

# Habraghat Mahavidyalaya, Krishnai

## PROGRAMME OUTCOMES, PROGRAMME SPECIFIC OUTCOMES AND COURSE OUTCOMES

Session: 2019-20

### PROGRAMME OUTCOMES (POs) OF BA (THREE YEARS UNDERGRADUATE GENERAL DEGREE:

The students of B A Programme (Three years undergraduate general degree) at the time of graduation will be able to-

- PO1: Knowledge:
- PO2: understanding:
- PO3: Thinking:
- PO4: Communication:
- PO5: Social Interaction:
- PO6: Intelligence and creativity:
- PO7: Character and Personality:
- PO8: Good Citizen:
- PO9: Ethics and Morality:
- PO10: Nationalism and International understanding:
- PO11: Environment and Sustainability:
- PO12: Self-direction and Life-long Learning:
- PO13: Preparation for the world of work:

### **ARABIC: (NON CBCS)**

#### **PROGRAMME SPECIFIC OUTCOMES:**

History of Arabic Literature is also helpful for those who are preparing for APSC and SSC. A student of Arabic Language and Literature may choose his/her career in journalism or any other editorial board. They may get job in museum, archives and libraries. Beside those, in the field of research and archaeology they may proceed.

COURSES	LEARNING-OUTCOMES
B.A. 1 <sup>st</sup> Semester(M) AR-1:1 Arabic Prose-I & Grammar (Etymology)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will learn about the Arabic Prose Literature & Arabic Grammar Etymology Section. <b>CO 2:</b> Student will learn the difference sources of Arabic Language and History and distinguish between primary and secondary sources. <b>CO 3:</b> Student will learn different branches of Arabic History as well as Student will be aware of historical tradition outside the West.
B.A. 1 <sup>st</sup> Semester(M)	<b>After completion of the course the students will be able-</b>

AR-1:2 Arabic Poetry-I, History of Islam & Grammar (Syntax)	<b>CO1:</b> Student will learn more about Arabic Poetry, history of Islam and uses of Arabic Grammar Syntax Section. <b>CO 2:</b> The paper will focus on Islamic History Specially. <b>CO 3:</b> Student will learn the importance, Nature and the Characteristics of Islamic poetry associated with the socio-economic and Cultural changes in western Countries and the emergence of Muslim empires in Umayyad Period (.....) AD. <b>CO 4:</b> Students will learn about Traditional Poetic stories of Islam.
B.A. 2 <sup>nd</sup> Semester(M) AR-2:1 Arabic Prose-II & Grammar (Etymology)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will learn more about the Arabic Prose-II & Grammar (Etymology) <b>CO2:</b> Students will able to know more about the Arabic Grammar and Prose Literature as commerce will be the focus of the paper properly. <b>CO3:</b> Students will learn about the growth and development as well as Fundamentals of Arabic Language and Prose Literature contact with outside of the Arab world.
B.A. 2 <sup>nd</sup> Semester(M) AR-2:2 Arabic Poetry-II, History of Islam & Grammar (Syntax)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Student will learn more about Arabic Poetry, history of Islam and uses of Arabic Grammar Syntax Section. <b>CO2:</b> The paper will focus on Islamic History Specially. <b>CO3:</b> Student will learn the importance, Nature and the Characteristics of Islamic poetry.
B.A. 3 <sup>rd</sup> Semester(M) AR-3:1 Arabic Prose-III, (Quran, Hadith& Nasihat) & Grammar (Etymology)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Understanding of Main Features, Characteristics and Deferent Types of Arabic Poetry. <b>CO 2:</b> Able to know more about the Basic Concept of Quran and Hadith with the Contact of Religious Nasihat. <b>CO 2:</b> understanding the Importance of Arabic Grammar for Arabic Language and Literature Students. AS well as the Similarity Between Science and Quran.
B.A. 3 <sup>rd</sup> Semester(M) AR-3:2 Arabic Poetry-III, History of Islam & Grammar (Syntax)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Student will learn more about Arabic Poetry, history of Islam and uses of Arabic Grammar Syntax Section. <b>CO 2:</b> The paper will focus on Islamic History Specially. <b>CO 2:</b> Student will learn the importance, Nature and the Characteristics of Islamic poetry associated with the socio-economic and Cultural changes in western Countries and the emergence of Muslim empires in Umayyad Period. <b>CO 2:</b> Students will learn about Traditional Poetic stories of Islam.
B.A. 4 <sup>th</sup> Semester(M) AR-4:1 Arabic Prose-IV, History of Islam & Grammar (Syntax)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The paper will focus on Islamic History Specially. <b>CO 2:</b> Student will learn more about Arabic Prose, history of Islam and uses of Arabic Grammar Syntax Section. <b>CO 2:</b> Understanding of Main Features, Characteristics and Deferent Types of Arabic Prose Literature.

B.A. 4 <sup>th</sup> Semester(M) AR-4:2 Arabic Prose-V, Literary History of the Arabs - (Pre-Islamic Period) & Grammar (Syntax)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Student will learn more about Arabic Prose, history of Pre-Islamic Arabs and uses of Arabic Grammar Syntax Section. <b>CO 2:</b> Student will learn about the Nature & Characteristics of Pre-Islamic Prose Literature associated with the socio-economic Cultural condition in western Countries and the emergence of empires in Pre-Islamic Period. <b>CO 2:</b> Students will learn about the basic Features, characteristics of pre-Islamic Arabic Literature and literary history of the Arabs.
B.A. 5 <sup>th</sup> Semester(M) AR-5:1 Arabic Prose (Medieval Period) & Grammar:(Syntax)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of Arabic Prose (Medieval Period) & Grammar:(Syntax). <b>CO 2:</b> Students will able to understand about the impact of Arabic Prose (Medieval Period) & Grammar:(Syntax). <b>CO 2:</b> Students will get Sufficient knowledge with the Concern Paper.
B.A. 5 <sup>th</sup> Semester(M) AR-5:2 Arabic Poetry (Pre-Islamic Period to Abbasid Period).	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of Arabic Poetry (From Pre-Islamic to Abbasid Period). <b>CO 2:</b> Students will able to understand about the impact of Arabic Poetry (From Pre-Islamic to Abbasid Period). Students will get Sufficient knowledge with the Concern Paper.
B.A. 5 <sup>th</sup> Semester(M) AR-5:3 Modern Arabic Poetry	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of history of the Arabs specially in Modern Arabic Poetry Literature. <b>CO 2:</b> Students will able to understand about the impact of Modern Arabic Poetry Literature among the Arab world.
B.A. 5 <sup>th</sup> Semester(M) AR-5:4 Rhetoric, Grammar, Essay & Translation (Arb-Eng. & Vice- Versa)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To Know about the concept, meaning and different types of Translation. <b>CO 2:</b> To Demonstrate knowledge of Arabic Rhetoric. <b>CO 2:</b> To acquired sufficient knowledge of Arabic Grammar. <b>CO 2:</b> To understand the role of Essay Writing. <b>CO 2:</b> To develop Language skills Properly. <b>CO 2:</b> To know about orthography, syntax, with a purpose.
B.A. 5 <sup>th</sup> Semester(M) AR-5:5 Literary History of the Arabs (Umayyads-Abbasids) & Semitic Language	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of Literary history of the Arabs specially in Umayyad-Abbasid Period. <b>CO 2:</b> Students will able to understand about the impact of Literary history of the Arabs in Umayyad-Abbasid Period. <b>CO 2:</b> Students will able to learn more about all the aspects of Semitic Languages. <b>CO 2:</b> Students will get Sufficient knowledge with the Concern Paper.
B.A. 5 <sup>th</sup> Semester(M) AR-5:6 Functional Arabic	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will learn about the uses of functional Arabic Language. <b>CO 2:</b> Able to understand all the functions of Arabic Language Grammar. <b>CO 2:</b> Students will able to gained knowledge of Arabic Grammar Practically in this paper.

B.A. 6 <sup>th</sup> Semester(M) AR-6:1 Indo -Arabic Literature	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b>Students will able to learn more about all the aspects of Indo-Arabic Literature.</p> <p><b>CO1:</b>Students will able to understand about the impact of Indo-Arabic Literature among the Arab world. Students will get Sufficient knowledge with the Concern Paper.</p>
B.A. 6 <sup>th</sup> Semester(M) AR-6:2 Modern Arabic Poetry (Mahjar & Romanticism)	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b>Students will able to learn more about all the aspects of history of the Arabs specially in Modern Arabic Poetry Literature.</p> <p>Basic Concept, Main features of Mahjar Literature.</p> <p>Basic Concept, Main features of the Poetry of Romanticism.</p> <p><b>CO1:</b>Students will able to understand about the impact of Modern Arabic Poetry Literature among the Arab world.</p> <p><b>CO1:</b>Students will get Sufficient knowledge with the Concern Paper.</p>
B.A. 6 <sup>th</sup> Semester(M) AR-6:3 Modern Arabic Prose	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b>Students will able to learn more about all the aspects of history of the Arabs specially in Modern Arabic Prose Literature.</p> <p><b>CO1:</b>Students will able to understand about the impact of Modern Arabic Prose Literature among the Arab world.</p> <p><b>CO1:</b>Students will get Sufficient knowledge with the Concern Paper.</p>
B.A. 6 <sup>th</sup> Semester(M) AR-6:4 Literary History of the Arabs (modern Period)	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b>Students will able to learn more about all the aspects of Literary history of the Arabs specially in Modern Arabic Language and Literature.</p> <p><b>CO2:</b>Students will able to understand about the impact of Literary history of the Arabs in Modern Arab world.</p> <p><b>CO1:</b>Students will get Sufficient knowledge with the Concern Paper.</p>
B.A. 6 <sup>th</sup> Semester(M) AR-6:5 Functional Arabic	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> Students will learn about the uses of functional Arabic Language.</p> <p><b>CO2:</b>Able to understand all the functions of Arabic Language Grammar.</p> <p><b>CO2:</b>Students will able to gained knowledge of Arabic Grammar Practically in this paper.</p>
B.A. 6 <sup>th</sup> Semester(M) AR-6:6 Dissertation	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b>Students will learn how to collect data and facts.</p> <p><b>CO2:</b>Students will learn about the methods of presentation properly.</p> <p><b>CO2:</b>Students will learn about citing sources.</p> <p><b>CO2:</b>Students will learn about preparing bibliography.</p> <p><b>CO2:</b>Students will learn about presenting the findings and drafting a dissertation.</p>

## Course Outcomes of Arabic

COURSE NAME	LEARNING-OUTCOMES
B.A. 1 <sup>st</sup> Semester(G) 1:1 Arabic Prose & Poetry-I, History of Islam & Grammar (Syntax)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The paper will focus on Arabic Prose & Poetry-I as well as History of Islam & Grammar (Syntax) Specially. <b>CO2:</b> Student will learn more about Arabic Prose, history of Islam and uses of Arabic Grammar Syntax Section. <b>CO2:</b> Understanding of Main Features, Characteristics and Deferent Types of Arabic Prose Literature.
B.A. 2 <sup>nd</sup> Semester(G) 2:1 Arabic Prose & Poetry-II, History of Islam & Grammar (Syntax)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The paper will focus on Arabic Prose & Poetry-I. <b>CO2:</b> Student will learn more about Arabic Prose Literature. <b>CO2:</b> Student will learn more about history of Islam and uses of Arabic Grammar Syntax Section. <b>CO2:</b> Understanding of Main Features, Characteristics and Deferent Types of Arabic Prose Literature.
B.A. 3 <sup>rd</sup> Semester(G) 3:1 Arabic Prose & Poetry-III, History of Islam & Grammar (Syntax)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The paper will focus on Arabic Prose & Poetry-I. <b>CO2:</b> Student will learn more about Arabic Prose, history of Islam and uses of Arabic Grammar Syntax Section. <b>CO2:</b> Understanding of Main Features, Characteristics and Deferent Types of Arabic Prose Literature.
B.A. 4 <sup>th</sup> Semester(G) 4:1 Arabic Prose, History of Islam & Grammar (Syntax)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The paper will focus on Arabic Prose. <b>CO2:</b> Student will learn more about Arabic Prose, history of Islam and uses of Arabic Grammar Syntax Section. <b>CO2:</b> Understanding of Main Features, Characteristics and Deferent Types of Arabic Prose Literature.
B.A. 4 <sup>th</sup> Semester(G) 4:2 Arabic Prose, Literary History of the Arabs & Grammar Etymology.	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The paper will focus on Arabic Prose, Literary History of the Arabs & Grammar. <b>CO2:</b> Student will able to learn more about Arabic Prose, Literary history of the Arabs and uses of Arabic Grammar (Syntax) <b>CO2:</b> Understanding of Main Features, Characteristics and Deferent Types of Arabic Prose Literature.

B.A.5 <sup>th</sup> Semester(G) 5:1 Arabic Prose-I (Medieval Period)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of Arabic Prose (Medieval Period). <b>CO2:</b> Students will able to understand about the impact of Arabic Prose (Medieval Period). <b>CO2:</b> Students will get Sufficient knowledge with the Concern Paper.
B.A.5 <sup>th</sup> Semester(G) 5:2 Arabic Poetry-I (Pre-Islamic & early Islam)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of Arabic Poetry-I (Pre-Islamic & early Islam). <b>CO2:</b> Students will able to understand about the impact of Arabic Poetry-I (Pre-Islamic & early Islam). <b>CO2:</b> Students will get Sufficient knowledge with the Concern Paper.
B.A.6 <sup>th</sup> Semester(G) 6:1 Indo Arabic Literature	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of Indo-Arabic Literature. <b>CO2:</b> Students will able to understand about the impact of Indo-Arabic Literature among the Arab world. <b>CO2:</b> Students will get Sufficient knowledge with the Concern Paper.
B.A.6 <sup>th</sup> Semester(G) 6:2 Modern Arabic Poetry: (Mahjar)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of history of the Arabs specially in Modern Arabic Poetry Literature. Basic Concept, Main features of Mahjar Literature. <b>CO2:</b> Students will able to understand about the impact of Modern Arabic Poetry Literature among the Arab world. 3) Students will get Sufficient knowledge with the Concern Paper.
B.A.6 <sup>th</sup> Semester(G) 6:3 Arabic Prose-II: (Modern Period)	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The paper will focus on Modern Arabic Prose-II. <b>CO2:</b> Student will learn more about Modern Arabic Prose Literature. <b>CO2:</b> Student will learn more about history of Modern Arabic Literature. <b>CO2:</b> Understanding of Main Features, Characteristics and Deferent Types of Arabic Prose Literature.

## ARABIC: (CBCS)

Course Name (CBCS)	Learning Outcomes
B.A 1 <sup>st</sup> Semester(H) C-1: ARA-HC-1016 Arabic Prose & Poetry-I	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students Will Learn More About The Arabic Prose & Poetry-I <b>CO2:</b> Students Will Able to Know More About the Arabic Prose & Poetry Literature as Commerce Will Be the Focus of The Paper Properly. <b>CO2:</b> Students Will Learn About the Main Features and Characteristics as Well As Fundamentals of Arabic Language And Prose Literature Contact With Outside Of The Arab World.
B.A 1 <sup>st</sup> Semester(H) C-2: ARA-HC-1026 Political History of the Arabs- I	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on Political History of The Arabs-I. <b>CO2:</b> Student Will Able to Learn More About Political History of The Arabs. <b>CO2:</b> Students Will Get Sufficient Knowledge with The Concern Paper.
B.A 1 <sup>st</sup> Semester(H) GE-1: ARA-HG-1036 Contemporary Arab World-I	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on History of Contemporary Arab World. <b>CO2:</b> Students Will Able to Learn More About Literary History of The Contemporary Arab World. <b>CO2:</b> Students Will Able to Know More About Present Socio-Economics Situation of Contemporary Arab World.
B.A 2 <sup>nd</sup> Semester(H) C-3: ARA-HC-2016 Arabic Prose & Poetry-II	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on Arabic Prose & Poetry-II As Well As Special Characteristics of The Concern Paper Specially. <b>CO2:</b> Student Will Learn More About Arabic Prose and Poetry-II With Special Reference of Arabs Poets. <b>CO2:</b> Understanding of Main Features, Characteristics and Deferent Types of Arabic Prose Literature as Poetic Styles. <b>CO2:</b> This Paper Introduces Students to The Various Structural Transitions 'Arabian Society' Passed Through from The Dawn of Arabic Prose & Poetry Literature. Starting From the Evolution of Humans, 'Social Formations' Traces and The Characteristics of Early Humanoids Theories Regarding Its Origin Are Discussed.
B.A 2 <sup>nd</sup> Semester(H) C-4: ARA-HC-2026 Applied Grammar-I	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To Demonstrate Knowledge of Applied Arabic Grammar. <b>CO2:</b> To Acquired Sufficient Knowledge of Arabic Etymology. <b>CO2:</b> To Understand the Role of Grammar Application in Personal & Professional Success. <b>CO2:</b> To Develop Language Skills Properly. <b>CO2:</b> To Develop Skills in Sentence Composition. <b>CO2:</b> To Know About Orthography, Syntax, With A Purpose.

<p>B.A 2<sup>nd</sup> Semester(H)</p> <p>GE-2: ARA-HG-2036</p> <p>Contemporary Arab World-II</p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b>The Paper Will Focus on History of Contemporary Arab World-II.</p> <p><b>CO2:</b>Students Will Able to Learn More About Literary History of The Contemporary Arab World-II.</p> <p><b>CO2:</b>Students Will Able to Know More About Present Socio-Economics Situation of Contemporary Arab World-II.</p> <p><b>CO2:</b>Student can learn about a Brief Introduction to the Kingdom of Saudi Arabia &amp; (UAE) Geography, Economy, Political culture &amp; Education.</p>
<p>B.A 3<sup>rd</sup> Semester(H)</p> <p>C-5: ARA-HC-3016</p> <p>Classical Arabic Prose and Poetry-I</p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b>The Paper Will Focus on Classical Arabic Prose &amp; Poetry-I As Well As Special Characteristics of The Concern Paper Specially.</p> <p><b>CO2:</b>Student Will Learn More About Classical Arabic Prose and Poetry-I With Special Reference of Arabs Poets.</p> <p><b>CO2:</b>Understanding of Main Features, Characteristics and Deferent Types of Arabic Classicism Prose Literature as Poetic Styles.</p>
<p>B.A 3<sup>rd</sup> Semester</p> <p>C-6: ARA-HC-3026</p> <p>Political History of the Arabs -II</p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b>The Paper Will Focus on Political History of The Arabs-II.</p> <p><b>CO2:</b>Student Will Able to Learn More About Political History of The Arabs-II.</p> <p><b>CO2:</b>Students Will Get Sufficient Knowledge with The Concern Paper.</p>
<p>B.A 3<sup>rd</sup> Semester</p> <p>C-7: ARA-HC-3036</p> <p>Applied Grammar-II</p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b>To Demonstrate Knowledge of Applied Arabic Grammar-II.</p> <p><b>CO2:</b>To Acquired Sufficient Knowledge of Arabic Grammar (Etymology).</p> <p><b>CO2:</b>To Understand the Role of Grammar Application in Personal &amp; Professional Success.</p> <p><b>CO2:</b>To Develop Language Skills Properly.</p> <p><b>CO2:</b>To Develop Skills in Deferent types of Sentence Composition.</p> <p><b>CO2:</b>To Know About Orthography, Syntax, in its Apply.</p>
<p>B.A 3<sup>rd</sup> Semester</p> <p>GE-3: ARA-HG-3046</p> <p>Contemporary Arab World-III</p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b>The Paper Will Focus on History of Contemporary Arab World-III.</p> <p><b>CO2:</b>Students Will Able to Learn More About Literary History of The Contemporary Arab World-III.</p> <p><b>CO2:</b>Students Will Able to Know More About Present Socio-Economics Situation of Contemporary Arab World-III.</p> <p><b>CO2:</b>Students can learn about a Brief Introduction to the State of Kuwait and Syrian Republic.</p> <p><b>CO2:</b>Students will Enable to get the Basic knowledge of Geography, Economy, Political Developments, culture &amp; Educational System with the contents.</p>
<p>B.A 3<sup>rd</sup> Semester</p> <p>SEC-1: ARA-SE-3054</p> <p>Spoken Arabic-I</p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b>To know about the basics of spoken Arabic.</p> <p><b>CO2:</b>To acquaint with the skills of Arabic language.</p> <p><b>CO2:</b>To make how to speak in Arabic</p> <p><b>CO2:</b>To develop the student's communicative skills</p> <p><b>CO2:</b>To understand the role of communication in personal &amp; professional success.</p> <p><b>CO2:</b>To develop skills in speech composition.</p>



4 <sup>th</sup> Semester C-8: ARA-HC-4016 Modern Arabic Prose & Poetry-I	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of history of the Arabs specially in Modern Arabic Prose & Poetry Literature. <b>CO2:</b> Students will able to understand about the impact of Modern Arabic Prose & Poetry Literature among the Arab world. <b>CO2:</b> Students will get Sufficient knowledge with the Concern Paper.
4 <sup>th</sup> Semester C-9: ARA-HC- 4026 Political History of the Arabs -II	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on Political History of The Arabs-II. <b>CO2:</b> Student Will Able to Learn More About Political History of The Arabs-II. <b>CO2:</b> Students Will Get Sufficient Knowledge with The Concern Paper.
B.A. 4 <sup>th</sup> Semester C-10: ARA-HC-4036 Applied Grammar-III	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To Demonstrate Knowledge of Applied Arabic Grammar-III. <b>CO2:</b> To Acquired Sufficient Knowledge of Arabic Grammar (Etymology). <b>CO2:</b> To Understand the Role of Grammar Application in Personal & Professional Success. <b>CO2:</b> To Develop Language Skills Properly. <b>CO2:</b> To Develop Skills in Deferent types of Sentence Composition. <b>CO2:</b> To Know About Orthography, Syntax, in its Apply.
B.A. 4 <sup>th</sup> Semester SEC-2: ARA-SE-4044 Spoken Arabic-II	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To know about the basics of spoken Arabic-II. <b>CO2:</b> To acquaint with the skills of Arabic language. <b>CO2:</b> To make how to speak in Arabic. <b>CO2:</b> To develop the student's communicative skills. <b>CO2:</b> To understand the role of communication in personal & professional success. <b>CO2:</b> To develop skills in speech composition.
B.A 4 <sup>th</sup> Semester(H) GE-4: ARA-HG-4056 Contemporary Arab World-IV	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on History of Contemporary Arab World-IV. <b>CO2:</b> Students Will Able to Learn More About Literary History of The Contemporary Arab World-IV. <b>CO2:</b> Students Will Able to Know More About Present Socio-Economics Situation of Contemporary Arab World-IV. <b>CO2:</b> Students can learn about a Brief Introduction to the Republic of Iraq & State of Qatar. <b>CO2:</b> Students will Enable to get the Basic knowledge of Geography, Economy, Political Developments, culture & Educational System with the contents.
B.A 5 <sup>th</sup> Semester C-11: ARA-HC-5016 Classical Arabic Prose and Poetry-II	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on Classical Arabic Prose & Poetry-II As Well As Special Characteristics of The Concern Paper Specially. <b>CO2:</b> Student Will Learn More About Classical Arabic Prose and Poetry-II With Special Reference of Arabs Poets. <b>CO2:</b> Understanding of Main Features, Characteristics and Deferent Types of Arabic Classicism Prose Literature as Poetic Styles.

5 <sup>th</sup> Semester C-12: ARA-HC-5026 History of Arabic Literature-I	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of Literary history of the Arabs specially the History of Arabic Literature-I. <b>CO2:</b> Students will able to understand about the impact of Literary history of the Arabs. <b>CO2:</b> Students will get Sufficient knowledge with the Concern Papers & they acquire knowledge towards the History of Arabic Literature-I.
5 <sup>th</sup> Semester DSE-1: ARA-HE-5016 Functional Arabic-I	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will learn about the uses of functional Arabic Language. <b>CO2:</b> Able to understand all the functions of Arabic Language Grammar. <b>CO2:</b> Students will able to gained knowledge of Arabic Grammar Practically in this paper.
5 <sup>th</sup> Semester DSE-2: ARA-HE-5026 Applied Grammar-IV	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To Demonstrate Knowledge of Applied Arabic Grammar-IV. <b>CO2.</b> To Acquired Sufficient Knowledge of Arabic Grammar (Etymology). <b>CO3.</b> To Understand the Role of Grammar Application in Personal & Professional Success. <b>CO4.</b> To Develop Language Skills Properly. <b>CO5.</b> To Develop Skills in Deferent types of Sentence Composition.
5 <sup>th</sup> Semester DSE-3: ARA-HE-5056 Contemporary Arab World-V	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on History of Contemporary Arab World-V. <b>CO2.</b> Students Will Able to Learn More About Literary History of The Contemporary Arab World-IV. <b>CO3.</b> Students Will Able to Know More About Present Socio-Economics Situation of Contemporary Arab World-V. <b>CO4.</b> Students can learn about a Brief Introduction to the Republic of Egypt and Lebanese. <b>CO5.</b> Students will Enable to get the Basic knowledge of Geography, Economy, Political Developments, culture & Educational System with the contents.
B.A 6 <sup>th</sup> Semester C-13: ARA-HC-6016 Modern Arabic Prose and Poetry-II	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of history of the Arabs specially in Modern Arabic Prose and Poetry Literature-II. <b>CO2.</b> Students will able to understand about the impact of Modern Arabic Prose-Poetry Literature-II among the Arab world. <b>CO3.</b> Students will get Sufficient knowledge with the Concern Paper. <b>CO4.</b> Understanding of Main Features, Characteristics and Deferent Types of Arabic Prose-Poetry Literature-II.
B.A. 6 <sup>th</sup> Semester C-14: ARA-HC-6026 History of Arabic Literature-II	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of Literary history of the Arabs specially the History of Arabic Literature-II. <b>CO2:</b> Students will able to understand about the impact of Literary history of the Arabs. <b>CO3:</b> Students will get Sufficient knowledge with the Concern Papers & they acquire knowledge towards the History of Arabic Literature-II.

B.A. 6 <sup>th</sup> Semester DSE-4: ARA-HE-6036 Functional Arabic -II	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will learn about the use of functional Arabic Language <b>CO2:</b> Able to understand all the functions of Arabic Language Grammar. <b>CO3:</b> Students will be able to gain knowledge of Arabic Grammar Practically in this paper.
B.A. 6 <sup>th</sup> Semester DSE-5: ARA-HE-6046 Translation, Comprehension & Composition	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To Know about the concept, meaning and different types of Translation. <b>CO2:</b> To achieve the knowledge of Comprehensive text. <b>CO3:</b> To develop with their knowledge of the translation and comprehensive test. <b>CO4:</b> To know different pedagogical methods and devices of translation. <b>CO5:</b> To gain Sufficient knowledge of Translation, Comprehension.
B.A. 6 <sup>th</sup> Semester DSE-6: ARA-HE-6056 History of Indo-Arabic Literature	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will be able to understand about the impact on History of Indo-Arabic Literature among the Arab world. <b>CO2:</b> Students will be able to learn more about all the aspects of Literary history of the Arabs specially the History of Indo-Arabic Literature. <b>CO3:</b> Students will get Sufficient knowledge with the Concern Papers & they acquire knowledge towards the History of Indo-Arabic Literature.

Course Name	Learning outcomes
B.A 1 <sup>st</sup> Semester (RC) ARA-RC-1016 DSC-1-A: Contemporary Arab World-I	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on History of Contemporary Arab World-I. <b>CO2:</b> Students Will Be Able to Learn More About Literary History of The Contemporary Arab World-I. <b>CO3:</b> Students Will Be Able to Know More About Present Socio-Economics Situation of Contemporary Arab World-I.
B.A 2 <sup>nd</sup> Semester (RC) ARA-RC-2016 DSC-1-B: Contemporary Arab World-II	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on History of Contemporary Arab World-II. <b>CO2:</b> Students Will Be Able to Learn More About Literary History of The Contemporary Arab World-II. <b>CO3:</b> Students Will Be Able to Know More About Present Socio-Economics Situation of Contemporary Arab World-II.
B.A 3 <sup>rd</sup> Semester (RC) ARA-RC-3016 DSC-1-C Contemporary Arab World-III	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on History of Contemporary Arab World-III. <b>CO2:</b> Students Will Be Able to Learn More About Literary History of The Contemporary Arab World-III. <b>CO3:</b> Students Will Be Able to Know More About Present Socio-Economics Situation of Contemporary Arab World-III.
B.A 3 <sup>rd</sup> Semester (RC) ARA-SE-3014 SEC-1: Spoken Arabic-I	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To know about the basics of spoken Arabic-II. <b>CO2:</b> To acquaint with the skills of Arabic language. <b>CO3:</b> To make how to speak in Arabic. <b>CO4:</b> To develop the student's communicative skills. <b>CO5:</b> To understand the role of communication in personal & professional success.

	<b>CO6:</b> To develop skills in speech composition.
B.A 4 <sup>th</sup> Semester (RC) ARA-RC-4016 DSC-1-D: Contemporary Arab World-IV	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on History of Contemporary Arab World-IV. <b>CO2:</b> Students Will Able to Learn More About Literary History of The Contemporary Arab World-IV. <b>CO3:</b> Students Will Able to Know More About Present Socio-Economics Situation of Contemporary Arab World-IV. <b>CO4:</b> Students can learn about a Brief Introduction to the Republic of Iraq & State of Qatar. <b>CO5:</b> Students will Enable to get the Basic knowledge of Geography, Economy, Political Developments, culture & Educational System with the contents.
B.A 4 <sup>th</sup> Semester (RC) ARA-SE-4014 SEC-2: Spoken Arabic-II	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To acquaint with the skills of Arabic language. <b>CO2:</b> To make how to speak in Arabic. <b>CO3:</b> To develop the student's communicative skills. <b>CO4:</b> To understand the role of communication in personal & professional success. <b>CO5:</b> To develop skills in speech composition.
B.A 5 <sup>th</sup> Semester (RC) ARA-SE-5014 SEC-3: Spoken Arabic-III	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To acquaint with the skills of Arabic language. <b>CO2:</b> To make how to speak in Arabic. <b>CO3:</b> To develop the student's communicative skills. <b>CO4:</b> To understand the role of communication in personal & professional success. <b>CO5:</b> To develop skills in speech composition.
B.A 5 <sup>th</sup> Semester (RC) ARA-RE-5016 DSE-1-A: Arabic Prose, Poetry & History of Arabic Literature-I	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will able to learn more about all the aspects of history of the Arabs specially in Modern Arabic Prose and Poetry Literature-I. <b>CO2:</b> Students will able to understand about the impact of Modern Arabic Prose-Poetry Literature-I among the Arab world. <b>CO3:</b> Students will able to learn more about all the aspects of Literary history of the Arabs specially the History of Arabic Literature-I. <b>CO4:</b> Students will able to understand about the impact of Literary history of the Arabs. <b>CO5:</b> Students will get Sufficient knowledge with the Concern Papers & they acquire knowledge towards the History of Arabic Literature-I.
B.A 5 <sup>th</sup> Semester (RC) ARA-RG-5016 GE-1: Political History of the Arabs-I	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on Political History of The Arabs-I. <b>CO2:</b> Student Will Able to Learn More About Political History of The Arabs-I. <b>CO3:</b> Students Will Get Sufficient Knowledge with The Concern Paper.
B.A 6 <sup>th</sup> Semester (RC) ARA-SE-6014 SEC-4: Spoken Arabic-IV	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To acquaint with the skills of Arabic language. <b>CO2:</b> To make how to speak in Arabic. <b>CO3:</b> To develop the student's communicative skills. <b>CO4:</b> To understand the role of communication in personal & professional success. <b>CO5:</b> To develop skills in speech composition.
B.A 6 <sup>th</sup> Semester (RC)	<b>After completion of the course the students will be able-</b>

ARA-RE-6016 DSE-1-B: Arabic Prose, Poetry &History of Arabic Literature-II	<b>CO1:</b> to learn more about all the aspects of history of the Arabs specially in Modern Arabic Prose and Poetry Literature-II. <b>CO2:</b> Students will able to understand about the impact of Modern Arabic Prose-Poetry Literature-II among the Arab world. <b>CO3:</b> Students will able to learn more about all the aspects of Literary history of the Arabs specially the History of Arabic Literature-II. <b>CO4:</b> Students will able to understand about the impact of Literary history of the Arabs. <b>CO5:</b> Students will get Sufficient knowledge with the Concern Papers & they acquire knowledge towards the History of Arabic Literature-II.
B.A 6 <sup>th</sup> Semester(RC) ARA-RG-6016 GE-2: Political History of the Arabs-II	<b>After completion of the course the students will be able-</b> <b>CO1:</b> The Paper Will Focus on Political History of The Arabs-II. <b>CO2:</b> Student Will Able to Learn More About Political History of The Arabs-II. <b>CO3:</b> Students Will Get Sufficient Knowledge with The Concern Paper.

