511: LITERARY THEORY

Course Level Learning Outcomes:

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

- have a historical overview of major literary theorists, particularly of the 20th century
- show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- apply various theoretical frameworks and concepts to literary and cultural texts
- evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- sharpen interpretative skills in the light of various theoretical frameworks

SEMESTER – V

CORE PAPER

ECC-512: BRITISH LITERATURE - THE EARLY 20TH CENTURY

Course Level Learning Outcomes:

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

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major genres.

SEMESTER – V

DISCIPLINE SPECIFIC ELECTIVE

DSE-501: MODERN INDIAN WRITING IN ENGLISH TRANSLATION

Course Level Learning Outcomes:

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

- appreciate the diversity of modern Indian literatures and the similarities between them
- understand and creatively engage with the notion of nation and nationalism
- appreciate the impact of literary movements on various Indian literatures
- critically engage with significant social issues like caste and gender • understand the historical trajectories of Indian literatures.

DSE-501: TRAVEL WRITING

Course Level Learning Outcomes:

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

- map the social-historical-political-economic contexts of Travel Writing from regional, national and global perspectives

- explain the origin and reception of Travel Writing in chosen locations
- appreciate and analyze the relationship of Travel Writing to colonialism
- see the link between Travel Writing and history writing: Travel Writing as an alternative history or supplement to historical writing
- see the link between travel writing and translation
- analyze travel writing in relation to colonial and postcolonial positions
- appreciate the role of travel in shaping selfhood and otherness and relate the growth of Travel Writing to regional national and global identities
- critically engage with the accounts of places visited by foreigners and how their impressions change local perspectives of the places.

SEMESTER – V

GENERIC ELECTIVE COURSE

GEC-503: LANGUAGE AND INDIAN LITERATURE

Course Level Learning Outcomes:

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

- see literature as a fine form of expression.
- use literature for analysis to understand the use of language
- see language as a major source of transmitting culture
- show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc in their own lives)

SEMESTER – VI

CORE PAPER

ECC-613: MODERN EUROPEAN DRAMA

Course Level Learning Outcomes:

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

- understand the role of theatre and drama in the introduction and shaping of modernity
- understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century.

SEMESTER – VI

CORE PAPER

ECC-614: POSTCOLONIAL LITERATURES

Course Level Learning Outcomes:

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

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures
- link colonialism to modernity.

SEMESTER – VI

DISCIPLINE SPECIFIC ELECTIVE

DSE-602: BRITISH LITERATURE; POST-WORLD WAR II

Course Level Learning Outcomes:

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

- understand the social-historical-political-economic contexts of Post-World War II British Literature
- understand the relationship between World war II and the end of colonialism
- identify the social-historical-political changes in England after World War II
- see through a corpus of representative texts the rise of multiculturalism in England in the wake of migrations of people from colonial territories
- grasp the changing role of English in the new world order
- critically analyze and link changes in social norms to new literary forms
- engage with the idea of the postmodern and the rise of the postmodernist aesthetics
- appreciate the importance of location in understanding the self and the other.

DSE-602: AUTOBIOGRAPHY

Course Level Learning Outcomes:

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

- demonstrate a familiarity with kinds of writing which seek to represent and make sense of the experiences of the individual.
- understand the relationship between self and history, truth, claims and fiction in private and public spheres.
- explain the working of memory, politics of memory and its role in constructing identity.
- explain and analyze how life writing provides alternatives to existing ways of writing history.
- examine the status of life writing as a literary form and the history of its reception
- appreciate the emergence of life writing non-western context.

SEMESTER – VI

GENERIC ELECTIVE COURSE

GEC-604: AMERICAN AND BRITISH LITERATURE

Course Level Learning Outcomes:

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

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world
- engage with the major 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 poems and plays in the larger socio-political and religious contexts

of the time.

GEC-604: MEDIA AND COMMUNICATION SKILLS

Course Level Learning Outcomes:

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

- develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.
- critically analyze the ways in which the media reflects, represents and influences the contemporary world.
- identify avenues for a career in print and electronic media.

SEMESTER – VII

CORE PAPER

ECC-715: POPULAR LITERATURE

Course Level Learning Outcomes:

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

- trace the early history of print culture in England and the emergence of genre fiction and best sellers
- engage with debates on high and low culture, canonical and non-canonical literature
- articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

SEMESTER – VII

CORE PAPER

ECC-716: WOMEN'S WRITING

Course Level Learning Outcomes:

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

- recognise the importance of gender specificity in literature

- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production.

SEMESTER – VII

DISCIPLINE SPECIFIC ELECTIVE

DSE-703: LITERATURE AND CINEMA

Course Level Learning Outcomes:

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

- demonstrate a systematic and historically-grounded knowledge of literature and cinema as expressive arts
- identify and illustrate the distinction between literary and cinematic arts of storytelling
- identify and describe the difference between cinematic and literary images
- examine different theories of adaptation and link them to contexts of expression and reception
- organize different sets of activities to identify and make use of skills that distinguish the medium of cinema from that of literature
- present a coherent view of the relationship between written and cinematic texts
- communicate the role of location in adaptation.

DSE-703: SCIENCE FICTION AND DETECTIVE LITERATURE

Course Level Learning Outcomes:

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

- write critically about the two genres: Science Fiction, and Detective Literature
- engage with the philosophical and psychological and social issues that are an intrinsic part to the two genres
- think through the concept of progress, and the role of technology in our life and the interaction between technology and human behaviour

- engage with the social and historical construction of crime
- analyze individual or multiple texts in the two genres in terms of key concepts including genre, implied audience, plot construction, linguistic texture, authorial identity, publication context, and sociocultural context.

SEMESTER – VII

GENERIC ELECTIVE COURSE

GEC-705: NEW LITERATURES IN ENGLISH

Course Level Learning Outcomes:

Some of the course learning outcomes that learners of this course, New Literatures in English, are

required to demonstrate runs thus:

- show familiarity with the emergent body of literature being produced by writers from South Africa, Caribbean, South Asia, Australia and Canada and its sociopolitical- cultural contexts
- demonstrate ability to show an understanding of cultural exchange processes as represented through literature will have knowledge about the prominent concepts in this body of literature.
- appreciate new works in literature and pursue their interests in it
- examine different ways of reading and using literary texts across wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of new literatures in English.

GEC-705: AMERICAN LITERATURE

Course Level Learning Outcomes:

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

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black

and non-European (African, American Indian, Hispanic-American and Asian) writing traditions

- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world.

SEMESTER – VIII

CORE PAPER

ECC-817: RESEARCH METHODOLOGY

Course Level Learning Outcomes:

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

- Develop a simple questionnaire to elicit specific information.
- Collect data based on a survey and arrive at inferences using a small sample
- Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly.
- Provide proper explanation for technical terms in simple language.