## Department : Assamese

COURSES	LEARNING-OUTCOMES
প্রথম কাকতঃ ১০৪, মুঠ নম্বৰ-১০০ বিষয়ঃ- অসমীয়া সাহিত্যৰ বুৰঞ্জী আৰু লিপি	<b>উদ্দেশ্যঃ</b> গুৱাহাটী বিশ্ববিদ্যালয়ে স্নাতক মহলাৰ প্ৰথম বৰ্ষৰ প্ৰথম ষাণ্মাসিকৰ প্ৰথম কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক লোকসাহিত্য, প্ৰাকশংকৰী আৰু শংকৰী যুগৰ সাহিত্য আৰু লিপি সম্পৰ্কে অবগত কৰিব পাৰিব। <b>ফলাফলঃ</b> ওপৰত কাকত খন অধ্যয়নৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে অতীত অসমৰ লোকজীৱন, সমাজ আৰু সাহিত্যৰ জ্ঞান লাভ কৰিব পাৰিব। লগতে প্ৰাক শংকৰী আৰু শংকৰী যুগৰ সাহিত্যৰ মাজত অতীত সমাজ জীৱন সম্পৰ্কে জ্ঞান অৰ্জন কৰাৰ উপৰিও লিপিৰ জ্ঞানো লাভ কৰিব পাৰিব।
দ্বিতীয় কাকতঃ প্ৰাচীন অসমীয়া কবিতা মুঠনম্বৰ-১০০	<b>উদ্দেশ্যঃ</b> এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া প্ৰাচীন যুগৰ অসমীয়া কাব্য সাহিত্য সম্পৰ্কে যাতে জ্ঞান লাভ কৰিব পাৰে তাৰ বাবেই কেইজন মান কবিৰ কাব্যংশ সংযোগ কৰি দিছে। <b>ফলাফলঃ</b> এই কাকত খনৰ অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে প্ৰাচীন যুগৰ কাব্যৰ উদ্ভৱ, বিকাশ আৰু বৈশিষ্ট্য সম্পৰ্কে জ্ঞান লাভ কৰাৰ লগতে সেই সময়ৰ ধৰ্ম, সমাজ ব্যৱস্থা আৰু ৰাজনৈতিক জ্ঞান লাভ কৰিব পাৰিব।
দ্বিতীয় ষাণ্মাসিক প্ৰথম কাকতঃ-২০৪, মুঠ নম্বৰ-১০০ বিষয়ঃ- অসমীয়া সাহিত্যৰ বুৰঞ্জী, উত্তৰ শংকৰী যুগৰ সাহিত্য	<b>উদ্দেশ্যঃ-</b> এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক উত্তৰ শংকৰী যুগৰ, মিছনেৰী যুগৰ, অৰুণোদই যুগ আৰু আৱাহন যুগৰ অৱদান সম্পৰ্কে জ্ঞান দিবলৈ প্ৰয়াস কৰা হৈছে। <b>ফলাফলঃ</b> ছাত্ৰ-ছাত্ৰী সকলে এই কাকত খনৰ জৰিয়তে অসমীয়া সাহিত্যৰ

	বুৰঞ্জী মূলত উত্তৰ শংকৰী যুগৰ লগতে মিছনেৰী , জোনাকী আৰু আৱাহন যুগৰ বিষয়ে জ্ঞান লাভ কৰিব পাৰিব।
দ্বিতীয় কাকত (২০৫) মুঠ নম্বৰ -১০০ বিষয় - আধুনিক কবিতা	<b>উদ্দেশ্যঃ</b> -এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক ৰোমান্টিক কবিতাৰ লগতে আধুনিক কবিতাৰ পটভূমিৰ লগতে বিষয় বস্তু উদ্দেশ্য সম্পৰ্কে জ্ঞান দিব বিছাৰিছে। <b>ফলাফলঃ</b> -এই কাকত খনৰ অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে আধুনিক অসমীয়া কবিতাৰ লগতে বিশ্ব সাহিত্যৰ আভাস পাব।
তৃতীয় ষাণ্মাসিক প্ৰথম কাকত (৩০৪), মুঠ নম্বৰ -১০০ বিষয়ঃ-অসমীয়া ভাষা	<b>উদ্দেশ্যঃ</b> -এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া ভাষাৰ উদ্ভৱ, বিকাশ সম্পৰ্কে জ্ঞান দিবলৈ প্ৰয়াস কৰা হৈছে। <b>ফলাফলঃ</b> -এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে ভাষা জ্ঞান অৰ্জন কৰাৰ লগতে অসমীয়া ভাষাৰ ইতিহাসৰ লগতে ভাষাটোৰ অতীত, বৰ্তমানৰ লগতে উপভাষা সম্পৰ্কেও জ্ঞান লাভ কৰিব পাৰিব।
দ্বিতীয় কাকত (৩০৫), মুঠ নম্বৰ -১০০ বিষয়ঃ-শংকৰদেৱ	<b>উদ্দেশ্যঃ</b> -এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে শ্ৰীশংকৰদেৱৰ বৈষ্ণৱ ধৰ্মৰ ধাৰণা, কীৰ্তন ঘোষা, কাব্য, নাটক আদিৰ বিষয় বস্তু আৰু অভিমত সম্পৰ্কে জ্ঞান দিবলৈ বিছাৰিছে। <b>ফলাফলঃ</b> - এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে বৈষ্ণৱ ধৰ্মৰ আদৰ্শ, অভিমত, দৰ্শন আৰু ৰীতি-নীতি সম্পৰ্কে জনাৰ লগতে কীৰ্তন ঘোষাৰ মূলতত্ত্ব, কাব্য, বৰ গহিত, আৰু অংকীয়া নাটক সম্পৰ্কে জ্ঞান আহৰণ কৰিব পাৰিব।
চতুৰ্থ ষাণ্মাসিক প্ৰথম কাকত (৪০১), মুঠ নম্বৰ-১০০ বিষয়- অসমীয়া ব্যাকৰণ	<b>উদ্দেশ্যঃ</b> -এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া ব্যাকৰণ, ব্যাকৰণৰ শ্ৰেণী বিভাগ, ব্যাকৰণৰ ইতিহাস সম্পৰ্কে বিতং ভাৱে জ্ঞান দিবলৈ প্ৰয়াস কৰা হয়। <b>ফলাফলঃ</b> - এই কাকত খন অধ্যয়ন কৰাৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে ব্যাকৰণ সম্পৰ্কে জ্ঞান অৰ্জন কৰি অসমীয়া ভাষাৰ গঠন সম্পৰ্কে উপযুক্ত শিক্ষা লাভ কৰিব পাৰিব।
দ্বিতীয় কাকত (৪০২) , মুঠ নম্বৰ-৭৫ বিষয়-অসমীয়া জাতি আৰু সংস্কৃতিৰ পৰিচয়মূলক অধ্যয়ন	<b>উদ্দেশ্যঃ</b> -এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া জাতি গঠনত প্ৰজাতীয় উপাদান, সংস্কৃতিৰ সংগ্ৰা ,অসমীয়া সংস্কৃতি, লোকাচাৰ, উৎসৱ-পাৰ্বন আদিৰ বিষয়ে জ্ঞান প্ৰদান কৰিব বিছাৰিছে। <b>ফলাফলঃ</b> - এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া সংস্কৃতিৰ সামগ্ৰীক জ্ঞান লাভ কৰি অসমীয়া সংস্কৃতিৰ দিশত নিজক উন্নীত কৰিব পাৰিব।
তৃতীয় বৰ্ষ	<b>উদ্দেশ্যঃ</b> - এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক পুৰনি অসমীয়া নাটক

<p>৫ম ষাণ্মাসিক , প্রথম কাকত (৫০১)</p> <p>বিষয়- পুৰনি অসমীয়া নাটক</p>	<p>অৰ্থাৎ বৈষ্ণৱ আৰু উত্তৰ বৈষ্ণৱ যুগৰ নাটক সম্পৰ্কে ধাৰণা দিয়া।</p> <p>ফলাফলঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে পুৰনি অসমীয়া নাটক বিশেষকৈ শংকৰ-মাধৱৰ অংকীয়া নাটকৰ ওপৰত জ্ঞান লাভ কৰিব পাৰিব আৰু অসমীয়া সাহিত্যত তেওলোকৰ অৱদানৰ বিষয়ে অৱগত হ'ব পাৰিব।</p>
<p>দ্বিতীয় কাকত (৫০২)</p> <p>মুঠ নম্বৰ-৬০</p> <p>বিষয়- পুৰনি অসমীয়া কথা সাহিত্য</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক পুৰনি অসমীয়া কথা সাহিত্য সম্পৰ্কে ধাৰণা দিবলৈ প্ৰয়াস কৰা হৈছে।</p> <p>ফলাফলঃ- এই কাকত খন অধ্যয়ন কৰি ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া কথা সাহিত্য সম্পৰ্কে বিশেষকৈ শংকৰ -মাধৱৰ লগতে ভট্টদেৱৰ গদ্যৰ বিষয়ে অৱগত হ'ব পাৰিব।</p>
<p>তৃতীয় কাকত (৫০৩)</p> <p>মুঠ নম্বৰ- ৬০</p> <p>বিষয়ে- ব্ৰজবুলি সাহিত্যৰ অধ্যয়ন</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক ১৬ শ শতিকাত প্ৰচলিত বৈষ্ণৱ আদৰ্শ আৰু ব্ৰজবুলি ভাষা সাহিত্য সম্পৰ্কে জ্ঞান দিয়া।</p> <p>ফলাফলঃ- এই কাকত খন অধ্যয়ন কৰাৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে তৎকালীন সমাজত প্ৰচলিত বৈষ্ণৱ ধৰ্মৰ অভিমতৰ লগতে ধৰ্ম প্ৰচাৰৰ মাধ্যম হিচাপে প্ৰচাৰ আৰু প্ৰসাৰ সম্পৰ্কেও জানিব পাৰিব।</p>
<p>চতুৰ্থ কাকত (৫০৪)</p> <p>মুঠ নম্বৰ-৬০</p> <p>বিষয়- পালি-প্ৰাকৃত সাহিত্য আৰু ব্যাকৰণ</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক পালি প্ৰাকৃত সাহিত্যৰ লগতে পালি-প্ৰাকৃত ব্যাকৰণ সম্পৰ্কে ধাৰণা দিবলৈ প্ৰয়াস কৰা হৈছে।</p> <p>ফলাফলঃ- এই কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে ভাৰতবৰ্ষত বিকশিত পালি-প্ৰাকৃত ভাষা সাহিত্য সম্পৰ্কে লগতে বৌদ্ধ ধৰ্মৰ আদৰ্শৰ বিষয়েও অৱগত হ'ব পাৰিব।</p>
<p>পঞ্চম কাকত (৫০৫)</p> <p>মুঠ নম্বৰ-৬০</p> <p>বিষয়- সাহিত্য সমালোচনা</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক সাহিত্যত ৰসৰ ধাৰণা, পাশ্চাত্য সমালোচনা, ধ্ৰুৱবাদ, ৰমন্যাস বাদৰ লগতে কবিতা ,নাটক, চুটিগল্প আৰু উপন্যাসৰ স্বৰূপ সম্পৰ্কে ধাৰণা দিয়া।</p> <p>ফলাফলঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে সাহিত্যত সমালোচনাৰ প্ৰয়োজনীয়তা সম্পৰ্কে অৱগত হ'ব পাৰিব।</p>
<p>ষষ্ঠ কাকত (৫০৬)</p> <p>মুঠ নম্বৰ -৬০</p> <p>বিষয়- ভাষাৰ স্বৰূপ</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক পৃথিবীৰ ভাষা সম্পৰ্কত জ্ঞান দিবলৈ বিছৰা হৈছে। উদাহৰণ স্বৰূপে ভাষা আৰু জাতিৰ সম্পৰ্ক লগতে ভাষাৰ পৰিবৰ্তন আদি।</p> <p>ফলাফলঃ- এই পত্ৰখন অধ্যয়ন ৰফলত ছাত্ৰ-ছাত্ৰী সকলে ভাষাৰ বৰ্গী কৰণ, পৰিবৰ্তন লগতে ভাষাৰ বিভিন্ন ৰূপ সম্পৰ্কেও জ্ঞান লাভ কৰিব পাৰিব।</p>
<p>ষষ্ঠ ষাণ্মাসিক</p> <p>তৃতীয় বৰ্ষ প্ৰথম কাকত (৬০১)</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ দ্বাৰা ছাত্ৰ-ছাত্ৰী সকলক আধুনিক নাটকৰ ধাৰা, বৈশিষ্ট্যৰ বিষয়ে অৱগতক ৰাবলৈ বিছৰা হৈছে।</p>

<p>মুঠ নম্বৰ-৬০</p> <p>বিষয় -আধুনিক নাটক</p>	<p>ফলাফলঃ- এই কাকত খনৰ অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে আধুনিক নাটক সম্পৰ্কে সামগ্ৰীক ধাৰণা লাভ কৰিবলৈ সক্ষম হ'ব।</p>
<p>দ্বিতীয় কাকত (৬০২)</p> <p>মুঠ নম্বৰ -৬০</p> <p>বিষয়- আধুনিক অসমীয়া কথা-সাহিত্য</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক আধুনিক অসমীয়া কথা সাহিত্য বিশেষকৈ হেমচন্দ্ৰ বৰুৱা ,তীৰ্থনাথ শৰ্মাৰ নাটকৰ ভাৱধাৰা সম্পৰ্কে আৱগত কৰাবলৈ বিছৰা হৈছে।</p> <p>ফলাফলঃ- এই কাকত খনৰ অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে আধুনিক গদ্য শৈলী, বিষয় বস্তু তথা নাট্যকাৰ সকলৰ বিষয়ে জানিব পাৰিব।</p>
<p>তৃতীয় কাকত (৬০৩)</p> <p>মুঠ নম্বৰ -৬০</p> <p>বিষয়- আধুনিক ভাৰতীয় সাহিত্য অধ্যয়ন</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ মাজেৰে ছাত্ৰ-ছাত্ৰী সকলক আধুনিক অসমীয়া সাহিত্যৰ লগতে বাংলা, হিন্দী সাহিত্যৰ বিষয়েও জ্ঞান দিবলৈ বিছৰা হৈছে।</p> <p>ফলাফলঃ- কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া সাহিত্যৰ লগতে সৰ্বভাৰতীয় সাহিত্যৰ লগত পৰিচয় হ'ব পাৰিব।</p>
<p>চতুৰ্থ কাকত (৬০৪)</p> <p>মুঠ নম্বৰ-৬০</p> <p>বিষয়- অসমীয়া চুটি গল্প আৰু উপন্যাস</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ মাজেৰে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া চুটি গল্প আৰু উপন্যাসৰ ওপৰত জ্ঞান দিবলৈ বিছৰা হৈছে।</p> <p>ফলাফলঃ- এই কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে চুটি গল্প আৰু উপন্যাসৰ ধাৰা, বৈশিষ্ট্যৰ লগতে গল্পকাৰ , ঔপন্যাসিক সম্পৰ্কত জ্ঞান অৰ্জন কৰিব পাৰিব।</p>
<p>পঞ্চম কাকত (৬০৫)</p> <p>মুঠ নম্বৰ-৬০</p> <p>বিষয়- ছন্দ-অলংকাৰ</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক ছন্দ-অলংকাৰৰ ধাৰণা দিয়াৰ লগতে সাহিত্যত ইয়াৰ প্ৰয়োজনীয়তা সম্পৰ্কে অৱগত কৰোৱা হয়।</p> <p>ফলাফলঃ- কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে ছন্দ-অলংকাৰৰ বিষয়ে অৱগত হোৱাৰ লগতে ইয়াৰ প্ৰয়োগ কৌশল আয়ত্ত কৰিব পাৰিব।</p>
<p>ষষ্ঠ কাকত (৬০৬)</p> <p>মুঠ নম্বৰ-৬০</p> <p>বিষয়- ভাষা বিজ্ঞান পৰিচয়</p>	<p>উদ্দেশ্যঃ- এই কাকতখনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক ভাষা বিজ্ঞানৰ সংজ্ঞা , ভাষা বিজ্ঞানৰ শাখা, আৰু ভাষা বিজ্ঞানৰ লগত জৰিত বিভিন্ন বিষয়ৰ জ্ঞান অৰ্জনৰ বাট দেখুৱায়।</p> <p>ফলাফলঃ- কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে ভাষা বিজ্ঞানৰ জ্ঞান লাভ কৰাৰ লগতে পৃথিৱীৰ বিভিন্ন ভাষা সম্পৰ্কে অগত হ'ব পাৰিব।</p>
<p>অসমীয়া ( আধুনিক ভাৰতীয় সাহিত্য)</p> <p>প্ৰথম ষাণ্মাসিক প্ৰথমবৰ্ষ (১০৩) ,</p> <p>প্ৰথম কাকত</p> <p>বিষয়- অসমীয়া কবিতা</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া কবিতাৰ ধাৰা, পুৰণি অসমীয়া কবিতা, ৰোমান্টিক আৰু আধুনিক অসমীয়া কবিতা সম্পৰ্কে ধাৰণা দিয়া হয়।</p> <p>ফলাফলঃ- কাকত খন অধ্যয়ন কৰাৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া কবিতাৰ ধাৰা সমূহৰ বিষয়ে জনাৰ উপৰিও প্ৰতিটো ধাৰাৰ কবিতাৰ বিষয়-বস্তু আদিৰ বিষয়ে জানিব পাৰিব।</p>



<p>দ্বিতীয় ষাণ্মাসিক, কাকত (২০৩)</p> <p>মুঠ নম্বৰ -৬০</p> <p>বিষয়- অসমীয়া গদ্য</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে অসমীয়া সাহিত্যৰ গদ্য সম্পৰ্কে ছাত্ৰ-ছাত্ৰী সকলক গুৰু চৰিতৰ গদ্যৰ পৰা মিছনেৰী সাহিত্যৰ গদ্যলৈ ধাৰণা দিয়া।।</p> <p>ফলাফলঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া সাহিত্যৰ আৰম্ভনিৰ গদ্যৰ পৰা বৰ্তমান সাহিত্যৰ গদ্যলৈ জ্ঞান লাভ কৰিব পাৰিব।</p>
<p>তৃতীয় ষাণ্মাসিক</p> <p>তৃতীয় কাকত (E-308) মুঠ নম্বৰ-৬০</p> <p>বিষয়- অসমীয়া নাটক</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অংকীয়া নাটকৰ পৰা আধুনিক নাটকৰ বৈশিষ্ট্য , কলা কৌশল আদিৰ বিষয়ে অৱগত কৰা।</p> <p>ফলাফলঃ- কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে পুৰনি নাটকৰ পৰা আৰম্ভ কৰি আধুনিক নাটকৰ কলা-কৌশল ,বৈশিষ্ট্য আদিৰ বিষয়ে জ্ঞান লাভ কৰিব পাৰিব।</p>
<p>চতুৰ্থ ষাণ্মাসিক</p> <p>চতুৰ্থ কাকত ( E-408) মুঠ নম্বৰ-৬০</p> <p>বিষয়- অসমীয়া চুটি গল্প, উপন্যাস আৰু ৰচনা</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া চুটি গল্প , উপন্যাসৰ ধাৰণা দিয়াৰ উপৰিও ৰচনা লিখাৰ কৌশল সম্পৰ্কেও জ্ঞান দিয়া।</p> <p>ফলাফলঃ- কাকত খনৰ অধ্যয়নৰ দ্বাৰা ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া চুটি গল্প, উপন্যাসৰ বিষয় বস্তু, কলা কৌশল সম্পৰ্কত অৱগত হ'ব পাৰিব।</p>
<p>ঐচ্ছিক অসমীয়া, প্ৰথম বৰ্ষ</p> <p>প্ৰথম কাকত (১০১) মুঠ নম্বৰ-৬০</p> <p>বিষয়-আৰম্ভনিৰ পৰা শংকৰী যুগলৈ আৰু লিপি</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া সাহিত্যৰ আৰম্ভনিৰ পৰা শংকৰী যুগলৈকে পৰ্য্যায় ক্ৰমে লোকসাহিত্য , প্ৰাক শংকৰী যুগৰ অসমীয়া সাহিত্যৰ লগতে লিপিৰ আভাস দিব বিছৰা হৈছে।</p> <p>ফলাফলঃ- কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে শংকৰী যুগত সৃষ্টি হোৱা সাহিত্যৰ লগতে লিপি সম্পৰ্কে অৱগত হ'ব পাৰিব।</p>
<p>দ্বিতীয় কাকত (২০১) মুঠ নম্বৰ-৬০</p> <p>বিষয়- অসমীয়া ভাষা</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া য়াভাষাৰ উৎপত্তি , বৈশিষ্ট্য ,উপভাষা তথা শব্দভাণ্ডাৰ সম্পৰ্কে জ্ঞান দিবলৈ প্ৰয়াস কৰা হয়।</p> <p>ফলাফলঃ- এই খন কাকত অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া ভাষা সম্পৰ্কীয় সামগ্ৰীক জ্ঞান লাভ কৰিবলৈ সক্ষম হ'ব।</p>
<p>তৃতীয় ষাণ্মাসিক</p> <p>প্ৰথম কাকত (৩০৪) , মুঠ নম্বৰ-৮০</p> <p>বিষয়-অসমীয়া সাহিত্যৰ বুৰঞ্জী (উত্তৰ শংকৰী যুগৰ পৰা আৱাহন যুগলৈ)</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে উত্তৰ শংকৰী যুগৰ পৰা আৰু নোদয় যুগ ,জোনাকী যুগ, আৱাহন যুগৰ সাহিত্যলৈ ধাৰণা দিয়া।</p> <p>ফলাফলঃ- কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে উত্তৰ শংকৰী যুগৰ পৰা আৱাহন যুগলৈ সাহিত্য অধ্যয়ন কৰি অসমীয়া সাহিত্যৰ বুৰঞ্জী সম্পৰ্কীয় জ্ঞান লাভ কৰিব পাৰিব।</p>
<p>চতুৰ্থ ষাণ্মাসিক</p> <p>প্ৰথম কাকত (৪০৩) মুঠ নম্বৰ-৮০</p> <p>বিষয়- অসমীয়া ব্যাকৰণ</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া ব্যাকৰণ, ব্যাকৰণৰ শ্ৰেণী বিভাগ, ব্যাকৰণৰ ইতিহাস সম্পৰ্কে বিতং ভাৱে জ্ঞান দিবলৈ প্ৰয়াস কৰা হয়।</p>

	ফলাফলঃ- এই কাকত খন অধ্যয়ন কৰাৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে ব্যাকৰন সম্পৰ্কে জ্ঞান অৰ্জন কৰি অসমীয়া ভাষাৰ গঠন সম্পৰ্কে উপযুক্ত শিক্ষা লাভ কৰিব পাৰিব।
পঞ্চম ষাণ্মাসিক প্ৰথম কাকত (৫০৩) , মুঠ নম্বৰ-৮০ বিষয়- অসমীয়া কবিতা	উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয় কবিতাৰ ধাৰা, পুৰনি অসমীয়া কবিতা, ৰোমান্টিক আৰু আধুনিক অসমীয়া কবিতা সম্পৰ্কে ধাৰণা দিয়া হয়। ফলাফলঃ- কাকত খন অধ্যয়ন কৰাৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে অসমীয় কবিতাৰ ধাৰা সমূহৰ বিষয়ে জনাৰ উপৰিও প্ৰতিটো ধাৰাৰ কবিতাৰ বিষয়-বস্তু আদিৰ বিষয়ে জানিব পাৰিব।
ষষ্ঠ ষাণ্মাসিক দ্বিতীয় কাকত (৫০৪) মুঠ নম্বৰ-৮০ অসমীয়া নাটক	উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অংকীয়া নাটকৰ পৰা আধুনিক নাটকৰ নাটকৰ বৈশিষ্ট্য , কলা কৌশল আদিৰ বিষয়ে আৱগত কৰা। ফলাফলঃ- কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে পুৰনি নাটকৰ পৰা আৰম্ভ কৰি আধুনিক নাটকৰ কলা-কৌশল ,বৈশিষ্ট্য আদিৰ বিষয়ে জ্ঞান লাভ কৰিব পাৰিব।
তৃতীয় কাকত (৬০৩) মুঠ নম্বৰ-৮০ বিষয়- অসমীয়া গদ্য	উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে অসমীয়া সাহিত্যৰ গদ্য সম্পৰ্কে ছাত্ৰ-ছাত্ৰী সকলক গুৰুচৰিতৰ গদ্যৰ পৰা মিছনেৰী সাহিত্যৰ গদ্যলৈ ধাৰণা দিয়া।। ফলাফলঃ- এই কাকতখনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া সাহিত্যৰ আৰম্ভনিৰ গদ্যৰ পৰা বৰ্তমান সাহিত্যৰ গদ্যলৈ জ্ঞান লাভ কৰিব পাৰিব ।

#### ASSAMESE:NON-CBCS

COURSES	LEARNING-OUTCOMES
প্ৰথম কাকত - 1016 মুঠ নম্বৰ -80+20=100 বিষয়-অসমীয়া সাহিত্যৰ বুৰঞ্জী (প্ৰাক শংকৰী, শংকৰী যুগ)	উদ্দেশ্য- এই পাঠটোৰ অধ্যয়নৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া সাহিত্যৰ যুগ বিভাজন সম্পৰ্কে জানিব পাৰিব। সাহিত্যৰ ধাৰণা আৰু গুৰু ত্বপূৰ্ণ নিদৰ্শনৰ লগতে প্ৰাক-শংকৰী যুগৰ আৰু শংকৰী যুগৰ প্ৰধান সাহিত্যিক সকলৰ ৰচনাৰ বৈশিষ্ট্য সম্পৰ্কে জানিব পাৰিব। ফলাফল- এই পাঠটো অধ্যয়ন কৰাৰ ফলত ছাত্ৰ-ছাত্ৰী সকলৰ প্ৰাচীন সাহিত্যৰ ওপৰত জ্ঞানৰ পৰিসীমা বাঢ়িব।লগতে কবি-সাহিত্যিক সকলৰ ওপৰত গৱেষণা কৰিব পাৰিব।
দ্বিতীয় কাকত (১০২৬) মুঠ নম্বৰ -১০০	উদ্দেশ্যঃ এই পাঠটোৰ অধ্যয়নৰ যোগেদি ছাত্ৰ-ছাত্ৰী সকলে উত্তৰ শংকৰী যুগ , প্ৰাক-অৰুনোদই আৰু অৰুনোদই যুগৰ পটভূমি ৰলগতে সেই সময়ছোৱাৰ

<p>বিষয়-অসমীয়া সাহিত্যৰ বুৰঞ্জী (উত্তৰ শংকৰী যুগ, অৰুনোদয় যুগ)।</p>	<p>গুৰুত্বপূৰ্ণ সাহিত্যিকৰ ৰচনাৰ বিষয়ে জানিব পাৰিব। ফলাফল- এই পাঠটো অধ্যয়ন কৰাৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে ওপৰত উল্লেখ কৰা যুগৰ ওপৰত আলোচনা কৰিব পাৰিব। লগতে সেই সময়ৰ কবি-সাহিত্যিকৰ ৰচনাৰ বিষয়ে জানিব পাৰিব।</p>
<p>দ্বিতীয় ষাণ্মাষিক প্ৰথম কাকত -২০১৬, মুঠ নম্বৰ -১০০ বিষয়= ভাষা বিজ্ঞান পৰিচয়</p>	<p>উদ্দেশ্যঃ- এই পাঠটোৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীয়ে ভাষা-বিজ্ঞানৰ আধাৰত ভাষা বিশ্লেষণৰ বিভিন্ন শাখা বিভিন্ন স্তৰ আৰু ধৰণৰ লগতে ভাষাৰ ইতিহাসৰ লগত পৰিচিত হ'ব পাৰিব। এই পাঠ্যক্ৰমত ভাষা বিজ্ঞানৰ সংজ্ঞা, ভাষা বিজ্ঞানৰ লগত ভাষা তত্ত্ব আৰু ব্যাকৰণৰ সম্পৰ্কৰ লগত পৰিচিত হ'ব পাৰিব। ফলাফলঃ- এই পাঠটো অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে ধ্বনি তত্ত্ব, ৰূপ তত্ত্ব, শব্দ তত্ত্ব, বাক্য তত্ত্বৰ লগতে সমাজ-ভাষা বিজ্ঞানৰ বিষয়ে বিশদ ভাৱে জানিব পাৰিব। ফলত ভাষা বিজ্ঞান বিষয়ত জ্ঞান অৰ্জন কৰিব পাৰিব।</p>
<p>দ্বিতীয় কাকত-২০২৬ মুঠ নম্বৰ- ১০০, বিষয়-সাহিত্য সমালোচনা</p>	<p>উদ্দেশ্যঃ- এই পাঠটোৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে সাহিত্য সমালোচনাৰ প্ৰয়োজন সম্পৰ্কে জানিব পাৰিব। এই পাঠ্যই প্ৰাচ্য আৰু পাশ্চাত্য সাহিত্যৰ কেতবোৰ বিশেষ দিশত নতুনকৈ চোৱাত ছাত্ৰ-ছাত্ৰী সকলক সহায় কৰিব। ফলাফলঃ এই পাঠটো অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে ৰস, ধ্বনি, গুন, ৰীতি সম্পৰ্কে জ্ঞান আহৰণ কৰি প্ৰাচ্য সাহিত্যৰ সমালোচনাৰ বহু দিশত পাৰ্গত হ'ব। লগতে ট্ৰেজেডি ,এবছাৰ্ড নাটক সম্পৰ্কে জ্ঞান লাভ কৰি পাশ্চাত্য সাহিত্যৰ সমালোচনাত অধ্যয়ন কৰি লাভান্বিত হ'ব।</p>
<p>তৃতীয় ষাণ্মাষিক প্ৰথম কাকত-৩০১৬, মুঠ নম্বৰ-১০০ বিষয়- অসমীয়া সাহিত্য প্ৰৱেশ</p>	<p>উদ্দেশ্যঃ- এই পাঠটোত অসমীয়া সাহিত্যৰ কিছু সংখ্যক সৃজনী মূলক আৰু সমালোচনা মূলক লিখনি সন্নিবিষ্ট কৰা হৈছে। এই পাঠটোত সাহিত্যৰ ৰস আস্বাদনৰ বাট ছাত্ৰ-ছাত্ৰী সকলৰ বাবে মুকলি হ'ব। ফলাফলঃ- এই পাঠটো অধ্যয়ন ৰফলত ছাত্ৰ-ছাত্ৰী সকলে সাধু কথা , প্ৰৱন্ধ, জীৱনী, আত্মজীৱনী আৰু উপন্যাস সম্পৰ্কে জ্ঞান আহৰণ কৰিব পাৰিব। এই পাঠটোত সৃজনী মূলক সাহিত্যৰ আধ্যয়ন কৰি ছাত্ৰ-ছাত্ৰী সকলে বহু খিনি উপকৃত হ'ব।</p>
<p>দ্বিতীয় কাকত -৩০২৬ মুঠ নম্বৰ -১০০ বিষয়- অসমীয়া কবিতাৰ চানেকি</p>	<p>উদ্দেশ্যঃ- এই পাঠটোত প্ৰাক-শংকৰী যুগ, শংকৰী যুগ, ৰমন্যাসিক যুগ আৰু আধুনিক যুগৰ কবিতাৰ সৈতে ছাত্ৰ-ছাত্ৰীসকলৰ পৰিচিত কৰাৰ প্ৰয়াসক ৰাখিছে। এই পাঠটোত ছাত্ৰ-ছাত্ৰী সকলে কবিতাৰ ওপৰত জ্ঞান অৰ্জন কৰিব পাৰিব। ফলাফলঃ- এই পাঠটো অধ্যয়ন কৰাৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে প্ৰাচীন কবিতাৰ পৰা আধুনিক কবিতালৈ জ্ঞান আহৰণ কৰি কবিতাৰ ওপৰত এটি গঠন মূলক সমালোচনা দাঙি ধৰিব পাৰিব। আধুনিক কবিতাত ব্যৱহৃত প্ৰতীক আৰু চিত্ৰ</p>

	কল্পৰ প্ৰয়োগ সম্পৰ্কে জ্ঞান লাভ কৰিব পাৰিব।
<p>তৃতীয় কাকত-৩০৩৬</p> <p>মুঠ নম্বৰ =১০০</p> <p>বিষয়- অসমৰ সংস্কৃতি</p>	<p>উদ্দেশ্যঃ- এই পাঠটোৰ জৰিয়তে অসমৰ সংস্কৃতিৰ লোকাচাৰ ,ধৰ্মীয় পৰম্পৰা, উৎসৱ-পাৰ্বন, পৰিবেশ্য কলা স্থাপত্য, ভাস্কৰ্য আৰু চিত্ৰ কলাৰ জ্ঞান লাভ কৰিব পাৰিব। লগতে বৃহত্তৰ অসমীয়া জাতিগঠন প্ৰক্ৰিয়াৰ আভাস পাব।</p> <p>ফলাফলঃ- এই পাঠটো অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে সংস্কৃতিৰ ওপৰত জ্ঞান লাভ কৰিব পাৰিব। অসমৰ পৰম্পৰাগত সংস্কৃতিৰ জ্ঞান লাভ কৰি বিশেষ ভাৱে সফলতা লাভ কৰিব। লগতে আমাৰ শৈৱ, শাক্ত আৰু বৈষ্ণৱ ধৰ্মৰ বিষয়ে গভীৰ অধ্যয়নৰ ফলত যথেষ্ট জ্ঞান অৰ্জন কৰিব পাৰি।</p>
<p>চতুৰ্থ ষান্মাসিক</p> <p>প্ৰথম পত্ৰ -৪০১৬,</p> <p>মুঠ নম্বৰ -১০০</p> <p>বিষয়- তুলনামূলক ভাৰতীয় সাহিত্য</p>	<p>উদ্দেশ্যঃ- এই পাঠটোৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক তুলনা মূলক সাহিত্যৰ পটভূমি আৰু পৰিচয়ৰ লগতে আধুনিক যুগৰ ভাৰতীয় সাহিত্যৰ লগতে পৰিচয় কৰি দিব বিচৰা হৈছে।</p> <p>ফলাফলঃ- এই পাঠটো অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে ভাৰতীয় বিভিন্ন ভাষাৰ সাহিত্যৰ লগত তুলনাকৰি নিজ নিজ ভাষাৰ সাহিত্যৰ দুৰ্বল দিশ সমূহ আলোচনা কৰি লাভৱান হ'ব। লগতে বিভিন্ন ভাষাৰ সাহিত্যৰ লগত পৰিচিত হৈ অধ্যয়নৰ পৰিসীমা বঢ়াব পাৰিব।</p>
<p>দ্বিতীয় পত্ৰ ,</p> <p>মুঠ নম্বৰ-১০০</p> <p>বিষয়- অসমীয়া ভাষাৰ সমাহৰণ (৪০২৬)</p>	<p>উদ্দেশ্যঃ- এই পাঠটোৰ জৰিয়তে সংস্কৃত ,প্ৰাকৃত ,বাংলা আৰু উৰিয়া আদি আৰ্য ভাষাৰ সৈতে অসমীয়া ভাষাৰ সম্পৰ্ক নিৰূপন কৰিব পৰা হ'ব। ঠিক সেই দৰে অসমীয়া ভাষাত টাই-আহোম, বড়ো, ৰাভা, খাচী ভাষাৰ প্ৰভাৱ আৰু উপাদানৰ বিষয়ে ইয়াত আলোচনা কৰা হ'ব।</p> <p>ফলাফলঃ- পাঠটো অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে বিভিন্ন ভাষা অধ্যয়নৰ পিছত নিজৰ ভাষা-জ্ঞানত পাৰ্গত হ'ব। অসমীয়া ভাষাত বিভিন্ন সমাহৰণৰ ফল স্বৰূপে বিভিন্ন ভাষাৰ সংমিশ্ৰণ ঘটাব ফলত শিক্ষাৰ্থী সকলে টাই-আহোম , বড়ো, ৰাভা, খাচী ইত্যাদি ভাষাৰ ওপৰত জ্ঞান অৰ্জন কৰিব।</p>
<p>তৃতীয় কাকত (৪০৩৬)</p> <p>বিষয়- অসমীয়া গদ্য-সাহিত্য</p> <p>মুঠ নম্বৰ-১০০</p>	<p>উদ্দেশ্যঃ- অসমীয়া গদ্য-সাহিত্য সম্পৰ্কে এটি স্পষ্ট ধাৰণা দিবৰ বাবে এই পাঠটি সন্নিবিষ্ট কৰা হৈছে।</p> <p>ফলাফলঃ- কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে শংকৰদেৱৰ গদ্যৰ পৰা বুৰঞ্জীৰ গদ্যলৈকে শিকিব পাৰিব।</p>
<p>পঞ্চম ষান্মাসিক</p> <p>প্ৰথম পত্ৰ ৫০১৬ ,</p> <p>মুঠনম্বৰ-১০০</p> <p>বিষয়-অসমীয়া নাটক আৰু</p>	<p>উদ্দেশ্যঃ-এই পাঠটোৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া নাটকৰ ইতিহাস, নাটকৰ ধাৰা , নাটকৰ বৈশিষ্ট্য সম্পৰ্কে জ্ঞান দিয়াৰ উপৰিও পৰিবেশন শৈলীৰ সম্পৰ্কেও ধাৰণা দিবলৈ প্ৰয়াস কৰা হয়।</p> <p>ফলাফলঃ-এই কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া নাটকৰ</p>

পৰিবেশন শৈলী	উপৰিও পৰিবেশন শৈলীৰ বিষয়েও জ্ঞান লাভ কৰিব পাৰিব।
দ্বিতীয় পত্ৰ (৫০২৬) , মুঠ নম্বৰ-১০০ বিষয়- অসমীয়া ব্যাকৰণ	উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া ব্যাকৰণ, ব্যাকৰণৰ শ্ৰেণীবিভাগ, ব্যাকৰণৰ ইতিহাস সম্পৰ্কে বিতং ভাৱে জ্ঞান দিবলৈ প্ৰয়াস কৰা হয়। ফলাফলঃ- এই কাকত খন অধ্যয়ন কৰাৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে ব্যাকৰণ সম্পৰ্কে জ্ঞান অৰ্জন কৰি অসমীয়া ভাষাৰ গঠন সম্পৰ্কে উপযুক্ত শিক্ষা লাভ কৰিব পাৰিব।
পঞ্চম ষাণ্মাসিক ( DSE ) প্ৰথম পত্ৰ( ৫০১৬ ) মুঠ নম্বৰ-১০০ বিষয়- অসমীয়া ৰমন্যাসবাদী কবিতা	উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া ৰোমান্টিক কবিতাৰ সূচনা , ৰোমান্টিক কবিতাৰ বৈশিষ্ট্য আৰু ৰোমান্টিক কবি সকলৰ বিষয়ে জ্ঞান প্ৰদান কৰা। ফলাফলঃ- এই কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে ৰোমান্টিক কবিতাৰ ওপৰত সামগ্ৰীক জ্ঞান লাভ কৰিবলৈ সক্ষম হ'ব।
দ্বিতীয় পত্ৰ (৫০২৬) মুঠ নম্বৰ-১০০ বিষয়- শংকৰদেৱ	উদ্দেশ্যঃ-এই কাকত খনৰ জৰিয়তে অসমীয়া সাহিত্যৰ জনক শ্ৰীমন্তশংকৰদেৱৰ বিষয়ে বিশদ ভাৱে বিশেষকৈ তেওঁৰ সাহিত্য, বৰগীত , অংকীয়া নাটক আদিৰ বিষয়ে জ্ঞান দিয়া। ফলাফলঃ- এই কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে শ্ৰীমন্তশংকৰদেৱৰ বিষয়ে ভাল দৰে জানিব পাৰিব।
ষষ্ঠ ষাণ্মাসিক প্ৰথম পত্ৰ (৬০১৬ ) মুঠ নম্বৰ -১০০ বিষয়- অসমীয়া চুটি গল্প আৰু উপন্যাস	উদ্দেশ্যঃ-এই কাকত খনৰ মাজেৰে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া চুটি গল্প আৰু উপন্যাসৰ ওপৰত জ্ঞান দিবলৈ বিছৰা হৈছে। ফলাফলঃ-এই কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে চুটি আৰু উপন্যাসৰ ধাৰা, বৈশিষ্ট্যৰ লগতে গল্পকাৰ , ঔপন্যাসিক সম্পৰ্কত জ্ঞান অৰ্জন কৰিব পাৰিব।
দ্বিতীয় পত্ৰ (৬০২৬) মুঠ নম্বৰ-১০০ বিষয়- অসমীয়া লিপিৰ ইতিহাস	উদ্দেশ্যঃ-এই পাঠটোৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অসমীয়া লিপিৰ ইতিহাসৰ আভাস দিয়াৰ লগতে অসমৰ শিলালিপি , অসমৰ তাম্ৰ লিপি সম্পৰ্কে জ্ঞান প্ৰদান কৰা। ফলাফলঃ-এই পাঠটো অধ্যয়ন কৰাৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া লিপি সম্পৰ্কত সম্পূৰ্ণ জ্ঞান লাভ কৰিব পাৰিব।
ষষ্ঠ ষাণ্মাসিক ( DSE ) প্ৰথমপত্ৰ (৬০১৬) , মুঠ নম্বৰ -১০০ বিষয়-লক্ষ্মীনাথ বেজবৰুৱা	উদ্দেশ্যঃ-এই পাঠটোৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক সাহিত্যৰথী লক্ষ্মীনাথ বেজবৰুৱা আৰু তেওঁৰ ৰচনা সমগ্ৰৰ বিষয়ে জ্ঞান দিয়া। ফলাফলঃ-এই পাঠটো অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে লক্ষ্মীনাথবেজবৰুৱা আৰু তেওঁৰ সাহিত্য ৰাজীৰ বিষয়ে জানিব পাৰিব।

<p>দ্বিতীয় পত্ৰ (৬০২৬)</p> <p>মুঠনম্বৰ-১০০</p> <p>বিষয়- বানীকান্ত কাকতি</p>	<p>উদ্দেশ্যঃ-এই পাঠটোৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে বানী কান্তকাকতি ৰজীৱনীৰ লগতে তেওঁৰ সাহিত্য ৰাজিৰ বিষয়ে অৱগত কৰোৱা।</p> <p>ফলাফলঃ-এই পাঠটো অধ্যয়নৰ ফলত শিক্ষাৰ্থী সকলে বানীকান্ত কাকতিৰ জীৱনীৰ লগতে তেওঁৰ গৱেষনাৰ কথা , সাহিত্য ৰাজিৰ কথা আদি ভাল দৰে জ্ঞান লাভ কৰি নিজৰ জ্ঞানৰ ভাণ্ডাৰ চহকী কৰিব পাৰিব।</p>
<p>অসমীয়া সাধাৰণ পাঠ্যক্ৰম</p> <p>(CBCS)</p> <p>স্নাতক প্ৰথম ষাণ্মাসিক-১০১৪ ,</p> <p>মুঠ নম্বৰ -১০০</p> <p>বিষয়- যোগাযোগমূলক অসমীয়া</p>	<p>উদ্দেশ্যঃ অসমীয়া ভাষা যোগাযোগৰ মাধ্যম হিচাপে ব্যৱহাৰ কৰিবলৈ প্ৰয়োজনীয় কথন আৰু লেখন গম্ভীৰতা অৰ্জনৰ তাত্ত্বিক আৰু প্ৰায়োগিক জ্ঞান এই পাঠটোত সন্নিবিষ্ট হ'ব।</p> <p>ফলাফলঃ-এই কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া ভাষাটোৰ উপৰিও কথন, লেখনৰ দিশত নিজক উন্নীত কৰিব পাৰিব।</p>
<p>স্নাতক তৃতীয় ষাণ্মাসিক (৩০১৪)</p> <p>দক্ষতা বিকাশ পাঠ্য (SEC), মুঠ</p> <p>নম্বৰ-১০০</p> <p>বিষয়- ব্যৱহাৰিক অসমীয়া</p>	<p>উদ্দেশ্যঃ- এই পাঠটোত অসমীয়া বিষয়ৰ জ্ঞানেৰে একোগৰাকী ছাত্ৰ-ছাত্ৰীৰ ভৱিষ্যত জীৱনৰ বৃত্তি ৰূপে গ্ৰহণ কৰিব পৰা বিশেষ বিষয়ৰ প্ৰাথমিক আৰু প্ৰায়োগিক জ্ঞান এই পাঠ্যত থাকিব।</p> <p>ফলাফলঃ- এই কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে জ্ঞান অৰ্জন কৰি নিজৰ ভৱিষ্যতত এগৰাকী সফল ব্যক্তি হিচাপে পৰিগণিত হ'ব পাৰিব। অনুবাদ, চিত্ৰনাট্য, সাক্ষাতকাৰ, ছপা আৰু বৈদ্যুতিন মাধ্যমৰ জ্ঞান লাভ কৰি নিজৰ জীৱনত প্ৰয়োগ কৰি জীৱিকা অৰ্জন কৰাত সহায়ক হ'ব।</p>

## ৩০ঘণ্টীয়া পাঠ্যক্ৰম

### অসমীয়া বিভাগ

COURSES	LEARNING-OUTCOMES
<p>(ক) বিষয়-মান্য অসমীয়া ভাষা</p> <p>মুঠ নম্বৰ-১০০</p>	<p>উদ্দেশ্যঃ-এই পাঠ্যক্ৰমত ৬ টা অধ্যায় আছে। উক্ত পাঠটোত ভাষাৰ ধাৰণা, মাতৃ ভাষাৰ দায়িত্ব, মান্য ভাষাৰ লগত উপভাষাৰ সম্পৰ্ক, মান্য ভাষাৰ প্ৰয়োগ সম্পৰ্কে শিক্ষাৰ্থী সকলক আভাস দিয়া।</p> <p>ফলাফলঃ- এই কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে অসমীয়া ভাষাৰ প্ৰয়োগ , ভাষাটোৰ উপভাষা কেইটাৰ লগতো পৰিচিত হ'ব পাৰিব।</p>
<p>(খ) বিষয়- অসমীয়া অনুবাদ</p> <p>সাহিত্য</p>	<p>উদ্দেশ্যঃ- এই কাকত খনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলক অনুবাদৰ লক্ষ্য আৰু উদ্দেশ্যৰ বিষয়ে অৱগত কৰোৱা। অনুবাদৰ দ্বাৰা তুলনা মূলক সাহিত্যৰ মূল্যায়ন</p>

মুঠ নম্বৰ-১০০	<p>কৰাৰ উদ্দেশ্যে এই পাঠ্যক্ৰম প্ৰস্তুত কৰা হৈছে।</p> <p>ফলাফলঃ-এই কাকত খন অধ্যয়নৰ ফলত ছাত্ৰ-ছাত্ৰী সকলে অনুবাদ সাহিত্যৰ বিষয়ে ভালদৰে জানিব পাৰিব আৰু আন ভাষাৰ সাহিত্য সম্পৰ্কে জানিব পাৰিব।</p>
<p>(গ) বিষয়-গোৱালপৰীয়া লোকগীতত সমন্বয়ৰ বাৰ্তা</p> <p>মুঠ নম্বৰ-১০০</p>	<p>উদ্দেশ্যঃ-এই পাঠ্যক্ৰমটোত ছাত্ৰ-ছাত্ৰী সকলে গোৱালপাৰা জিলাত প্ৰচলিত লোকগীত সমূহৰ বিষয়বস্তু, গীত সমূহত সমাজ প্ৰতিফলন আদিৰ বিষয়ে অৱগত কৰোৱা।</p> <p>ফলাফলঃ-এই পাঠ্যক্ৰমটোত ছাত্ৰ-ছাত্ৰী সকলে লোকগীতৰ ওপৰত জ্ঞান লাভ কৰিব পাৰিব লগতে সেই দিশত আনাগত দিনত গৱেষণা কৰিব পাৰিব।</p>
<p>( ঘ ) গোৱালপৰীয়া লোকগীতত হাব্ৰাঘাটীয়া স্থানীয় উপাদান</p> <p>মুঠ নম্বৰ-১০০</p>	<p>উদ্দেশ্যঃ-এই পাঠ্যক্ৰমটোৰ জৰিয়তে শিক্ষাৰ্থী সকলক লোকগীতত যেন্তানীয উপাদান সোমাইয়ায় সেই কথাখিনি অৱগত কৰাৰ বাবে এই পাঠ্যক্ৰম অন্তৰ্ভুক্ত কৰা হৈছে।</p> <p>ফলাফলঃ- উল্লিখিত পাঠ্যক্ৰমৰ জৰিয়তে ছাত্ৰ-ছাত্ৰী সকলে হাব্ৰাঘাটীয়া সমাজ জীৱনৰ প্ৰতিছবি সম্পৰ্কে অৱগত হ'ব পাৰিব। ভাষা, সমাজ, সংস্কৃতি আদিৰ আভাস এই গীত সমূহৰ মাজত প্ৰকাশিত হয়। এইসম্পৰ্কেও জ্ঞান আহৰণ কৰিব পাৰিব।</p>
<p>(ঙ) সৃষ্টিশীল লেখনিৰ দক্ষতা আহৰণৰ কৌশল</p> <p>মুঠ নম্বৰ -১০০</p>	<p>উদ্দেশ্যঃ- এই পাঠ্যক্ৰমৰ জৰিয়তে শিক্ষাৰ্থী সকলক সৃষ্টিশীল লেখনিৰ দক্ষতা আহৰণৰ কৌশল সম্পৰ্কে জ্ঞান প্ৰদান কৰা হয়।</p> <p>ফলাফলঃ-এই পাঠ্যক্ৰম গ্ৰহণৰ ফলত শিক্ষাৰ্থী সকলে নিজক সৃষ্টিশীল লেখনিৰ বাবে প্ৰস্তুত কৰিবলৈ সুবিধা পাব।</p>
<p>(চ) মামনি ৰয়চম গোস্বামীৰ উপন্যাসত মানৱতাবাদৰ চিত্ৰ</p> <p>মুঠ নম্বৰ-১০০</p>	<p>উদ্দেশ্যঃ- এই পাঠ্যক্ৰমটোৰ জৰিয়তে শিক্ষাৰ্থী সকলক মামনি ৰয়চম গোস্বামীৰ পৰিচয়, তেওঁৰ উপন্যাস, উপন্যাসৰ বিষয়বস্তু, পটভূমি আদিৰ বিষয়ে অৱগত কৰাবলৈ প্ৰয়াস কৰা হয়।</p> <p>ফলাফলঃ-এই পাঠ্যক্ৰম অধ্যয়নৰ ফলত শিক্ষাৰ্থী সকলে মামনি ৰয়চম গোস্বামীৰ বিষয়ে সম্পূৰ্ণ জ্ঞান লাভ কৰিব।</p>
<p>(ছ) জ্যোতিপ্ৰসাদ আগৰৱালাৰ নাটকত নাৰী চিত্ৰৰ প্ৰতিফলন</p> <p>মুঠ নম্বৰ -১০০</p>	<p>উদ্দেশ্যঃ-এই পাঠ্যক্ৰমৰ যোগেদি শিক্ষাৰ্থী সকলক জ্যোতি প্ৰসাদ আগৰৱালাৰ নাটক আৰু নাটক সমূহত নাৰী চিত্ৰৰ প্ৰতিফলনৰ বিষয়ে অৱগত কৰোৱা।</p> <p>ফলাফলঃ-এই পাঠ্যক্ৰমৰ জৰিয়তে শিক্ষাৰ্থীসকলে জ্যোতি প্ৰসাদ আগৰৱালাৰ নাটক আৰু নাৰী চিত্ৰৰ প্ৰতিফলনৰ বিষয়ে জানিব পাৰিব।</p>
<p>(জ) চন্দ্ৰকুমাৰ আগৰৱালাৰ</p>	<p>উদ্দেশ্যঃ-এই পাঠ্যক্ৰমৰ যোগেদি শিক্ষাৰ্থী সকলক চন্দ্ৰ কুমাৰ আগৰৱালাৰ লগতে</p>

কবিতাত প্রকৃতি ৰচিত। মুঠ নম্বৰ -১০০	ৰোমান্টিক কবিতাৰ বৈশিষ্ট্যৰ বিষয়ে ওতৰগত কৰোৱা। ফলাফলঃ-এই পাঠ্যক্ৰম অধ্যয়নৰ ফলত শিক্ষার্থী সকলে ৰোমান্টিক কবিতা , চন্দ্ৰ কুমাৰ আগৰৱালাৰ কবিতা সম্পৰ্কে জানিব পাৰিব।
(ব) অসমীয়া ভাষাৰ মৌখিক যোগাযোগ মুঠ নম্বৰ -১০০	উদ্দেশ্যঃ-এই পাঠ্যক্ৰমৰ জৰিয়তে শিক্ষার্থী সকলক অসমীয়া ভাষাৰ মৌখিক যোগাযোগৰ বিষয়ে অৱগত কৰোৱা হয়। ফলাফলঃ-এই পাঠ্যক্ৰমৰ জৰিয়তে শিক্ষার্থী সকলে মৌখিক যোগাযোগ যেনে- উচ্চাৰণৰ ব্যৱহাৰ, কণ্ঠস্বৰৰ প্ৰয়োগ আদিৰ বিষয়ে অৱগত হ'ব পাৰিব আৰু ভৱিষ্যতে নিয়োগৰ সাক্ষাতকাৰৰ ক্ষেত্ৰত লাভৱা নহ'ব।
(এ) অসমীয়া ভাষাত আবেদন, নিবিদা, বিজ্ঞাপন লিখাৰ কৌশল আহৰণ মুঠনম্বৰ-১০০	উদ্দেশ্যঃ- এই পাঠ্যক্ৰমটোত শিক্ষার্থী সকলক অসমীয়া ভাষাত আবেদন ,নিবিদা , বিজ্ঞাপন আদি লিখাৰ কৌশলৰ বিষয়ে শিক্ষা দান কৰা হয়। ফলাফলঃ- এই পাঠ্যক্ৰম ভালদৰে অধ্যয়ন কৰাৰ ফলত শিক্ষার্থী সকলে ভৱিষ্যতে নিজৰ ভাষাত শুদ্ধকৈ আবেদন ,নিবিদা আদি লিখাৰ কৌশল খিনি আয়ত্ত কৰি নিজক সম্পূৰ্ণ কৰিব পাৰিব।

## Department: Economics

COURSE	OUTCOMES
<b>M104 MICRO ECONOMICS-I</b>	<p><b>Objective:</b> This course introduces economic analysis of individual, business, and industry choices in the market economy. Students will learn how markets establish price, production, wage and employment levels, and the likely consequences of government attempts to alter market outcomes.</p> <p><b>Course/Learning Outcomes</b> On completion of the course the students will be able to: CO1: Define the concepts of demand &amp; supply and its determinants. (Remembering) CO2: Explain the concept of budget set, indifference curve. (Understanding) CO3: Apply the concept of production function and relate it with economies and diseconomies of scale. (Applying) CO4: Analyse the various concepts of cost. (Analysing) CO5: Determine consumer's equilibrium and explain the effects of changes in consumer's equilibrium with respect to changes in income and prices. (Evaluating) CO6: Estimate elasticity of demand and estimate elasticity of supply. (Creating)</p>
<b>M105 MACROECONOMICS-I</b>	<p><b>Objective:</b> This course gives an understanding on how an economy behaves at the aggregate level. Upon successful completion of the course a student will be able to: Understand the basics of national income accounting. Understand how</p>



	<p>household, business and government and external sector determine the aggregate demand. Understand the classical and Keynesian theories of determination of equilibrium output and employment understand the derivation of aggregate demand and aggregate supply curves</p> <p><b>Course/Learning Outcomes</b></p> <p>After learning this course, the students are able to:</p> <p>CO1: Define the basic concepts of macro- economics. (Remembering)</p> <p>CO2: Explain the different concepts of National Income. (Understanding)</p> <p>CO3: Apply the different concepts of National Income Accounting in understanding how an economy works. (Applying)</p> <p>CO4: Examine the Keynesian and Classical Theories of Determination of Equilibrium Output and Employment by using Aggregate Demand and Aggregate Supply concept. (Analyzing)</p> <p>CO5: Explain the concepts of Goods and Money Market Equilibrium. (Evaluating)</p> <p>CO6: Improve the Understanding of the determination of Aggregate Demand and Aggregate Supply Curves (Creating)</p>
<b>M204 MICROECONOMICS-II</b>	<p><b>Objective:</b> The objective of the course will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets conditions for business firms.</p> <p><b>Course/Learning Outcomes</b></p> <p>On completion of the course the students will be able to:</p> <p>CO1: Relate the various market forms and determine prices under these market forms. (Remembering)</p> <p>CO2: Explain the theories of welfare economics. (Understanding)</p> <p>CO3: Apply the concepts of oligopoly and game theory. (Applying)</p> <p>CO4: Distinguish between general and partial equilibrium analysis. (Analysing)</p> <p>CO5: Assess the various theories of distribution in terms of determination of wages, rent, interest and profits. (Evaluating)</p> <p>CO6: Adapt the concept of Factor market. (Creating)</p>
<b>M205 MACRO ECONOMICS-II</b>	<p><b>Objective:</b> This course introduces the students to the post-Keynesian developments as well as its microeconomic foundations and the role of macro-economic policies in the context of economic growth of nation. It also introduces the students to macroeconomics an open economy.</p> <p><b>Course/Learning outcomes:</b></p> <p>After learning this course, the students will be able to:</p> <p>CO1: Discuss different schools of Post-Keynesian Macroeconomic Thoughts. (Understanding)</p> <p>CO2: Explain the concepts of Consumption Function and determinants of propensity to consume. (Evaluating)</p> <p>CO3: Discuss the Investment Function and investment multiplier. (Creating)</p> <p>CO4: Apply the different concepts of Macro-Economic Policies like Fiscal and Monetary Policy. (Applying).</p> <p>CO5: Examine the concepts of Inflation, and its relation between Unemployment and Expectations. (Analyzing)</p> <p>CO6: Discuss the meaning and other concepts related to Open Economy. (Creating)</p>
<b>M304 ELEMENTARY</b>	<p><b>Objective:</b> The objective of this course is to accustom the students with the concepts of mathematical techniques and their applications which are used to</p>

MATHEMATICS FOR ECONOMICS	<p>elucidate the problems of economic theory and help in better choices.</p> <p><b>Course/Learning Outcomes</b>  On completion of the course the students will be able to:  CO1: Define the basic concepts of mathematics like set, function, matrix algebra etc. used in Economic Analysis. (Remembering)  CO2: Explain the usage of the basic concepts of mathematics in Economics. (Understanding)  CO3: Apply the mathematical techniques to elucidate the problems of economic theory. (Applying)  CO4: Analyse the economic theory and draw inferences in context of mathematical techniques. (Analysing)  CO5: Explain the need of mathematical techniques in economic theory. (Evaluating)  CO6: Solve numerical problems in economic theory. (Creating)</p>
M305THEMONETARY SYSTEM	<p><b>Objectives:</b> This course exposes students to the theory and functioning of the monetary sectors of the economy. Banking sector reforms and monetary policy with special reference to India are also covered. This course also introduces the students to Financial Economics.</p> <p><b>Course/Learning Outcomes</b>  On completion of the course the students will be able to:  CO1: Define various concepts and functions of money. (Remembering)  CO2: Compare money market and capital market. (Understanding)  CO3: Construct interest rate determination. (Applying)  CO4: Examine the role of monetary policy in an economy. (Analysing)  CO5: Judge the theories of demand for money from various perspectives. (Evaluating)  CO6: Discuss the concept of cash flow and how it is determined. (Creating)</p>
M404MATHEMATICAL APPLICATIONS INECONOMICS	<p><b>Objective:</b> The objective of this course is to accustom the students with the concepts of mathematical techniques and their applications which are used to elucidate the problems of economic theory and help in better choices.</p> <p><b>Course/Learning Outcomes</b>  On completion of the course the students will be able to:  CO1: Relate to the basic concepts of mathematical techniques in economic theory. (Remembering)  CO2: Extend the further usage of the concepts of mathematical techniques. (Understanding)  CO3: Identify the areas in economic theory where mathematical techniques can be used. (Applying)  CO4: Analyse and examine the mathematical techniques. (Analysing)  CO5: Interpret the results drawn from the use of mathematical techniques in economics. (Evaluating)  CO6: Test the theories of economics in terms of mathematical techniques. (Creating)</p>
M405 INTRODUCTIONS TO DEVELOPMENT ECONOMICS	<p><b>Objectives:</b> This course introduces the students to the basic terminologies of growth and development. It also explains difference between growth and development. This course further introduces the students to various growth theories which are crucial for the understanding of various aspects of development and its related concepts.</p>

	<p><b>Course/Learning Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define the various concepts of growth and development. (Remembering)</p> <p>CO2: Compare and explain the difference between growth and development. (Understanding)</p> <p>CO3: Identify the various growth theories. (Applying)</p> <p>CO4: Analyse the aspects of measuring development. (Analyzing)</p> <p>CO5: Justify the use of HDI over other measures of development. (Evaluating)</p> <p>CO6: Improve the understanding of development process. (Creating)</p>
<b>M501ELEMENTSO FPUBLICFINANCE</b>	<p><b>Objectives:</b> This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the central, states and the local governments and the issues of fiscal federalism and decentralisation in India.</p> <p><b>Course/Learning outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define the main concepts in public finance. (Remembering)</p> <p>CO2: Explain the analytical grasp of government taxes: direct and indirect taxes, (Understanding)</p> <p>CO3: Identify the main issues in government expenditure. (Applying)</p> <p>CO4: Evaluate economic concepts of public finances. (Analyzing)</p> <p>CO5: Explain the diagrammatic analysis to demonstrate and compare the economic welfare effects of various government policy options. (Evaluating)</p> <p>CO6: Discuss their understanding of the usefulness and problems related to government revenues and expenditures. (Creating)</p>

<p><b>M502 BASIC STATISTICS FOR ECONOMICS</b> (For Arts Stream only)</p>	<p><b>Objectives:</b> This course introduces the students to the basics of statistics. It will help the students to classify data, identify the different sources of data, techniques of collecting data and analyse data using various statistical tools. This course mostly focuses to accustom the students on the use of descriptive statistics, correlation &amp; regression and time-series.</p> <p><b>Course/Learning Outcomes:</b> At the end of the course the students would be able to: CO1: Recall basic concepts of Statistics. (Remembering) CO2: Classify the various data types and the methods of analyzing data. (Understanding) CO3: Apply various Statistical Tools analyzing data. (Applying) CO4: Draw Inferences from data. (Analyzing) CO5: Interpret the inferences drawn from data. (Evaluating) CO6: Predict the inferences drawn from the data. (Creating)</p>
<p><b>M503 INTRODUCTION TO ENVIRONMENTAL ECONOMICS</b></p>	<p><b>Course Objectives:</b> This course aims to focus on economic causes of environmental problems; in particular, how economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. It also aims to address Economic implications of environmental policy as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments.</p> <p><b>Course Learning Outcomes</b> At the end of the course the students would be able to: CO1: Define and understand the main theoretical and empirical concepts in environmental economics. (Remembering) CO2: Explain analytically the environmental policy theory, ranging from externalities to international environmental agreements. (Understanding) CO3: Identify the main issues in environmental valuation and with the basic features of the environmental policy tools. (Applying) CO4: Evaluate economic concepts of environmental policy through the use of diagrammatic analysis. (Analyzing) CO5: Explain, demonstrate and compare the economic welfare effects of various environmental policy options. (Evaluating) CO6: Discuss their critical understanding of environmental policies. (Creating)</p>
<p><b>M504 INTERNATIONAL TRADE: THEORY AND POLICY</b></p>	<p><b>Objectives:</b> This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics, focusing on national policies as well as international monetary systems. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.</p> <p><b>Course/Learning Outcomes</b> At the end of the course the students would be able to: CO1: Define and understand the main theoretical and empirical concepts in international trade. (Remembering) CO2: Explain trade theories, ranging from Ricardian comparative advantage to modern theories of intra-industry trade. (Understanding)</p>

	<p>CO3: Identify the main issues in trade policy and with the basic features of the international trading regime. (Applying)</p> <p>CO4: Evaluate diagrammatic analysis to demonstrate and compare the economic welfare effects of free trade and protection. (Analyzing)</p> <p>CO5: Explain the political implications of their texts. (Evaluating)</p> <p>CO6: Discuss the usefulness and problems related to topics in international trade, and demonstrate their critical understanding of trade policies. (Creating)</p>
M505 HISTORY OF ECONOMIC THOUGHT-I	<p><b>Objectives:</b>The objective of this course is to learn and discuss, at an advanced undergraduate level, how the economic thought has evolved over time, introducing students to the critical comparison of the contributions of the main schools of economics: the classical, the marginalist revolution and its application to the theories of general and partial equilibrium, the current macroeconomic debate between the neo-classical and the Keynesian school.</p> <p><b>Course Learning Outcomes</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Relate and understand the contributions on themes of economic analysis. (Remembering)</p> <p>CO2: Explain the importance of concerning figures of economists important in the international economic debate. (Understanding)</p> <p>CO3: Identify their texts and link the different positions of economic thought. (Applying)</p> <p>CO4: Evaluate political implications and link the different positions of economic thought to philosophical foundations. (Analyzing)</p> <p>CO5: Explain the political implications of their texts. (Evaluating)</p> <p>CO6: Discuss the usefulness their texts in context to the current World Scenario and Indian Economy in particular. (Creating)</p>
M506 DEVELOPMENT POLICY AND THE INDIAN ECONOMY	<p><b>Objectives:</b> Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the Suggested Readings will have to be updated annually.</p> <p><b>Course/Learning Outcomes</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define the main concepts in Indian Economy. (Remembering)</p> <p>CO2: Explain the development paradigm adopted in India since independence. (Understanding)</p> <p>CO3: Identify the main issues in Indian Setup. (Applying)</p> <p>CO4: Evaluate the impact development paradigm in the Indian Scenario. (Analyzing)</p> <p>CO5: Explain the impact development paradigm on economic as well as social indicators of progress and well-being. (Evaluating)</p> <p>CO6: Discuss their understanding of the usefulness and problems related to government revenues and expenditures. (Creating)</p>
M601 PUBLIC ECONOMICS	<p><b>Objectives:</b>Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities. The paper is divided into two</p>

	<p>sections, one dealing with the theory of public economics and the other with the Indian public finances.</p> <p><b>Course Outcomes:</b>  At the end of the course the students would be able to:  CO1: Define the main concepts in public economic policies. (Remembering)  CO2: Explain the concepts of public goods, public expenditures and taxation. (Understanding)  CO3: Identify the main issues of budgeting and fiscal policies. (Applying)  CO4: Evaluate economic concepts of income redistribution. (Analyzing)  CO5: Explain the evaluation of budget deficit and public debt. (Evaluating)  CO6: Discuss the working principle of fiscal federalism in India. (Creating)</p>
<p><b>M602 APPLIED STATISTICS</b>  <i>(For Arts Stream only)</i></p>	<p><b>Objectives:</b> This course introduces the students to the basics and terminologies of sampling and inference. It develops the notion of random variables and probability distributions of discrete and continuous random variables. This course also focuses to introduce and accustom the students on the use of index numbers and vital statistics.</p> <p><b>Course/Learning outcomes:</b>  At the end of the course the students would be able to:  CO1: Define the various concepts of sampling, Index Number and Vital Statistics. (Remembering)  CO2: Explain the use of probability in sampling. (Understanding)  CO3: Apply various techniques of probability distribution in analyzing data. (Applying)  CO4: Draw Inferences from data. (Analyzing)  CO5: Explain the use of Index number. (Evaluating)  CO6: Predict Trend using Time Series. (Creating)</p>
<p><b>M 603 ECONOMICS OF NATURAL RESOURCES AND SUSTAINABLE DEVELOPMENT</b></p>	<p><b>Objectives:</b> This course will help students to understand economics, which has evolved into set of principles that define rational behavior of various stakeholders, is the fountain for achieving sustainable development-appreciable level of social and economic well-being of the people that is inter-generationally balanced. Effective governance, resource endowments, and demography are complementary factors that need to be properly coordinated based on sound economic principles to underpin the process of sustainable development.</p> <p><b>Course Learning Outcomes</b>  At the end of the course the students would be able to:  CO1: Define and understand the main theoretical and empirical concepts in environmental economics. (Remembering)  CO2: Explain analytically the environmental policy theory, ranging from externalities to international environmental agreements. (Understanding)  CO3: Identify the main issues in environmental valuation and with the basic features of the environmental policy tools. (Applying)  CO4: Evaluate economic concepts of environmental policy through the use of diagrammatic analysis. (Analyzing)  CO5: Explain, demonstrate and compare the economic welfare effects of various environmental policy options. (Evaluating)</p>

	CO6: Discuss their critical understanding of environmental policies. (Creating)
<b>M604 INTERNATIONAL ECONOMICS</b>	<p><b>Course Objectives:</b> This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.</p> <p><b>Course Outcomes:</b>  After learning this course, the students would be able to:  CO1: Know the key principles of international economics. (Remembering)  CO2: Understand the main theories of international economics. (Understanding)  CO3: Apply the theories and models of international trade for economic growth and global welfare. (Applying)  CO4: Analyse the links between trade, international finance, economic growth and globalization, with a particular emphasis on the experiences of developing countries. (Analysing)  CO5: Evaluate international trade policies regarding increase in exports, international debt, and international institutions to solve domestic economic problems. (Evaluating)  CO6: Design and develop economists' arguments concerning international trade and policies. (Creating)</p>
<b>M605 HISTORY OF ECONOMIC THOUGHT II</b>	<p><b>Objectives:</b> This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the mechanisms that linked economic development in India to the compulsions of colonial rule and introducing students to the critical comparison of the contributions of the main schools of economics: the classical, the marginalist revolution and its application to the theories of general and partial equilibrium, the current macroeconomic debate between the neo-classical and the Keynesian school.</p> <p><b>Course Learning Outcomes</b>  At the end of the course the students would be able to:  CO1: Relate and understand the contributions on themes of economic analysis. (Remembering)  CO2: Explain the importance of concerning figures of economists important in the international economic debate. (Understanding)  CO3: Identify their texts and link the different positions of economic thought. (Applying)  CO4: Evaluate political implications and link the different positions of economic thought to philosophical foundations. (Analyzing)  CO5: Explain the political implications of their texts. (Evaluating)  CO6: Discuss the usefulness their texts in context to the current World Scenario and Indian Economy in particular. (Creating)</p>
<b>M606 PLANNING FOR DEVELOPMENT: INDIA AND THE NORTHEAST</b>	<p><b>Course Objective:</b> This course is designed to provide basic understanding of Indian economy since independence. It also describes the demographic trends and issues of India. Along with that, it has discussed growth and distributional issues of North East economy.</p> <p><b>Course Outcomes:</b>  At the end of the course, students would be able to</p>

	<p>CO1: Learn the basic understanding of Indian economy. (Remembering)</p> <p>CO2: Understand the Indian economy since independence. (Understanding)</p> <p>CO3: Identify the main issues in Indian Setup. (Applying)</p> <p>CO4: Evaluate the impact development paradigm in the Indian Scenario. (Analyzing)</p> <p>CO5: Explain shortcomings of the policy and programme for economic development. (Evaluating).</p> <p>CO6: To understand the relation between India and the world economy as well as its neighboring countries. (Creating)</p>
<p><b>DETAILED COURSE CONTENT</b></p> <p><b>ECONOMICS (ELECTIVE)</b></p> <p><b>PAPER-E101</b></p> <p><b>ELEMENTARY MICROECONOMICS</b></p>	<p><b>Course Objectives:</b> This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define basic concepts of microeconomics. (Remembering)</p> <p>CO2: Classify economics from the perspective of individual decision making as consumers and producers. (Understanding)</p> <p>CO3: Apply some basic principles of microeconomics. (Applying)</p> <p>CO4: Draw Inferences from interactions of supply and demand. (Analyzing)</p> <p>CO5: Interpret the characteristics of perfect and imperfect markets. (Evaluating)</p> <p>CO6: Discuss the use of microeconomic tools for analysing real time situations. (Creating)</p>
<p>E201</p> <p>INTRODUCTORY MACRO ECONOMICS</p>	<p><b>Course Objectives:</b> The current course is the first part of a three-part sequence on Macroeconomics that introduces the beginner students to the basic concepts. Macroeconomics as a sub-discipline within Economics deals with the working of the economy at the aggregate level.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define basic concepts of macroeconomics including national income, money and inflation. (Remembering)</p> <p>CO2: Understand the relationship among the macroeconomic variables like GDP, money supply, inflation and related concepts of closed economy. (Understanding)</p> <p>CO3: Apply basic mathematical formulae to measure national income and its related terms. (Applying)</p> <p>CO4: Analyze the quantity theory of money, Keynesian model of income determination, IS-LM model and its application for real life economic decision making. (Analyzing)</p> <p>CO5: Interpret the various role of monetary and fiscal policy in credit control and inflation. (Evaluating)</p> <p>CO6: Design and develop macroeconomic models or tools for analyzing real time economic situations. (Creating)</p>
<p>E303 MONEY, BANKING AND FINANCE</p>	<p><b>Objectives:</b> This course exposes students to the theory and functioning of the monetary sectors of the economy. Banking sector reforms and monetary policy with special reference to India are also covered. This course also introduces the students to Financial Economics.</p> <p><b>Course/Learning Outcomes</b></p> <p>On completion of the course the students will be able to:</p>



	CO1: Define various concepts and functions of money. (Remembering) CO2: Compare money market and capital market. (Understanding) CO3: Construct interest rate determination. (Applying) CO4: Examine the role of monetary policy in an economy. (Analysing) CO5: Judge the theories of demand for money from various perspectives. (Evaluating) CO6: Discuss the concept of cash flow and how it is determined. (Creating)
E403 INDIAN ECONOMY WITH ISSUES OF NORTH-EAST	<p><b>Course Objective:</b> This course is designed to provide basic understanding of Indian economy since independence. It also describes the demographic trends and issues of India. Along with that, it has discussed growth and distributional issues of North East economy.</p> <p><b>Course Outcomes:</b>  At the end of the course, students would be able to  CO1: Learn the basic understanding of Indian economy. (Remembering)  CO2: Understand the Indian economy since independence. (Understanding)  CO3: Identify the main issues in Indian Setup. (Applying)  CO4: Evaluate the impact development paradigm in the Indian Scenario. (Analyzing)  CO5: Explain shortcomings of the policy and programme for economic development. (Evaluating).  CO6: To understand the relation between India and the world economy as well as its neighboring countries. (Creating)</p>
E503 PUBLIC FINANCE	<p><b>Objectives:</b> This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the central, states and the local governments and the issues of fiscal federalism and decentralisation in India.</p> <p><b>Course/Learning outcomes:</b>  At the end of the course the students would be able to:  CO1: Define the main concepts in public finance. (Remembering)  CO2: Explain the analytical grasp of government taxes: direct and indirect taxes, (Understanding)  CO3: Identify the main issues in government expenditure. (Applying)  CO4: Evaluate economic concepts of public finances. (Analyzing)  CO5: Explain the diagrammatic analysis to demonstrate and compare the economic welfare effects of various government policy options. (Evaluating)  CO6: Discuss their understanding of the usefulness and problems related to government revenues and expenditures. (Creating)</p>
E 504 INTRODUCTIONS TO GROWTH AND DEVELOPMENT ECONOMICS	<p><b>Objectives:</b> This course introduces the students to the basics terminologies of growth and development. It also explains difference between growth and development. This course further introduces the students to various growth theories which are crucial for the understanding of various aspects of development and its related concepts.</p> <p><b>Course/Learning Outcomes:</b>  At the end of the course the students would be able to:  CO1: Define the various concepts of growth and development. (Remembering)  CO2: Compare and explain the difference between growth and development. (Understanding)</p>

	CO3: Identify the various growth theories. (Applying) CO4: Analyse the aspects of measuring development. (Analyzing) CO5: Justify the use of HDI over other measures of development. (Evaluating) CO6: Improve the understanding of development process. (Creating)
E603 INTERNATIONAL ECONOMICS	<p><b>Objectives:</b> This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics, focusing on national policies as well as international monetary systems. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.</p> <p><b>Course/Learning Outcomes</b>  At the end of the course the students would be able to:  CO1: Define and understand the main theoretical and empirical concepts in international trade. (Remembering)  CO2: Explain trade theories, ranging from Ricardian comparative advantage to modern theories of intra-industry trade. (Understanding)  CO3: Identify the main issues in trade policy and with the basic features of the international trading regime. (Applying)  CO4: Evaluate diagrammatic analysis to demonstrate and compare the economic welfare effects of free trade and protection. (Analyzing)  CO5: Explain the political implications of their texts. (Evaluating)  CO6: Discuss the usefulness and problems related to topics in international trade, and demonstrate their critical understanding of trade policies. (Creating)</p>
E604 PLANNING AND DEVELOPMENT IN INDIA	<p><b>Objectives:</b> Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the Suggested Readings will have to be updated annually.</p> <p><b>Course/Learning Outcomes</b>  At the end of the course the students would be able to:  CO1: Define the main concepts in Indian Economy. (Remembering)  CO2: Explain the development paradigm adopted in India since independence. (Understanding)  CO3: Identify the main issues in Indian Setup. (Applying)  CO4: Evaluate the impact development paradigm in the Indian Scenario. (Analyzing)  CO5: Explain the impact development paradigm on economic as well as social indicators of progress and wellbeing. (Evaluating)  CO6: Discuss their understanding of the usefulness and problems related to government revenues and expenditures. (Creating)</p>

# ECONOMICS: CBCS

COURSE	OUTCOMES
<b><u>FIRSTSEMEST</u></b> <b><u>ERCORE</u></b>  ECO-HC-1016:INTRODUCTORYMICROECONOMICS	<p><b>Course objective</b></p> <p>This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define basic concepts of microeconomics. (Remembering)</p> <p>CO2: Classify economics from the perspective of individual decision making as consumers and producers. (Understanding)</p> <p>CO3: Apply some basic principles of microeconomics. (Applying)</p> <p>CO4: Draw Inferences from interactions of supply and demand. (Analyzing)</p> <p>CO5: Interpret the characteristics of perfect and imperfect markets. (Evaluating)</p> <p>CO6: Discuss the use of microeconomic tools for analysing real time situations. (Creating)</p>
ECO-HC-1026:MATHEMATICALMETHODSIN ECONOMICS-I	<p><b>CourseObjective:</b></p> <p>This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define basic concepts of mathematical tools for economics. (Remembering)</p> <p>CO2: Classify the mathematical tools for economics. (Understanding)</p> <p>CO3: Apply some mathematical tools for economics into various theories of Economics. (Applying)</p> <p>CO4: Draw inferences using the mathematical tools. (Analyzing)</p> <p>CO5: Interpret the applications wherever optimization techniques are used in decision-making. (Evaluating)</p> <p>CO6: Discuss the use of mathematical tools for logical rationalization or refuting arguments. (Creating)</p>
<b><u>SECONDSEME</u></b> <b><u>STERCORE</u></b>  ECO-HC-2016:INTRODUCTORYMACROECONOMICS	<p><b>Course objective:</b></p> <p>This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.</p> <p><b>Course Outcomes:</b></p>

	<p>At the end of the course the students would be able to:</p> <p>CO1: Define basic concepts of macroeconomics including national income, money and inflation. (Remembering)</p> <p>CO2: Understand the relationship among the macroeconomic variables like GDP, money supply, inflation and related concepts of closed economy. (Understanding)</p> <p>CO3: Apply basic mathematical formulae to measure national income and its related terms. (Applying)</p> <p>CO4: Analyze the quantity theory of money, Keynesian model of income determination, IS-LM model and its application for real life economic decision making. (Analyzing)</p> <p>CO5: Interpret the various role of monetary and fiscal policy in credit control and inflation. (Evaluating)</p> <p>CO6: Design and develop macroeconomic models or tools for analyzing real time economic situations. (Creating)</p>
ECO-HC-2026:MATHEMATICALMETHODSIN ECONOMICS- II	<p><b>Course objective:</b></p> <p>This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define basic concepts of mathematical tools for economics. (Remembering)</p> <p>CO2: Classify the mathematical tools for economics. (Understanding)</p> <p>CO3: Apply some mathematical tools for economics into various theories of Economics. (Applying)</p> <p>CO4: Draw inferences using the mathematical tools. (Analyzing)</p> <p>CO5: Interpret the applications wherever optimization techniques are used in decision-making. (Evaluating)</p> <p>CO6: Discuss the use of mathematical tools for logical rationalization or refuting arguments. (Creating)</p>
THIRDSEMESTER CORE  ECO-HC-3016:INTERMEDIATE MICROECONOMICS-I	<p><b>Course objective:</b></p> <p>The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define basic concepts of microeconomics. (Remembering)</p> <p>CO2: Classify economics from the perspective of individual decision making as consumers and producers. (Understanding)</p>