SEMESTER – VIII

CORE PAPER

ECC-818: WORLD LITERATURES

Course Level Learning Outcomes:

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

- explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya.
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- analyze and interpret literary texts in their contexts and locate them.

Learning Outcome-based Curriculum Framework
(LOCF)

Undergraduate Programme in Philosophy
(Effective from the Academic year 2022-23)

DEPARTMENT OF PHILOSOPHY

School of Humanities, Manipur University
Canchipur : Imphal

Programme Learning Outcomes in Undergraduate Programme in Philosophy

The completion of Undergraduate Programme in Philosophy will enable a student to:

- Expose the students in the learning process of general philosophical trends both Western and Indian by adopting critical tools of analyzing problems and also inculcate the skill of problem solving in a wide spectrum of historical context.
- Develop the generic skill and global competencies in the familiarisation of the contemporary trend of research and knowledge in a given field and look for the solution for philosophical problems in contemporary times.
- Expose the students in the issues and problems of metaphysics, epistemology, logic, and ethics for understanding the general trends in philosophical investigations.
- Engage the student to acquire analytical and critical thinking skills for enabling to apply in further higher research.
- Familiarise the students the nature and characteristics of mind, matter, language, knowledge, and reality for the conceptual clarity and understanding philosophical debates on various issues in interpreting meanings.

Undergraduate Programme in Philosophy

FIRST-YEAR

Core Paper/CC1-PHIL-101

LOGIC

Course Objective:

This course aims to introduce the student to the basic elements of sentential logic, predicate logic as well as the logic of relations. The student is expected not only to master the basic theoretical concepts but is also expected to master the logical techniques through working on various exercises given in the suggested books.

Course Learning Outcome:

The student will become well versed in all the principles and technicalities of proposition calculus and predicate calculus. He will be well trained in the methods of formal proof. With this training, the student will be well prepared to enter the domain of higher logic. He will also surely learn the

interpretation of Aristotelian logic using the principles and techniques of modern logic.

- Logic as the study of arguments: The nature of logical argument; Premises and Conclusions; Conclusion indicators and Premise indicators; Diagram for argument: Diagram for single, simple and complex arguments; Truth and Validity.
- Sentences and Propositions: Word and Sentence; Letter and Word; Token and Type; Sentence Token and Sentence Type; Propositions: Distinction between a Proposition and a Sentence; Truth value of a Proposition; Kinds of Propositions: Simple and Compound Propositions - Conjunctive, Disjunctive, Implicative and Negative Propositions.
- Formal Concepts: Form of a Proposition; Propositional Variable; Propositional Function; Truth Function: Conjunctive, Disjunctive, Alternative, Implicative, Negative; Paradoxes of Material Implication; Bi-conditional; Material Equivalence; Logical Equivalence; Truth Table: Tautologies, Contradictories and Contingencies; Truth Table Method of Proving the Validity of Arguments.
- The Method of Deduction: Elementary valid argument forms; Formal Proof of Validity; The Rule of Conditional Proof; The Rule of Indirect Proof; Proofs of Tautologies; Proving Invalidity.
- Syllogism: Figures and Moods of Valid syllogistic arguments. Rules governing different Figures. Fallacies of syllogistic arguments.

Undergraduate Programme in Philosophy

FIRST-YEAR

Core Paper/CC2-PHIL-102

ISSUES IN PHILOSOPHY

Course Objective:

The course aims at familiarising the student with the broad outlines of the problems and issues developed in the philosophical discourse. This paper will provide the foundational knowledge of the philosophical analysis and the method of inquiry developed in the western tradition.

Course Learning Outcome:

The student will literally see the scope and subject matters of philosophy. The student will be exposed to the general philosophical debates which will help them in understanding the problems in life. The concept like causal theories, freedom and determinism, identity and self-identity, etc shall be the foundation of their knowledge about the world.

- Definition and Scope of Philosophy
- The problem of Substance; Substance and qualities - Views of Locke, Berkeley and Hume.

- Proofs for the Existence of God: Cosmological, Ontological and Teleological Proofs.
- Freedom and Determinism
- Problem of Self-Identity.
- Theories of Causation.

Undergraduate Programme in Philosophy

FIRST-YEAR

Core Paper/CC3-PHIL-103

GREEK PHILOSOPHY

Course Objective:

This paper will provide the foundational knowledge of the philosophical analysis and the method of inquiry developed in the western tradition.

Course Learning Outcome:

The student will literally see the changing vision of the universe as visualized by Greek Philosophers.

The student will see the reasons why engagement with the primal matter is important in the cosmological theories of Thales, Anaximander, Anaximenes and Heraclitus. He will see how the seeds of modern Physics were sown by the Greek Atomists. The student will be acquainted with Plato's Theory of Ideas and Theory of Knowledge which are the classical foundations of Metaphysics and Epistemology. The student will learn Aristotle's metaphysics, which is of perennial relevance in

philosophy.

Undergraduate Programme in Philosophy

FIRST-YEAR

Core Paper/CC4-PHIL-104

SOCIAL & POLITICAL PHILOSOPHY

Course Objective:

The paper aims at cultivating the theorizing capacity of the students at the same time sensitizing them to contemporary social and political issues.

Course Learning Outcome:

At the end of the course, the student will come out with knowledge of the structure and dynamics of the State. He will be able to understand and evaluate the rise and fall of ideologies as grand narratives.

In light of this understanding, he will be able to position himself in the ongoing debates between Liberalism and Socialist Humanism.

- Political Philosophy: Hobbes, Locke and Rousseau. Human Nature; The Social Contract; The General Will; Society and Government.

- John Stuart Mill: Theory of the Growth of Civil Society; Defense of Individual Freedom; Self and Other Regarding Acts.

- Karl Marx: Concept of Man, Nature and Technology; Stateless and classless society; Theory of Alienation; The Revolution and the Class Struggle.

- Theory of Justice: Plato, Aristotle and Justice: Rawls.

Undergraduate Programme in Philosophy

SECOND-YEAR

Core Paper/CC5-PHIL-205

MORAL PHILOSOPHY (INDIAN)

Course Objective:

This course aims to acquaint the students with the various ethical concepts of the cosmic and community centricity and duty-bound ethical thinking as the logical corollary of the Indian tradition's philosophical speculations. An attempt is being made to introduce ethical issues in the context of Indian perspectives.

Course Learning Outcome:

In the case of Indian Ethics, the larger or the overall holistic cosmology of Indian philosophy will determine its possible actual Learning Outcome. Therefore, the concept of dharma and its derivative expressions like Niti Śāstra, Daṇḍa Niti, karvyatā (duty) and ethical agency (kartā) is the constitutive.

ideas fit into the bigger picture of Indian world view, Indian social and political philosophy including

economic system (Artha Śāstra).

- Cosmic centricity of Indian Ethics: Rta, Satya and dharma, Rna and Yajna.
- Pursarthas: Dharma, Artha, Kama and Moksa
- Dharma in Nastika, Eight-fold path of Buddhism, three Jewels of Janinism.
- Dharma in Purvamimamsa and Vedanta
- Yamas (five principles of morality) in Patnājali' s Yogasutra and Nishkama Karma Yoga of

Bhagavadgita.

Undergraduate Programme in Philosophy

SECOND-YEAR

Core Paper/CC6-PHIL-206

MORAL PHILOSOPHY (WESTERN)

Course Objective:

This course is meant to introduce the student to some of the important developments and debates that have shaped moral philosophy in the last sixty years or so. This course, therefore, presupposes an acquaintance with classical and modern Western ethics.

Course Learning Outcome:

Students will learn the latest developments in Meta-Ethics. This will sharpen his intellect for future engagement in discourses on Meta-Ethics. They will learn the latest development in Kantian Ethics, basic tenets of classical Utilitarianism and the contemporary debates centering around the ethical

doctrine.

- Nature and Scope of Ethics; Relation of Ethics to Religion, Politics and Law; Normative

Ethics and Metaethics.

- Moral and Non-moral Actions; The Nature of moral judgment; The Object of moral judgment; Moral obligations.

• Theories of Moral Standard: Naturalistic and Non-naturalistic ethics; Hedonism; Utilitarianism; Intuitionism.

- The Moral Law as a Law of Reason; Kant's ethical theory; The Standard as Perfection; My Station and its Duties

• Value of Life: Theories of Punishment: Capital Punishment; Expression of Dissent; Terrorism; Moral attitude to the environment and animals.

Undergraduate Programme in Philosophy

SECOND-YEAR

Core Paper/CC7-PHIL-207

APPLIED ETHICS

Course Objective:

This course aims to acquaint the student with the various concepts of ethics, ethical issues practices in biomedical, business, corporate and social responsibility, strengthening personal and organizational integrity, ethics and ecology. This course will help the students in understanding the ethical issues

prevailing in contemporary lives.

Course Learning Outcome:

At the end of this course, the student will learn how moral principles apply to social life and man's positioning of himself in Nature. He will realize why researches on the virus for biological warfare is not only criminal but also immoral. He will know that encroachment of Big Business on Nature is unethical. He will be able to give a critique of Corporate violation of nature and human nature.

- Nature and scope of applied ethics: theoretical formulation of applied ethics; analysis of the concept of prima facie obligation.

- Fundamentals of Bio-medical ethics: Suicide and Euthanasia, abortion, organ transplantation, human cloning and animal rights.

- Corporate Ethics, Professional Ethics, Business Ethics, Media Ethics.

Undergraduate Programme in Philosophy

SECOND-YEAR

Core Paper/CC8-PHIL-208

INDIAN PHILOSOPHY I

Course Objective:

This course aims to bring out the traditional thought systems of classical Indian philosophy. The debates among the systems for dominance of each other grow different philosophical positions. The pre-eminent position of the overall methods of logic or/and epistemological inquiry (Pramāna-śāstra) as the pre-requisite condition of any other inquiry within Indian philosophy (Darśana-śāstra). This course allows the students to acquaint with the Indian thought system.

Course Learning Outcome:

Reorienting the teaching method of the basic issues of Indian metaphysics evolved through cross-Darśana dialogues between the schools belonging to the Āstika (Orthodox Schools) and Nāstika (Heterodox Schools) to the theoretical and practical requirements in moulding the learners' personality. This in its way may reveal those previously undiscovered facets of Indian metaphysical categories (padārthas) and how these were employed by the ancient Indian philosophers had sought to address the truth about reality and their relevance to life etc. the socio-theoretical implications of the traditional Indian vada-vadiDarshanīcSamvada (inter-Darśana dialogues).

- Meaning and Scope of Indian Philosophy; Heterodox and Orthodox Schools; The Common Characters of Indian Schools; Pessimism and Dogmatism in Indian Philosophy.

- Cārvāka: Theory of Knowledge, Materialism, Ethics.

- Jainism: Concept of Reality, Theory of judgment (Syādvāda), Ethics.

- Buddhism: The Four Noble Truths, The Eightfold Noble Path (astāṅgikamārga), The Theory of Conditional Existence of Things (Pratīyasamutpāda), The Theory of Nonexistence of Soul (anātmavāda)

- Schools of Buddhism: Madhyamika: Sūnyavāda; Yogacara; Vijñānavāda; Sautrantika and Vaibhasika: The Process of Knowing the World (Bāhyānumeyavāda and Bāhyapratyaksavāda)

Undergraduate Programme in Philosophy

SECOND-YEAR

Core Paper/CC9-PHIL-209

HISTORY OF WESTERN PHILOSOPHY I

Course Objective:

This course is designed to expose the students to the development of modern western philosophy starting from Descartes to Hume. The philosophical debates and the different approaches centering around the western rationalism and empiricism are the main thrust of this course.

Course Learning Outcome:

At the end of the course the student will surely have the aesthetic experience of looking at the elegance of philosophical systems - an experience intrinsically valuable in itself. His encounters will be the pre-modern scholastic philosophers and rationalist systems of Descartes, Spinoza and Leibniz.

He will be thrilled on seeing the isomorphism between Logic and Aesthetics. He will realize how the roots, branches and fruits are related. All these he will have by way of unfolding his mind from a thoroughgoing study of the texts of the grandmasters.

- Scholasticism: Its characteristics and stages.
- St. Augustine: Theory of Knowledge and Theology.
- Thomas Aquinas: Philosophy and Theology; Theory of Knowledge.
- Descartes: Method and Criticism of Knowledge; The Principle - cogito ergo sum;

Existence of the External World; Relation between Mind and Body; The Theory of Innate Ideas.

- Spinoza: Substance, Attributes and Modes; Theory of Knowledge.
- Leibnitz: The Doctrine of Monads; Theory of Knowledge; The Pre-established Harmony.

Undergraduate Programme in Philosophy

SECOND-YEAR

Core Paper/CC10-PHIL-210

PHILOSOPHY OF RELIGION

Course Objective:

This course aims to acquaint the student with the various concepts of religion in theory and praxis and its relationship to human society. This course will help the students in understanding the philosophical underpinning ideas of religious tolerance and the coexistence of a multi-religious belief system.