	<p>CO3: Apply some basic principles of microeconomics. (Applying)</p> <p>CO4: Draw Inferences from interactions of supply and demand. (Analyzing)</p> <p>CO5: Interpret the characteristics of perfect and imperfect markets. (Evaluating)</p> <p>CO6: Discuss the use of microeconomic tools for analysing real time situations. (Creating)</p>
<p><b>ECO-HC-3026:</b> <b>INTERMEDIATE</b> <b>MACROECONOMICS - I</b></p>	<p><b>Course Objective:</b></p> <p>This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses 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. It also introduces the students to various theoretical issues related to an open economy.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define basic concepts of macroeconomics including national income, money and inflation. (Remembering)</p> <p>CO2: Understand the relationship among the macroeconomic variables like GDP, money supply, inflation and related concepts of closed economy. (Understanding)</p> <p>CO3: Apply basic mathematical formulae to measure national income and its related terms. (Applying)</p> <p>CO4: Analyze the quantity theory of money, Keynesian model of income determination, IS-LM model and its application for real life economic decision making. (Analyzing)</p> <p>CO5: Interpret the various role of monetary and fiscal policy in credit control and inflation. (Evaluating)</p> <p>CO6: Design and develop macroeconomic models or tools for analyzing real time economic situations. (Creating)</p>
<p><b>ECO-HC-3036:</b> <b>STATISTICAL</b> <b>METHODS FOR</b> <b>ECONOMICS</b></p>	<p><b>Course objective:</b></p> <p>This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Recall basic concepts of Statistics. (Remembering)</p> <p>CO2: Classify the different types and the methods of analyzing data. (Understanding)</p> <p>CO3: Apply various Statistical Tools analyzing data. (Applying)</p> <p>CO4: Draw Inferences from data. (Analyzing)</p> <p>CO5: Interpret the inferences drawn from data. (Evaluating)</p> <p>CO6: Predict the inferences drawn from the data. (Creating)</p>
<p><b>FOURTH</b> <b>SEMESTER CORE</b></p> <p><b>ECO-HC-4016:</b></p>	<p><b>Course objective:</b></p> <p>This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of</p>

<p><b>INTERMEDIATE MICROECONOMICS - II</b></p>	<p>mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Recall the basic concepts of applied microeconomics. (Remembering)</p> <p>CO2: Understand how the microeconomic concepts work in individual decision making process (Understanding)</p> <p>CO3: Apply the basic principles of applied microeconomics. (Applying)</p> <p>CO4: Draw inferences from interactions of rivals in game theory. (Analyzing)</p> <p>CO5: Interpret the characteristics of imperfect market structures. (Evaluating)</p> <p>CO6: Discuss the use of applied microeconomic tools in real life. (Creating)</p>
<p><b>ECO-HC-4026: INTERMEDIATE MACROECONOMICS - II</b></p>	<p><b>Course objective:</b></p> <p>This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Recall the ideas and concepts of macroeconomics. (Remembering)</p> <p>CO2: Classify macroeconomics from the perspective of policy making. (Understanding)</p> <p>CO3: Apply some basic principles of macroeconomics. (Applying)</p> <p>CO4: Draw Inferences from interactions between macroeconomic thoughts and real life situation. (Analyzing)</p> <p>CO5: Interpret the characteristics of economic growth. (Evaluating)</p> <p>CO6: Discuss the use of macroeconomic tools for analysing real time situations. (Creating)</p>
<p><b>ECO-HC-4036: INTRODUCTORY ECONOMETRICS</b></p>	<p><b>Course Description</b></p> <p>This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models.</p> <p><b>Course Outcomes:</b></p> <p>After learning this course, the students would be able to:</p> <p>CO1: Define the basic concepts like definition, scope and nature of econometrics. (Remembering)</p> <p>CO2: Explain the concepts of simple and multiple linear regressions. (Understanding)</p> <p>CO3: Apply OLS method to estimate regression parameters. (Applying)</p> <p>CO4: Analyse the results of regression models with hypothesis testing. (Analysing)</p> <p>CO5: Evaluate the regression models for violations of classical assumptions and specification bias. (Evaluating)</p> <p>CO6: Create and design regression models to test hypothesis of real economic problems. (Creating)</p>
<p><b>FIFTH SEMESTER CORE ECO-HC-5016: INDIAN</b></p>	<p><b>Course Description:</b></p> <p>Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated</p>

<b>ECONOMY-I</b>	<p>annually.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define the Macroeconomic Policies and their Impact Indian Economy. (Remembering)</p> <p>CO2: Explain the policies and Performance in Agriculture. (Understanding)</p> <p>CO3: Identify the policies and performance in Industry. (Applying)</p> <p>CO4: Evaluate the impact of various development policies in Agriculture and Industry in the Indian Scenario. (Analyzing)</p> <p>CO5: Explain the trends and performance in service sectors. (Evaluating)</p> <p>CO6: Discuss their understanding of the usefulness of various development policies. (Creating)</p>
<b>ECO-HC-5026: DEVELOPMENT ECONOMICS-I</b>	<p><b>Course objective:</b></p> <p>This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.</p> <p><b>Course Outcome:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define the various concepts of growth and development. (Remembering)</p> <p>CO2: Compare and explain the difference between growth and development. (Understanding)</p> <p>CO3: Identify the various growth theories. (Applying)</p> <p>CO4: Analyse the aspects of measuring development. (Analysing)</p> <p>CO5: Justify the use of HDI over other measures of development. (Evaluating)</p> <p>CO6: Improve the understanding of the development process. (Creating)</p>
<b>SIXTH SEMESTER CORE ECO-HC-6016: INDIAN ECONOMY-II</b>	<p><b>Course objective:</b></p> <p>This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Understand the economic structure during colonial period. (Remembering)</p> <p>CO2: Explain the agrarian structure in the post-independence period. (Understanding)</p> <p>CO3: Identify their texts and link the different positions of macroeconomic trends. (Applying)</p> <p>CO4: Evaluate the contribution of railways and industry. (Analyzing)</p> <p>CO5: Explain the government and fiscal policies under colonial rule. (Evaluating)</p> <p>CO6: Discuss the usefulness of railways and industries in the development process of Indian economy. (Creating)</p>
<b>ECO-HC-6026: DEVELOPMENT ECONOMICS-II</b>	<p><b>Course Description</b></p> <p>This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of</p>

	<p>development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define the key concept of demography (Remembering)</p> <p>CO2: Explain the concept of land, labor, and credit market in order to understand the problem faced by developing countries. (Understanding)</p> <p>CO3: Identify the sustainable development issues for sustainable growth. (Applying)</p> <p>CO4: Analyze the role of globalization in the process of development. (Analyzing)</p> <p>CO5: Explain the governance of communities and organizations in developing countries. (Evaluating)</p> <p>CO6: Discuss various aspects of process of development. (Creating)</p>
<p><b>FIFTH SEMESTER DSE</b></p> <p><b>ECO-HE-5016: ECONOMICS OF HEALTH AND EDUCATION</b></p>	<p><b>Course objective:</b></p> <p>The importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Learn the key importance of health and education in development process (Remembering)</p> <p>CO2: Understanding the micro economics concept in relation to health sector (Understanding)</p> <p>CO3: Evaluating the health care programme and policy to provide decision concerning the allocation of resources. (Applying)</p> <p>CO4: Explain the health system in the context of Indian scenario. (Analyzing)</p> <p>CO5: Evaluate the importance of investment in education to increase human capital. It also gives lights on direct and indirect benefits of education in development of society. (Evaluating)</p> <p>CO6: Develop the knowledge of educational financing from the point of view of Economics (Creating)</p>
<p><b>ECO-HE-5026: MONEY AND FINANCIAL MARKETS</b></p>	<p><b>Course objective:</b></p> <p>This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.</p> <p><b>Course Outcomes:</b></p> <p>CO1: Assess the components of a financial system with respect to real economy linkages and financial market participants (Remembering)</p> <p>CO2: Understand the impact of central bank monetary policy on financial systems and the overall economy. (Understanding)</p>



	<p>CO3: Appraise the roles of financial intermediaries as both brokers and asset transformers. (Applying)</p> <p>CO4: Assess the development of financial markets and securities in response to market participant requirements. (Analyzing)</p> <p>CO5: Evaluate the different financial intermediation and risk management services that financial institutions provide and the need for governmental regulation. (Evaluating)</p> <p>CO6: Develop the knowledge of working of the central bank of the country in maintaining the financial target of the economy. (Creating)</p>
<p><b>ECO-HE-5036:</b> <b>PUBLIC</b> <b>FINANCE</b></p>	<p><b>Course objective:</b></p> <p>This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralization in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Define the main concepts in public economic policies. (Remembering)</p> <p>CO2: Explain the concepts of public goods, public expenditures and taxation. (Understanding)</p> <p>CO3: Identify the main issues of budgeting and fiscal policies. (Applying)</p> <p>CO4: Evaluate economic concepts of income redistribution. (Analyzing)</p> <p>CO5: Explain the evaluation of budget deficit and public debt. (Evaluating)</p> <p>CO6: Discuss the working principle of fiscal federalism in India. (Creating)</p>
<p><b>SIXTH</b> <b>SEMESTER DSE</b> <b>(Any Two per</b> <b>Semester)</b> <b>ECO-HE-6016:</b> <b>ENVIRONMENT</b> <b>AL ECONOMICS</b></p>	<p><b>Course objective:</b></p> <p>This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.</p> <p><b>Course Outcomes:</b></p> <p>After learning this course, the students would be able to:</p> <p>CO1: Define the basic concepts of environmental economics. (Remembering)</p> <p>CO2: Understand the environmental issues in relation to the theory of externalities. (Understanding)</p> <p>CO3: Apply principles concerning the environmental problems and policies. (Applying)</p> <p>CO4: Analyze environmental problems using economic principles. (Analysing)</p> <p>CO5: Evaluate the diverse methods of environmental valuation for sustainable development. (Evaluating)</p> <p>CO6: Develop an approach to examine the contemporary environmental issues from an economists' viewpoint. (Creating)</p>
<p><b>ECO-HE-6026:</b></p>	<p><b>Course objective:</b></p>

<b>INTERNATIONAL ECONOMICS</b>	<p>This course develops a systematic exposition of models that try to explain the composition, direction and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics developed in courses 08 and 12, focusing on national policies as well as international monetary systems. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.</p> <p><b>Course Outcomes:</b></p> <p>After learning this course, the students would be able to:</p> <p>CO1: Know the key principles of international economics. (Remembering)</p> <p>CO2: Understand the main theories of international economics. (Understanding)</p> <p>CO3: Apply the theories and models of international trade for economic growth and global welfare. (Applying)</p> <p>CO4: Analyse the links between trade, international finance, economic growth and globalization, with a particular emphasis on the experiences of developing countries. (Analysing)</p> <p>CO5: Evaluate international trade policies regarding increase in exports, international debt, and international institutions to solve domestic economic problems. (Evaluating)</p> <p>CO6: Design and develop economists' arguments concerning international trade and policies. (Creating)</p>
<b>ECO-HE-6036: THE ECONOMY OF ASSAM</b>	<p><b>Course objectives:</b></p> <p>This course will provide students an idea of evolution of the Assam Economy from the colonial period to the contemporary time. The course is expected to help students to better appreciate the challenges and opportunities of the economy of Assam in the present context.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Understand the economic structure during colonial period. (Remembering)</p> <p>CO2: Explain the agrarian structure in the post-independence period. (Understanding)</p> <p>CO3: Identify their texts and link the different positions of macroeconomic trends. (Applying)</p> <p>CO4: Evaluate the contribution of railways and industry. (Analyzing)</p> <p>CO5: Explain the government and fiscal policies under colonial rule. (Evaluating)</p> <p>CO6: Discuss the usefulness of railways and industries in the development process of Assam economy. (Creating)</p>
<b>FIRST SEMESTER GE ECO-HG-1016: Principles of Microeconomics–I</b>	<p><b>Course Description:</b></p> <p>This course intends to expose the student to the basic principles of Microeconomic Theory and illustrate with applications.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Identify the body of basic game theory concepts that enables economic analysis. (Remembering)</p> <p>CO2: Explicate the uses and the concepts of basic game theory. (Understanding)</p> <p>CO3: Apply game techniques to elucidate economic problems. (Applying)</p> <p>CO4: Assess the role of game theory in context of mathematical techniques.</p>

	<p>(Analyzing)</p> <p>CO5: Explain the solution concepts for game theory with a variety of economic applications. (Evaluating)</p> <p>CO6: Develop basic game tools to analyze real economic problems. (Creating)</p>
<p><b>SECOND SEMESTER GE</b></p> <p><b>ECO-HG-2016: Principles of Microeconomics–II</b></p>	<p><b>Course objective:</b></p> <p>This is a sequel to Principles of Microeconomics covered in the first semester.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Identify the body of game theory concepts that enables economic analysis. (Remembering)</p> <p>CO2: Explicate the uses and the concepts of game theory. (Understanding)</p> <p>CO3: Apply Bayesian game techniques to elucidate economic problems. (Applying)</p> <p>CO4: Assess the role of information in formulating game theory. (Analyzing)</p> <p>CO5: Explain the solution concepts for game theory with a variety of economic applications. (Evaluating)</p> <p>CO6: Develop game techniques to analyze real economic problems. (Creating)</p>
<p><b>THIRD SEMESTER GE</b></p> <p><b>ECO-HG-3016: Principles of Macroeconomics–I</b></p>	<p><b>Course objective:</b></p> <p>This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Identify the body of basic game theory concepts that enables economic analysis. (Remembering)</p> <p>CO2: Explicate the uses and the concepts of basic game theory. (Understanding)</p> <p>CO3: Apply game techniques to elucidate economic problems. (Applying)</p> <p>CO4: Assess the role of game theory in context of mathematical techniques. (Analyzing)</p> <p>CO5: Explain the solution concepts for game theory with a variety of economic applications. (Evaluating)</p> <p>CO6: Develop basic game tools to analyze real economic problems. (Creating)</p>
<p><b>FOURTH SEMESTER GE</b></p> <p><b>ECO-HG-4016: Principles of Macroeconomics–II</b></p>	<p><b>Course objective:</b></p> <p>This is a sequel to Principles of Macroeconomics–I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Describe the concepts of macroeconomics and its related terms. (Remembering)</p> <p>CO2: Identify the aggregate variables and their interdependences in a closed as well as in an open economy. (Understanding)</p> <p>CO3: Apply aggregate variables and concepts in examining the real-life situation (Applying)</p> <p>CO4: Evaluate the role of aggregate variables in smooth functioning of an</p>

	<p>economy. (Analyzing)</p> <p>CO5: Elucidate the effects of aggregate changes on overall growth and development of an economy. (Evaluating)</p> <p>CO6: Formulate macroeconomic models for analyzing real-life situations. (Creating)</p>
<p><b>THIRD SEMESTER SE ECO-SE-3014: Data Collection and Presentation</b></p>	<p><b>Course objectives:</b></p> <p>This course helps students in understanding use of data, presentation of data using computer software's like MS-Excel. Students will be involved practically to preparation of questionnaires/interview schedules, collection of both primary and secondary data and its presentation. Students will also be asked to prepare a report on collected data and will be evaluated accordingly.</p> <p><b>Course Outcomes:</b></p> <p>At the end of the course the students would be able to:</p> <p>CO1: Students collect data in proper way. (Remembering)</p> <p>CO2: Students collect the relevant data to their relevant subject. (Understanding)</p> <p>CO3: Apply the various statistical measures and their forecasting techniques in real life problems. (Applying)</p> <p>CO4: Analyse the various statistical results like hypothesis testing and forecasting in practice. (Analyzing)</p> <p>CO5: Evaluate the statistical results employing various hypothesis testing tools with various statistical packages like SPSS and STATA. (Evaluating)</p> <p>CO6: Design and develop statistical tools or methods for real life applications in social sciences. (Creating)</p>
<p><b>FOURTH SEMESTER SE ECO-SE-4014: Data Analysis</b></p>	<p><b>Course Description:</b></p> <p>This course discusses how data can be summarized and analysed for drawing statistical inferences. The students will be introduced to important data sources that are available and will also be trained in the use of statistical softwares like SPSS/PSPP to analyse data.</p> <p><b>Course Outcomes:</b></p> <p>After learning this course, the students would be able to:</p> <p>CO1: Define the key statistical terms and concepts related to data. (Remembering)</p> <p>CO2: Understand the principles of statistical measures. (Understanding)</p> <p>CO3: Apply the various statistical measures and their forecasting techniques in real life problems. (Applying)</p> <p>CO4: Analyse the various statistical results like hypothesis testing and forecasting in practice. (Analyzing)</p> <p>CO5: Evaluate the statistical results employing various hypothesis testing tools with various statistical packages like SPSS and STATA. (Evaluating)</p> <p>CO6: Design and develop statistical tools or methods for real life applications in social sciences. (Creating)</p>

## PROGRAMME SPECIFIC OUTCOME (PSO) OF BA EDUCATION

After successful completion of the course the students will be able to develop his/her personality and will become an efficient person in the society and will guide others to become good citizen of the nation. On the other hand they will be able to become efficient for teaching activities.

**PSO1: Understanding the meaning, concept, nature, types, aims, functions, curriculum and co-curricular activities of education.**

**PSO2: Providing concept of psychology and psychological aspects such as learning, motivation, memory and forgetting, attention and interest, intelligence, creativity, personality and so on.**

**PSO3: Provide knowledge of philosophy and sociology**

**PSO4: Acquaint with the education system of India, past and present**

**PSO5: Acquaint the students with the proper use of technology in teaching-learning to make them efficient teacher.**

**PSO6: Understand the value and peace education, guidance and counselling.**

**PSO7: Acquire the capacity of public speaking skills, writing Bio-data and facing interview**

**PSO8: Learn the philosophy of different educational thinkers**

**PSO9: Develop the basic concept of statics and its use**

**PSO10: Acquaint with the current issues in education**

**PSO11: Provide knowledge of measurement and evaluation in education and psychological practicals**

**PSO12: Knowledge of Human Rights Education, teacher education, continuing education, Distance education, special education, educational management, women and society.**

**COURSE OUTCOMES (COs):SESSION: 2016-17 TO 2018-19**

**(NON-CBCS)**

<b>COURSE</b>	<b>OUTCOMES</b>
<b>Foundation of Educational Theories and Principles Paper: M 1.01(Credits-8) ( Major Course)</b>	<b>After completion of the course the students will be able-</b>  <b>CO1:</b> To acquaint with scientific and sound principles of education. <b>CO2:</b> To understand the concept, nature and scope of education <b>CO 3:</b> To gain knowledge about different aims of education. <b>CO 4:</b> To familiar with different dimensions of education such as the learner, the teacher and the curriculum. <b>CO 5:</b> To acquire knowledge about the concept of discipline and freedom. <b>CO 6:</b> To create awareness among themselves about the latest trends and current educational thoughts.
<b>Educational Psychology Paper:M.1.02(Credits-8) (Major Course)</b>	<b>After completion of the course the students will be able-</b>  <b>CO1:</b> To enable the students to understand the relation between education and psychology and different methods of educational psychology. <b>CO2:</b> To enable the students to understand learning, process, memory, attention, instinct and emotion. <b>CO3:</b> To acquaint the students with the concept of personality, type and trait theories. <b>CO4:</b> To understand the concept of intelligence – nature and different theories. <b>CO5:</b> To understand the nature of creative talent and processes and of creative individuals and the implication for indentifying and nurturing such talent. <b>CO6:</b> To enable the students to understand the concept and process of adjustment and mental health and hygiene for promotion of mental health.
<b>Development of Education in India Paper: 2.01 (Credits-8) (Major Course)</b>	<b>CO1:</b> To acquaint the students with the ancient and medieval system of education in India. <b>CO2:</b> To help the students to understand the development of education in India during the British period. <b>CO3:</b> To acquaint the students with the development of education in

	<p>India during post independence period.</p> <p><b>CO4:</b>To enable the students to understand the development of education in Assam.</p>
<p><b>Sociological Foundation of Education</b>  <b>Paper: 2.02 (Credit-8)</b>  <b>(Major Course)</b></p>	<p>After completion of the course the students will be able to</p> <p><b>CO1:</b>Acquaint the students with education as a social process</p> <p><b>CO2:</b>Inculcate the knowledge of Education from the social perspective</p> <p><b>CO3:</b>Understand education as a determinant of social change and development</p> <p><b>CO4:</b>Develop social habits and attitudes in the students and to make them socially adjustable.</p>
<p><b>Emerging Issues and Education</b>  <b>Paper-(M) 3.01 (Credits-8)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To acquaint the learner with the emerging issues in education.</p> <p><b>CO2:</b>To develop awareness and understanding about different literacy programmes, women empowerment, Human rights, globalization, vocationalization of secondary education.</p> <p><b>CO3:</b>To develop basic understanding regarding students' indiscipline –its causes and remedies.</p> <p><b>CO4:</b>To acquaint the students about the need and importance of national integration and International understanding and the role of education in promoting them.</p> <p><b>CO5:</b>To acquaint the students with meaning, importance and means of life skill education.</p> <p><b>CO6:</b>To develop understanding about concept, importance, methods and programmes of Peace Education.</p>
<p><b>Measurement and Evaluation in Education Paper: 3.02</b>  <b>(Credits-8) (Major Course)</b></p>	<p><b>CO1:</b>To help the students to acquire knowledge of the concept of measurement and evaluation in education.</p> <p><b>CO2:</b>To develop an understanding of different types of educational tests and their uses.</p> <p><b>CO3:</b>To acquaint the students with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests.</p> <p><b>CO3:</b>To acquaint the students about intelligence test, personality test, aptitude, interest and attitude test, and educational achievement test.</p> <p><b>CO4:</b>To enable the students to understand about new trends in evaluation</p>
<p><b>Educational Technology</b>  <b>Paper: 4.01 (Credits-8)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To enable the students to understand the concept and scope and objectives of Educational Technology.</p> <p><b>CO2:</b>To acquaint the students about teaching technology, behavioral technology and instructional technology.</p> <p><b>CO3:</b>To make the students understand about communication, process, and teaching -aidssystem approach and use of computer and internet in educational technology.</p> <p><b>CO4:</b>To acquaint the students with innovations in Education through Educational Technology – Team Teaching, E-Learning and E-Library</p>
<p><b>Environmental Education and Population Education Paper: M.4.02 (Credits-8) (Major Course)</b></p>	<p><b>CO1:</b>To enable the students to understand the concept, scope and importance of environmental education.</p> <p><b>CO2:</b>To enable the students to understand the programmes of environmental education at different levels of education.</p> <p><b>CO3:</b> To make the students aware of environmental stressors and knowledge on disaster management education</p>

	<p><b>CO4:</b>To enable the students to understand the effect of population growth on poverty, health and hygiene</p> <p><b>CO5:</b>To enable the students to understand the importance of population education in school levels</p>
<p><b>Philosophy of Education</b>  <b>Paper: M.5.01 (Credits-6)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To make students understand how philosophical ideas have influenced educational ideas.</p> <p><b>CO2:</b>To acquaint with the relationship between philosophy and education.</p> <p><b>CO3:</b>To acquire knowledge about the three major philosophies of education — Idealism, Naturalism and Pragmatism.</p> <p><b>CO4:</b>To familiarize with the Indian schools of philosophical thought — Vedic, Buddhist and Islamic thought.</p>
<p><b>Educational Thinkers -</b>  <b>Oriental and Occidental</b>  <b>Paper: 5.02 (Credits-6)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To enable the students to understand the philosophy of life of different educational thinkers and their contribution to present day educational thought.</p> <p><b>CO2:</b> To enable the students to learn about the views of the Western and Indian thinkers on aim, curriculum, method of teaching, discipline and role of teacher</p>
<p><b>Teacher Education</b>  <b>Paper: 5.03 (Credits-6)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To acquaint the learner with the concept, aims, scope and development of teacher education in India.</p> <p><b>CO2:</b>To develop understanding about the different policies and practices and quality assurance in Teacher education along with the needs and importance of in-service training programmes.</p> <p><b>CO3:</b>To acquaint the learner with skilled based and competency based teacher education.</p> <p><b>CO4:</b>To develop understanding about professional ethics and accountability of teacher.</p> <p><b>CO5:</b>To acquaint the learner with different organizations involved in teacher education.</p>
<p><b>Teaching – Learning Method</b>  <b>and Pedagogy</b>  <b>Paper: 5.04 (Credits-6)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To acquaint the students with the teaching learning process, the principles, maxims fundamental of teaching.</p> <p><b>CO2:</b>To develop an understanding of the various methods and devices of teaching.</p> <p><b>CO3:</b>To acquaint students with levels, strategies and models of teaching.</p> <p><b>CO4:</b>To understand about teaching effectiveness and classroom management.</p> <p><b>CO5:</b> To develop a positive attitude towards the teaching profession.</p>
<p><b>Statistics in Education</b>  <b>Paper: 5.05 (Credits-6)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To enable the students to understand the basic concept of statistics.</p> <p><b>CO2:</b>To acquaint the students with different statistical procedures used in Education.</p> <p><b>CO3:</b>To give detailed knowledge about Descriptive Statistics</p> <p><b>CO4:</b>To familiarize the students about the Normal Probability Curve and its applications in Education</p>
<p><b>Practical paper</b>  <b>Paper: 5.06 (Credits-6)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To enable the students to understand the concept of experimental psychology.</p> <p><b>CO2:</b>To understand the methods of conducting various psychological</p>

	<p>experiments and tests.</p> <p><b>CO3:</b>To develop scientific attitude amongst students.</p>
<p><b>Developmental Psychology</b>  <b>Paper: 6.01 (Credits-6)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To enable the students to understand the basic concepts relating to development.</p> <p><b>CO2:</b>To acquaint the students about heredity and environmental factors affecting pre-natal development</p> <p><b>CO3:</b>To enable the students to understand the development aspects during infancy and childhood.</p> <p><b>CO4:</b>To enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.</p>
<p><b>Continuing Education and Distance Education</b>  <b>Paper: 6.02 (Credits-6)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To enable the students to understand the concept of continuing education and its relevance to the changing society.</p> <p><b>CO2:</b> To acquaint the students with methods and techniques of continuing education.</p> <p><b>CO3:</b>To make the students understand the development of Adult Education in India, Kinds of Adult Education Programme in India and the major problems conformation adult education.</p> <p><b>CO4:</b>To enable the students to understand the meaning, characteristics, merits and demerits of distance education and its growth in India.</p> <p><b>CO5:</b> To acquaint the students with the different forms of instructional strategies in distance education along with the distance mode of learning.</p>
<p><b>Special Education</b>  <b>Paper: 6.03 (Credits-6)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To help the students to understand the meaning and importance of special education.</p> <p><b>CO2:</b> To acquaint the students with the different government policies and legislations regarding persons with disabilities</p> <p><b>CO3:</b>To familiarize the students with the different types of special children with their behavioral characteristics.</p> <p><b>CO4:</b>To enable the students to know about the different issues, education provisions and support services of special children.</p>
<p><b>Guidance and Counselling</b>  <b>Paper: 6.04 (Credits-6)</b>  <b>(Major Course)</b></p>	<p><b>CO1:</b>To enable the students to understand the concept, nature, scope, need and importance of guidance.</p> <p><b>CO2:</b>To enable the students to understand the meaning, purpose and functions of different types of guidance.</p> <p><b>CO3:</b>To enable the students to understand about the different types of guidance programmes and their organization.</p> <p><b>CO4:</b>To enable the students to understand the meaning, nature, objectives, need and importance, types, steps, and techniques to counseling.</p> <p><b>CO5:</b>To enable the students to understand the relationship of guidance and counseling, their problems and ways for improvement.</p> <p><b>CO6:</b>To enable the students to understand the role of school counselor and qualities of a good counselor</p>



<b>Educational Management and Administration</b> <b>Paper: 6.05 (Credits-6)</b> <b>(Major Course)</b>	<b>CO1:</b> To enable the students to understand the basic concepts of management, organization and administration <b>CO2:</b> To provide knowledge on Types, Principles and Functions of Educational Management <b>CO3:</b> To infuse knowledge on educational supervision, institutional planning and educational administrative structure of India in general and Assam in particular.
<b>Project Work</b> <b>Paper: 6.06 (Credits-6)</b> <b>(Major Course)</b>	After completion of this course the learner will be able to: <b>CO1:</b> Explain the process of conducting a Project. <b>CO2:</b> Prepare a Project Report.
<b>Foundation of Educational Theories and Principles</b> <b>Paper: 1.01 (Credits-6)</b> <b>(General Course)</b>	<b>CO1:</b> To be acquainted with scientific and sound principles and theories of education. <b>CO2:</b> To understand the concept, nature and scope of education. <b>CO3:</b> To gain knowledge about different aims of education. <b>CO4:</b> To be familiarized with different dimensions of Education such as the learner, the teacher and the curriculum. <b>CO5:</b> To acquire knowledge about the concept of discipline and freedom. <b>CO6:</b> To expose the students to modern trends of education – particularly value education.
<b>Educational Psychology</b> <b>Paper: 2.01 (Credits-6)</b> <b>(General Course)</b>	<b>CO1:</b> To enable the students to understand the relation between education and psychology and different methods of educational psychology. <b>CO2:</b> To enable the students to understand learning process, memory, attention, instinct and emotion. <b>CO3:</b> To acquaint the students with the concept of personality, type and trait theories. <b>CO4:</b> To understand the concept of intelligence - nature and different theories.
<b>Development of Education in India</b> <b>Paper: 3.01 (Credits-8)</b> <b>(General Course)</b>	<b>CO1:</b> To acquaint the students with the ancient and medieval system of education in India. <b>CO2:</b> To help the students to understand the development of education in India during the British Period. <b>CO3:</b> To acquaint the students with the development of education in India during post independence period. <b>CO4:</b> To acquaint the students with the development of education in Assam
<b>Sociological Foundations of Education</b> <b>Paper: 4.01 (Credits-8)</b> <b>(General Course)</b>	<b>CO1:</b> To acquaint the students with education as a social process. <b>CO2:</b> To inculcate the knowledge of Education from the social perspective. <b>CO3:</b> To understand education as a determinant of social change and development. <b>CO4:</b> To develop social habits and attitudes in the students and to make them socially adjustable.

<b>Emerging Issues and Education</b> <b>Paper: 5.01 (Credits-8)</b> <b>(General Course)</b>	<b>CO1:</b> To acquaint the learner with the emerging issues in education. <b>CO2:</b> To develop awareness and understanding about different literacy programmes, women empowerment, Human rights, globalization, vocationalization of secondary education. <b>CO3:</b> To develop basic understanding regarding student's indiscipline –its causes and remedies. <b>CO4:</b> To acquaint the students about the need and importance of national integration and International understanding and the role of education in promoting them
<b>Educational Measurement and Educational Statistics</b> <b>Paper: 5.02 (Credits-8)</b> <b>(General Course)</b>	<b>CO1:</b> To help the students to acquire knowledge of the concept of measurement and evaluation in education. <b>CO2:</b> To develop an understanding of different types of educational tests and their uses. <b>CO3:</b> To acquaint the students with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests. <b>CO4:</b> To help the students to be acquainted with the concept and application of statistics in Education
<b>Educational Technology</b> <b>Paper: 6.01 (Credits-8)</b> <b>(General Course)</b>	<b>CO1:</b> To enable the students to understand the concept and scope and objectives of Educational Technology. <b>CO2:</b> To acquaint the students about teaching technology, behavioural technology and instructional technology. <b>CO3:</b> To make the students understand about communication process, teaching aids, system approach and use of computer and internet in educational technology.
<b>Environmental and Population Education</b> <b>Paper: 6.02 (Credits-8)</b> <b>(General Course)</b>	<b>CO1:</b> To enable the students to understand the concept scope and importance of environmental education. <b>CO2:</b> To enable the students to understand the programmes of environmental education at different levels of education. <b>CO3:</b> To make the students aware of environmental stressors and disaster management education. <b>CO4:</b> To enable the students to understand the effect of population growth on poverty, health and hygiene. <b>CO5:</b> To enable the students to understand the importance of population education in school levels

#### **SESSION: 2019-20 to 2020-21**

#### **Course Structure of B.A. Education (Honours) under CBCS Gauhati University, Guwahati**

#### **COURSE OUTCOMES:**

- It aims to develop a holistic and multidimensional understanding of the topics.
- It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

#### **COURSE OUTCOMES (COs): (CBCS COURSE)**

<b>COURSE</b>	<b>OUTCOMES</b>
<b>1st SEMESTER (HONOURS)</b> <b>EDU-HC-1016</b>	After completion of this course the learner will be able to: <b>CO1:</b> Acquaint the students with the sound principles of education

<b>PRINCIPLES OF EDUCATION</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	<b>CO2:</b> Acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom. <b>CO3:</b> Develop knowledge about different Aims of Education, various types of Curriculum, Correlation of Studies and Forms of Discipline. <b>CO4:</b> Familiarise the students with democratic idea of modern education.
<b>EDU-HC-1026</b> <b>PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Make the students understand the relationship between education and psychology. <b>CO2:</b> Explain the need of educational psychology in teaching learning process. <b>CO3:</b> Describe the nature and theories of learning and role of motivation in learning. <b>CO4:</b> Understand the concept of memory, forgetting, attention and interest. <b>CO5:</b> Understand intelligence, its theories and measurement. <b>CO6:</b> Acquaint with different types of personality and the adjustment mechanism.
<b>EDU-HG-1016</b> <b>FOUNDATIONS OF EDUCATION</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	After completion of this course the learner will be able to <b>CO1:</b> Acquaint with the principles of education <b>CO2:</b> Gain knowledge about different various Forms and Aims of Education <b>CO3:</b> Understand the concept and importance of Discipline and Freedom. <b>CO4:</b> Acquire knowledge about the concept of Emotional and National Integration and International Understanding.
<b>2nd SEMESTER (HONOURS)</b> <b>EDU-HC-2016</b> <b>PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Know the concept of philosophy and its relationship with education. <b>CO2:</b> Understand the educational implications of different Indian schools of philosophy. <b>CO3:</b> Understand the educational implications of different Western schools of philosophy. <b>CO4:</b> Know the concept of sociology and its relationship with education. <b>CO5:</b> Develop understanding about the concept of educational sociology, social groups and Socialisation.
<b>EDU-HC-2026</b> <b>DEVELOPMENT OF EDUCATION IN INDIA-I</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Recount the concept of Ancient Indian education system <b>CO2:</b> Describe the education system in Ancient India, particularly Vedic Education <b>CO3:</b> Examine the education system in Medieval India. <b>CO4:</b> Analyse the education system during British Period
<b>EDU-HG-2016</b> <b>PSYCHOLOGY OF ADOLESCENTS</b>	After completion of this course the learner will be able to: <b>CO1:</b> Enable the students to understand the period of adolescence <b>CO2:</b> Enable the students to understand the significance of the

<b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	adolescence period in humanlife <b>CO3:</b> Enable the students to know about various problems associated with this stage <b>CO4:</b> Enable the students to understand the development aspects of adolescence, importanceof adolescence period and problems associated with this stage.
<b>3rd SEMESTER (HONOURS)</b> <b>EDU-HC-3016</b> <b>DEVELOPMENT OF EDUCATION IN INDIA-II</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Understand the Educational situation during the time of Independence <b>CO2:</b> Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India <b>CO3:</b> Analyse the National Policy on Education in different tomes <b>CO4:</b> Accustom with the recent Educational Development in India
<b>EDU-HC-3026</b> <b>EDUCATIONAL TECHNOLOGY AND TEACHING METHODS</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Make the students understand the objective of educational technology in teachinglearning process <b>CO2:</b> Acquaint the students with innovations in the field of education through technology <b>CO3:</b> Make the students understand about various methods and devices of teaching <b>CO4:</b> Acquaint students with levels, effectiveness of teaching and classroom management <b>CO5:</b> Make the students understand the strategies of effective teaching as a profession.
<b>EDU-HC-3036</b> <b>VALUE AND PEACE EDUCATION</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Understand the concept and meaning of value. <b>CO2:</b> Become aware about the role of educational institutions in building a value based society. <b>CO3:</b> Understand the meaning and concept of peace and its importance in human life. <b>CO4:</b> Understand the meaning and importance of peace education and its relevance at national and international level. <b>CO5:</b> Identify the different issues/ challenges in imparting peace education. <b>CO6:</b> Identify the strategies and skills in promoting peace education at institutional level.
<b>EDU-HG-3016</b> <b>GUIDANCE AND COUNSELLING</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Help the students to understand the concept, need and importance of Guidance and Counselling <b>CO2:</b> Enable the students to know the different types and approaches to Guidance and Counselling <b>CO3:</b> Acquaint the students with the organization of guidance service and school guidance clinic <b>CO4:</b> Enable the learners to understand the challenges faced by the teacher as guidance worker.
<b>EDU-SEC- 3014</b> <b>PUBLIC SPEAKING SKILL</b>	After completing this course, students will be able to <b>CO1:</b> acquire the capacities of public speaking skill.