Course Learning Outcome:

At the end of the course, the student will emerge a mature person with a robust feeling of necessity for the sense of transcendence, be he a believer or an atheist. His encounters with varieties of religious, culture and religious experience will transform him into a sober person who looks at contemporary religious conflict and terror with compassion, but deepest understanding ready to declare that ignorance is no reason. At the end of the course, he will realize how absurd it is to have plans for scienticising religion

- The Nature and Scope of the Philosophy of Religion; Distinction between Natural and Revealed Religion; Origin and Development of Religion: Anthropological, Psychological and Historical theories.
- Nature and Attributes of God; Personality of God; God and the Absolute; Proofs for the Existence of God - Ontological, Cosmological, Teleological and Moral.
- God and His relation to the World and Man - Deism, Pantheism and Theism.
- The Problem of Evil; Freedom and Immortality of the Self; Destiny of Man.
- Substitutes for Religion - Materialism, Marxism and Freudianism.

Undergraduate Programme in Philosophy

THIRD-YEAR

Core Paper/CC11-PHIL-311

CONTEMPORARY INDIAN PHILOSOPHY

Course Objective:

This course aims to explore the living philosophical traditions of India which have been continued by

the contemporary Indian philosophers. The Brahmanical tradition and idealist view of life and world

are repositioning the Indian Philosophy in tune with western philosophical analysis.

Course Learning Outcome:

This course will strengthen the minds of young students in understanding the techniques, methods and nature adopted in Indian Philosophy through the writings of contemporary philosophers. To acquaint with the ideas of indigenous philosophical reasoning that continued in the problematization of philosophical issues by the contemporary thinkers will help in expanding the conceptualisation process and democratizing the very idea of philosophy.

Philosophical Ideas of any four of the following thinkers may be explored in respect of areas like Philosophy of Man, Metaphysics and Morals, Society and Culture (at least two such areas will be covered)

- Rabindranath Tagore: Religion of Man, Ideas on Education.
- Swami Vivekananda: Practical Vedanta, Universal Religion.

- M. K. Gandhi: Satyagraha, Non-violence, Truth.
- Sri Aurobindo: Evolution, Supermind, Integral Yoga.
- B. R. Ambedkar: Varna and the Caste System.
- S. Radhakrishnan: Intellect and Intuition, Idealist View of Life.

Undergraduate Programme in Philosophy

THIRD-YEAR

Core Paper/CC12-PHIL-312

CONTEMPORARY WESTERN PHILOSOPHY

Course Objective:

The course aims at introducing the student to the techniques of philosophical analysis and analytical trends in western philosophy. It will help the students in understanding the paradigm shift in philosophical analysis and solving the problems. This paper highlights the importance of language and its meaning in understanding the relationship between thought and reality.

Course Learning Outcome:

At the end of the course, the student's desire to develop further the skill of philosophical analysis will be fully aroused. From the study of Russell, Moore and Wittgenstein, he will see that Philosophy is philosophizing activity itself. He will realize that the point of learning philosophy is to prepare oneself for engagement in philosophizing activity.

- Historical background and development of Philosophical Analysis.
- Linguistic turns: Ideal language and Ordinary language debate; Early realism; Logical atomism; Logical positivism; Ordinary language philosophy.
- Moore: Concept of language and philosophy; Analysis of language; Common sense approach. Russell: Concept of language and philosophy; Analysis of language; Application of logic in philosophy.
- Theories of Meaning: Frege's Reference theory of meaning; Russell's Denotative theory of meaning; Wittgenstein's Picture theory of meaning; Verification theory of meaning of Logical Positivists.
- Logical Positivism: Concept of philosophy; The task of philosophy; The Verification Principle; The Elimination of metaphysics.

Undergraduate Programme in Philosophy

THIRD-YEAR

Core Paper/CC13-PHIL-313

FEMINIST PHILOSOPHY

Course Objective:

The objective of this course is to acquaint the student with the various concepts of philosophy and its practical issues in understanding the reality from the perspectives of gender neutrality. The debates in the conceptualization of the ontological as well as epistemological spheres can be re-evaluated by arguing against the predominant concepts.

Course Learning Outcome:

At the end of the course, the student will realize that gender injustice is essentially political, that gender emancipation is part of the emancipation of mankind. His study of the classics of feminist thought will empower him to give a better critique of patriarchy—that citadel of male domination. His acquaintance with ethics of care, ethics of autonomy and gender justice will facilitate his transformation into a total man. He will be more sensitive to the imperatives of women empowerment.

- Feminist Movement - Feminist consciousness, Liberal feminism, Marxist feminism.
- Metaphysical and epistemic presuppositions of feminism, Gender dichotomy and Feminist epistemology, criticism of andro-centricism.
- Feminist theology and Feminist social and political philosophy.
- Patriarchy: Basic idea and thought.
- Gender justice: Rights, Liberty, Equality and Equity.

Undergraduate Programme in Philosophy

THIRD-YEAR

Core Paper/CC14-PHIL-314

CONTINENTALPHILOSOPHY

Course Objective:

The new trends of philosophical engagement in the continental philosophy have expanded in the area of consciousness study. The students are required to expose to the debates and issues emerging among the continental philosophers. This course aims at introducing the student to a new current of thought by Husserl, Heidegger and Existentialism.

Course Learning Outcome:

At the end of the course, the student will be familiar with Husserl's theory of consciousness, his radical method of investigation, his presentation of phenomenology as presuppositionless philosophy, a rigorous science. The student will also be acquainted with the global ramifications of phenomenological movement giving rise to Heideggerian Phenomenology as Hermeneutics with its engagement with the defining capacity of Dasein as the interpretative understanding of the world. He will also be aware of existentialist movement as the presentation of horizons of meaning, which had a profound impact on literary and aesthetic theories.

- Husserl: What is phenomenology? Presuppositionless Philosophical Method, Intentionality, epoche, Natural attitude, Phenomenological attitude.

• Heidegger: The Concept of Being, Dasein as the being-in-the-world, Ontical ontological, Ontico ontological.

• Sartre: Freedom and theory of Consciousness, existence precedes essence.

Undergraduate Programme in Philosophy

FOURTH-YEAR

Core Paper/CC15-PHIL-415

INDIAN PHILOSOPHY – II

Course Objective:

This paper deals with Pramāna-Śāstra (Logic and Epistemological inquiry) within the broader frameworks of Classical Indian Philosophy. This course allows the students to acquaint with the Indian approaches to the epistemological problems.

Course Learning Outcome:

The theories of truth, error and testing of validity and invalidity of Indian tradition will give the skill of comparative study and potentialities of theorization. Gadādhara Bhaṭṭācārya's Theory of Objectivity (Viśayatā-vāda) and Nyāya's the Theory of Extrinsic validity and invalidity Parataḥ (Pramāṇyavāda) and also its opposite Theory of Intrinsic Validity (Svataḥ Pramāṇya-vāda) is the foundational epistemic theory. Similar is the case when it comes to Pūrva Mīmāṃsā's theory of knowledge its hermeneutics in their possible interpretative values in the light of epistemic oriented western

hermeneutics etc.

• Nyāya: Nature of knowledge (Pramā), Sources of valid knowledge (Pramānas) - Perception (Pratyakṣa), Inference (Anumāna), Comparison (Upamāna), and Testimony (Śabda).

• Vaiśeṣika: Categories (Padārthas), Theory of the Creation and Destruction of the World.

• Sāṅkhya-Yoga: The Sāṅkhya Theory of Causation, Evolution, Purusa and Prakṛti; The Yoga Psychology and Eightfold Means of Yoga.

• Mīmāṃsā: Theory of Knowledge and The Philosophy of Ritualistic Actions; The Conception of Duty (Dharma).

• Vedānta: Brahman, Īsvara, Ātman, Jīva, Jagat, Māyā, Avidyā, Adhyāsa and Mokṣa with special reference to the Monism of Śāṅkara (Advaita) and the Qualified Monism of Rāmānuja (Viśiṣṭādvaita).

Undergraduate Programme in Philosophy

FOURTH-YEAR

Core Paper/CC16-PHIL-416

HISTORY WESTERN PHILOSOPHY - II

Course Objective:

This course is designed to expose the students to the development of British empiricism developed by Locke, Berkeley and Hume and the German Idealism with special reference to the contributions of Immanuel Kant and G.W.F. Hegel. The philosophical debates and the different approaches to the study are the main thrust of this course.

Course Learning Outcome:

The student will be mastering the empiricist systems of Locke, Berkeley and Hume which is foundational change in philosophical tradition and growth of Kant's critical philosophy and Hegel's dialectical interpretation of being. This will be based on the creative and critical study of the texts, which is an intellectual training in itself.

Locke: Criticism of Innate Ideas, Origin of Knowledge, Nature and Validity of Knowledge, The Limits of Knowledge.

- Berkeley: Rejection of Abstract Ideas, Theory of Knowledge, The Doctrine of esse est percipi.
- Hume: Origin of Knowledge; Relation of Ideas and Matters of Facts; Relation of Cause and Effect; Knowledge of the External World.
- Kant: The Problem of Knowledge, The Distinction between Analytic and Synthetic Judgements, The Distinction between a priori and empirical knowledge; A priori synthetic judgements; The Theory of Sense Perception; The Theory of the Understanding; Phenomena and Noumena.
- Hegel: The Problem of Philosophy, The Dialectical Method.

Undergraduate Programme in Philosophy

FOURTH-YEAR

Core Paper/CC17-PHIL-417

RESEARCH METHODOLOGY

The students are expected to know the approach, skill and techniques of in-depth learning of the field to enable them to engage in a higher-level philosophical debates and issues and formulate their own problems for finding a new solution.

- Logical reasoning: application of traditional and modern formal logic in philosophical research.
- Conceptual and linguistic analysis: Method of linguistic analysis in contemporary research in philosophy.
- Dialectical reasoning: Application of dialectical reasoning in contemporary philosophical

research.

- Phenomenological approach, Hermeneutical approach, in contemporary research.
- Method in Indian Philosophy: Samvad: Purvapaksa (prior view), Khandana (criticism) and

Sidhanta (conclusion).

Undergraduate Programme in Philosophy

FOURTH-YEAR

Core Paper/CC18-PHIL-418

DISSERTATION

Students have to write and submit a dissertation on any topic based on their understanding of philosophical issues and/or exploring a new thought under the supervision of a course in charge. This paper is mandatory to all students to complete the course.

BHRD 503B History of United States of America -I (C. 1776 -1945) Learning outcome:

Students will enhance their knowledge of the history of America. It will help them understand, synthesize and analyze the major themes and debates in the historiography of America.

B.A. (Honours) Four Year Undergraduate Programme in History (LOCF) COURSE: BA

BHRC 101 The Idea of Bharat Learning Outcome: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

BHRC 101A Indian Historiography Learning Outcome: This course aims at familiarizing students the Indian notion of history and history writing. This curriculum provides an in depth study of the different schools of historiography in India.

BHRC 102 History of World Civilization

Learning Outcome: Student will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, China, Roman, and Medieval Europe. They can acquire knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

BHRC 201 History of India: Earliest time to 550 CE Learning Outcome: As a history student will learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India.

BHRC 202 History of Europe: 13th Century to 1789 Learning outcome: To develop the understanding Europe from a theocratic society to modern Nation state system. Renaissance and its after Maths on European Society, Economy, polity and Culture leading to subsequent development of Nation State and emergence of new ideologies culminating in the form of French Revolution.

BHRC 301 History of India: 550 CE to 1200 CE Learning outcome: Students will learn and analyze about the transition from historic centuries to the early medieval. They'll be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

BHRC 302 History of Europe: 1789-1919 Learning outcome: The students will be able to analyze the historical developments in Europe between 1789-1919 as it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts.

BHRC 303 History of India: 1200 – 1707 Learning outcome: Students will be able to identify the major political developments in the History of India during the period between the twelfth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement. Delineate the development of trade and urban complexes during this period.

BHRC 401 History of Modern World: 1919-1945 Learning outcome: This course aims to provide an understanding of an era of shifting history from Euro centric to World. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through formation of organizations such as United Nations.

BHRC 402 History of India: 1707-1857 Learning outcome: The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn

about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

BHRC 403 Indian National Movement 1857-1947 Learning outcome: The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of national movement in its contextuality. India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles. Indeed, India's national movement has vast and divergent ideological base with inner contradictions.

BHRC 501 History of Modern India: 1947-2000

Learning outcome: Students will learn about the post war Developments of social, political and economic scenarios of India.

BHRC 502 Cultural Heritage of India Learning Outcome: This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries. They will acquire knowledge of changing socio-cultural scenarios of India. As well as they can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

BHRC 601 Asian Resurgence Learning outcome: Students will be able to analyze how global forces of economic, political and cultural change affect contemporary Asian Societies. Explains basic historical linkages between Asia and the world, including economic and cultural linkages.

BHRC 602 History of Manipur: Early times to 1891 A.D. Learning Outcome: Students will gather knowledge towards the history, polity and culture of early Manipur. As well as they acquire the knowledge about emergence of Manipur as a nation state. The objective of this paper is to give a general outline of the history of Manipur from the earliest times to the occupation of Manipur by the British in the last quarter of the 19th century. It aims to acquaint the students with major stages of developments of the kingdom as a nation state and its loss of independence to the British in the eventful Anglo-Manipur war of 1091. As India is pursuing a vigorous policy known as Act East to reach out to the countries of Southeast Asia, the introduction of this course has become more relevant as Manipur served as the gateway between India and the countries of Southeast Asia in the historical past.

BHRC 701 History of Modern Manipur (1891-1949) Learning Outcome: Students will gather knowledge about the history of colonial Manipur, processes, impact and response of the people towards colonial rule, freedom and integration to India.