<b>Credit – 4</b>	
<b>4th SEMESTER (HONOURS)</b> <b>EDU-HC-4016</b> <b>GREAT EDUCATIONAL THINKERS</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Enable the students to learn the Philosophy of life of different Educational Thinkers and their works. <b>CO2:</b> Enable the students to learn about the views of thinkers in educational context. <b>CO3:</b> Enable the students to learn about relevance of some of their thoughts at present day context.
<b>EDU-HC-4026</b> <b>EDUCATIONAL STATISTICS AND PRACTICAL</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b> <b>Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Develop the basic concept of Statistics, <b>CO2:</b> Be acquainted with different statistical procedures used in Education. <b>CO3:</b> Develop the ability to represent educational data through graphs. <b>CO3:</b> Familiarize the students about the Normal Probability Curve and its applications in Education.
<b>EDU-HC-4036</b> <b>EMERGING ISSUES IN EDUCATION</b> <b>Total Marks: 100 (External=80 and Internal=20)]</b> <b>Credit-6</b>	After completion of this unit, students will be able to- <b>CO1:</b> Make the students acquainted with major emerging issues national, state, and local <b>CO2:</b> Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system <b>CO3:</b> Address the various problems and challenges of education in India at all levels.
<b>EDU-HG-4016</b> <b>HISTORY OF EDUCATION IN INDIA</b> <b>Marks: 100 (External: 80 Internal: 20)</b> <b>CREDIT: 6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Analyse the education system during British Period <b>CO2:</b> Understand the Educational situation during the time of Independence <b>CO3:</b> Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India <b>CO4:</b> Analyse the National Policy on Education in different tomes <b>CO4:</b> Accustom with the recent Educational Development in India.
<b>EDU-SE-4014 WRITING BIODATA AND FACING AN INTERVIEW Credit- 4</b>	After completing this course, students will be able to <b>CO1:</b> write a bio-data scientifically and will develop confidence to face different types of interview.
<b>EDU-HC-5016</b> <b>MEASUREMENT AND EVALUATION IN EDUCATION &amp; PRACTICAL</b> <b>Total Marks: 100 (External: 80 and Internal: 20) Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Enable the students to understand the concept of measurement and evaluation in education. <b>CO2:</b> Acquaint the students with the general procedure of test construction and characteristics of a good test. <b>CO3:</b> Develop an understanding of different types of educational tests and their uses. <b>CO4:</b> Acquaint the students about personality test, and aptitude tests.
<b>EDU-HC-5026</b> <b>GUIDANCE AND COUNSELLING Total Marks: 100 (External: 80 and Internal:</b>	After completion of this course the learner will be able to: <b>CO1:</b> Help the students to understand the concept, need and importance of Guidance and Counseling <b>CO2:</b> Enable the students to know the different types and

<b>20) Credit-6</b>	<p>approaches to Guidance and Counseling</p> <p><b>CO3:</b>Acquaint the students with the organization of guidance service and school guidance clinic</p> <p><b>CO4:</b>Enable the learners to understand the challenges faced by the teacher as guidance worker.</p>
<p><b>EDU-DSE-5016</b></p> <p><b>CONTINUING EDUCATION</b></p> <p><b>Total Marks: 100 (External: 80 and Internal: 20) Credit-6</b></p>	<p>After completion of this course the learner will be able to:</p> <p><b>CO1:</b>Know the concept, objectives, scope and significance of continuing education in the context of present scenario.</p> <p><b>CO2:</b>Understand about different aspects and agencies of continuing education.</p> <p><b>CO3:</b> Realize different methods and techniques as well as issues of continuing education.</p> <p><b>CO4:</b>Know the meaning of open education and realise the importance of open school and open universities in continuing education.</p> <p><b>CO5:</b>Understand the development of adult education in India, kinds of adult education and different problems of adult education.</p>
<p><b>EDU-DSE-5026</b></p> <p><b>DEVELOPMENTAL PSYCHOLOGY</b></p> <p><b>Total Marks: 100 (External: 80 and Internal: 20) Credit-6</b></p>	<p>After completion of this course the learner will be able to:</p> <p><b>CO1:</b>Enable the students to understand the basic concepts relating to development.</p> <p><b>CO2:</b> Acquaint the students about heredity and environmental factors affecting pre-natal development</p> <p><b>CO3:</b>Enable the students to understand the development aspects during infancy and childhood</p> <p><b>CO4:</b>Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.</p>
<p><b>EDU-DSE-5036</b></p> <p><b>HUMAN RIGHTS EDUCATION</b></p> <p><b>Total Marks: 100 (External: 80 and Internal: 20) Credit-6</b></p>	<p>After completion of this course the learner will be able to:</p> <p><b>CO1:</b>Explain the basic concept, nature and scope of human rights</p> <p><b>CO2:</b> Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.</p> <p><b>CO3:</b>Know the role of United Nations on human rights</p> <p><b>CO4:</b>Understand enforcement mechanism in India</p> <p><b>CO5:</b> Know the role of advocacy groups</p>
<p><b>EDU-DSE-5046</b></p> <p><b>TEACHER EDUCATION IN INDIA</b></p> <p><b>Total Marks: 100 (External: 80 and Internal: 20) Credit-6</b></p>	<p>After completion of this course the learner will be able to:</p> <p><b>CO1:</b>Explain the Concept, Scope, Aims &amp; Objectives and Significance of teacher education</p> <p><b>CO2:</b> Acquaint with the development of Teacher Education in India</p> <p><b>CO3:</b> Acquaint with the different organizing bodies of teacher education in India and their functions in preparation of teachers for different levels of education</p> <p><b>CO4:</b>Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyze the status of teacher education in India</p> <p><b>CO5:</b>Understand and conceive the qualities, responsibilities and professional ethics of teachers</p>
<p><b>EDU-HC-6016</b></p> <p><b>EDUCATION AND</b></p>	<p>After completion of this course the learner will be able to</p> <p><b>CO1:</b>Know relation between education and development</p>

<b>DEVELOPMENT Total Marks: 100 (External: 80 and Internal: 20) Credit-6</b>	<b>CO2:</b> Educational development in the post globalization era <b>CO3:</b> Role of education in community development <b>CO4:</b> Education for human resource development <b>CO5:</b> Economic and political awareness through education
<b>EDU-HC-6026 PROJECT Total Marks: 100 (External: 80 and Internal: 20) Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Explain the process of conducting a Project. <b>CO2:</b> Prepare a Project Report.
<b>EDU-DSC-6016 MENTAL HEALTH AND HYGIENE Total Marks: 100 (External: 80 and Internal: 20) Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person. <b>CO2:</b> Understand the concept and importance of mental hygiene and its relationship with mental health. <b>CO3:</b> Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health. <b>CO4:</b> Learn the meaning and problem of adjustment and also the different adjustment mechanisms. <b>CO5:</b> Familiarize with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.
<b>EDU-DSC-6026 SPECIAL EDUCATION Total Marks: 100 (External: 80 and Internal: 20) Credit-6</b>	After completion of this course the learner will be able to <b>CO1:</b> Understand the meaning and importance of special education <b>CO2:</b> Acquaint with the different policies and legislations of special education <b>CO3:</b> Familiarize the students with the different types of special children with their characteristics <b>CO4:</b> Enable the students to know about different issues, educational provisions and support services of special education
<b>EDU-DSC-6036 EDUCATIONAL MANAGEMENT Total Marks: 100 (External: 80 and Internal: 20) Credit-6</b>	After completion of this course the learner will be able to <b>CO1:</b> Develop an understanding of the basic concept of educational management. <b>CO2:</b> Enable the students to know about the various resources in education <b>CO3:</b> Enable the students to understand the concept and importance of educational planning. <b>CO4:</b> Enable the students to know about the financial resources and financial management in education.
<b>EDU-DSC-6046 WOMEN AND SOCIETY Total Marks: 100 (External: 80 and Internal: 20) Credit-6</b>	After completion of this course the learner will be able to <b>CO1:</b> Know the changing role of women in India <b>CO2:</b> Understand gender discrimination in Indian society <b>CO3:</b> Make the students understand the constitutional provisions for women and their rights. <b>CO4:</b> Make the students understand women empowerment <b>CO5:</b> Develop an awareness and sensitivity towards women

**B.A. 1st SEMESTER (REGULAR)****SUB: EDUCATION**

<b>COURSE NAME</b>	<b>OBJECTIVES/ OUTCOMES</b>
<b>EDU-RC-1016</b> <b>FOUNDATIONS OF</b> <b>EDUCATION Total Marks: 100</b> <b>(External: 80 and Internal: 20)</b> <b>Credit-6</b>	After completion of this course the learner will be able to - <b>CO1:</b> Acquaint with the principles of education <b>CO2:</b> Gain knowledge about different various Forms and Aims of Education <b>CO3:</b> Understand the concept and importance of Discipline and Freedom. <b>CO4:</b> Acquire knowledge about the concept of Emotional and National Integration and International Understanding.
<b>2nd SEMESTER (REGULAR)</b> <b>EDU-RC-2016 PSYCHOLOGY</b> <b>OF ADOLESCENTS</b> <b>Total Marks: 100 (External: 80</b> <b>and Internal: 20) Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Enable the students to understand the period of adolescence <b>CO2:</b> Enable the students to understand the significance of the adolescence period in human life <b>CO3:</b> Enable the students to know about various problems associated with this stage <b>CO4:</b> Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.
<b>3 rd SEMESTER (REGULAR)</b> <b>EDU-RC-3016</b> <b>GUIDANCE AND</b> <b>COUNSELLING Total Marks:</b> <b>100 (External: 80 and Internal:</b> <b>20) Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Help the students to understand the concept, need and importance of Guidance and Counselling <b>CO2:</b> Enable the students to know the different types and approaches to Guidance and Counselling <b>CO3:</b> Acquaint the students with the organization of guidance service and school guidance clinic <b>CO4:</b> Enable the learners to understand the challenges faced by the teacher as guidance worker.
<b>EDU-SEC- 3014 PUBLIC</b> <b>SPEAKING SKILL</b> <b>Credit – 4</b>	After completing this course, students will be able to <b>CO1:</b> acquire the capacities of public speaking skill. Course content
<b>4 th SEMESTER (REGULAR)</b> <b>EDU-RC-4016</b> <b>HISTORY OF EDUCATION IN</b> <b>INDIA Marks: 100 (External: 80</b> <b>Internal: 20) CREDIT: 6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Analyze the education system during British Period <b>CO2:</b> Understand the Educational situation during the time of Independence <b>CO3:</b> Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India <b>CO4:</b> Analyze the National Policy on Education in different tomes <b>CO5:</b> Accustom with the recent Educational Development in India
<b>EDU-SE-4014 WRITING</b> <b>BIODATA AND FACING AN</b> <b>INTERVIEW Credit- 4</b>	After completing this course, students will be able to <b>CO1:</b> write a bio-data scientifically and will develop confidence to face different types of interview.
<b>EDU-DSE-5016 CONTINUING</b> <b>EDUCATION</b> <b>Total Marks: 100 (External: 80</b> <b>and Internal: 20) Credit-6</b>	After completion of this course the learner will be able to: <b>CO1:</b> Know the concept, objectives, scope and significance of continuing education in the context of present scenario. <b>CO2:</b> Understand about different aspects and agencies of continuing education.



	<p><b>CO3:</b>Realize different methods and techniques as well as issues of continuing education.</p> <p><b>CO4:</b>Know the meaning of open education and realize the importance of open school and open universities in continuing education.</p> <p><b>CO5:</b>Understand the development of adult education in India, kinds of adult education and different problems of adult education.</p>
<p><b>EDU-DSE-5026</b>  <b>DEVELOPMENTAL PSYCHOLOGY</b>  <b>Total Marks: 100 (External: 80 and Internal: 20)</b>  <b>Credit-6</b></p>	<p>After completion of this course the learner will be able to:</p> <p><b>CO1:</b>Enable the students to understand the basic concepts relating to development</p> <p><b>CO2:</b>Acquaint the students about heredity and environmental factors affecting pre-natal development</p> <p><b>CO3:</b>Enable the students to understand the development aspects during infancy and childhood</p> <p><b>CO4:</b> Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.</p>
<p><b>EDU-DSE-5036</b>  <b>HUMAN RIGHTS EDUCATION</b>  <b>Total Marks: 100 (External: 80 and Internal: 20)</b>  <b>Credit-6</b></p>	<p>After completion of this course the learner will be able to:</p> <p><b>CO1:</b> Explain the basic concept, nature and scope of human rights</p> <p><b>CO2:</b> Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.</p> <p><b>CO3:</b>Know the role of United Nations on human rights</p> <p><b>CO4:</b>Understand enforcement mechanism in India</p> <p><b>CO5:</b>Know the role of advocacy groups</p>
<p><b>EDU-DSE-5046</b>  <b>TEACHER EDUCATION IN INDIA</b> <b>Total Marks: 100 (External: 80 and Internal: 20)</b>  <b>Credit-6</b></p>	<p>After completion of this course the learner will be able to:</p> <p><b>CO1:</b> Explain the Concept, Scope, Aims &amp; Objectives and Significance of teacher education</p> <p><b>CO2:</b>Acquaint with the development of Teacher Education in India</p> <p><b>CO3:</b>Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education</p> <p><b>CO4:</b>Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyze the status of teacher education in India</p> <p><b>CO5:</b>Understand and conceive the qualities, responsibilities and professional ethics of teachers</p>
<p><b>EDU-RG-5016</b>  <b>DISTANCE EDUCATION</b>  <b>Total Marks: 100 (External: 80 and Internal: 20)</b>  <b>Credit-6</b></p>	<p>After completion of this course the learner will be able to:</p> <p><b>CO1:</b>Enable the students to understand the concept of distance education and its growth in India and Assam</p> <p><b>CO2:</b>Acquaint the students with the growing need and importance of distance education</p> <p><b>CO3:</b>Acquaint the students with the different forms and methodologies applied in distance education</p> <p><b>CO4:</b>Enable the students to understand different programmes of distance education</p> <p><b>CO5:</b> Acquaint the students with different instructional strategies of distance education</p>
<p><b>EDU-SE-5014</b>  <b>EXTENSION ACTIVITIES</b></p>	<p>After completing this course, students will be able to</p> <p><b>CO1:</b>do extension activities.</p>

<b>Credit- 4</b>	
<b>EDU-DSE-6016</b> <b>MENTAL HEALTH AND</b> <b>HYGIENE Total Marks: 100</b> <b>(External: 80 and Internal: 20)</b> <b>Credit-6</b>	<p>After completion of this course the learner will be able to:</p> <p><b>CO1:</b> Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.</p> <p><b>CO2:</b> Understand the concept and importance of mental hygiene and its relationship with mental health.</p> <p><b>CO3:</b> Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.</p> <p><b>CO4:</b> Learn the meaning and problem of adjustment and also the different adjustment mechanisms.</p> <p><b>CO5:</b> Familiarize with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.</p>
<b>EDU-DSE-6026</b> <b>SPECIAL EDUCATION</b> <b>Total Marks: 100 (External: 80</b> <b>and Internal: 20)</b> <b>Credit-6</b>	<p>After completion of this course the learner will be able to</p> <p><b>CO1:</b> Understand the meaning and importance of special education</p> <p><b>CO2:</b> Acquaint with the different policies and legislations of special education</p> <p><b>CO3:</b> Familiarize the students with the different types of special children with their characteristics</p> <p><b>CO4:</b> Enable the students to know about different issues, educational provisions and support services of special education</p>
<b>EDU-DSE-6036</b> <b>EDUCATIONAL</b> <b>MANAGEMENT Total Marks:</b> <b>100 (External: 80 and Internal:</b> <b>20)</b> <b>Credit-6</b>	<p>After completion of this course the learner will be able to</p> <p><b>CO1:</b> Develop an understanding of the basic concept of educational management.</p> <p><b>CO2:</b> Enable the students to know about the various resources in education</p> <p><b>CO3:</b> Enable the students to understand the concept and importance of educational planning.</p> <p><b>CO4:</b> Enable the students to know about the financial resources and financial management in education.</p>
<b>EDU-DSE-6046</b> <b>WOMEN AND SOCIETY</b> <b>Total Marks: 100 (External: 80</b> <b>and Internal: 20)</b> <b>Credit-6</b>	<p>After completion of this course the learner will be able to</p> <p><b>CO1:</b> Know the changing role of women in India</p> <p><b>CO2:</b> Understand gender discrimination in Indian society</p> <p><b>CO3:</b> Make the students understand the constitutional provisions for women and their rights.</p> <p><b>CO4:</b> Make the students understand women empowerment</p> <p><b>CO5:</b> Develop an awareness and sensitivity towards women</p>
<b>EDU-RG-6016</b> <b>MENTAL HEALTH AND</b> <b>HYGIENE Total Marks: 100</b> <b>(External: 80 and Internal: 20)</b> <b>Credit-6</b>	<p>After completion of this course the learner will be able to:</p> <p><b>CO1:</b> Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.</p> <p><b>CO2:</b> Understand the concept and importance of mental hygiene and its relationship with mental health.</p> <p><b>CO3:</b> Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.</p> <p><b>CO4:</b> Learn the meaning and problem of adjustment and also the different adjustment mechanisms.</p> <p><b>CO5:</b> Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress</p>

	management.
<b>EDU-SE-6014 DEVELOPING TEACHING SKILL Credit- 4</b>	After completing this course, students will be able to <b>CO1:</b> develop understanding about different teaching skills which are used in classroom transaction.

**VALUE-ADDED COURSES:**  
**DEVELOPED AND DESIGNED BY THE DEPARTMENT OF EDUCATION**

SL. NO	COURSE NAME	OBJECTIVES/OUTCOMES
1	<b>EDU-VAC-16-1 Value and Peace Studies Session: 2016-17 (July-December)</b>	After completion of the course the students will be able to-  <b>CO1:</b> acquaint with the concept of value and peace <b>CO2:</b> acquire knowledge about value and peace <b>CO3:</b> understand about importance of value and peace in human life <b>CO4:</b> inculcate the values among themselves <b>CO5:</b> understand about challenges to value and peace
3	<b>PUBLIC SPEAKING AND INTERVIEW SKILLS CODE: ED-VAC-17-2 SESSION-2016-17 (January-June)</b>	After completion of the course the students will be able- <b>CO1:</b> To demonstrate knowledge of public speaking principles and concepts. <b>CO2:</b> To prepare for an interview. <b>CO3:</b> To describe body language and its impact on the interview. <b>CO4:</b> To understand the role of communication in personal & professional success. <b>CO5:</b> To develop skills in effective listening.
4	<b>LEADERSHIP TRAINING CODE: ED-VAC-17-3 SESSION-2017-18 (July-December)</b>	After completion of the course the students will be able- <b>CO1:</b> To understand and apply major leadership theories and concepts. <b>CO2:</b> To build leadership and team membership skills through team assignments. <b>CO3:</b> To develop a leadership brand, identify strengths and developmental opportunities, and develop an ongoing leadership development plan. <b>CO4:</b> To assess the effectiveness of leadership in different cultures and countries.
5	<b>COMUNICATION SKILLS CODE: ED-VAC-18-4 SESSION-2017-18 (January-June)</b>	After completion of the course the students will be able- <b>CO1:</b> To enhance communication skills in both social and professional contexts. <b>CO2:</b> To understand the basics and the importance of Technical Communication. <b>CO3:</b> To be aware of cultural diversity and values of life. <b>CO4:</b> To equip with the skills essential for their academic subjects.
6	<b>DISASTER</b>	After completion of the course the students will be able-

	<b>MANAGEMENT CODE: ED-VAC-18-5 SESSION_2018-19 (July-December)</b>	<b>CO1:</b> To provide basic conceptual understanding of disasters. <b>CO2:</b> To understand approaches of Disaster Management <b>CO3:</b> To build skills to respond to disaster Course Outline
7	<b>PREPARATION OF PROJECT WORKS CODE: ED-VAC-19-6 SESSION_2018-19 (January-July)</b>	<b>CO1:</b> To know about project work <b>CO2:</b> To acquaint the student with project work <b>CO3:</b> To make able the students how to prepare project <b>CO4:</b> To make confident to face viva or interview.
8	<b>YOGA IN STRESS MANAGEMENT CODE: ED-VAC-19-7 SESSION_2019-20 (July-December)</b>	After completion of the course the students will be able to- <b>CO1:</b> Know about the concept, meaning and different types of yoga <b>CO2:</b> Know about the relation between body and mind <b>CO3:</b> Know about the importance of yoga <b>CO4:</b> Know about role of yoga in stress management
	<b>TEACHING METHODOLOGY CODE: ED-VAC-20-8 SESSION_2019-20 (January-June)</b>	After the completion of the course the students will be able- <b>CO1:</b> To acquaint with the knowledge of the teaching and learning process. <b>CO2:</b> To know different pedagogical methods and devices of teaching. <b>CO3:</b> To acquaint with the phases of teaching and proper uses of TLM. <b>CO4:</b> To know the skills of micro-teaching by proper practice in real classroom situation. <b>CO5:</b> To develop professional attitude, professional ethics, values and interests.
	<b>WOMEN RIGHTS AND LAW CODE: ED-VAC-20-9 Session: 2020-21 (July-December)</b>	After completion of the course the students will be able to- <b>CO1:</b> acquaint with the human rights <b>CO2:</b> acquaint with the women rights <b>CO3:</b> understand the challenges of their rights <b>CO4:</b> Aware about their rights <b>CO5:</b> Know about constitutional and legal provisions for protection of their rights
	<b>BASIC COMPUTER LITERACY CODE: ED-VAC-21-10 SESSION_2020-21 (January-July)</b>	After completion of the course the students will be able- <b>CO1:</b> To know about the basics of computer. <b>CO2:</b> To acquaint with computer and its Hardware and Software. <b>CO3:</b> To make how to use Computer and Internet To acquaint the students with online learning by using Google Class, QR Code scanning, Online meeting, Uploading-Downloading etc.

# DEPARTMENT OF ENGLISH

## COURSE OUTCOMES (COs):

COURSE	OUTCOMES
<b>Department of English</b> <b>Semester-1</b> <b>The Social and Literary</b> <b>Context: Medieval and</b> <b>Renaissance</b> <b>Paper-1</b> <b>(Credits: 8)</b> <b>(Major Course)</b>	<b>Objectives and outcomes:</b> <p>This paper acquaints students with the contexts of the English literary tradition. Students are expected to read and relate the circumstances that influenced, shaped and contributed to the process of literary production from the medieval period to the Renaissance.</p> <p>After reading this paper, the students will be able to understand the social and literary context of the medieval and Renaissance period. They will understand how poetry, drama and other forms of literature came to their existence. The evolving trends of literature will be made clear to them.</p>
<b>Department of English</b> <b>Semester-1</b> <b>Medieval and</b> <b>Renaissance: Poetry and</b> <b>Plays</b> <b>Paper-2</b> <b>Credits: 8</b> <b>(Major Course)</b>	<b>OBJECTIVES and outcomes:</b> <p>In this paper students will study poetry and drama that emerged against the literary and historical contexts studied in the previous paper. This paper will help the students to enhance their ability to identify and elaborate on lines and passages from the texts.</p> <p>In this paper, the student will be acquainted with the selected poems and plays. They will come in contact with popular literary texts and writers and will gather information about them.</p>
<b>DEPARTMENT OF</b> <b>ENGLISH</b> <b>SEMESTER-II</b> <b>PAPER-3</b> <b>The Social and Literary</b> <b>Context: Restoration to</b> <b>the Romantic Age</b> <b>(Major Course)</b> <b>Credits: 8</b>	<b>Objectives and outcomes:</b> <p>The objective of this paper is to acquaint students with the contexts of the English literary tradition from the Restoration of Charles II and the reopening of the theatres in 1660 to the Age of Romanticism. Students are expected to understand the circumstances that influenced, shaped and contributed to the process of literary production and topics identified in this paper are necessary and useful markers.</p> <p>After reading the previous paper on earlier history, this paper will introduce the students with the changing context for the creation of literature. They will be able to understand the transition from the age of Reason to the age of nature.</p>
<b>DEPARTMENT OF</b> <b>ENGLISH</b> <b>SEMESTER-II</b> <b>PAPER-4</b> <b>English Poetry, Drama</b> <b>and Fiction: Restoration</b> <b>to Romanticism</b> <b>(Major Course)</b> <b>Credits: 8</b>	<b>Objectives and outcomes:</b> <p>In this paper students will have the opportunity to study the literary texts that reflect the socio-cultural and political interests of the period studied in Paper III and also examine the ways in which texts take part in and are produced by urgent issues of a time.</p> <p>After knowing the background in the previous paper, the students will come in contact with specific literary texts. It will enable the students to develop a broader literary perspective.</p>
<b>DEPARTMENT OF</b>	<b>Objectives and outcomes:</b>

<p align="center"><b>ENGLISH SEMESTER-III PAPER-5 The Social and Literary Context: The Victorian World (Major Course) Credits: 8</b></p>	<p>This paper seeks to acquaint students with the contexts of the English literary tradition as it develops in the Victorian age. Students are expected to study the social and literary history of the Victorian world as a necessary preparation for the texts that they will encounter in Paper VI.</p> <p>By the end of this paper, the student will be able to understand the social scenario of England and how it has contributed in the creation of Victorian literature. The implication of industrial revolution and how it changed the course of literature will be acquainted with by the students.</p>
<p align="center"><b>Department of English Semester-III Victorian Poetry and Fiction PAPER 6 (Credits: 8) (Major Course)</b></p>	<p><b>Objectives and outcomes:</b></p> <p>Students will here encounter the poetry that is characteristic of the Victorian period – forms like the dramatic monologue, the love poem, pre-Raphaelite experiments and the beginnings of modern poetic experience in Hopkins. They will also find examples of the great Victorian fiction that closely followed the social concerns of the period and experimented with narrative voice and perspective. They will develop an understanding of Victorian literature by referring to important literary texts of that period</p> <p>By the end of this course, the students will be able to recall the famous poets and novelists along with their contribution the English literary tradition. The students will gather information regarding the major writings of the Victorian era which will prepare for them to understand the transition to the Modern period.</p>
<p align="center"><b>Department of English Semester-IV The Social and Literary Context: Modernism and After PAPER-7 (Credits: 8) (Major Course)</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper will acquaint students with the circumstances that shaped the processes of literary production from the twentieth century to the present. The objective of this paper is to familiarise the students with the socio-cultural context of the Modern world. Along with knowing the context of the Modern literature, they will be acquainted with post-modern context including after war scenario.</p> <p>The students will be able to understand the literary circumstances that shape the processes of literary production from the twentieth century to the present. They will be familiarised with the literary trends, cultural movements and significant figures and events of the period.</p>
<p align="center"><b>Department of English Semester-IV English Poetry and Fiction: Modernism and After PAPER-8 (Credits: 8) (Major Course)</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper brings to the student a selection of the poetry and fiction of the modern and postmodern eras that is representative of important trends, critical shifts and formal experimentation. In keeping with the internationalization associated with these cultural phases the selection is no longer strictly British but includes examples from other literary cultures like the American and the Latin American.</p> <p>The result is the developed understanding of the poetic and fictional texts of the modern and postmodern eras which are representative of the important trends, critical shifts and formal experimentation. Literary and cultural texts not only from British source but also from American and Latin American sources will</p>

	come into the students' grasp.
<b>Department of English</b> <b>Semester-V</b> <b>Modern Drama I</b> <b>Paper-9</b> <b>(Credits: 6)</b> <b>(Major Course)</b>	<p><b>Objectives and outcomes:</b></p> <p>This paper will introduce students to 20th century English and European drama. It is to be noted that by the turn of the century, the European avant-garde had completely altered the theatre – which at this juncture, seems to become a pan-European phenomenon, with stylistic/technical innovations and thematic experimentation. In the early phase of this period, realism is the dominant technique, and is then followed by radical turns away from it.</p> <p>After completion of the course, the students will be able to have a clear idea of the twentieth century English and European drama. They will be able to study on pan-European phenomenon with stylistic/technical innovations and thematic experimentation through theoretical texts of essays and plays.</p>
<b>Department of English</b> <b>Semester-V</b> <b>Modern Drama II</b> <b>PAPER-10</b> <b>(Credits: 6)</b> <b>(Major Course)</b>	<p><b>Objectives and outcomes:</b></p> <p>The epoch of modern drama marks the proliferation of avant-garde theory within the theatre making it self-conscious, and experimental. The impact of contemporary philosophy, ideas and art movements like existentialism, expressionism, impressionism, Marxism and the Absurd reverberates in modern drama. These innovations, both in form and content co-exist alongside the revival of earlier forms like the poetic drama. Students are expected to approach the texts in this paper in the light of the ideas, issues and texts in Paper 9.</p> <p>The end of this course will enable the students to understand the discourse on the impact of modern philosophy, ideas and art movements like Existentialism, Expressionism, Impressionism, Marxism and the Absurd. They will develop an understanding of the complex and critical philosophical and literary movements and how they find a voice in literature.</p>
<b>Department of English</b> <b>Semester-V</b> <b>The Essays in English:</b> <b>Addison to</b> <b>DickensPaper-11Credits:</b> <b>6)</b> <b>(Major Course)</b>	<p><b>Objectives and outcomes:</b></p> <p>This paper introduces students to the literary form of the <i>essay</i> through a selection of representative texts from the 18th and 19th centuries. Students will have to acquaint themselves with the development of the form from the time of Francis Bacon (1561-1626), and examine the emergence of the periodical essay in the 18th century in the hands of Addison and Steele particularly because of favourable conditions like the increase in literacy rates and the appearance of a large number of periodicals which provided a forum for the articulation of views on a variety of topics. The essays are to be studied in relation to the wider political, social, and cultural context while noting the variety of themes that have been treated in the genre as also the diversity of styles of writing from the personal, intimate note of Lamb which is in keeping with the subjective thrust of Romantic literature to the detached, argumentative strain of later times.</p> <p>After completion of the course, the students will be able to understand the literary form of the essay through representative texts from 18th and 19th</p>

	centuries. They will also understand the political, social and cultural contexts of the period through the essays.
<b>Department of English</b> <b>Semester-V</b> <b>The Essay in English:</b> <b>The Twentieth</b> <b>Century Paper-12</b> <b>(Credits: 6)(Major</b> <b>Course)</b>	<b>Objectives and outcomes:</b>  <p>This paper will introduce students to developments in the genre of the essay in the 20th century. Students will note how the genre has adapted in order to address a variety of contemporary issues and become the vehicle for representing personal experiences, moved into literary, social, and cultural criticism and engaged in polemic and persuasion. The essays are to be read against their intellectual and socio-cultural background, noting the shift away from the elevated, literary, and classical style of earlier times to a general tendency towards factual and referential writing and a style more direct, immediate, and colloquial.</p> <p>Study of essays in the period as a vehicle of representing personal experiences, moved into literary, social and cultural criticism and engaged in polemic and persuasion.</p> <p>The students will be able to develop a discussion on variety of contemporary issues.</p>
<b>Department of English</b> <b>Semester-V</b> <b>Life Writing:</b> <b>Biographies, Memoirs</b> <b>and Letters</b> <b>Paper-13</b> <b>(Credits: 6)</b> <b>(Major Course)</b>	<b>Objectives and outcomes:</b>  <p>In traditional approaches to life writing the emphasis has fallen on the resonant drama of the lives of great people for the way these model lives yield valuable insights about universal human nature. Now we look for the element of ‘story’ in this exemplary ‘histories’ and the material conditions under which the loftiest works are written. With our new found scepticism about aspects such as transcendent achievements and truth-telling (aspects enshrined in traditional life-writing), we look at problematic issues such as self-construction and self-representation. This paper will enable the students to appreciate the element of narrativization in seemingly linear, transparent, straight forward accounts of lives of significant people set down in memoirs, biographies and letters. The student will hopefully appreciate the ‘literary’ or constructed nature of life-writing purportedly telling nothing but the truth, as also note the ‘textual’ nature of all lives- that these lives in a way are re-made for each succeeding generation of readers through the act of transmission/ telling.</p> <p>Life-writing presenting ideals of exemplariness, is a genre with distinctive features that has been traditionally studied for the negotiation between great people, the drama of whose lives are regarded as records of transcendent achievements made against a host of obstacles and against the flux of time. Now the individual histories of significant (rather than great) people are also studied for the element of story in it. This paper will try to have that sense of narrativization which inform all that text, which underscore the ‘literary’ quality of all texts (and the ‘textual’ nature of all texts) by looking at various forms of life-writing such as memoirs, letters and biographies.</p>
<b>Department of English</b> <b>Semester-V</b>	<b>Objectives and outcomes:</b>



<p><b>Women's Writing Paper-14 (Credits: 6) (Major Course)</b></p>	<p>This paper on writing by women introduces students to a body of literature that has emerged with growing feminist awareness of women's lives and their representation. It invites students to examine how women's texts pay attention to the historical and political conditions of their times, to the status and condition of women and to the ways in which they embody a politics of resistance. It expects students to look at the way a woman writer participates in the questions of selfhood, at women's relations with men and with other women, and at the implications of women speaking, writing, and empowering themselves by finding their own voices and interrogating women's work and roles in society. Particular attention should be given to women's use of language, their preference for certain genres that are assumed to be liberating, and the ways in which they have transformed and made some genres their own.</p> <p>Students will address women's issues and interests, the condition of women in the place and time of the writer and uses and subversions effected in the genre of the novel by women in section.</p>
<p><b>Department of English Semester-VI Literary Criticism Paper-15 (Credits: 6) (Major Course)</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper acquaints students with some of the key ideas of Western literary criticism from Graeco-antiquity to the modern period and expects them to examine the implications of ideas (e.g. mimesis or imagination), and orientations (classicism, romanticism and modernism) that have marked the history of literary criticism. The paper is designed to present students with the opportunity to study key concepts associated with the names of significant thinkers in this history. The paper deals with concepts from Graeco-Roman antiquity and the early modern, neoclassical, Romantic and Victorian criticism.</p>
<p><b>Department of English Semester-VI Twentieth Century Criticism and Theory Paper-16 (Credits: 6) (Major Course)</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper introduces students to key ideas and texts that will familiarize students with the intellectual shifts in the reading of culture, language and literature in the 20th century and the emergence of theory and acquaint them with common concepts and notions that, they are likely to encounter in the reading of theory. The paper provides dealing with ideas and concepts of 20th century criticism, ideas associated with movements like structuralism, poststructuralism, psychoanalytical criticism, feminism, new historicism and postcolonialism and contains critical overviews.</p>
<p><b>Department of English Semester-VI Nature Paper-17 (Credits: 6) (Major Course)</b></p>	<p><b>Objectives and Outcomes:</b></p> <p>Ecological literary criticism, or ecocriticism, emerged as a powerful field of study in the early 1990s, and has now become, like race, class and gender, an important dimension of literary and cultural studies. It is "the study of the relationship between literature and the physical environment", examining literary texts through "an earth-centred approach". This paper seeks to explore the process through which language and literature – as manifestations of culture – are produced by the interconnections between both nature and culture; it addresses nature not just as a passive background in literary texts but as a central presence determining the dynamic interpretations of the text itself. It seeks to understand and interrogate the representations of nature in literary texts; to examine whether there is a difference between how men and women depict and respond to nature; to ponder over the possibility of characterising nature writing</p>

	<p>as a completely new genre; to look at ways through which our understanding of and relationship has changed over the centuries as the human race has achieved varying degrees of 'progress'; and to question the very idea of 'progress' itself and its manifestations in the face of a serious environmental crisis. It will also be an attempt to revisit texts generated at various ages in history with a view to re-appraise the relationship between the human and the natural world as reflected in literature.</p> <p>It will also attempt to look at the changing notions of the relationship between humans and nature and between nature and culture over the ages. For example, during the Anglo-Saxon age, nature constituted a synthesis of 'pagan' elements (like animism and mother worship) and early Christian notions. A sense of fatalism and resignation to the ways of nature defined the medieval response to nature, while in the Elizabethan age nature was invested with moral attributes. The Enlightenment registered the beginnings of the split between nature and culture. During the later 17th century there were attempts to conquer or mould nature into cultural patterns by rigorous attention to geometrical order and symmetry in the creation of gardens. This trend continued well into the 18th century when gardens registered changing notions of nature (see Pope's "Epistle to Burlington"). However, that age also saw the emergence of a newer notion of the garden (particularly in England) that tried to recreate the natural environment with its asymmetry within the bounds of the garden itself. Romantic attitudes to nature, Transcendentalism, and later, nature as an irrevocable agent of destruction are trends that defined the 19th century. The 20th century registers a quest for the reinstatement of nature as a positive creative process in the context of modernity and urbanisation.</p> <p>In this section students will study concepts and ideas that have been integral to the understanding of nature in the various ages in England and America.</p>
<p><b>Department of English</b>  <b>Semester-VI</b>  <b>Western Mythology:</b>  <b>Introducing Classical &amp;</b>  <b>Judeo-Christian Myth</b>  <b>Paper-18</b>  <b>(Credits: 6)</b>  <b>(Major Course)</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This course is an introduction to the study of Classical and Judeo-Christian myth and their recurrence in later social, historical, cultural and literary contexts. It is expected to provide a gateway to the reception of mythical ideas and images in western art and literary cultures. In the first section the emphasis is on obtaining knowledge of a specific range of myths and mythical characters and their function, and in the second section, we study the presentation of myths in a variety of literary material– in poetry, drama and fiction.</p>
<p><b>Department of English</b>  <b>Semester-VI</b>  <b>(Option-A, Indian</b>  <b>English Literature)</b>  <b>Indian English</b>  <b>Literature: Intellectual</b>  <b>Contexts, Indian Poetry,</b>  <b>Fiction and Drama</b>  <b>Paper-19, 20</b>  <b>(Credits: 6)</b>  <b>(Major Course)</b></p>	<p><b>Objectives and outcomes:</b></p> <p>The two papers in this Option introduce students to the distinctive literature produced in India in the wake of English education, first under British colonial rule and then after independence. Since there has been a distinction made in the study of this literature between pre and post-independence concerns, this is an element that should be kept in mind while studying the texts in this paper. At the same time, given the student's present location in modern India an attempt has to be made to place texts in this context and read them in the light of the historical, cultural and political circumstances of their production. A conception of modern India along with some preliminary knowledge of the politics of British ideas about the entity India is desirable for entry into and understanding of the area that has come to be called Indian English Literature. It is expected that</p>

	<p>knowledge of this literature against this particular intellectual backdrop and in its vigorous and idiosyncratic interpretations of modern India, will help students to articulate themselves as individuals, readers and critics, and develop reading positions that will facilitate their engagement with all the literature they will study in the Major Course. Indeed since the development of a critical position is perceived to be as important as interpreting the literature, the first paper in this Option offers basic readings that address some of the questions relevant to this area. Issues discussed in these readings are expected to give students a foundation in ideas that will help in the readings of literary texts in these papers. Questions in both papers will try and elicit from students their understanding of texts against this background, being both textual and contextual.</p> <p>After completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Define the literature produced in India in English.</li> <li>2. Illustrate and comment on poetry, drama, short stories and novels produced in India in their various socio-cultural contexts.</li> <li>3. Identify and explain the various critical theories involved in the production of various indigenous texts.</li> <li>4. Analyse the techniques, style of writing and contribution of various writers to the Indian English literary tradition.</li> <li>5. Evaluate the Indian writings in English and their representation of the Indian ethos on a global forum and critically interpret the evolution of English language in India.</li> <li>6. Discuss the selected literary works and find out the commonalities in terms of themes and issues.</li> </ol>
<p><b>Department of English</b>  <b>Semester-VI</b>  <b>(Option-B, American Literature)</b>  <b>Cultural Documents and Poetry, American Fiction, Autobiography and Drama</b>  <b>Paper-19, 20</b>  <b>(Credits: 6)</b>  <b>(Major Course)</b></p>	<p><b>Objectives and Outcomes:</b></p> <p>Papers 19 and 20 (Option B) introduce students to the distinctive flavour of American Literature. Students will be expected to have a broad overview of the historical development of this literature and study texts against their socio-historical contexts. For example, a novel by Melville will be studied against the panorama of the American Renaissance of the 19th century, which includes the literary philosophical impetus of Transcendentalism, and it is expected that students will familiarize themselves with other literary experiments of the period. In keeping with current developments in the approaches to American literature, students will also be expected to consider the axes of race and gender as vital components of literary production. Therefore, while no attempt is made to be exhaustive, a fair sample of texts produced under varied conditions is required to be studied. Short pieces are prescribed in order to facilitate comprehension. However, the large number of texts will in no way provide an opportunity for random omission, since questions may often be cross-referential, or on a cluster of texts, and not necessarily confined to one text or author.</p> <p>The students will use the prescribed texts to study the beginnings of the construction of the American self and writer, the issues that vitalize concerns and doubts about themselves, the importance of slavery and the historical erasure of the native American, and of course the confidence and assertions of the American writers. They will try to locate the distinctive American voice that emerges in the poems prescribed for them. They will see how transcendentalism,</p>