BHRC 702 History of Communication in India Learning Outcome: This course will aware students of past of communication in India. This curriculum provides in depth study of various dimensions of communication in Indian Past.

BHRC 801 Historiography & Historical Method Learning Outcome: This course will familiarize students with various schools of historical writings and associated philosophies. This curriculum provides in depth study of historiography as a discipline. Upon successful completion of the course you are expected to develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling.

BHRC 802 Dissertation/Project Report

Learning outcome: The aim of the course is to expose and train students how to conduct research and prepare report on given topic. Upon successful completion of the course you are expected to develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling. The paper carries 100 marks and is distributed as under.

DISCIPLINE SPECIFIC ELECTIVE (ANY FOUR) BHRD 503A History of Southeast Asia-The 19th Century Learning outcome: This course offers an opportunity to come to grips with the history of region that we now know as Southeast Asia - Chronologically the 'past' covered in the subject is from 'earliest times'.

BHRD 503B History of United States of America -I (C. 1776 -1945) Learning outcome: Students will enhance their knowledge of the history of America. It will help them understand, synthesize and analyze the major themes and debates in the historiography of America.

BHRD 603A History of Southeast Asia-The 20th Century Learning outcome: This course offers an opportunity to come to grips with the history of region that we now know as Southeast Asia - Indonesia, Malaysia, Thailand, Burma, Vietnam, Cambodia and the Philippines. Chronologically the 'past' covered in the subject is from 'earliest times' to 20th Century.

BHRD 603B History of United States of America -II (C. 1776 -1945)

Learning outcome: Students will enhance their knowledge of the history of America. It will help them understand, synthesize and analyze the major themes and debates in the historiography of America.

BHRD 703A History of East Asia - China (c. 1840-1949) Learning outcome: Students will learn about the nature and structure of the traditional Chinese society and how to transform the Chinese society from traditional to modern cultures. They will be aware how the Chinese were united towards the foreign colonial powers and defeated them and ultimately gain to freedom.

BHRD 703B History of the USSR-I (c. 1917- 1964) Learning Outcome: Students will aware about the Russian War of 1917 which affected to the contemporary society and politics of the European countries. They will learn about the foreign policy of Russia which affected to the entire World.

BHRD 703C History of North East India (1826-1947) Learning outcome: To make students aware of the historical development of North East India as a region and its role in the making of India.

BHRD 803A History of East Asia (c. 1840-1949) Learning outcomes: Students learn to think critically and comparatively about historical events in modern East Asia. They are able to understand and identify historical themes, causes, and effects.

BHRD 803B History of the USSR-II (c. 1917- 1964) Learning Outcome: Students will gather knowledge towards the society, polity and economics of the USSR. As well as they acquire the knowledge about industrial and agricultural reconstruction and Second World War.

BHRD 803C History of Contemporary Manipur 1950-2000

Learning Outcome: This paper will make a survey of the socio-political changes taking place in the state after Manipur's merger in the Indian Union with particular reference to democracy in practice.

Detailed syllabus of the B.A. (Honours) Generic Elective Courses BHRG 304 History of Manipur from 33 A.D.1891 A.D. Learning Outcome: This course aims to provide an understanding of the emergence of Manipur as an independent kingdom till its defeat in the hands of British. Emphasis will be given to understand this course within the perspective of regional, national and global perspective.

BHRG 404 History of Ancient India Learning Outcome: Through this paper attempt will be made to familiarise the students with the various stages of ancient Indian history from pre-historic age. Emphasis will be on the political, economic and social history of the given period.

BHRG 504 History of Medieval India Learning Outcome: Attempt will be made to familiarise the students with the various aspects of medieval Indian history and culture. Emphasis will be on the political, economic and social history of the given period.

BHRG 604: History of Modern India. Learning Outcome: Through this paper attempt will be made to familiarise the students with the main features of the History of Modern India (1707 A.D. to 1857 A.D.). Emphasis will be on the political, economic and social history of the given period.

BHRG 704 History of Freedom Movement in India Learning Outcome: Through this course students will be exposed to the various stages of India's rich history of the various strands of anti-colonial national movement for freedom against the British rule.

BHRG 804A Issues in Contemporary World

Learning outcome: this paper enables students to identify the contemporary challenges like social transformation, liberalization, privatization and globalization.

BHRG 804B Women in Indian History Objective: The objective of this course is to describe the Feminist Movement, the key concepts in Women's studies as well as sources for reconstructions of Women's History. It will also describe the status of Women in Indian Society during the Vedic and Medieval period. Further the Reform Movement as well as the role of women in India's Freedom Struggle will be dealt with.

Detailed syllabus of the B.A. (Honours) SKILL ENHANCEMENT COURSE

104B Archives and Museum Learning outcome: Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. It helps them to understand the importance and significance of such institutions to build the history of India.

104C Myanmarese/Burmese Language Learning outcome: Students will learn the basics of Myanmarese/Burmese language along with an introduction to the land and people of the country.

BHRS 204A Understanding Heritage Learning outcome: Students will get to understand the different facets of heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.

204B Understanding popular culture of India Understanding Popular Culture of India Learning outcome: This paper provides students opportunity to explore various aspects of Indian cultural heritage and cultural diversity in a historical perspective that speak of numerous cultural practices that have evolved over centuries.

Historical Tourism in North East India Learning outcome: This paper intends to give the students an idea about Tourism in North East India with special reference to the historical monuments, cultural elements and places of the northeastern region of India as heritage sites. It

aims to acquaint them with the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth and expansion.

Four-Year B.A. (Hons.)

Economics

Economics Core Course 1: INTRODUCTORY MICROECONOMICS (BECC103)

Course learning outcome

1. The students would have learned the basic principles of microeconomic theory, important terms and concepts used in microeconomics etc.
2. The working of the markets is explained in terms of demand and supply in the market. The concept of welfare is also dealt in the context of market operation.
3. The behavior of basic units in consumption and production respectively are explained in terms of key concepts in respective areas.
4. The students would have learned the market structures of a perfectly competitive and monopoly market via their equilibrium states and relevant government policies.

Economics Core Course 2: MATHEMATICAL METHODS IN ECONOMICS-I (BECC104)

Course learning outcome

1. The students would have learned the preliminary building blocks to mathematical tools used in basic economic theory.
2. The students would have learned about the mathematical concepts like functions of real variable, characterizations of functions, integration and difference equations.
3. The students will see how these concepts appear in various economic models their significance in specific contexts.
4. The models are illustrations of methods of application of mathematical techniques to economic theory in general.

Economics Core Course 3: INTRODUCTORY MACROECONOMICS (BECC203)

Course learning outcome

1. Students in this course will get familiarized with basic concepts of macroeconomics, its subject matter, its difference from microeconomics etc.