	<p>the American landscape, democracy, industrialism and questions of race shaped American poetry.</p> <p>These papers will introduce students to short examples of fictional and autobiographical writing (a form used most widely to bear witness to race and gender oppressions). A close reading of the texts will be accompanied by an understanding of the larger issues involved.</p>
<p><b>Department of English</b>  <b>B.A. Alternative English</b>  <b>Semester-I,II,III,IV</b>  <b>6x4</b></p>	<p><b>Objectives and outcomes:</b></p> <p>The BA Alternative English Course, designed for students who will be from disciplines other than English Literature. It offers students a representative selection of texts written in the English language or translated into English, from the major literary genres. It seeks to familiarize students, through these texts, with great ideas, issues of immediate social and cultural concern and also enable them to acquire a facility with the English language. The four semester course is comprised of poetry, drama, fiction and non-fictional prose which will help the students to gain a clear understanding of popular literary genres. They will be acquainted with various techniques of writings used in literary texts.</p>
<p><b>Department of English</b>  <b>B.A. Elective English</b>  <b>Semester I, II, III, IV, V,</b>  <b>VI</b>  <b>Credits: 6x6</b></p>	<p><b>Objectives and Outcomes:</b></p> <p>The B.A. Elective English Course to be taken over 6 semesters is designed to give students a sense of English Literature, its literary-historical developments and its key generic concerns</p> <p>The object of this paper is to provide students who opt for Elective English with a foundation in literary history that will be useful in their approach to subsequent papers, genres and authors. Here they will study texts/movements/areas that will be taken up in greater detail in subsequent papers. The focus being on literary traditions seen through a broad socio-historical perspective, students will acquire an overview of the development of English Literature</p> <p>This paper seeks to explore the process through which language and literature – as manifestations of culture – are produced by the interconnections between both nature and culture; it addresses nature not just as a passive background in literary texts but as a central presence determining the dynamic interpretations of the text itself. It will be an attempt to revisit texts generated at various ages in history with a view to re-appraise the relationship between the human and the natural world as reflected in the literature of their respective ages.</p> <p>The internationalization of disciplines which began with Modernism and increased with globalization and the internet has made it imperative for students of English literature to familiarize themselves with literatures produced in regions other than the Anglo-American. This paper is an attempt to bring to students texts from some of the European languages that are available in translation as well as those that have been produced in the wake of colonialism in various parts of the world. By its very intention this is a random</p>

	selection with attention focusing not on chronology but on location. Texts belonging to several genres are drawn from a number of cultures and it is expected that students will study each text with due attention to the cultures in which they emerge.
<b>BA Semester-I, II General English Credits-4+4</b>	<p><b>Objectives and outcomes:</b></p> <p>The aim of this course is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative.</p>

## CBCS COURSE

COURSE	OUTCOMES
<b>DEPARTMENT OF ENGLISH SEMESTER-I PAPER- ENG-HC- 1016 Indian Classical Literature Credits: 6</b>	<p><b>Objectives and Outcomes:</b></p> <p>This paper introduces students to a selection of literatures of India in English translation. Given that Indian Classical Literature offers a rich and diverse canvas that spans across genres like drama, poetry, the epic narrative as well as short fictional fables, to name a few, it is essential that students studying English literature are familiar with at least a few of these. This paper encourages students to think laterally about literatures of the world, and the possibility of cultural exchange.</p> <p>After completion of the course, the students will be able to 1. Define the significance of Indian Classical Literature. 2. Summarize the plot of the prescribed texts. 3. Examine the dramatic techniques employed in the prescribed plays. 4. Analyze the recurrent themes adopted by classical Indian writers. 5. Evaluate the role of characters, plots and themes as portrayed in the prescribed texts. 6. Formulate a critical understanding based on the reading of the prescribed texts.</p>
<b>DEPARTMENT OF ENGLISH SEMESTER-I PAPER- ENG-HC- 1026 European Classical Literature Credits: 6</b>	<p><b>Objectives and outcomes:</b></p> <p>Classical writing in Europe saw the emergence of traditions that cut across many genres, which included poetry, theatre, and general discourses. While the Aristotelian focus on the examination of the essentials of poetry extended to incorporate discussions on epic and drama, subsequent writers such as Horace drew attention to the purposefulness of the creative exercise. In the theatre the widely divergent compositions by Sophocles and Plautus respectively show the consolidation of a rich cultural discourse. It is this enriching literary tradition that this paper seeks to familiarize with through the study of representative texts belonging to the Classical Period.</p> <p>By the end of this course, the students will be able to 1. Define the concepts of epic, tragedy, comedy, satire, catharsis etc. 2. Understand the significance and importance of Western Classical Literature. 3. Apply the knowledge and understanding of Western mythology in the study of literary texts. 4. Illustrate the recurrent themes and motifs of the texts under study. 5. Examine the plot, theme and characters of the prescribed texts. 6. Create a comparative study of the selected</p>

	texts focusing on the commonalities and dissimilarities.
<b>DEPARTMENT OF ENGLISH</b> <b>SEMESTER-II</b> <b>PAPER- ENG-HC- 2016</b> <b>Indian Writing in English</b> <b>Credits: 6</b>	<p><b>Objectives and Outcomes:</b></p> <p>This paper on Indian Writing in English introduces students to the historical development of this body of writing- the challenges faced by early writers, the growing sense of accomplishment in the writing of different forms and the interpretation of individual and collective experience in colonial and postcolonial India.</p> <p>To enumerate the objectives,</p> <ul style="list-style-type: none"> <li>• Introduce students to the field of Indian Writing in English</li> <li>• Give a historical overview of the development of various literary forms</li> <li>• Understand how each author creatively uses his or her chosen literary form</li> </ul> <p>After completion of the course, the students will be able to</p> <ul style="list-style-type: none"> <li>• Develop familiarity with the issues of politics of language and gender, nationalism and modernity pertaining to pre and post-Independence India that have been responsible for the emergence of Indian English literature</li> <li>• Understand the place of English Writing in India in the larger field of English Literature</li> <li>• Learn to discuss critically the use of literary forms of the novel, poetry and drama by Indian English writers in distinctive ways against Indian historical and cultural contexts</li> </ul>
<b>DEPARTMENT OF ENGLISH</b> <b>SEMESTER-II</b> <b>PAPER- ENG-HC- 2026</b> <b>British Poetry and Drama: 14th to 17th Centuries</b> <b>Credits: 6</b>	<p><b>Objectives and outcomes:</b></p> <p>This paper aims to familiarize the students with the two major forms in British literature from the 14th to the 17th centuries – poetry and drama, apart from acquainting them with the contexts that generated such literatures. The larger contexts of the Renaissance, the nature of the Elizabethan Age and its predilections for certain kinds of literary activities, and the implications of the emergence of new trends will be focused in this paper. It will also highlight the seminal issues and preoccupations of the writers and their ages as reflected in these texts. The objective of this course is to acquaint the learners with British poetry and drama from Chaucer to Shakespeare. The texts prescribed relate to the Age of Chaucer, Pre-Elizabethan and Elizabethan periods. Shakespeare figures predominantly in this course, with a tragedy, comedy and two sonnets prescribed. Marlowe's play encapsulates the spirit of the Renaissance, thereby placing the Elizabethan period in a proper perspective.</p> <p>After completing this course, the learners would be in a position to determine the influence of the European Renaissance on the works of the Elizabethan authors, including Shakespeare.</p>
<b>DEPARTMENT OF ENGLISH</b> <b>SEMESTER-III</b>	<p><b>Objectives and outcomes:</b></p> <p>This paper introduces students to the History of English Literature and the</p>

<p><b>PAPER- ENG-HC-3016</b>  <b>History of English Literature and Forms</b>  <b>Credits: 6</b></p>	<p>major literary forms. It adopts a chronological approach to the study of poetry, drama, fiction and non-fictional prose, showing the development of each form as it moves through the various periods of English literature and its expansion into global English writing. While authors have been named in some instances as representative of forms and periods, in other cases, especially in the 20th and 21st centuries, the expansion of the field has meant that individual authors are too numerous to name. Hence certain directions and areas of study have been indicated.</p> <p>The aim of this paper is to prepare the ground for the detailed study of the literature featured in subsequent papers and give a strong historical sense of literary development.</p> <p>By the end of this paper, the students will acquire a sense of the historical development of each literary form. It will inculcate an understanding of different forms of literature.</p>
<p><b>DEPARTMENT OF ENGLISH</b>  <b>SEMESTER-III</b>  <b>PAPER- ENG-HC-3026</b>  <b>American Literature</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper seeks to acquaint the students with the main currents of American literature in its social and cultural contexts. The texts incorporated in the paper are a historical reflection of the growth of American society and of the way the literary imagination has grappled with such growth and change. A study of the paper, hence, should lead to an acquaintance with the American society in its evolutionary stages from the beginnings of modernism to the present as well as with exciting generic innovations and developments that have tried to keep pace with social changes.</p> <p>After completion of the course, the students will be able to 1. Identify the American context in the prescribed texts. 2. Discuss the pertinent themes pertaining to the American socio-political conditions. 3. Illustrate concepts like American Dream, Social Realism and Transcendentalism in relation to the prescribed texts. 4. Analyze the role of characters, plots and settings as depicted in the texts prescribed. 5. Evaluate the role of various genres like novel, poem and drama with reference to the American context. 6. Generate critical interpretations of the various texts included in the course.</p>
<p><b>DEPARTMENT OF ENGLISH</b>  <b>SEMESTER-III</b>  <b>PAPER- ENG-HC-3036</b>  <b>British Poetry and Drama: 17th and 18th Centuries</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper aims to familiarize the students with British literature in the 17th and 18th centuries, a time-period which sees the emergence and establishment of greatly diverse kinds of writings. The selected texts may encourage the students to look at the economic, political and social changes in (primarily) Britain during this period, such as the shifts from the Puritan Age to the Restoration and Neoclassical periods. The paper also seeks to familiarize the students with the larger contexts that generated such</p>

	<p>literatures as well as the possible impacts of the literature on society. The significance of the scientific revolution during this period may also be studied in relation to the literary productions.</p> <p>After the completion of this course, learners will be in a position to understand the ways in which English drama and poetry began to emphasize on the importance of adhering to classical norms and forms.</p>
<p><b>DEPARTMENT OF ENGLISH</b>  <b>SEMESTER-IV</b>  <b>PAPER- ENG-HC-4016</b>  <b>British Literature: The 18th Century</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper aims to familiarize the students with British literature in the 18th century. A very interesting age in which reason and rationality dominated, this age saw the publication of some of the best novels and works of non-fictional prose and poetry in the English language. Though it was not predominantly an age of drama yet one cannot but pay attention to the few plays of the century. Although the texts in the course are mostly by men it must be noted that quite a number of women writers were also part of the literary scene. The texts in the course are representative of the age and to some extent representative of the forms as well. The selected texts hope to give the students an overview of the age and the writings that the age produced.</p> <p>After completion of this course the student will be able to</p> <ol style="list-style-type: none"> <li>1. Describe the historical and literary contexts of the eighteenth century along with the writers.</li> <li>2. Differentiate the eighteenth century from the rest of literary periods of England.</li> <li>3. Apply the understanding of the historical contexts in reading the literary texts.</li> <li>4. Illustrate the literary texts as representative of the historical events.</li> <li>5. Summarize the thematic concerns of the given literary texts.</li> <li>6. Develop a pertinent interpretation of the given literary texts.</li> </ol>
<p><b>DEPARTMENT OF ENGLISH</b>  <b>SEMESTER-IV</b>  <b>PAPER- ENG-HC-4026</b>  <b>British Romantic Literature</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>The nineteenth century begins with the triumph of the Romantic imagination, expressing itself most memorably in the poetry of Blake, Burns, Wordsworth, Coleridge, Shelley, and Keats. The poetry of the age fashions itself partly in revolt to the spirit of the previous age, with very different ideas about the relationship between humans and nature and the role of the poet taking hold. This paper includes selections from works of major Romantic poets which address these issues, enabling students to appreciate the essence of the Romantic vision. In addition they will read that remarkable oddity, <i>Frankenstein</i>, a novel that also illuminates Romanticism from another angle.</p>



	<p>By the end of this course the students will be able to 1. Define and identify the role of various genres, themes and style pertaining to the prescribed periods of English literature. 2. Critically read and describe the various genres from the concerned periods. 3. Apply historical events and changes in reading of the texts. 4. Analyse the socio-political and literary shift in the literature of the age. 5. Evaluate and justify the plot, theme, characters and context of the selected texts. 6. Design an innovative understanding of the texts based on its social and cultural set up.</p>
<p><b>DEPARTMENT OF ENGLISH</b>  <b>SEMESTER-IV</b>  <b>PAPER- ENG-HC-4036</b>  <b>British Literature: The 19th Century</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>The middle and later parts of the 19th century sees the novel coming into its own, although Jane Austen has already established the prestige of the novel form through her incisive explorations of the complexity of human motive and conduct, especially in their worldly affairs. The texts chosen will expose the students to the ground-breaking efforts of the poets as well to the works of fiction writers who manage to consolidate and refine upon the achievements of the novelists of the previous era. Austen to Rossetti represents a remarkable literary development and range of works, addressing a very diverse array of social preoccupations.</p> <p>The students will learn to 1. Identify the representative literary trends of the ages. 2. Critically read and interpret the literary genres of the period. 3. Apply the technique of mock heroism in reading a few texts. 4. Analyze the social and political scenario pertaining to the Puritan to Neoclassical period. 5. Assess and evaluate the plot, theme, characters and context of the selected texts. 6. Formulate an innovative theoretical reading of the text.</p>
<p><b>DEPARTMENT OF ENGLISH</b>  <b>SEMESTER-V</b>  <b>PAPER- ENG-HC-5016</b>  <b>British Literature: The 20th Century</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>While literary modernity can trace its roots to the works of some European writers of the 19th century, in England it is in the 20th century that the era of Modernism finds its voice in arts and literature. The works of the writers chosen for this paper are good introductions to the spirit of modernism, with its urgent desire to break with the codes and conventions of the past, experiment with new forms and idioms, and its cosmopolitan willingness to open itself up to influences coming from other shores. The paper goes beyond the High Modern period of the early century and the students will also get acquainted with the ethos of postmodernism through a reading of recent poetic and fictional works.</p> <p>It is believed that the learners would benefit from this course in terms of getting acquainted with concepts like stream-of-consciousness, Oedipus complex, <i>avant garde</i>, gyre, interior monologue, among many others.</p>

<p><b>DEPARTMENT OF ENGLISH</b>  <b>SEMESTER-V</b>  <b>PAPER- ENG-HC-5026</b>  <b>Women's Writing</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper seeks to direct the students' attention to nineteenth and twentieth century writings by women living in different geographical and socio-cultural settings. Students will get acquainted with the situationally distinct experiences of women articulated in a variety of genres-poetry, novels, short stories, and autobiography, while the selections from Mary Wollstonecraft-the only 18th century text prescribed, will acquaint students with the ideas contained in one of the earliest feminist treatises of the western world. Apart from an examination of the themes and styles in the prescribed texts, students will be required to engage themselves with the specificities of the contexts from which the texts emerged and also analyze the women writers' handling of the different genres to articulate their women-centric experiences.</p> <p>It is hoped that the learners after completing this course, would be sensitised to gender-related issues, and would be able to see things from the perspective of the Other.</p>
<p><b>DEPARTMENT OF ENGLISH</b>  <b>SEMESTER-VI</b>  <b>PAPER- ENG-HC-6016</b>  <b>Modern European Drama</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>The paper aims at introducing students to the innovative dramatic works of playwrights from different locations in Europe, which taken together represents the wide range of modern drama and its fortunes on the written page and the stage. The selected plays would allow an understanding of the emergence of avant garde movements and trends and dramatic devices and techniques during the period of modernism which eventually influenced theatrical practices in other nations of the world.</p> <p>It is hoped that the learners after completing this course will be in a comfortable space to know Modern drama with its entire attendant problematic.</p>
<p><b>DEPARTMENT OF ENGLISH</b>  <b>SEMESTER-VI</b>  <b>PAPER- ENG-HC-6026</b>  <b>Postcolonial Literatures</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>European Colonialism since the fifteenth century changed the face of the world in many significant ways, and the effects of the experience of colonialism remain in many countries around the world even in the postcolonial era. This paper gives the students an opportunity to acquaint themselves with some of the novels, short stories and poems from postcolonial literatures across the world, with the texts showcasing the many regional, cultural differences and peculiarities, as well as common and shared experiences of the postcolonial condition.</p> <p>The learners on culmination of the course are expected to be acquainted with both the texts and the contexts of the given period.</p> <p>1. Recall the various critical elements in adherence to the Post-colonial literature.</p>

	<p>2. Illustrate the historical context of Post-colonial literature and the use of racist and colonial undertones in the texts under study.</p> <p>3. Identify the texts on the basis of the historical background, socio-political conditions of the respective time period and establish a connectedness across the commonalities of the theme and structure of the texts under study.</p> <p>4. Analyse the various postcolonial theories and literary concepts from texts written in corresponding time frames and by authors coming from varied socio-linguistic milieu.</p> <p>5. Evaluate the significance of Post-colonial literature from the historical, socio-political and literary perspective and its evolution within a relevant theoretical framework along with the writer's psyche and contribution towards it.</p> <p>6. Formulate the understanding of world literatures from the postcolonial perspective.</p>
<p><b>Department of English</b>  <b>Semester V</b>  <b>Paper: ENG-HE-5016</b>  <b>Popular Literature</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>Over the years popular literature has moved from the margins to earn for itself a fairly important place in the literary and critical consciousness. This paper seeks to highlight the nature of 'popular' literature as a genre and the critical ideas underpinning the theorization of popular literature. This will be done through a practical engagement with various texts falling under its ambit.</p> <p>Popular literature includes those writings intended for the masses and those that find favour with large audiences. It can be distinguished from artistic literature in that it is designed primarily to entertain (britannia.com). The objective of this course is to acquaint learners with popular literature, such as crime thriller, graphic fiction, children's literature and so forth, generally regarded by purists to be "low-brow" and meant for easy mass consumption. However, it would be wrong to assume such a position insofar as the lines of distinction between what is literary and what is popular tends to be blurred.</p> <p>After the completion of this course, it is believed that learners would be in a position to appreciate the presence of a creative space and process that has the potential to affect readers to a degree that high-brow literature cannot achieve due to its propensity to target only a niche audience.</p>
<p><b>Semester-V</b>  <b>ENG-HE-5026</b>  <b>Modern Indian Writing in English</b>  <b>Translation</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>Literature in the various Indian languages presents a huge body of work testifying to the diverse cultural and regional preoccupations in the respective regions these languages belong to. This paper attempts to give students an introductory glimpse into this richness and diversity of Indian literature written in the regional languages.</p> <p>Salman Rushdie had stirred the hornet's nest by claiming that Writings in English from India were infinitely superior to that of 'vernacular' literatures existing in all regional Indian languages. This notion was vehemently opposed by many writers and intellectuals, with the likes of Amit Chaudhuri writing sustained critique against Rushdie's position. A cursory reading of translated works of Indian writing across regions would prove how significant has been the contributions of authors writings in the various regional languages. Since, reading these works in the original is most often not possible due to linguistic variations, English translation of immortal works of modern Indian writing would perhaps go a long way in</p>

	<p>understanding and appreciating the best in regional literature. This course aims to acquaint learners with the works of Indian writers working on regional literature from the north to the south, from the west to the east.</p> <p>After completing this course, it is expected that learners will be in a position to appreciate the literature of India as it exists in various regional languages. They would be able to understand the political, social and economic factors affecting people across regions and cultures</p>
<p><b>Semester-V</b>  <b>ENG-HE-5036</b>  <b>Literature of the</b>  <b>Indian Diaspora</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>In the light of global literature today focusing extensively on ideas of transnationalism, exile, migration, displacement, and so on, literature of the diaspora has come to exert a strong presence in the global scene. This paper will look at the diasporic experience with particular reference to Indian diasporic writers.</p> <p>Generally, <i>diasporic literature</i> deals with alienation, displacement, existential rootlessness, nostalgia, quest for identity, hybridity and so forth. Indian diaspora writers have contributed immensely to literature, especially those writing in English. Salman Rushdie, Amitav Ghosh, Vikram Seth, Jhumpa Lahiri, Rohinton Mistry, V.S. Naipaul etc. are luminaries in the field of fiction and their works have earned both critical acclaim and commercial success. The objective of this course is to introduce learners to literature of the Indian diaspora keeping in view the issues that haunt the writers who have settled abroad, despite being Indians in terms of roots and emotional make-up.</p> <p>After completing this course, it is expected that learners will be in a position to understand the complexity of living as hyphenated identities in a space which is different from that of 'home'. They will be in a better position to understand the postcolonial condition of identities caught between the quest for a better life abroad and the acknowledgement of the futility surrounding such a rootless mobility.</p>
<p><b>Department of</b>  <b>English</b>  <b>Semester-V</b>  <b>Paper: ENG-HE-</b>  <b>5056</b>  <b>Literary Criticism</b>  <b>and Literary</b>  <b>Theory</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper will familiarize students with some important texts on literary criticism and literary theory. Beginning from William Wordsworth's Preface to the <i>Lyrical Ballads</i> the purpose will be to inform the students on the shifts in literary interpretations and critical approaches so as to equip them while reading texts across genres.</p> <p>The course presents an overview of major trends in literary criticism from the Romantic period to the present. The critical trajectory comprises of Romantic theory of poetry propounded by Wordsworth and Coleridge, modernist poetics of Woolf and Eliot, New Criticism of Richards and Cleanth Brooks, and an introduction to recent trends in criticism.</p> <p>Criticism enables one to understand, appreciate and critique literary texts by inculcating the values of what good or bad literature tends to be. It is hoped that learners will be in a position to understand the texts in terms of the contexts, which could be purely aesthetic, historical, textual or political. They will be able to read texts by adopting the ideologies of the different reading processes.</p>
<p><b>Department of</b>  <b>English</b>  <b>Semester VI</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This course investigates relationships between two media, film and literature, studying works linked across the two media by genre, topic, and style. It aims to</p>

<b>Paper: ENG-HE-6016</b> <b>Literature and Cinema</b> <b>Credits: 6</b>	<p>sharpen appreciation of major works of cinema and of literary narrative.</p> <p>The learners are expected to understand the elements involved in adapting texts to film. They will demonstrate analytical skills in visual literacy and reading filmic texts. Students will demonstrate a familiarity with ways of discussing and evaluating films as reflections of cultures and source texts.</p>
<b>Department of English</b> <b>Semester-VI</b> <b>Paper: ENG-HE-6026</b> <b>World Literatures</b> <b>Credits: 6</b>	<p><b>Objectives and outcomes:</b></p> <p>World literature is sometimes used to refer to the sum total of the world's national literatures, but usually it refers to the circulation of works into the wider world beyond their country of origin. It is important insofar as it enables the learners to know about the form and content of texts that are part of different spatialities.</p> <p>By the end of the course, the student will be able to identify and analyse a variety of major works of world literature; compare and contrast writing styles and generic forms from different periods and cultures; identify major themes of representative poetic and fictional works, and trace the influence of one literature upon another.</p>
<b>Department of English</b> <b>Semester-VI</b> <b>Paper: ENG-HE-6036</b> <b>Partition Literature</b> <b>Credits: 6</b>	<p><b>Objectives and outcomes:</b></p> <p>The Partition was perhaps the most horrific event of the twentieth-century subcontinent's history. Thousands of innocent people across the divided nation (India and Pakistan) lost their lives, millions lost their homes, and migrations of unimaginable magnitude took place. It is important to understand the backgrounds and reason for the partition, but also to consider its effects on the lives of the people involved. The historical accounts may not be enough; imaginative literature helps fill in the gaps in understanding the emotional impact of these events on people's lives. So, the objective of this course is to read literature that captures the sense of the times. There will also be film screenings since cinema also helps capture both the horror and the repercussions of these events.</p> <p>After the culmination of this course, the learners will be in a position to comprehend the magnitude of the tragedy of partition and realise how the trauma associated with it impinges on the victim's daily lives and activities even in the present. The historical fact transmuted by imagination tends to prove the validity of literature in representing the truth of the human condition. This is what the course will attempt to highlight.</p>
<b>Department of English</b> <b>Semester-VI</b> <b>Paper: ENG-HE-6046</b> <b>Travel Writing</b> <b>Credits: 6</b>	<p><b>Objectives and outcomes:</b></p> <p>Travel writing is an important field of study nowadays. It is concerned with writings of travellers as they document the ways of a foreign culture, which might be ethnocentric in assumption, or some form of reverse ethnocentrism might be at work as well. The objective of this course is to read travellers' accounts of places from the past to the present. It encompasses writings of eminent travel writers from the medieval period to the present. The course will attempt to underscore the problematic associated with the genre, such as, the claims to authenticity of the narrativised events, the role of imagination, the ethnocentric gaze, the element of wonder, and so forth.</p> <p>The learners would be in a position to understand the cultural dynamics of narratives written by travellers. They will be able to appreciate the difference in representation from the category of gender, religion and race. The learners will realise that travel narratives are always already ideological in import, and hence they can only be regarded as representations rather than truth.</p>
<b>Semester-I</b> <b>Ability Enhancement</b>	<p><b>Objectives and outcomes:</b></p>

<p><b>Compulsory Course</b>  <b>ENG-AE-1014</b>  <b>English</b>  <b>Communication</b>  <b>Credits:4</b></p>	<p>This paper attempts to enhance the students' communication skill in English. The paper consists of certain grammatical lessons as well as lessons on daily activities with an intention to develop students' ability to interact on daily basis. The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced. The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are: Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc. While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science.</p> <p>It is hoped that after studying this course, students will find a difference in their personal and professional interactions. The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books</p>
<p><b>Department of</b>  <b>English</b>  <b>Semester-I, II</b>  <b>ENG-CC-1016,2016</b>  <b>Credits:6+6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>The aim of this course is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. This course has been designed to acquaint and sensitise learners to the issues of caste/class, race, gender and violence that have become so much a part of everyday discourse.</p> <p>The learners will get acquainted with social issues, including the politics of how these are constructed, reinforced and sustained.</p>
<p><b>Department of</b>  <b>English</b>  <b>Semester III, IV</b>  <b>ALT-CC-3016 ,4016</b>  <b>Alternative English I,</b>  <b>II</b>  <b>Credits: 6+6</b></p>	<p><b>Course Objectives and outcomes:</b></p> <p>The course has been designed to familiarise students with different forms of literature, texts and their contexts. The select texts would enable them to understand literary representations and a writer's engagement with the social, cultural and political milieu. This paper would seek to acquaint students with the major genres of English literature through texts which are landmarks of each genre.</p> <p>It is hoped that after studying this course, students will find a difference in general texts and literary texts. The students will be able to develop a deep understanding of literature and how these can develop one's understanding. They will be able to develop their creative skill also.</p>

<p><b>Department of English</b>  <b>Semester-I</b>  <b>ENG-RC-1016</b>  <b>Individual and Society</b>  <b>Credits-6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.</p> <p>It is hoped that after completion of this course, the students will be able to</p> <ul style="list-style-type: none"> <li>• Understand the relationship between the individual writer and the society about/in which she writes</li> <li>• Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.</li> <li>• Learn to distinguish between literary representation and actual character and milieu</li> </ul>
<p><b>Department of English</b>  <b>Semester-II</b>  <b>ENG-RC-2016</b>  <b>Modern Indian Literature</b>  <b>Credits: 6</b></p>	<p><b>Objectives outcomes:</b></p> <p>The Modern Indian Literatures comprise extensive writings in all genres in many languages. The different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of what is termed as Modern Indian Literatures. However, there are also things that hold India together, many commonalities, bondings, and shared experiences despite the varieties. The list of short stories and poems prescribed for this course give the student a taste of Indian writing from different regions of the country. The selection has been culled from English translations of writings in Indian languages and English compositions of Indian authors.</p> <p>By the end of the course the students will be able to have an understanding of Modern Indian Literature. They will be able to identify with the socio-cultural and political scenario of modern India.</p>
<p><b>Department of English</b>  <b>Semester-III</b>  <b>ENG-RC-3016</b>  <b>British Literature</b>  <b>Credits: 6</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper is designed to offer a representative sampling of the major literary traditions of British life and culture through a study of texts in different genres. The paper will comprise of texts which will enable the students to have a close look of the British life and society.</p> <p>By the end of this course, the students will be able to relate British literature with the British context. They will be able to understand the various trends of British literature</p>
<p><b>Department of English</b>  <b>Semester-IV</b></p>	<p><b>Objectives and outcomes:</b></p> <p>In almost every period of literary history works of non-fictional prose, fiction,</p>

<p><b>ENG-RC-4016</b>  <b>Literary Cross</b>  <b>Currents: Forms:</b>  <b>Prose, Poetry, Fiction</b>  <b>&amp; Play</b>  <b>Credits: 6</b></p>	<p>poetry and drama have co-existed. Also, literary cross-currents have helped shape these literary forms in a way that demonstrates their affinities as well as differences. It's important to study works with due attention to their 'formal' aspects so that what it is truly distinctive about the literary type, form, or genre to which they belong is not missed. At the same time it's necessary to contextualize the study so that the evolutionary or historical dimension of the literary works, their growth and transformation over the years is not lost sight of. This paper will acquaint the students with different literary forms, with one part addressing formal concerns including definitions, while the other part will involve study of actual texts which exemplify a particular literary form or genre, and which will include some consideration of the contexts of their production.</p> <p>The students will be able to contextualise the literary texts and can develop an understanding regarding the connection between the text and the context. They will come to know the various features of different literary genre. After reading the prescribed texts, they will be able to detect those characteristics in those texts.</p>
<p><b>Department of</b>  <b>English</b>  <b>Semester III</b>  <b>Paper: ENG-SE-3014</b>  <b>Credits: 4</b></p>	<p><b>Objectives and outcomes:</b></p> <p>The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.</p> <p>The students will be able to enter into the literary texts through multiple perspectives. They will be able to understand different devices of literature and how these are used in literary texts.</p>
<p><b>Department of</b>  <b>English</b>  <b>Semester IV</b>  <b>Paper: ENG-SE-4014</b>  <b>Translation:</b>  <b>Principles and</b>  <b>Practice</b>  <b>Credits: 4</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation</p> <p>This paper will enable the students to understand the various principles of translation. The students can discover the principles of translation and can practice on them.</p>
<p><b>Semester-V</b>  <b>ENG-SE-5014</b>  <b>Technical Writing</b>  <b>Credits: 4</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This course in Technical Writing aims at equipping the student with the skills of writing with a practical purpose. It is concerned with the techniques of good writing, of retaining and communicating information with precision, and also with specific forms of technical writing such as summaries, instructions, descriptions, formal letters and official emails.</p>
<p><b>Semester-VI</b>  <b>ENG-SE-6014</b>  <b>Business</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This paper is designed to familiarize students with a comprehensive idea of</p>



<b>Communication</b> <b>Credits: 4</b>	<p>effective communication and its importance in the business and professional world. Students will be introduced to the various kinds of communication as well as to the many theories of communication. The components in this paper will be both written and oral, and students will be required to participate in diverse group activities. Activities (individual and/or group) on the spoken components of the paper will be considered for internal assessment in this paper, while the end-semester examination will focus on the theoretical and written elements of the paper.</p>
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## VALUE ADDED COURSE

**Value Added Course**

**Duration:30 hours**

**Department of English**

SL No	COURSE	OUTCOMES
1	<p>Course name: <b>Grammar and its Usage</b> Course code: <b>ENG-VAC-16-1-GU</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This course seeks to familiarize the students to all the aspects of English grammar which broadly aims at improving the effective use of the English language. It intends to develop students' insight into the structure of English language. This course is particularly addressed to the vernacular medium students and to make them fluent in both writing and speaking in English. This course will acquaint the students with all the grammatical rules so that the sentence structure of the students gets improved. By the end of this course it is hoped that the students will get a good grasp on the English language.</p>
2	<p>Course name: <b>Standard English Language</b> Course code: <b>ENG-VAC-17-2-SEL</b></p>	<p><b>Objectives and outcomes:</b></p> <p>The objective of the course is to make the learners aware of how to use standard English in different spheres such as: writing answers, giving feedback, speechifying in public, communicating while travelling inside and outside of the state, facing interview boards and boosting confidence level. This course will introduce the students with the standard English language following the grammar rules, phrases, structures and patterns of English. By the end of this course, the students will be able to differentiate between standard English and its colloquial dialects.</p>
3	<p>Course name: <b>Effective Communication Skills</b> Course code: <b>ENG-VAC-17-3-ECS</b></p>	<p><b>Objectives and outcomes:</b></p> <p>This course intends to help the students to develop their communicative skills by understanding the modes of communication, the barriers, the components of communication. The objectives of this course are to describe the types of communication and to differentiate from a variety of social functions including greetings, introductions and farewells, making and responding to requests, suggestions, invitations and apologies, conducting simple transactions in shops</p>

		and offices, asking for and giving directions, etc. It also intends to help the students to Illustrate the daily routines in a series of simple phrases and sentences. They will also be able to categorize the form and function of the basic official correspondences and evaluate formal and informal writings, preparing reports, letters, memorandum, notices, agenda, minutes etc. They will get a wholesome understanding of the communication process and will formulate the rationale of descriptive, narrative, expository and argumentative writing.
4	<b>Course name: Creative Writing Skill</b> <b>Course code: ENG-VAC-18-4-CWS</b>	<b>Objectives and outcomes:</b> <p>Discussion on creative writing has been done with a view to wheting the penchant for writing essays, stories, one-act plays, jokes and barlesques among the students. This pragmatic creative writing course has been designed to help the students to formulate their own ideas of Fiction, Creative Nonfiction, Poetry, and Drama and other writing forms. The course teaches students to form a storyline, form plots &amp; subplots, and build a sequence through using their creativity and imagination.</p> <p>This creative writing course aims at improving students's writing by using idioms, similes, metaphors, dialogues, etc. The overall intention of creative writing course is just to familiarize students with the techniques of writing. Gradually, the learners develop their creative writing skills and demonstrate the professional habits of creative writers.</p>
5	<b>Course name: Business English</b> <b>Course Code: ENG-VAC-18-5-BE</b>	<b>Objectives and outcomes:</b> <p>This course intends to acquaint students with the usage of English for business purposes. Learning Business English will help the students in reviewing, editing, proof reading, anchoring and in many other similar fields. Along with written purpose, English language is necessary in business fields. The main motif of business English is to carry the message across and to reach agreement. Therefore, there is a need to introduce the students to business-oriented vocabulary and skills. This paper aims at achieving these goals.</p>
6	<b>Course name: English Language in relation to other Branches of Studies</b> <b>Course Code: ENG-VAC-19-6-ELOBS</b>	<b>Objectives and outcomes:</b> <p>This course intends to introduce the students to the uses of English language in non-language subjects. Improvement of specific vocabulary related with different subjects is sought to be learnt in this course. For vernacular medium students, this course is essentially an enriching one to improve their grasp on the given subjects. Its primary intention is to present a correlation between various subjects through the English language.</p>
7	<b>Course Name: Language and Linguistics</b> <b>Course code: ENG-VAC-19-7-LL</b>	<b>Obectives and outcomes:</b> <p>This paper seeks to introduce students to Linguistics as the scientific study of language and to familiarise them with its different branches as well as key concepts. It will also acquaint students with the different levels of language organisation. The emphasis will be on the organisation of the English language and its uses in the society by different sections of people. It will help the students to determine the morpho-phonemic properties of human speech sounds and to classify the phonemic inventory of the English Language and categorize the human speech sounds. It will enable the students to assess the</p>

		word relations pertaining to different languages and to create language models to identify linguistic structures by integrating the morpho-syntactic properties of different languages.
8	<b>Name of the course:</b> <b>Translation Studies</b> Course code: <b>ENG-VAC-20-8-TS</b>	<b>Objectives and outcomes:</b> This paper introduces the students to the translation studies which has become a popular genre in the 21 <sup>st</sup> century. Meaning, objectives, grammar, tradition of translation along with the translations of poetry, prose and its place in comparative literature is studied in this course. A few important translations of important works along with the demerits of translation are included. It is intended that by the end of this course, the students will understand the various patterns of translation.
9	<b>Course name: MYTH IN LITERATURE</b> Course code: <b>ENG-VAC-20-9-ML</b>	<b>Objectives and outcomes:</b> This course introduces the students to different myth in English literature. The myths that are referred to in the literature course are covered in this syllabus. The objectives of this paper are to remember some of the recurrent classical myths in literature. It will help the students to understand that myths have strong metaphoric function, to understand how the application of the myth in the select texts throws more light in understanding the complex ideas therein, to co-relate the original story in the myth to the story in the corresponding literature, to rate the potentiality of the myth in leveraging literary ideas and to adopt the myth as vehicle of thought in creative writings.
10	<b>Course name: Review of Poetry</b> Course code: <b>ENG-VAC-21-10-RP</b>	<b>Objectives and outcomes:</b> This course is introduced in order to improve students' ability to read and understand poetry. In this course, the students will be taught to provide highly personal interpretation of poem, describe the symbolic meaning of the words, phrases and images presented in the poem. A review is an exchange of impressions about something. It is designed to enable the students to express the impressions made by poetry in their imaginations. The students will learn to analyse various historical poems as well as locate literary devices found within these poems.

## **DEPARTMENT OF HISTORY : (BA-HISTORY)**

### **PROGRAMME OUTCOME:**

To develop the competencies of the students on different field of day to day life issues and challenges and being a subject of social science, history has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and tradition of their own country and the others.

**PROGRAMME SPECIFIC OUTCOME:-**

History is also helpful for those who are preparing for APSC and SSC. A history student may choose his or her career in journalism or any other editorial board. They may get job in museum, archives and libraries. Beside those, in the field of research and archaeology they may proceed.