2. The students would have learned the basic concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

3. The students would also have learned the basic structure of a classical and Keynesian system, how macroeconomic variables appear in them.

**Economics Core Course 4: MATHEMATICAL METHODS IN ECONOMICS – II
(BECC204)**

Course learning outcome

1. The students will learn the concepts of differential equations, linear algebra, functions of several real variables and multivariable optimization.

2. The students will be able to see how these mathematical concepts are used in building and interpretation of various economic models.

Economics Core Course 5: INTERMEDIATE MICROECONOMICS – I (BECC301)

Course learning outcome

1. The students will learn the ways to analyze the behavior of individual agents through exposure to various microeconomic theories.

2. The students will be taken deeper understanding of the basic concepts through the mathematical tools taken up earlier.

3. Specifically the students would have studied the behavior of consumers and producers and that of a competitive firm.

Economics Core Course 6: INTERMEDIATE MACROECONOMICS – I (BECC302)

Course learning outcome

1. The students would have learned the formal modelling of a macroeconomy in terms of analytical tools.

They would also have learned various alternative theories of output and employment determination in a closed economy in the short run as well as medium run and the role of policy in this context.

3. Various theoretical issues related to an open economy would also have taught.

**Economics Core Course 7: STATISTICAL METHODS FOR ECONOMICS
(BECC303)**

Course learning outcome

1. The students would have learned some basic concepts and terminology that are

fundamental to statistical analysis and inference.

2. The notion of probability, probability distributions of discrete and continuous random variables and of joint distributions would have been learned.

3. They will be taught sampling techniques used to collect survey data as well as the notion of sampling distributions that act as a bridge between probability theory and statistical inference.

4. They would also have learned some topics in statistical inference that include point and interval estimation.

Economics Core Course 8: INTERMEDIATE MICROECONOMICS – II (BECC401)

Course learning outcome

1. The students would have learned the topics and concepts pertaining to general equilibrium and welfare, imperfect markets and topics under information economics.

2. The basic concepts in behavioral economics would also have been taught.

Economics Core Course 9: INTERMEDIATE MACROECONOMICS – II (BECC402)

Course learning outcome

1. The students will learn the long run dynamic issues like growth and technical progress.

2. The micro foundations to the various aggregate concepts are also provided to the students.

3. The students will also learn the forms and elements in fiscal and monetary policy and various schools of macroeconomic thoughts in brief.

Economics Core Course 10: INTRODUCTORY ECONOMETRICS (BECC403)

Course learning outcome

1. The students would learn the basic econometric concepts and techniques and statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models.

2. The course also teach the consequences of and tests for misspecification of regression models.

Economics Core Course 11: INDIAN ECONOMY-I (BECC501)

Course learning outcome

1. The students will try to understand the development path of India since independence as paradigm shifts and turning points in the growth path of India.

2. The very important topic of growth and distribution will also be taught.
3. The students will also learn about the change in the structure of institutions responsible for planning and growth of the country.

Economics Core Course 12: DEVELOPMENT ECONOMICS-I (BECC502)

Course learning outcome

1. The students will learn about the alternative conceptions of development and their justification.
2. The students will also learn aggregate models of growth and cross-national comparisons of the growth experience.
3. They will also learn definitions, measures and mechanisms concerning the topic of poverty and inequality required in going further deep into this topic.
4. They will also learn the role of the State in economic development and also the informational and incentive problem that affect the State governance.

Economics Core Course 13: INDIAN ECONOMY-II (BECC601)

Course learning outcome

1. The students will learn how the Indian economy was doing sector-wise, the shaping trends giving push to the overall growth to the economy.
2. The students will also get acquainted with the kind of policy debates in regard to sectoral push, their impact on people as well as on economic key indicators in India.
3. The students would also get a measure of performance of economy via empirical evidence.

Economics Core Course 14: DEVELOPMENT ECONOMICS-II (BECC602)

Course

Course learning outcome

1. The students will learn the basic demographic concepts and their evolution during the process of development.
2. The problems of enforcement experienced in poor countries seen through the prism of structure of markets and contracts will be taught.
3. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth.
4. The students will be taught on the role of globalization and increased international

dependence on the process of development.

Economics Core Course 15: INTERNATIONAL ECONOMICS (BECC701)

Course learning outcome

1. The students would have learned the composition, direction, and consequences of international trade, and the determinants and effects of trade policy via models studied.
2. They would also be acquainted with the working of open economy macroeconomics where the focus is on national policies and international monetary fund.
3. They will also learn the causes and consequences of the rapid expansion of international financial flows in recent years.
4. The students will also be exposed to real world examples and case studies.

Economics Core Course 16: PUBLIC FINANCE (BECC702)

Course learning outcome

1. The students would have learned the nature of government fiscal intervention and its implications for allocation, distribution and stabilization.
2. Specifically, they will learn about the government taxation and expenditure.
3. They will learn about other topics as well including public goods, market failures and externalities.

Economics Core Course 17: THE ECONOMY OF MANIPUR (BECC801)

Course learning outcome

1. The students will be acquainted the economic history of Manipur from pre-colonial times.
2. Taking into account of its people, resource base and political set-ups at various junctures of time, the developmental path of the State since pre-colonial time will be taught.

Economics Core Course 18: ENVIRONMENTAL ECONOMICS (BECC802)

Course learning outcome

1. The students will learn the linkage of the current environmental problems of the world with economic factors.
2. The students will learn the application of economic principles to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies.

3. The students will also get familiarized with economic implications of environment policies.

4. Concepts like valuation of environmental quality, quantification of environmental damages, inclusive cost-benefit analysis of projects, environmental impact analysis will also be taught.

DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS: GROUP-I

POLITICAL ECONOMY-I (BECD1a)

Course learning outcome

1. The students will learn the changes in the organisation of production, labour market institutions and corporate structure over time.
2. They will also learn about the consequences of globalization, especially of financial flows, for the role of the state, economic performance, gender issues, environment, human welfare and development.

APPLIED ECONOMETRICS (BECD1b)

Course learning outcome

1. The students will be equipped with tools and methods and skills required for empirical research in economics.
2. The students will learn topics such as specification and selection of regression models, dynamic econometric models, advanced methods in regression analysis and panel data to hone their skills in empirical econometrics exercises.
3. The students will also learn the software and computing skills of some popular and versatile softwares.

(iii) ECONOMIC HISTORY OF INDIA (1857-1947) (BECD1c)

Course learning outcome

1. They will learn the key aspects of Indian economic development during the second half of British colonial rule.
2. They will learn how the structure of the Indian economy was linked to the compulsions of colonial rule.

(iv) MONEY AND FINANCIAL MARKETS (BECD1d)

Course learning outcome

1. The students would have learned about the theory and functioning of the monetary and financial sectors of the economy.
2. Specifically, they would have learned the organization, structure and role of

financial markets and institutions.