**SESSION: 2016-17 TO 2018-19**

**COURSE OUTCOME: (NON-CBCS) MAJOR COURSE:-**

<b>COURSE NAME</b>	<b>OUTCOMES</b>
<b>Introduction to History</b> <b>Paper: 1.01(Credits-8)</b> <b>(Major Course)</b>	1.Student will learn about the history of history writing from the time of greek tradition. 2.Student will learn the difference sources of History and distinguish between primary and secondary source 3.Student will learn different branches of History Student will be aware of historical tradition outside the West. 4.The paper will also teach the importance of evidence and facts in History while questioning the objectivity in History. 5.To acquire knowledge about the concept of discipline and freedom.
<b>History of India (upto 300 AD)</b> <b>Paper: 1.02(Credits-8)</b> <b>(Major Course)</b>	1.Student will learn pre history of India Student will learn process of urbanisation in ancient India. 2.The paper will focus on the Aryan expansion and social change. 3.Student will learn the importance of Iron and the associated socio-economic change in the Gangetic basin and the emergence of an empire Student will learn international trading networks of India. 4.Students will learn about ancient historical stories .
<b>History of India (300AD – 1200 AD)</b> <b>Paper: 2.01 (Credits-8)</b> <b>(Major Course)</b>	1.Student will learn about the fall of an empire and the growth of feudalism (?) 2.Decentralisation of power, land grants, decline of trade and commerce will be the focus of the paper. 3.Student will learn about the growth of regional powers and India's contact with the outside world.
<b>History of Ancient Civilisation of the World</b> <b>Paper: 2.02 (Credit-8)</b> <b>(Major Course)</b>	1.Proposes the idea that humankind as a whole has a history to be investigated. 2.Focuses on the social formations in the ancient world. 3.Looks at different ancient cultures not associated with each other 4.Studies the ancient state formation and the ideology of the governance.
<b>India under the Turk - Afghans</b> <b>Paper- 3.01 (Credits-8) (Major Course)</b>	1) Understanding of Delhi Sultanate. 2) Economy and administration under the sultanate Socio-cultural change. 3) Relationship with the South India.
<b>History of Assam (5th century AD to 1228)</b> <b>in Education Paper: 3.02 (Credits-8)</b> <b>(Major Course)</b>	1) The major dynasties of ancient Assam. 2) Student will learn the socio-economic and political condition of ancient Assam. 3) Students will learn about the History of Assam is the

	<p>history of a confluence of people from the east, west, south and the north; the confluence of the Austroasiatic, Tibeto-Burman (Sino-Tibetan), Tai and Indo-Aryan cultures.</p> <p>Although invaded over the centuries, it was never a vassal or a colony to an external power until the third Burmese invasion in 1821, and, subsequently, the British ingress into Assam in 1824 during the First Anglo-Burmese War.</p>
<b>India under the Mughals</b> <b>Paper : 4.01 (Credits-8) (Major Course)</b>	<p>1) Student will learn about the Mughal rulers, administration and art and architecture.</p> <p>2) Student will learn India's vibrant economic.</p> <p>3) Growth under the Mughals.</p> <p>4) Identify cultural synthesis Advent of the Europeans.</p>
<b>History of Europe (1453-1789)</b> <b>Paper: 4.02 (Credits-8) (Major Course)</b>	<p>1) Describe the rise of the modern world.</p> <p>2) The growth of mercantilism and the Absolutist state.</p> <p>3) The power struggle in Europe.</p>
<b>India under the EIC</b> <b>Paper : 5.01 (Credits-6) (Major Course)</b>	<p>1) The establishment of EIC and its expansion in India.</p> <p>2) The struggle between England and France over Indian territories.</p> <p>3) The early resistance.</p> <p>4) The revolt of 1857.</p>
<b>History of Assam (1228 to 1826)</b> <b>Paper: 5.02 (Credits-6) (Major Course)</b>	<p>1) Student will learn about the Ahom rule in Eastern Assam and the Koch rule in Western Assam.</p> <p>2) The economic changes brought about by the Ahoms.</p> <p>3) The Ahom – Mughal conflict will be an interesting area of study.</p>
<b>History of Europe (1789 -1870)</b> <b>Paper : 5.03 ( Credit – 6 )</b> <b>(Credits-6) (Major Course)</b>	<p>1) Student will learn about the French Revolution.</p> <p>2) The fall of monarchy.</p> <p>3) The end of feudalism.</p> <p>4) The growth of capitalism.</p> <p>5) Industrial revolution and its relation to colonialism.</p>
<b>History of Science and Technology in Pre Colonial India and Pedagogy Paper: 5.04 (Credits-6) (Major Course)</b>	<p>1) Identify the stone tool technology.</p> <p>2) The importance of metal like Bronze and Iron in human history.</p> <p>3) The ancient Indian contributors toward science.</p> <p>4) The technological innovation in Medieval India.</p>

<b>History of Great Britain(1485-1820)</b> <b>Paper: 5.05 (Credits-6) (Major Course)</b>	1) Understanding Medieval England. 2) Student will learn England under the Tudors and Stuarts.
<b>History of China (1838-1949)</b> <b>Paper: 5.06 (Credits-6) (Major Course)</b>	1) Student will learn different phases of colonialism in China. 2) The secret societies and its attempt to overcome colonialism and feudalism in China. 3) Student will learn formation of Nationalist and communist parties in China. 4) China's Independence.
<b>India under the Crown</b> <b>Paper: 6.01 (Credits-6) (Major Course)</b>	1) Student will learn colonialism in India. 2) British consolidation in India through administrative measures. 3) Growth of nationalism in India in late 19th century National Movement.
<b>History of Assam (1826-1947)</b> <b>Paper: 6.02 (Credits-6) (Major Course)</b>	1) Student will learn about the consolidation of British power in Assam. 2) Waste land grants and tea plantation in Assam. 3) Resistance against the British. 4) National movement in Assam.
<b>History of Europe (1871-1945)</b> <b>Paper: 6.03 (Credits-6) (Major Course)</b>	1) The Anglo-France rivalry. 2) Student will learn about the fragile balance of power in Europe. 3) The world wars and its devastating effect Fascism and its populist agenda.

<b>World since 1945</b> <b>Paper: 6.04 (Credits-6) (Major Course)</b>	1) Student will learn about the Cold war. 2) The impact of cold war in the world. 3) South Africa and China after Independence.
<b>History of Japan (1853-1941)</b> <b>Paper: 6.05 (Credits-6) (Major Course)</b>	1) Student will learn about how Japan escaped colonialism through modernisation under the Meiji rule. 2) The growth of militarism in Japan. 3) Japan's colonial expansion and its role in World War. 4) The modernization of these two countries will show how they developed themselves in the modern scenario and became a developed country
<b>Project</b> <b>Paper: 6.06 (Credits-6) (Major Course)</b>	1) Student will learn collection of data and facts. 2) Student will learn methods of presentation in History. 3) Student will learn about citing sources. 4) Student will learn about preparing bibliography. 5) Student will learn about presenting the findings and drafting a dissertation.

#### **COURSE OUTCOME: (NON-CBCS) GENERAL COURSE :-**

<b>Early India up to 1200 A.D.</b> <b>Paper: 1.01 (Credits-6) (General Course)</b>	1) Students will learn the major traits of early medieval India. 2) The course has been designed in such a manner that a student can get a clear idea about the conception of Indian feudalism, rise of different regional powers along with their struggle and the coming of Islam to India.
<b>Early Assam up to 1228 A.D.</b> <b>Paper: 2.02 (Credits-6) (General Course)</b>	1) Students will learn general outline of the history of assam from the earliest times to the advent of the Ahoms in the 13 <sup>th</sup> century. 2) Students will be acquainted with major stages of developments in the political , social and cultural history of Assam during the early times.

<p><b>History of India (1206-1526)</b>  <b>Paper: 3.03 (Credits-6)</b>  <b>(General Course)</b></p>	<p>1)It will provide a clear idea to the students about the history of Sultanate from its establishment and consolidation to its disintegration and fall.</p> <p>2)The medieval Sultanate period of Indian history is reflected in this curriculum. Students will also be able to gather ideas on different regional powers and the socioeconomic and cultural aspects during the period from 1206 A.D. to 1526 A.D.</p>
<p><b>History of Assam (1228-1826)</b>  <b>Paper: 3.04 (Credits-6)</b>  <b>(General Course)</b></p>	<p>1) <b>Students will learn</b> The Ahom dynasty ruled Assam and parts of North East India for nearly 598 years (1228-1826). The dynasty was established by Sukaphaa, a Shan prince of Mong Mao who came to Assam after crossing the Patkai mountains.</p> <p>2) Ahom–Mughal conflicts refer to the period between the first Mughal attack on the Ahom kingdom in 1615 and the final Battle of Itakhuli in 1682. The intervening period saw the fluctuating fortunes of both powers and the end of the rule of Koch Hajo.</p> <p>3) Colonial Assam (1826 ) <b>he signing of the Treaty of Yandabo and Independence of India</b> when Assam was under the British colonial rule.</p>
<p><b>History of India (1526-1757)</b>  <b>Paper: 4.05 (Credits-6)</b>  <b>(General Course)</b></p>	<p>1)It will provide a clear idea to the students about the history of Mughal Empire from its establishment and consolidation to its disintegration</p> <p>2)Basically a large part of medieval Mughal period of Indian history is reflected in this curriculum. Students will also be able to gather ideas on different regional powers and the administrative, socio-economic and cultural aspects during the period from 1526 A.D. to 1757 A.D.</p>
<p><b>History of Europe (1453-1815)</b>  <b>Paper: 4.06 (Credits-6)</b>  <b>(General Course)</b></p>	<p>1)This course will help students to have the ideas about major trends of Modern Europe.</p> <p>2)This curriculum teaches three major areas – (i) Familiarity with aspects of French Revolution from 1789 A.D. to 1830 A.D. and 1848 A.D., (ii) Major political events up to Balkan Nationalism, (iii) Society and economy in 19th century Europe.</p>



<b>History of India (1757-1857)</b> <b>Paper: 5.07 (Credits-6)</b> <b>(General Course)</b>	<p>1) The students will incorporate ideas about early modern India.</p> <p>2) This curriculum teaches certain major areas – (i) Familiarity with aspects of Modern India, (ii) Emergence of regional powers after the downfall of Mughals, (iii) British Company's territorial expansion in India and its administration, economic and social policies, (iv) Effects and response to colonial rule.</p>
<b>History of Europe (1815-1945)</b> <b>Paper: 5.08 (Credits-6)</b> <b>(General Course)</b>	<p>1) This course covers major themes in Europe and global history during 20th century.</p> <p>2) It begins with a Europeanised world in the aftermath of the First World War and concludes with a multipolar world of the new millennium. The course module gives importance on the events of the century- World War I; the totalitarian state of Nazi Germany &amp; Stalinist Russia; World War II; Cold War between super powers; decolonization in Asia &amp; Africa &amp; the foundation of U.N.O. The focus will concern two major themes – the major ideologies of the century (liberalism, republicanism, fascism, communism and post 1989 neo-liberalism) and the global and imperial reconfiguration of the world power.</p>
<b>History of India (1857-1947)</b> <b>Paper: 6.09 (Credits-6)</b> <b>(General Course)</b>	<p>1) This course presents some important aspects of a complex, highly diverse India that is also witnessing unprecedented changes since its independence in 1947 from Britain.</p> <p>2) The modules revolve around social dimensions of change, political democracy, economic transition from state to market, gender, caste, India's economic and political globalization and changing world view.</p>
<b>History of Assam (1826-1947)</b> <b>Paper: 6.10 (Credits-6)</b> <b>(General Course)</b>	<p>1) Colonial Assam (1826–1947) refers to the period of History of Assam between <b>the signing of the Treaty of Yandabo and Independence of India</b> when Assam was under the British colonial rule. ... The legislature and political alignments that evolved by the end of the British rule continued in the post Independence period.</p> <p>2) Colonial Assam (1826–1947) refers to the period of History of Assam between <b>the signing of the Treaty of Yandabo and Independence of India</b> when Assam was under the British colonial rule. ... The legislature and political alignments that evolved by the end of the British rule continued in the post Independence period.</p>

**COURSE OUTCOME: (CBCS) MAJOR COURSE :-**

<b>History of India-I</b> <b>Paper: HC-1016 (CBCS Course)</b>	<p>1) Students will develop a crucial understanding of major traditions and ideas in the field of Indian History and will also acquire preliminary knowledge of Archaeology.</p> <p>2) The course has been designed in such a manner that a student can get a clear idea about Indian physical geography and antiquity of our civilization. It also denotes the values, tradition of our ancestry. 2. Students will explore and understand the historical development.</p> <p>3) After completing this course students are expected to have a fair knowledge about the prehistory, protohistory and the sources of Ancient Indian History.</p> <p>4) After the completion of this course, the students will have a fair idea about the different aspects of the ancient history of Mesopotamia and Egypt.</p>
<b>Social Formations and Cultural Patterns of the Ancient World.</b> <b>Paper: HC-1026 (CBCS Course)</b>	<p>1) This paper introduces students to the various structural transitions 'society' passed through from the dawn of history. Starting from the evolution of humans, 'Social Formations' traces the history of early humanoids to the present '<i>homo sapien sapiens</i>'. It explores the beginnings of cultural organizations and patterns of social interactions focusing on the importance of tool-making, the beginning of language and art (cave/rock art), the technique of working with metals such as copper, bronze and iron. Students delve deeper into how these rudimentary practices, later evolved into some of the world's earliest civilizations, for example, the Mesopotamian civilization, the Egyptian civilization and the Greek and Roman civilizations.</p> <p>2) The first part deals with both the biological/scientific and cultural evolution of the <i>Homo sapien sapiens</i> from the Primates. The three Stone ages and significant transformations during this period, such as the emergence of agriculture and animal husbandry and generation of surplus during the Neolithic period; making way for the emergence of the Old World Civilizations of Mesopotamia, Egypt and China are explained. Lastly, the advent of iron, its discovery and various debates and theories regarding its origin are discussed.</p>

<b>History of India-II</b> <b>Paper: HC-2016 (CBCS Course)</b>	<p>1) They can learn about the economic transformation of India during this period. They can understand the rise of Indian feudalism and evolution of the political structures of early-medieval north and south India. They can get a thorough idea of rise of ancient Indian empire. They can learn how the early Indian society, culture, religion and agrarian structures was transformed at the advent of the Islam. power of medieval India. They will achieve knowledge about the religious and cultural changing scenarios after the advent of the Islam in India. They will gather knowledge how the Sultanate of Delhi had established in 1206.</p>
<b>Social Formations and Cultural Patterns of the Medieval World</b> <b>Paper: HC-2026 (CBCS Course)</b>	<p>1) Student can learn about the religion, culture, literature and philosophy of the ancient Roman civilization. As well as they will acquire knowledge, how the crises of the Roman Empire. They will acquire knowledge how the economic, social and religious development had made during the medieval European society. They can learn about the socio-economic and political condition of the feudal organization of production, town's formation, trade and commerce, technological developments and crisis of feudalism in Europe. They will learn about Judaism and Christianity under Islam.</p>
<b>History of India-III (c. 750-1206)</b> <b>Paper: HC-3016 (CBCS Course)</b>	<p>1) They will learn how to rise &amp; Growth of the Gupta's Empire in ancient India and to raise regional Kingdoms in different parts of India after downfall of the Empire. They can acquire knowledge towards the society, economy and culture in early medieval India. They can gather knowledge towards the Arabs conquest of Northern part of India from this paper. They will achieve knowledge about the religious and cultural changing scenarios after the advent of the Islam in India; especially impact bhakti cult and Tantrism. They will gather knowledge how the Sultanate of Delhi had established in 1206.</p>

<b>Rise of the Modern West-I</b> <b>Paper: HC-3026 (CBCS Course)</b>	<p>1) Students of history will learn about the rise of the modern west world and transition the society and economy from feudalism to capitalism. They will learn how to rise of Renaissance in Italy and spread of humanism in Europe and results of the European Reformation in the 16th century and Shift of economic balance from the Mediterranean to the Atlantic, Commercial Revolution, Influx of American silver and the Price Revolution. They gathered knowledge towards the emergence of European state system like Spain, France, and England etc.</p>
<b>History of India IV (c.1206-1550)</b> <b>Paper: HC-3036 (CBCS Course)</b>	<p>1) Students will will learn about the foundation, expansion and consolidation of the Sultanate of Delhi and also to the downfall of the Delhi Sultanate. They will learn towards the emergence of provincial dynasties &amp; Consolidation of regional identities like, Bahamani, Vijayanagar and Bengal. They also acquire the knowledge about the Changing scenarios of the urban and rural societies after consolidation of the rule of the Sultanate of Delhi. They can learn about the activities of Delhi Sultanate i.e., revenue systems monetization, market regulations, growth of urban centers, trade and commerce, Indian Ocean trade etc. Students can get the idea of religious syncretism; rise of Sufi and Bhakti and their impact on Indian society.</p>
<b>Rise of the Modern West-II</b> <b>Paper: HC-4016 (CBCS Course)</b>	<p>1) History students will learn about the European crisis of economic, social and political dimensions as well as the English Revolution, major issues like political and intellectual currents in 17th century. They will learn about the rise of modern science in relation to European society by the Renaissance and the European politics in the 18th century like parliamentary monarchy, patterns of Absolutism in Europe and prelude to the Industrial Revolution in England and other European countries.</p>

<b>History of India-V (c. 1550-1605)</b> <b>Paper: HC-4026 (CBCS Course)</b>	1) They acquire knowledge towards the Turkey's invasion & Struggle for Empire in North-Western India and foundation of the Mughal Rule in India. Students will learn about the Mughal Indian society, economy and culture after consolidation of the Mughal rule India.
<b>History of India-VI (c. 1605-1750)</b> <b>Paper: HC-4036 (CBCS Course)</b>	1) They will learn from this course about the consolidation and expansion of the Mughal empire and how far it has changed its character during the reign of Aurangzeb. They can understand the roots of the fall of Mughal empire as well. They will square knowledge on visual culture of this times. At the end of this course they will understand the features of 18th century India.
<b>History of Modern Europe - I (c. 1780-1939)</b> <b>Paper: HC-5016 (CBCS Course)</b>	1) They will learn about the French Revolution and its impact of European countries. Unity and power makes people to strength which has showed in the French revolution in 1789. How the Industrialization had occurred and it's affected on socio economic transformation of Europe. They will know about the politics of super power among the European countries. How the sense regarding the nationalism and unification had developed among the European countries on eve of the 2nd world war. Students can understand about the rise of imperialism and how far German imperialism was responsible for the first and second world war. They will know about the Bolshevik revolution and the politics between two world war.
<b>History of India-VII (c. 1750-1857)</b> <b>Paper: HC-5026 (CBCS Course)</b>	1) Students of history will learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's absolute power in India. They can understand about the colonial nature of state during 200 years rule of the British power in this land. They can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India. They will understand how the company's economic exploitation made Indian revolutionary against the British rule. That ultimately paved the background of the Great Revolt of 1857.

<p><b>Elective: Discipline Specific (DSE)</b>  <b>History of Assam upto c. 1228</b>  <b>Paper: HE-5016 (CBCS Course)</b></p>	<p>1) Students will learn about the History of Assam is the history of a confluence of people from the east, west, south and the north; the confluence of the Austroasiatic, Tibeto-Burman (Sino-Tibetan), Tai and Indo-Aryan cultures. Although invaded over the centuries, it was never a vassal or a colony to an external power until the third Burmese invasion in 1821, and, subsequently, the British ingress into Assam in 1824 during the First Anglo-Burmese War.</p> <p>2) The major dynasties of ancient Assam.</p> <p>3) Student will learn the socio-economic and political condition of ancient Assam.</p>
<p><b>Elective: Discipline Specific (DSE)</b>  <b>History of Assam (c. 1228-1826)</b>  <b>Paper: HE-5026 (CBCS Course)</b></p>	<p>1) <b>Students will learn</b> The Ahom dynasty ruled Assam and parts of North East India for nearly 598 years (1228-1826). The dynasty was established by Sukaphaa, a Shan prince of Mong Mao who came to Assam after crossing the Patkai mountains.</p> <p>2) <b>Ahom–Mughal</b> conflicts refer to the period between the first Mughal attack on the Ahom kingdom in 1615 and the final Battle of Itakhuli in 1682. The intervening period saw the fluctuating fortunes of both powers and the end of the rule of Koch Hajo.</p> <p>3) Colonial Assam (1826 ) <b>he signing of the Treaty of Yandabo and Independence of India</b> when Assam was under the British colonial rule.</p>
<p><b>History of India-VIII (c. 1857-1950)</b>  <b>Paper: HC-6016 (CBCS Course)</b></p>	<p>1) Students can acquire vast knowledge on local rebellion and movements like the Indigo rebellion, the Deccan Riots, the growth of the new middle class; the age of associations, the Aligarh movement, the Arya and the Prarthana Samaj aftermath of 1857. They will learn the real historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905. They can acquire knowledge how to rise of Gandhis power in Indian politics and his activities towards the freedom like, Rowlatt Satyagraha, Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement. They also learn how to raise communal politics and opposition politics on the eve of the freedom movement in India and aftermath of partition in India.</p>
<p><b>History of Modern Europe- II (c. 1780-1939)</b>  <b>Paper: HC-6026 (CBCS Course)</b></p>	<p>1) This course covers major themes in Europe and global history during 20th century.</p> <p>2) It begins with a Europeanised world in the aftermath of the First World War and concludes with a multipolar world of the new millennium. The course module gives importance on the events of the century- World War I; the totalitarian state</p>

	of Nazi Germany & Stalinist Russia; World War II; Cold War between super powers; decolonization in Asia & Africa & the foundation of U.N.O. The focus will concern two major themes – the major ideologies of the century (liberalism, republicanism, fascism, communism and post 1989 neo-liberalism) and the global and imperial reconfiguration of the world power.
<b>Elective: Discipline Specific (DSE)</b> <b>History of Assam (c. 1826-1947)</b> <b>Paper: HE-6016 (CBCS Course)</b>	1) Colonial Assam (1826–1947) refers to the period of History of Assam between the signing of the Treaty of Yandabo and Independence of India when Assam was under the British colonial rule. ... The legislature and political alignments that evolved by the end of the British rule continued in the post Independence period. 2) Colonial Assam (1826–1947) refers to the period of History of Assam between the signing of the Treaty of Yandabo and Independence of India when Assam was under the British colonial rule. ... The legislature and political alignments that evolved by the end of the British rule continued in the post Independence period.
<b>Elective: Discipline Specific (DSE)</b> <b>Assam since Independence</b> <b>Paper: HE-6026 (CBCS Course)</b>	1) Students will learn about Assam since Indian independence. ... In 1970, in response to the demands of the tribal peoples of the Meghalaya Plateau, the districts embracing the Khasi Hills, Jaintia Hills, and Garo Hills were formed into an autonomous state within Assam, and in 1972 it became a separate state under the name of Meghalaya.

#### **COURSE OUTCOME: (CBCS) REGULAR COURSE:-**

<b>History of India from Earliest Times up to c. 1206</b> <b>Paper: RC- 1016 (CBCS Course)</b>	1) Goal – Students will learn the major traits of early medieval India. 2) The course has been designed in such a manner that a student can get a clear idea about the conception of Indian feudalism, rise of different regional powers along with their struggle and the coming of Islam to India.
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<p><b>Early Assam upto c.1228</b>  <b>Paper: RC- 2016 (CBCS Course)</b></p>	<p>1) Students will learn about the History of Assam is the history of a confluence of people from the east, west, south and the north; the confluence of the Austroasiatic, Tibeto-Burman (Sino-Tibetan), Tai and Indo-Aryan cultures. Although invaded over the centuries, it was never a vassal or a colony to an external power until the third Burmese invasion in 1821, and, subsequently, the British ingress into Assam in 1824 during the First Anglo-Burmese War.</p> <p>2) The major dynasties of ancient Assam.</p> <p>3) Student will learn the socio-economic and political condition of ancient Assam.</p>
<p><b>History of India from c. 1206 to 1757</b>  <b>Paper: RC- 3016 (CBCS Course)</b></p>	<p>1)Students of history will learn about the foundation, expansion and consolidation of the Sultanate of Delhi and also to the downfall of the Delhi Sultanate. They will learn towards the emergence of provincial dynasties &amp; Consolidation of regional identities like, Bahamani, Vijayanagar and Bengal. They also acquire the knowledge about the Changing scenarios of the urban and rural societies after consolidation of the rule of the Sultanate of Delhi. They can learn about the activities of Delhi Sultanate i.e., revenue systems monetization, market regulations, growth of urban centers, trade and commerce, Indian Ocean trade etc. Students can get the idea of religious syncretism; rise of Sufi and Bhakti and their impact on Indian society.</p> <p>SEMESTER-IV CC -VIII : Rise of Modern West – II History students will learn about the European crisis of economic, social and political dimensions as wel.</p>

<p><b>Elective: Discipline Specific (DSE)</b>  <b>History of Assam (c. 1228- 1826)</b>  <b>Paper: RC- 4016 (CBCS Course)</b></p>	<p>1)<b>Students will learn</b> The Ahom dynasty ruled Assam and parts of North East India for nearly 598 years (1228-1826). The dynasty was established by Sukaphaa, a Shan prince of Mong Mao who came to Assam after crossing the Patkai mountains.</p> <p>2) Ahom–Mughal conflicts refer to the period between the first Mughal attack on the Ahom kingdom in 1615 and the final Battle of Itakhuli in 1682. The intervening period saw the fluctuating fortunes of both powers and the end of the rule of Koch Hajo.</p> <p>3) Colonial Assam (1826 ) he signing of the Treaty of Yandabo and Independence of India when Assam was under the British colonial rule.</p>
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<p><b>Elective: Discipline Specific (DSE)</b>  <b>History of India ( c. 1757 - 1947)</b>  <b>Paper: RE- 5016 (CBCS Course)</b></p>	<p>1) Students will learn the history of independent India began when the country became an independent nation within the British Commonwealth on 15 August 1947. Direct administration by the British, which began in 1858, affected a political and economic unification of the subcontinent. When British rule came to an end in 1947, the subcontinent was partitioned along religious lines into two separate countries—India, with a majority of Hindus, and Pakistan, with a majority of Muslims.[1] Concurrently the Muslim-majority northwest and east of British India was separated into the Dominion of Pakistan, by the partition of India. The partition led to a population transfer of more than 10 million people between India and Pakistan and the death of about one million people. Indian National Congress leader Jawaharlal Nehru became the first Prime Minister of India, but the leader most associated with the independence struggle, Mahatma Gandhi, accepted no office.</p>
<p><b>Elective: Generic (GE)</b>  <b>History of Europe (c. 1648 – 1870)</b>  <b>Paper: RC- 5016 (CBCS Course)</b></p>	<p>1) This course will help students to have the ideas about major trends of Modern Europe.  2) This curriculum teaches three major areas – (i) Familiarity with aspects of French Revolution from 1789 A.D. to 1830 A.D. and 1848 A.D., (ii) Major political events up to Balkan Nationalism, (iii) Society and economy in 19th century Europe.</p>
<p><b>RE-6016 History of Assam (c. 1826- 1947)</b>  <b>History of Assam (c. 1826- 1947)</b>  <b>Paper: RE- 6016 (CBCS Course)</b></p>	<p>1) Colonial Assam (1826–1947) refers to the period of History of Assam between <b>the signing of the Treaty of Yandabo and Independence of India</b> when Assam was under the British colonial rule. ... The legislature and political alignments that evolved by the end of the British rule continued in the post Independence period.  2) Colonial Assam (1826–1947) refers to the period of History of Assam between <b>the signing of the Treaty of Yandabo and Independence of India</b> when Assam was under the British colonial rule. ... The legislature and political alignments that evolved by the end of the British rule continued in the post Independence period.</p>

<b>Elective: Generic (GE)</b> <b>History of Europe (c. 1870-1939)</b> <b>Paper: RC- 6016 (CBCS Course)</b>	<p>1) This course covers major themes in Europe and global history during 20th century.</p> <p>2) It begins with a Europeanised world in the aftermath of the First World War and concludes with a multipolar world of the new millennium. The course module gives importance on the events of the century- World War I; the totalitarian state of Nazi Germany &amp; Stalinist Russia; World War II; Cold War between super powers; decolonization in Asia &amp; Africa &amp; the foundation of U.N.O. The focus will concern two major themes – the major ideologies of the century (liberalism, republicanism, fascism, communism and post 1989 neo-liberalism) and the global and imperial reconfiguration of the world power.</p>
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**COURSE OUTCOME: (CBCS) MAJOR COURSE :-Skilled Enhancement Course**

<b>Skilled Enhancement Course (SEC)</b> <b>Historical Tourism in North East India</b> <b>Paper: SE-3014 (CBCS Course)</b>	<p>1) Students will learn about Tourism Development in Northeast India: Changing Recreational Demand, Developmental Challenges and Issues associated with Sustainability.</p>
<b>Skilled Enhancement Course (SEC)</b> <b>Oral Culture and Oral History</b> <b>Paper: SE-4014 (CBCS Course)</b>	<p>1) Oral history is the collection and study of historical information about individuals, families, important events, or everyday life using audiotapes, videotapes, or transcriptions of planned interviews. These interviews are conducted with people who participated in or observed past events and whose memories and perceptions of these are to be preserved as an aural record for future generations. Oral history strives to obtain information from different perspectives and most of these cannot be found in written sources. Oral history also refers to information gathered in this manner and to a written work (published or unpublished) based on such data, often preserved in archives and large libraries. Knowledge presented by Oral History (OH) is unique in that it shares the tacit perspective, thoughts, opinions and understanding of the</p>

	interviewee in its primary form.
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**DEPARTMENT OF POLITICAL SCIENCE**  
**2016-2017, 2017-2018, 2018-2019 (NON CBCS)**

<b>COURSE</b>	<b>OUTCOMES</b>
<b>SEMESTER I POLITICAL THEORY-1</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To understand and have conceptual clarity about political theory.  <b>CO2:</b> To connect the concept like power, authority and legitimacy to understand the pattern of execution of power, its validity and rationality  <b>CO3:</b> To acquaint with basic idea about different trends and approaches of political theory with highlighting the changing nature of political theory and emergence of new school of thought in the discipline.  <b>CO4:</b> To connect the concept like power, authority and legitimacy to understand the pattern of execution of power, its validity and rationality.</p>
<b>POLITICS IN INDIA-1</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To provide knowledge about constitution and its evolution.  <b>CO2:</b> This course acquaints students with the constitutional design of state structures and institutions, and their actual working.  <b>CO3:</b> To make the students aware about basic structure of the constitution and its relevance.  <b>CO4:</b> To acquaint them with the role of judiciary in India with highlighting issues and challenges.</p>
<b>SECOND SEMESTER POLITICAL THEORY- II</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To provide guidance to understand the concept of democracy and its application in reality by looking into from different perspective.</p>

	<p><b>CO2:</b> To understand the idea of development from different perspective and its applicability.</p> <p><b>CO3:</b> To make the students aware about the idea of multiculturalism and its relation to the idea of justice.</p> <p><b>CO4:</b> To understand them the various concepts in political theory and appreciate how they can be helpful to analyze crucial political issues.</p> <p><b>CO5:</b> To prompt student to consider new way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us.</p>
<b>POLITICS IN INDIA-II</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To provide knowledge on the centre- state relation and its application in Indian federal structure.</p> <p><b>CO2:</b> To make them aware about the party system in India with highlighting the functioning and structure of major parties in India.</p> <p><b>CO3:</b> To impart knowledge about the election system in India with analyzing different mode of election.</p> <p><b>CO4:</b> To analyze new challenges to the idea of national integration of India with focusing on topics like terrorism, casteism and regionalism.</p>
<b>THIRD SEMESTER PAPER 1- INTERNATIONAL RELATIONS –I</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To understand the meaning of international relations and its nature and scope by highlighting its differences with international politics.</p> <p><b>CO2:</b> To analyze new issues in international relations and its impact on International order.</p> <p><b>CO3:</b> To have basic idea about different approaches to the study of international relation and tries to analyze the present order from the perspective of those approaches.</p> <p><b>CO4:</b> To analyze and explain the history of international politics and its current form.</p> <p><b>CO5:</b> To have conceptual clarity of basic concepts of international relations, its usages and relevance.</p>
<b>PAPER 2- PUBLIC ADMINISTRATION-I</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To acquaint the students with the basic concept of administration</p> <p><b>CO2:</b> To understand the foundation, philosophy and historical background of Public Administration as a discipline.</p> <p><b>CO3:</b> To get the knowledge of various principles of Organization.</p> <p><b>CO4:</b> To familiarize the theoretical foundations of administration by various classical social scientists' views.</p>
<b>FOURTH SEMESTER PAPER 1 – INTERNATIONAL RELATIONS-II</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> Understanding the basic concept of International relations.</p> <p><b>CO2:</b> To make them familiar with United Nations and its structure, functions and reforms.</p> <p><b>CO3:</b> To make them aware about the issue of security and its impact on the world politics with highlighting concepts like disarmament, arms control, nuclear non-proliferation.</p> <p><b>CO4:</b> To understand them about global economy and its impact on world politics.</p>

	<b>CO5:</b> To impart knowledge about global economic institutions and its role and functions in global politics.
<b>PAPER 2 – PUBLIC ADMINISTRATION –II</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To understand the concept of Personnel Administration and its various processes.</p> <p><b>CO2:</b> To get the knowledge of financial administration and the budgetary process</p> <p><b>CO3:</b> To familiarize with the controlling mechanisms of administrative system in India</p> <p><b>CO4:</b> To acquaint the knowledge on bureaucracy and its challenges in India</p>
<b>FIFTH SEMESTER PAPER 1- WESTERN POLITICAL THINKERS</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> The course focus on the emergence of political thought which help the students to have a historical understanding of the political thought.</p> <p><b>CO2:</b> The course encompasses the Greek political thought to enlighten the emergence of political structures.</p> <p><b>CO3:</b> It explores the changing trends of political thought along with the time and emergence of new political theories.</p> <p><b>CO4:</b> It tries to understand the classical and positive liberalism along with Marxian thinkers and Marxian perspective.</p> <p><b>CO4:</b> The course will enable the students to have proper idea on political thought which will help them to build their moral behaviour and in long run help in all competitive examinations.</p>
<b>PAPER 2- SELECTCONSTITUTIONS- I</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> Students will be able to understand the importance of constitutions;</p> <p><b>CO2:</b> This paper is an integral part of public services examinations.</p> <p><b>CO3:</b> Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.</p> <p><b>CO4:</b> To evaluate the working of world constitution by emphasizing on the role of political parties of different nations such as USA, U.K.</p> <p><b>CO5:</b> To critically compare constitution of USA and UK.</p>
<b>PAPER 3A- POLITICS IN NORTH-EAST INDIA- I</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> The course enables the students to have knowledge of Northeast India.</p> <p><b>CO2:</b> It will enrich the knowledge of the students to understand colonial policy and people's resistance against that.</p> <p><b>CO3:</b> This course helps understanding the changing political structure in Northeast India.</p> <p><b>CO4:</b> The course will enable the students to have proper understanding and knowledge on different issues and problems of Northeast India.</p>
<b>PAPER 3 B- GENERAL SOCIOLOGY –I</b>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To understand them about the meaning and nature of sociology and its relationship with other branches of social science.</p> <p><b>CO2:</b> To evaluate the study of sociology from different methods and perspectives</p>

	<b>CO3:</b> To help the students to aware about key concepts of sociology.
<b>PAPER 4A- CONTEMPORARY POLITICAL ISSUES</b>	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To provide knowledge on environment issues and concern on global level. <b>CO2:</b> To make them aware about issues like terrorism, human development and gender and its implication on global and national level
<b>PAPER 4B- WOMEN AND POLITICS</b>	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To understand the concepts of sex and gender as used in the feminist works. <b>CO2:</b> To acquaint students with feminism and their struggle for equality. <b>CO3:</b> To bring awareness the historical perspective of women's struggle for the development of women. <b>CO4:</b> To understand the issues of women role and participation and the constitutional provision for women in India. <b>CO5:</b> To examine the social and cultural construct of Gender.
<b>PAPER 5A – RURAL LOCAL GOVERNANCE</b>	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To understand the concept, scope and importance of local government <b>CO2:</b> To acquaint the students with historical background of local government in India <b>CO3:</b> To understand the relevance of rural administration in India. <b>CO4:</b> To know about evolution of PRIs in India. <b>CO5:</b> To have idea about the relationship between local government agencies and state government. <b>CO6:</b> To impart knowledge about the types of local government in India <b>CO7:</b> To probe into the issues and challenges of local government in India
<b>PAPER 5B- POLITICAL SOCIOLOGY</b>	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To provide knowledge about the nature and definition of political sociology. <b>CO2:</b> To give conceptual clarity about the idea of political culture and its impact on society. <b>CO3:</b> To impart knowledge about the idea of socialization and its importance in society with highlighting different agencies of socialization. <b>CO4:</b> To provide knowledge on the idea of political mobility as well as focusing on its defects and value.
<b>PAPER 6A – DEMOCRACY IN INDIA- I</b>	<b>After completion of the course the students will be able-</b> <b>CO1:</b> Students will be able to understand the importance of freedom movement in India; <b>CO2:</b> Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world. <b>CO3:</b> The debates on the nature of Indian democracy will provide an important insight to the complex nature of challenges faced by the state and different public institutions.
<b>PAPER 6B – HUMAN RIGHTS</b>	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To understand the basic concept of human rights.

	<p><b>CO2:</b> Understand the concept of universalism and cultural relativism of human rights</p> <p><b>CO3:</b> Knowing the institutional arrangements and human rights Human rights of vulnerable groups and role of NGOs.</p>
<p><b>SIXTH SEMESTER</b>  <b>PAPER 1- INDIAN</b>  <b>POLITICAL THINKERS</b></p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> The course focus on the emergence of political thought which help the students to have a historical understanding of the Indian political thought.</p> <p><b>CO2:</b> The course encompasses the Indian political thought to understand the emergence of political structures and its political history.</p> <p><b>CO3:</b> It explores the changing trends of political thought along with the time and emergence of new political theories.</p> <p><b>CO4:</b> It tries to understand the emergence of Indian renaissance and thinking of the heroes of Indian nationalism.</p> <p><b>CO5:</b> The course will enable the students to have proper idea on Indian political thought to understand the structure of Indian political history which will help them to build their moral behaviour and in long run help in all competitive examinations.</p>
<p><b>PAPER 2 – SELECT</b>  <b>CONSTITUTIONS-II</b></p>	<p>The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.</p> <p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> to understand the importance of constitutions;</p> <p><b>CO2:</b> This paper is an integral part of public services examinations.</p> <p><b>CO3:</b> Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.</p>
<p><b>PAPER 3 C- POLITICS IN</b>  <b>NORTH-EAST INDIA II</b></p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> to have knowledge of Northeast India.</p> <p><b>CO2:</b> It will enrich the knowledge of the students to understand post-colonial development in Northeast India.</p> <p><b>CO3:</b> This course helps understanding the changing political structure in Northeast India.</p> <p><b>CO4:</b> The course will enable the students to have proper understanding and knowledge on different issues and problems of Northeast India.</p>
<p><b>PAPER 3D- GENERAL</b>  <b>SOCIOLOGY- II</b></p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To understand them about the meaning and nature of different concepts of sociology.</p> <p><b>CO2:</b> To evaluate the study of sociology from different methods and perspectives</p> <p><b>CO3:</b> To help the students to aware about key concepts of sociology.</p>
<p><b>PAPER 4C-</b>  <b>CONTEMPORARY</b>  <b>POLITICAL IDEOLOGIES</b></p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To interpret ideas underlying traditions in contemporary political ideologies</p> <p><b>CO2:</b> To analyze the debates and arguments of leading political ideologies of different ideological traditions</p> <p><b>CO3:</b> To appraise the relevance of contemporary political ideologies in understanding contemporary politics.</p>

<b>PAPER 4 D- WOMEN AND POLITICS IN INDIA</b>	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To provide knowledge about the status of women representation in India. <b>CO2:</b> To help the student to be informed about the status of women in different time frame in India. <b>CO3:</b> To acquaint them with contemporary issues of society as a whole and women as particular.
<b>PAPER 5 C- URBAN LOCAL GOVERNANCE</b>	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To know about urban administration and governance process in India. <b>CO2:</b> To understand the linkages of Urban bodies and state government. <b>CO3:</b> To know about financial status of urban local government. <b>CO4:</b> To have idea about problems and needs of urban local government highlighting some new constructive suggestive measures for assuring better solution of those problems. <b>CO5:</b> To have information about government's scheme and programmes and constitutional recognition to urban local government.
<b>PAPER 5D – POLITICAL SOCIOLOGY-II</b>	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To provide knowledge about the different theories of political power. <b>CO2:</b> To acquaint knowledge about the concept of political change and its impact on society. <b>CO3:</b> To analyze the issue of political development and its implications. <b>CO4:</b> To have understanding on the functioning of bureaucracy and its issues.
<b>PAPER 6C- DEMOCRACY IN INDIA- II</b>	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To understand the changing nature of democratic politics in India; <b>CO2:</b> To introduce to the federal structure of India and its functioning. <b>CO3:</b> It provides knowledge on the nature of Indian democracy, which will provide an important insight to the complex nature of challenges faced by the state and different public institutions.
<b>PAPER 6 D- HUMAN RIGHTS IN INDIA</b>	<b>After completion of the course the students will be able-</b> <b>CO1:</b> To acquaint students with the evolution of human rights in India and to explain the historical & philosophical foundations of human rights in India. <b>CO2:</b> To familiarize with fundamental rights, directive principles of state policy and its relations with human rights. <b>CO3:</b> It helps to understand the composition, powers and functions of different commissions established for the protection of human rights especially scheduled castes, scheduled tribes & minorities.
<b>PASS COURSE</b>	
<b>COURSE</b>	<b>OUTCOME</b>
<b>SEMESTER 1</b>	<b>After completion of the course the students will be able-</b>
<b>POLITICAL THEORY-1</b>	<b>CO1:</b> To enable students to understand and have conceptual clarity about political theory. <b>CO2:</b> To connect the concept like power, authority and legitimacy to



	<p>understand the pattern of execution of power, its validity and rationality</p> <p><b>CO3:</b> To acquaint the students with basic idea about different trends and approaches of political theory with highlighting the changing nature of political theory and emergence of new school of thought in the discipline.</p> <p><b>CO4:</b> To connect the concept like power, authority and legitimacy to understand the pattern of execution of power, its validity and rationality.</p>
<p>SEMESTER II</p> <p>POLITICAL THEORY- II</p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To provide guidance to understand the concept of democracy and its application in reality by looking into from different perspective.</p> <p><b>CO2:</b> To understand the idea of development from different perspective and its applicability.</p> <p><b>CO3:</b> To make the students aware about the idea of multiculturalism and its relation to the idea of justice.</p> <p><b>CO4:</b> To understand them the various concepts in political theory and appreciate how they can be helpful to analyze crucial political issues.</p> <p><b>CO5:</b> To prompt student to consider new way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us.</p>
<p>THIRD SEMESTER</p> <p>PAPER 1- INTERNATIONAL RELATIONS –I</p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To understand the meaning of international relations and its nature and scope by highlighting its differences with international politics.</p> <p><b>CO2:</b> To analyze new issues in international relations and its impact on international order.</p> <p><b>CO3:</b> To have basic idea about different approaches to the study of international relation and tries to analyze the present order from the perspective of those approaches.</p> <p><b>CO4:</b> To analyze and explain the history of international politics and its current form.</p> <p><b>CO5:</b> To have conceptual clarity of basic concepts of international relations, its usages and relevance.</p>
<p>PAPER 2-POLITICS IN INDIA-1</p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To provide knowledge about constitution and its evolution. This course acquaints students with the constitutional design of state structures and institutions, and their actual working.</p> <p><b>CO2:</b> To make the students aware about basic structure of the constitution and its relevance.</p> <p><b>CO3:</b> To acquaint them with the role of judiciary in India with highlighting issues and challenges.</p>
<p>FOURTH SEMESTER</p> <p>PAPER 1 – INTERNATIONAL RELATIONS-II</p>	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> Understanding the basic concept of International relations.</p> <p><b>CO2:</b> To make them familiar with United Nations and its structure, functions and reforms.</p> <p><b>CO3:</b> To make them aware about the issue of security and its impact on the world politics with highlighting concepts like disarmament, arms control, nuclear non-proliferation.</p> <p><b>CO4:</b> To understand them about global economy and its impact on</p>

	<p>world politics.</p> <p><b>CO5:</b> To impart knowledge about global economic institutions and its role and functions in global politics.</p>
PAPER 2-POLITICS IN INDIA-II	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To provide knowledge on the centre- state relation and its application in Indian federal structure.</p> <p><b>CO2:</b> To make them aware about the party system in India with highlighting the functioning and structure of major parties in India.</p> <p><b>CO3:</b> To impart knowledge about the election system in India with analyzing different mode of election.</p> <p><b>CO4:</b> To analyze new challenges to the idea of national integration of India with focusing on topics like terrorism, casteism and regionalism.</p>
FIFTH SEMESTER PAPER 1- PUBLIC ADMINISTRATION- I	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To acquaint the students with the basic concept of administration</p> <p><b>CO2:</b> To understand the foundation, philosophy and historical background of Public Administration as a discipline.</p> <p><b>CO3:</b> To get the knowledge of various principles of Organization.</p> <p><b>CO4:</b> To familiarize the theoretical foundations of administration by various classical social scientists' views.</p>
PAPER 2- SELECT CONSTITUTIONS- I	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> This paper is an integral part of public services examinations.</p> <p><b>CO2:</b> Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.</p> <p><b>CO3:</b> To evaluate the working of world constitution by emphasizing on the role of political parties of different nations such as USA, U.K.</p> <p><b>CO4:</b> To critically compare constitution of USA and UK.</p>
SIXTH SEMESTER PAPER 1- PUBLIC ADMINISTRATION –II	<p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To understand the concept of Personnel Administration and its various processes.</p> <p><b>CO2:</b> To get the knowledge of financial administration and the budgetary process</p> <p><b>CO3:</b> To familiarize with the controlling mechanisms of administrative system in India</p> <p><b>CO4:</b> To acquaint the knowledge on bureaucracy and its challenges in India</p>
PAPER 2- SELECT CONSTITUTIONS-II	<p>The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.</p> <p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> Students will be able to understand the importance of constitutions;</p> <p><b>CO2:</b> This paper is an integral part of public services examinations.</p> <p><b>CO3:</b> Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world</p>

**CHOICE BASED CREDIT SYSTEM SYLLABI AND READING LIST**  
**BA (HONOURS) POLITICAL SCIENCE CORE COURSE**

COURSE	OUTCOMES
<b>POL HC 1016: Understanding Political Theory</b>	<p><b>Course Objective:</b> This course is divided into two sections. Section A introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.</p> <p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To introduce the idea of political theory and various approaches</p> <p><b>CO2:</b> To enable the students to assess the contemporary trends of political theory</p> <p><b>CO3:</b> To reconcile theory and practice in relation to democracy</p>
<b>POL HC 1026 Constitutional Government and Democracy in India</b>	<p><b>Course objective:</b> This course acquaints students with the constitutional design of state structures and institutions, and their actual working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.</p> <p><b>After completion of the course the students will be able-</b></p> <p><b>CO1:</b> To acquaint students with constitutional design of state structures and institutions</p> <p><b>CO2:</b> To understand the conflicts in constitutional provisions</p> <p><b>CO3:</b> To make them comprehend the state institutions in relation to extra constitutional environment</p>
<b>POL HC 2016 Political Theory-Concepts and Debates</b>	<p><b>Course Objective:</b> This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.</p> <p><b>Course outcomes:</b> After reading the course, the students would</p> <p><b>CO1:</b> Understand the various concepts in political theory and appreciate how they can be helpful to analyse crucial political issues</p> <p><b>CO2:</b> Understand the significance of debates in political theory in exploring multiple perspectives to concepts, ideas and issues.</p> <p><b>CO3:</b> Appreciate how these concepts and debates enrich political life and issues surrounding it.</p>
<b>POL HC 2026 Political Process in India</b>	<p><b>Course objective:</b> Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political</p>

	<p>process thus calls for a different mode of analysis -that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.</p> <p><b>Course outcomes:</b>  <b>CO1:</b> Understand the working of major political institutions in India  <b>CO2:</b> Understand the major debates in Indian politics along the axes of caste, gender, region and religion  <b>CO3:</b> Understand the changing nature of the Indian state and the contradictory dynamics of modern state power</p>
<b>POL HC 3016 Introduction to Comparative Government and Politics</b>	<p><b>Course objective:</b> This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To make students understand the basic concepts in comparative politics,  <b>CO2:</b> To make students classify the different political systems and historical context of modern governments,  <b>CO3:</b> To enable students to have a comparative analysis of countries  <b>CO4:</b> related to their political institutions and behaviour.</p>
<b>POL HC 3026 Perspectives on Public Administration</b>	<p><b>Objective:</b> The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To enable students to learn the basic concepts related to public administration and its importance,  <b>CO2:</b> To make students learn the major theories of public administration,  <b>CO3:</b> To enable students to have an understanding of public policy and its formulation,  <b>CO4:</b> To familiarize students with the major approaches and recent debates related to field of public administration.</p>
<b>POL HC 3036 Perspectives on</b>	<p><b>Course Objective:</b> This paper seeks to equip students with the basic</p>

<b>International Relations and World History</b>	<p>intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.</p> <p><b>Course outcomes:</b>  <b>CO1:</b> To make students understand the key theoretical approaches in International relations,  <b>CO2:</b> To familiarize students with the evolution of International state systems and its importance.  <b>CO3:</b> To make students aware of the key theoretical debates in International relations  <b>CO4:</b> To enable students to have an overall understanding of International relations in relation to twentieth century IR history.</p>
<b>POL HC 4016 Political Processes and Institutions in Comparative Perspective</b>	<p><b>Course objective:</b> In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To understand, comprehend and analyse the complex nature and functioning of the political systems, political institutions and corresponding issues to these both in a country specific case of India and cross-country perspectives.  <b>CO2:</b> To demonstrate critical thinking about key issues of political system of different forms, political process and public policy.  <b>CO3:</b> To use the contents and sub-units of the course as yardsticks for comparing these political systems and processes.</p>
<b>POL HC 4026 Public Policy and Administration in India</b>	<p><b>Objectives:</b> The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> Be familiarised with and gain knowledge about the processes of</p>

	<p>public policy making in India and their significance in administering the state.</p> <p><b>CO2:</b> Develop the ability to assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.</p>
<b>POL HC 4036 Global Politics</b>	<p><b>Course objective:</b> This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.</p> <p><b>Course Outcomes:</b></p> <p><b>CO1:</b> To enable students to understand how to approach a wide range of important global political and economic policy problems and participate in public policy debates on the crucial issues facing the world today.</p> <p><b>CO2:</b> To have knowledge of the essential theoretical assumptions underlying globalisation's conceptual frameworks and their relationships to policy interventions.</p> <p><b>CO3:</b> To demonstrate elementary knowledge of major issues and subject-matters surrounding globalisation that decides the international relations- <i>political, economic and security relations</i>- among the nations.</p>
<b>POL HC 5016 Classical Political Philosophy</b>	<p><b>Course objective:</b> This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.</p> <p><b>Course Outcomes:</b></p> <p><b>CO1:</b> To interpret ideas underlying traditions in classical political philosophy</p> <p><b>CO2:</b> To analyze the debates and arguments of leading political philosophers belonging to different traditions of the period</p> <p><b>CO3:</b> To appraise the relevance of classical political philosophy in understanding contemporary politics</p>
<b>POL HC 5026 Indian Political Thought-I</b>	<p><b>Course objective:</b> This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of</p>

	<p>the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To underline themes and issues in political traditions of pre-colonial India.  <b>CO2:</b> To compare and contrast positions of different political traditions those were present in pre-colonial India.  <b>CO3:</b> To evaluate the relevance of political thought of pre-colonial India for contemporary politics.</p>
<b>POL HC 6016 Modern Political Philosophy</b>	<p><b>Course objective:</b> Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.</p> <p><b>Course Outcome:</b>  <b>CO1:</b> To interpret ideas underlying traditions in modern political philosophy  <b>CO2:</b> To analyze the debates and arguments of leading political philosophers of different philosophical traditions  <b>CO3:</b> To appraise the relevance of modern political philosophy in understanding contemporary politics</p>
<b>POL HC 6026 Indian Political Thought-II</b>	<p><b>Course objective:</b> Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To underline themes and issues in political thought of modern India.  <b>CO2:</b> To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.  <b>CO3:</b> To assess the relevance of political thought of modern India in understanding contemporary politics.</p>
<b>ABILITY ENHANCEMENT- (SKILL BASED)</b>  <b>POL SE 3014 Parliamentary Procedures and Practices</b>	<p><b>Course Objective:</b> The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second</p>

	<p>unit of this course seeks to enhance proper understanding related to the procedures, practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.</p> <p><b>Course outcomes:</b>  <b>CO1:</b> To help students in understanding the practical approaches to legislatives practices and procedures,  <b>CO2:</b> To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,  <b>CO3:</b> To enable students to have an understanding of the importance of Parliamentary Committees,  <b>CO4:</b> To make students learn about the basic functioning of Parliament.</p>
<b>POL SE 3024 Youth and Nation-Building</b>	<p><b>Course objectives:</b>  The aim of this course is to highlight the importance of NCC and NSS. The students will be able to get involved with the NCC and the NSS and learn about its activities and undertake tasks under its aegis. The students will also be able to learn about the basics of disaster preparedness and its management.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To enable students to learn the importance of youth in NSS and NCC,  <b>CO2:</b> To make students understand the activities related to NSS and NCC and its importance,  <b>CO3:</b> To make students learn the basics of National Disaster Management and its importance.</p>
<b>POL SE 4014: Panchayati Raj in Practice</b>	<p><b>Course objective:</b> This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.</p> <p><b>Course outcomes:</b>  <b>CO1:</b> This paper will help students understand the importance of grassroot political institutions in empowering people.  <b>CO2:</b> This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.</p>
<b>POL SE 4024 Citizens and Rights</b>	<p><b>Course objective:</b>  This course aims to understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.</p>



	<p><b>Course outcomes:</b></p> <p><b>CO1:</b> To analyse the linkages between citizenship, law, rights and equality</p> <p><b>CO2:</b> To understand the measures of discrimination, justice and empowerment and the ways to protect the same.</p> <p><b>CO3:</b> To evaluate the idea of justice and assess its relevance in context of contemporary India.</p>
<p><b>DISCIPLINE SPECIFIC ELECTIVE</b></p> <p><b>POL HE 5016 Human Rights</b></p>	<p><b>Course Outcomes:</b></p> <p><b>CO1:</b> To describe the basic concepts of human rights</p> <p><b>CO2:</b> To comprehend different approaches regarding human rights</p> <p><b>CO3:</b> To familiarise the role of UNO in the growth and development of human rights</p> <p><b>CO4:</b> To describe different measures taken for the protection of human rights</p>
<p><b>POL HE 5026 Public Policy in India</b></p>	<p><b>Course Objective:</b> This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.</p> <p><b>Course Outcomes:</b></p> <p><b>CO1:</b> To be familiarised with and gain knowledge about the processes of public policy making in India</p> <p><b>CO2:</b> To assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.</p>
<p><b>POL HE 5036 Understanding Global Politics</b></p>	<p><b>Course Objectives:</b> This course aims to provide students a basic yet interesting and insightful way of knowing and thinking about the world around them. It is centred around three sets of basic questions starting with what makes the world what it is by instructing students how they can conceptualize the world and their place within it. The second module focuses on the basic fault lines that drives the world apart and the last one is designed to help students explore how and why they need to think about the 'world' as a whole from alternate vantage points.</p> <p><b>Course Outcomes:</b></p> <p><b>CO1:</b> To describe the key concepts underlying the idea of world order and their historical evolution.</p> <p><b>CO2:</b> To comprehend diverse approaches to understand global political and economic problems.</p> <p><b>CO3:</b> To demonstrate relevance of international actors in understanding world politics.</p>

<b>POL HE 5046 Select Constitutions - I</b>	<p><b>Course Objective:</b> The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.</p> <p><b>Course outcomes:</b>  <b>CO1:</b> Students will be able to understand the importance of constitutions  <b>CO2:</b> This paper is an integral part of public services examinations  <b>CO3:</b> Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.</p>
<b>POL HE 6016 Human Rights in India</b>	<p><b>Course Outcomes:</b>  <b>CO1:</b> To describe origin and development of human rights in India  <b>CO2:</b> To comprehend different measures adopted by India for the protection and development of human rights  <b>CO3:</b> To familiarise the emerging issues related to human rights</p>
<b>POL HE 6026 Understanding South Asia</b>	<p><b>Course Objective:</b> The course introduces the historical legacies and geopolitics of South Asia as a region. It imparts an understanding of political regime types as well as the socioeconomic issues of the region in a comparative framework. The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To identify geo-political and historical construction of South Asia as a region.  <b>CO2:</b> To analyse the politics and socio-economic issues of the South Asian Region.  <b>CO3:</b> To assess the relevance of regionalism in South Asia and India's position in the region.</p>
<b>POL HE 6036 Women, Power and Politics</b>	<p><b>Course objective:</b> This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To explain key concepts that offers an understanding of gender inequality.  <b>CO2:</b> To appraise the historical evolution of the Women's movement in India and issues addressed by it.  <b>CO3:</b> To underline the contemporary issues that affect women's participation in politics</p>

<b>POL HE 6046 Select Constitutions – II</b>	<p><b>Course Objective:</b> The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.</p> <p><b>Course outcomes:</b>  <b>CO1:</b> Students will be able to understand the importance of constitutions;  <b>CO2:</b> This paper is an integral part of public services examinations.  <b>CO3:</b> Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.</p>
<b>GENERIC ELECTIVE</b>  <b>POL HG 1016 Introduction to Political Theory</b>	<p><b>Course Objective:</b> This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To introduce the key concepts in political theory  <b>CO2:</b> To make students understand the aspects of conceptual analysis  <b>CO3:</b> To engage the students in application of concepts and their limitations</p>
<b>POL HG 1026 Politics in North-East India</b>	<p><b>Course Outcomes:</b>  <b>CO1:</b> To introduce the students with the region and nature of its politics  <b>CO2:</b> To engage them with historical development of the region  <b>CO3:</b> To understand the contemporary developments of the region</p>
<b>POL HG 1036 Governance: Issues and Challenges</b>	<p><b>Objectives:</b> This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To introduce major concepts and debates of Governance  <b>CO2:</b> To enable the students to relate governance with globalization, environment and development  <b>CO3:</b> To make students explore good governance initiatives in India</p>
<b>POL HG 2016 Indian Government and Politics</b>	<p><b>Course objectives:</b>  The course would introduce the students to the major approaches to the study of Indian Politics. The course details the functioning of the major institutions of government while also highlighting the politics of caste, class and patriarchy prevalent in India. The thrust of this course is not to study the national constituents separately but to look at the institutions, processes, problems, and solutions that pertain to the country as a whole.</p>

	<p><b>Course outcomes:</b></p> <p><b>CO1:</b> To appreciate the approaches to the study of Indian politics and the changing nature of the state</p> <p><b>CO2:</b> To understand the basic features of the Indian constitution and its institutional functioning</p> <p><b>CO3:</b> To examine the changing role of caste, class and patriarchy and their impact on politics</p> <p><b>CO4:</b> To understand the dynamics of social movements in India.</p>
<b>POL HG 2026 Feminism: Theory and Practice</b>	<p><b>Course Objective:</b> The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.</p> <p><b>Course outcomes:</b></p> <p><b>CO1:</b> This course on gender studies will open up the structural and institutional basis of patriarchy as well as establish that gender identity and gender injustice cannot be understood in isolation, but only with reference to caste, class and religious community identities.</p> <p><b>CO2:</b> Understand the history of feminism and its origins in different parts of the world</p> <p><b>CO3:</b> Appreciate the Indian Women's Movement and its role in foregrounding important issues relating to women's position in the society, economy and polity</p>
<b>POL HG 2036 Local Rural and Urban Governance</b>	<p><b>Course Objective:</b></p> <p>The course will equip the students to understand the nuances of development as it relates to greater decentralization and democratization by focussing on the evolution of local governance in India. It will familiarise the students with the institutions of rural and urban local governance and the role of the various associated committees.</p> <p><b>Course Outcomes:</b></p> <p><b>CO1:</b> Understand the historical evolution of local governance in India</p> <p><b>CO2:</b> Understand the working of rural and urban governance in India</p> <p><b>CO3:</b> Understand the workings of committees and commissions associated with local governance</p>
<b>POL HG 3016 Comparative Government and Politics</b>	<p><b>Course Outcomes:</b></p> <p><b>CO1:</b> To make students have a basic understanding of comparative political analysis,</p> <p><b>CO2:</b> To make students learn the classification of political systems</p>

	<p>from a comparative politics framework.</p> <p><b>CO3:</b> To make students learn the classification of governments and the political behavior of institutions and the changes in the nature of the nation-state.</p>
<b>POL HG 3026 Gandhi and the Contemporary World</b>	<p><b>Course objective:</b> Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.</p> <p><b>Course Outcomes:</b></p> <p><b>CO1:</b> To make students understand relevance of Gandhi and his philosophy in modern times</p> <p><b>CO2:</b> To familiarize students with Gandhian ideology and leadership</p> <p><b>CO3:</b> To make students learn Gandhi's critique on modern civilization and development</p> <p><b>CO4:</b> To make students understand Gandhi's political strategy and philosophy</p>
<b>POL HG 3036 United Nations and Global Conflicts</b>	<p><b>Course Objective:</b> This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.</p> <p><b>Course Outcomes:</b></p> <p><b>CO1:</b> To make students learn the importance of United Nations as an organization</p> <p><b>CO2:</b> To enable students to have a basic understanding of the political processes of the United Nations</p> <p><b>CO3:</b> To make students to learn the relevance of United Nations and its intervention in global conflicts critically.</p>
<b>POL HG 4016 Introduction to International Relations</b>	<p><b>Course Objective:</b> This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.</p> <p><b>Course Outcomes:</b></p> <p><b>CO1:</b> To demonstrate basic understanding of scientific methods of inquiry in international relations.</p> <p><b>CO2:</b> To understand how international relations influence societies.</p> <p><b>CO3:</b> To demonstrate a basic understanding of the foundational theories and concepts in international relations.</p> <p><b>CO4:</b> To analyse the current world events and their implications on</p>

	the Indian Foreign policy decision making process by applying prominent theories of international relations and generate substantial research question on the topics.
<b>POL HG 4026 Understanding Ambedkar</b>	<p><b>Course objective:</b> This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic phenomena of the society.</p> <p><b>Course Outcomes:</b></p> <p><b>CO1:</b> To analyse Ambedkar's views on caste, class, religion, nationalism, gender and constitutional democracy.</p> <p><b>CO2:</b> To understand contribution of Ambedkar to political thought in modern India.</p> <p><b>CO3:</b> To evaluate political ideas of Ambedkar and assess its relevance in context of contemporary politics.</p>
<b>POL HG 4036 Politics of Globalization</b>	<p><b>Course objective:</b> The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.</p> <p><b>Course Outcomes:</b></p> <p><b>CO1:</b> To analyse the historical evolution of globalization.</p> <p><b>CO2:</b> To understand social, economic, cultural and political impact of globalization.</p> <p><b>CO3:</b> To evaluate the idea of globalization and assess its relevance in context of contemporary politics.</p>
<p style="text-align: center;"><b>UNDER GRADUATE CHOICE BASED CREDIT SYSTEM (UGCBCS) GAUHATI UNIVERSITY REGULAR COURSE</b></p>	
<b>COURSE</b>	<b>OUTCOME</b>
<b>SEMESTER I POL RC 1016 Introduction to Political Theory</b>	<p><b>Course Objective:</b> This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.</p>

	<b>Course Outcomes:</b> <b>CO1:</b> To introduce the key concepts in political theory <b>CO2:</b> To make students understand the aspects of conceptual analysis <b>CO3:</b> To engage in application of concepts and limitations
<b>SEMESTER II</b>  <b>POL RC 2016 Indian Government and Politics</b>	<b>Course outcomes:</b> After reading the course the student will be able to <b>CO1:</b> Appreciate the approaches to the study of Indian politics and the changing nature of the state <b>CO2:</b> Understand the basic features of the Indian constitution and its institutional functioning <b>CO3:</b> Examine the changing role of caste, class and patriarchy and their impact on politics <b>CO4:</b> Understand the dynamics of social movements in India.
<b>SEMESTER III</b> <b>POL RC 3016 Comparative Government and Politics</b>	<b>Course Outcomes:</b> <b>CO1:</b> To make students have a basic understanding of comparative political analysis, <b>CO2:</b> To make students learn the classification of political systems from a comparative politics framework. <b>CO3:</b> To make students learn the classification of governments and the political behavior of institutions and the changes in the nature of the nation-state.
<b>POL SE 3014 Parliamentary Procedures and Practices</b>	<b>Course Objective:</b> The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to enhance proper understanding related to the procedures, practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.  <b>Course outcomes:</b> <b>CO1:</b> To help students in understanding the practical approaches to legislative practices and procedures, <b>CO2:</b> To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill, <b>CO3:</b> To enable students to have an understanding of the importance of Parliamentary Committees, <b>CO4:</b> To make students learn about the basic functioning of Parliament.
<b>POL SE 3024 Youth and Nation-Building</b>	<b>Course objective:</b> The aim of this course is to highlight the importance of NCC and NSS. The students will be able to get involved with the NCC and the NSS and learn about its activities and undertake tasks under its aegis. The

	<p>students will also be able to learn about the basics of disaster preparedness and its management.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To enable students to learn the importance of youth in NSS and NCC,  <b>CO2:</b> To make students understand the activities related to NSS and NCC and its importance,  <b>CO3:</b> To make students learn the basics of National Disaster Management and its importance.</p>
<p><b>SEMESTER IV</b></p> <p><b>POL RC 4016 Introduction to International Relations</b></p>	<p><b>Course Objective:</b> This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.</p> <p><b>Course Outcomes:</b>  <b>CO1:</b> To demonstrate basic understanding of scientific methods of inquiry in international relations.  <b>CO2:</b> To understand how international relations influence societies.  <b>CO3:</b> To demonstrate a basic understanding of the foundational theories and concepts in international relations.  <b>CO4:</b> To analyse the current world events and their implications on the Indian Foreign policy decision making process by applying prominent theories of international relations and generate substantial research question on the topics.</p>
<p><b>POL SE 4014: Panchayati Raj in Practice</b></p>	<p><b>Course objective:</b> This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.</p> <p><b>Course outcomes:</b>  <b>CO1:</b> This paper will help students understand the importance of grassroot political institutions in empowering people.  <b>CO2:</b> This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.</p>
<p><b>POL SE 4024 Citizens and Rights</b></p>	<p><b>Course objective:</b>  This course aims to understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.</p> <p><b>Course outcomes:</b>  <b>CO1:</b> To analyse the linkages between citizenship, law, rights and equality</p>



	<p><b>CO2:</b> To understand the measures of discrimination, justice and empowerment and the ways to protect the same.</p> <p><b>CO3:</b> To evaluate the idea of justice and assess its relevance in context of contemporary India.</p>
<p><b>SEMESTER V</b></p> <p><b>POL SE 5014 Public Opinion and Survey Research</b></p>	<p><b>Course Objective:</b> this course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.</p>
<p><b>POL RE 5016 Public Administration-I</b></p>	<p><b>Course outcomes:</b></p> <p><b>CO1:</b> Students will be able to understand the basics of public administration;</p> <p><b>CO2:</b> This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.</p>
<p><b>POL RE 5026 Select Constitutions-I</b></p>	<p><b>Course outcomes:</b></p> <p><b>CO1:</b> Students will be able to understand the importance of constitutions;</p> <p><b>CO2:</b> This paper is an integral part of public services examinations.</p> <p><b>CO3:</b> Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.</p>
<p><b>POL RG 5016 Public Administration-I</b></p>	<p><b>Course outcomes:</b></p> <p><b>CO1:</b> Students will be able to understand the basics of public administration;</p> <p><b>CO2:</b> This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.</p>
<p><b>POL RG 5026 Democracy in India</b></p>	<p><b>Course outcomes:</b></p> <p><b>CO1:</b> Students will be able to understand the importance of freedom movement in India;</p> <p><b>CO2:</b> Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.</p> <p><b>CO3:</b> The debates on the nature of Indian democracy will provide an important insight to the complex nature of challenges faced by the state and different public institutions.</p>
<p><b>SEMESTER VI</b></p> <p><b>POL SE 6014 Conflict and Peace Building</b></p>	<p><b>Course Objectives:</b> This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students' skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.</p>

<b>POL RE 6016 Public Administration –II</b>	<b>Course outcomes:</b> After reading this course the students will be in a position acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc.
<b>POL RE 6026 Select Constitutions -II</b>	<b>Course outcomes:</b> <b>CO1:</b> Students will be able to understand the importance of constitutions; <b>CO2:</b> This paper is an integral part of public services examinations. <b>CO3:</b> Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.
<b>POL RG 6016 Public Administration –II</b>	<b>Course outcomes:</b> After reading this course the students will be in a position acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc.
<b>POL RG 6026 Indian Administration</b>	<b>Course objective:</b> The basic objective is to introduce the students to the process of evolution of Indian administration through ages.  <b>Outcomes:</b> <b>CO1:</b> After reading this course a student will be in a position to acquaint himself/herself with the process of evolution of Indian administration and also different layers and structures of the administration.

### **VALUE-ADDED COURSES:**

#### **DEVELOPED AND DESIGNED BY THE DEPARTMENT OF PLITICAL SCIENCE**

<b>SL. NO</b>	<b>COURSE NAME</b>	<b>OBJECTIVES/OUTCOMES</b>
<b>1</b>	<b>NAME OF THE COURSE –</b> <b>HUMAN RIGHTS AND WOMEN</b> <b>COURSE CODE – PSC-</b> <b>VAC-16-1-HRW</b>  <b>2016-17</b>	<b>OBJECTIVES-</b> <b>CO1:</b> to provide basic knowledge about the rights of women. <b>CO2:</b> to make the students specially the girls aware of their right. <b>CO3:</b> to acquaint them with the position of women in the past. <b>CO4:</b> to acquaint them with constitutional safeguards for women. <b>CO5:</b> to help empowerment of women.

<b>2</b>	<b>NAME OF THE COURSE-</b> <b>POLITICS IN ASSAM:</b> <b>PAST AND PRESENT</b> <b>COURSE CODE- PSC-</b> <b>VAC-17-2-PIA</b>  <b>2016-17</b>	<b>OBJECTIVES-</b> <b>CO1:</b> TO PROVIDE KNOWLEDGE ABOUT THE HISTORY OF ASSAM POLITICS <b>CO2:</b> TO MAKE THEM AWARE ABOUT THE CURRENT POLITICS OF ASSAM <b>CO3:</b> TO IMPART KNOWLEDGE ABOUT MAJOR EVENTS THAT OCCURRED IN ASSAM
<b>3</b>	<b>NAME OF THE COURSE-</b> <b>INDIAN CONSTITUTION</b> <b>COURSE CODE-PSC-VAC-</b> <b>17-3-ICO</b>  <b>2017-2018</b>	<b>OBJECTIVES-</b> <b>CO1:</b> to provide basic knowledge about the constitution of india <b>CO2:</b> to make the students aware of rights and duties of indian citizens <b>CO3:</b> to acquaint them with fundamental rights as well as the administrative systems in india <b>CO4:</b> to prepare them as good citizens empowered with the basic knowledge of the constitution.
<b>4</b>	<b>NAME OF THE COURSE-</b> <b>INTRODUCTION TO</b> <b>GLOBAL INSTITUTIONS</b> <b>COURSE CODE- PSC-</b> <b>VAC-18-4-IGI</b>  <b>2017-2018</b>	<b>OBJECTIVES-</b> <b>CO1:</b> To provide information about different global insitutions <b>CO2:</b> To provide the students information regarding the functioning of different global institutions <b>CO3:</b> To acquaint them with different role played by different global institutions <b>CO4:</b> To acquaint the students with the prominent economic /political groupings
<b>5</b>	<b>NAME OF THE COURSE-</b> <b>WELFARE STATE:</b> <b>ISSUES AND</b> <b>CHALLANGES</b> <b>COURSE CODE- PSC-</b> <b>VAC-18-5-WIC</b>  <b>2018-2019</b>	<b>OBJECTIVES-</b> This course provides an insight into the overall understanding of the welfare state around the world. The special focus is over the third world countries particularly India as a welfare State. <b>Course Outcomes:</b> The Successful completion of this course shall enable the student: <b>CO1:</b> Introducing the concept of Welfare State <b>CO2:</b> Understanding the status of welfare state in India <b>CO3:</b> Explore welfare state in third world countries <b>CO4:</b> Understand the international perspectives on welfare state <b>CO5:</b> Practical values of welfare states in our society

6	<p><b>NAME OF THE COURSE- WOMEN AND POLITICS COURSE CODE- PSC- VAC-19-6- WAP</b></p> <p><b>2018-2019</b></p>	<p><b>OBJECTIVES-</b>This course enables students to undertakes, promote and coordinates the range of social movements, political movements and ideology that share a common goal and define, establish and achieve the political, economic, personal and social equality of the gender.</p> <p><b>Course Outcomes:</b> TheSuccessful completion of this course shall enable the student.</p> <p><b>CO1:</b> To understand the concepts of sex and gender as used in the feminist works.</p> <p><b>CO2:</b> To acquaint students with feminism and their struggle for equality.</p> <p><b>CO3:</b> Tobring awareness the historical perspective of women's struggle for the development of women.</p> <p><b>CO4:</b> To understand the issues of women role and participation and the constitutional provision for women in India.</p> <p><b>CO5:</b> Toexamine the social and cultural construct of Gender.</p>
7	<p><b>NAME OF THE COURSE- SOCIAL ADMINISTRATION COURSE CODE-PSC-VAC- 19-7-SOA</b></p> <p><b>2019-2020</b></p>	<p><b>OBJECTIVES-</b>This course enables students to understand and appreciate work of the social administration.</p> <p><b>Course Outcomes:</b> The Successful completion of this course shall enable the student:</p> <p><b>CO1:</b> To impart knowledge about Social Administration</p> <p><b>CO2:</b> To acquaint the students about the status of social administration in India</p> <p><b>CO3:</b> To probe into the issues and challenges of social administration</p> <p><b>CO4:</b> To study how globalisation has affected our traditions and its effects on our present scenario</p> <p><b>CO5:</b> To bring out alternative solutions to the problems face by the society through different schemes and programmes</p>
8	<p><b>NAME OF THE COURSE- INTRODUCTION TO INDIAN JUDICIARY SYSTEM COURSE CODE-PSC-VAC- 20-8-IJS</b></p> <p><b>2019-2020</b></p>	<p><b>OBJECTIVES</b></p> <p><b>CO1:</b> To introduce students to the judiciary system of india</p> <p><b>CO2:</b> to provide information regarding the jodicial review and judicial activism in india</p> <p><b>CO3:</b> to acquaint them with the functioning of judicial review and activism in india</p> <p><b>CO4:</b> to acquaint them with lokpal and lokayuktas in india</p> <p><b>CO5:</b> to provide them information related tomajor landmark judgements in india and the recent development in indian judiciary system</p>

<b>9</b>	<b>NAME OF THE COURSE- E GOVERNANCE AND ICT COURSE CODE-PSC-VAC- 20-9-EGI  2020-2021</b>	<b>OBJECTIVES-</b> <b>CO1:</b> To provide basic knowledge about electronic governance, it's impact and importance <b>CO2:</b> To introduce the concept of ict and its implementation <b>CO3:</b> To introduce them to the different role of ict in rural development <b>CO4:</b> To acquaint the student with different issues related to the implementation of e governance <b>CO5:</b> To make the student aware about different challenges regarding emplementation of e- governance
<b>10</b>	<b>NAME OF THE COURSE- ENVIRONMENT AND POLITICS COURSE CODE- PSC- VAC-21-10-EAP  2020-2021</b>	<b>OBJECTIVES-</b> <b>CO1:</b> To provide basic knowledge related to environmental studies <b>CO2:</b> To introduce students with different debate related to environment and development <b>CO3:</b> To acquaint them with different global initiatives on environmental issues <b>CO4:</b> To acquaint them with india's initiatives on environmental issues



Chairman, IQAC  
Habraghat Mahavidyalaya