3. They will also learn concepts like interest rates, monetary management and instruments of monetary control.

4. Financial and banking sector reforms and monetary policy with special reference to India will also be taught.

(V) Cultural Economics (BECD1e)

Course learning outcome

1. The students will learn the connection between cultural sector and economy.

2. They will learn about the constituents or components of the cultural sector including the organizational set-up, their activities etc.

3. They will be taught to see the workings and activities in the cultural sector through the prism of market operations.

DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS: GROUP-II

(i) POLITICAL ECONOMY-II (BECD2f)

Course learning outcome

1. They will learn the structure and institutions of capitalist economies and their relationship to social and political forces from different perspectives of alternative schools of thought.

2. They would be exposed to recent commentaries as well as to some classical text in this field.

(ii) COMPARATIVE ECONOMIC DEVELOPMENT (1850-1950) (BECD2g)

Course learning outcome

1. The students would have learned the economic systems followed by these selected countries namely US, USSR, UK and Japan.

2. They would have learned about the different trajectories and patterns of growth experienced by these diverse forms of economic systems and their outcomes on sectoral change, intersectoral relations, labour processes and industrial relations.

3. They would also have learned about the role of the State in facilitating the respective trajectories.

(iii) FINANCIAL ECONOMICS (BECD2h)

Course learning outcome

1. The students will learn the basic concepts associated with the economics of

finance.

2. They will also learn about the benchmark valuation of assets and derivatives through CAPM model, Binomial Option pricing model etc.

3. They will also pick up the basic concepts in corporate finance.

(iv) ECONOMICS OF HEALTH AND EDUCATION (BECD2i)

Course learning outcome

1. The students will learn the demand aspect for health and education, government intervention, inequity and discrimination issue in these two sectors within the microeconomics framework.

2. They will also learn the importance of education and health in raising the well being of a society.

(v) Identity Economics (BECD2f)

Course learning outcome

1. The students will learn the salient features of identity economics.

2. They will also learn to analyze identity and norms in the utilitarian framework.

3. They will also study identity vis-à-vis economics of education.

4. The concept of gender and race is studied with respect to labour market, traditional economics of discrimination and identity theory.

(vi) DISSERTATION (BECD803)

Generic Elective in Economics

I: Introductory Microeconomics (BECG304)

Course learning outcome

1 The students would have learned the basic principles of microeconomic theory, important terms and concepts used in microeconomics etc.

1. The working of the markets is explained in terms of demand and supply in the market. The concept of welfare is also dealt in the context of market operation.

2. The behavior of basic units in consumption and production respectively are explained in terms of key concepts in respective areas.

3. The students would have learned the market structures of a perfectly competitive and monopoly market via their equilibrium states and relevant government policies.

Generic Elective in Economics II: Introductory Macroeconomics (BECG404)

Course learning outcome

1. Students in this course will get familiarized with basic concepts of macroeconomics, its subject matter, its difference from microeconomics etc.
2. The students would have learned the basic concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.
3. The students would also have learned the basic structure of a classical and Keynesian system, how macroeconomic variables appear in them

Generic Elective in Economics III(a): Indian Economy-I (BECG504a)

Course learning outcome

1. The students will try to understand the development path of India since independence as paradigm shifts and turning points in the growth path of India.
2. The very important topic of growth and distribution will also be taught.
3. The students will also learn about the change in the structure of institutions responsible for planning and growth of the country.
4. The various aspects of economy of North eastern region of India including main economic activities of the region, natural resources will also be taught in this course.

Generic Elective in Economics III(b): Money and Banking (BECG504b)

Course learning outcome

1. The students would have learned about the theory and functioning of the monetary and financial sectors of the economy.
2. Specifically, they would have learned the organization, structure and role of financial markets and institutions.
3. They will also learn concepts like interest rates, monetary management and instruments of monetary control.
4. Financial and banking sector reforms and monetary policy with special reference to India will also be taught.

Generic Elective in Economics IV(a): Indian Economy-II (BECG604a)

Course learning outcome

1. The students will learn how the Indian economy was doing sector-wise, the shaping trends giving push to the overall growth to the economy.
2. The students will also get acquainted with the kind of policy debates in regard to

sectoral push, their impact on people as well as on economic key indicators in India.

3. The students would also get a measure of performance of economy via empirical evidence.

Generic Elective in Economics IV(b):

Economic History of India 1857-1947 (BECG604b)

Course learning outcome

1. They will learn the key aspects of Indian economic development during the second half of British colonial rule.

2. They will learn how the structure of the Indian economy was linked to the compulsions of colonial rule.

Generic Elective in Economics (v): Environmental Economics (BECG704)

Course learning outcome

1. The students will learn the linkage of the current environmental problems of the world with economic factors.

2. The students will learn the application of economic principles to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies.

3. The students will also get familiarized with economic implications of environment policies.

4. Concepts like valuation of environmental quality, quantification of environmental damages, inclusive cost-benefit analysis of projects, environmental impact analysis will also be taught.

Generic Elective in Economics (vi): Public Finance (BECG804)

Course learning outcome

1. The students would have learned the nature of government fiscal intervention and its implications for allocation, distribution and stabilization.

2. Specifically, they will learn about the government taxation and expenditure.

3. They will learn about other topics as well including public goods, market failures and externalities.

Ability Enhancement Compulsory Courses (AECC) Credit: 4

Course learning outcome

☑ Learners will be able to improve communicative skills in English.

☑ Learners will learn how to pronounce the English sounds which are different from their mother tongue.

Learners will know the common errors in English and hence, they will write with grammatical accuracy.

☑ During conversation in English, the learners will know when to take turns, change their role and modulate the pitch.

☑ Learners will be aware of the basic language skills and ways to improve these skills.

☑ After practice in Language Use through group discussion, extempore and role play, the learners will have confidence to speak in English fluently and with proper pronunciation.

2. AECC 1b: COMMUNICATION SKILLS (BECA101b)

AECC 2: Environmental Studies (BECA201)

SEC-1: Data Analysis (BECS102)

Course Learning Outcomes

The course will use data simulations and publicly available data sources to help students learn about data types, their organization and visual representation. They will learn how to compute summary statistics and do some basic statistical inference.

SEC-2(a): Research Methodology (BECS202a)

Course Learning Outcomes

The course imparts skills to undertake data-based research. The student enrolling in this course would develop competency in executing sample surveys and would have reasonable exposure to a variety of secondary data sources.

SEC-2(b): Contemporary Economic Issues (BECS202b)

Course Learning Outcomes

Students will have the capability to understand government policies and will in general be informed participants in economic decision making.

LEARNING OUTCOMES (POs, PSOs, COs)

<https://skwomenscollege.ac.in/courses/>

