

# PROGRAMMES AND COURSE OUTCOMES

## MURAZAR COLLEGE

### DEPARTMENT OF HISTORY

The Department of History is permanently affiliated to Gauhati University and it follows the programme wise curriculum designed by the Gauhati University. The learning outcomes of the programmes and courses are stated clearly by the university.

The Under Graduate CBCS Course curriculum is well designed and very promising where the core course would help to enrich the subject knowledge of the students and generic electives make integration among various interdisciplinary courses. The introduction of **Skill Enhancement Courses (SEC)** and **Discipline Specific Courses (DSE)** would also help to gain more powerful knowledge not only in their core subject, History but also interrelated multidisciplinary subjects. In short, the student graduated with this type of curriculum would be able to accumulate the subject knowledge along with necessary skills to suffice their capabilities for academia, and research field.

#### PROGRAM OUTCOMES:

- Students will be able to understand basic concept of history and able to question with argument and logic.
- Understand the subject for sustainable development that one student can adjust in different fields of activity related to historical knowledge.
- Create a historical sense and overall understanding of the subject.
- To prepare the students for a successful career in history.
- Students should be developed in a way that they will take the opportunity to work in any field of Social Science with an inter-disciplinary approach.

#### PROGRAM SPECIFIC OUTCOMES:

- Apply appropriate approach and enhance quality lecturing.
- Present the topic in a way that can open the horizon of the knowledge.
- Will become familiar with the different aspects of history with its various interpretations.
- Acquires the ability to synthesize, separate and characterize each segment with their own dimensions.
- Achieve the skills required to succeed in graduate schools, in archival fields, and so on.
- Understand the importance of field work. Without field work, Historical understanding in diversified fields cannot be completed.

#### COURSE OUTCOMES:

| Course                                                    | Course Code & Name                                                       | Course Outcome                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>HONOURY (HIST-HONS-CBCS)</b><br>Core Course –14 Course | <b>HIS-HC-1016:</b><br>History of India-I<br>(Earliest times to 300 BCE) | The Course will be completed with 5 lectures and 1 tutorial per week. After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history. The course will also train the students to analyse the various stages of evolution of human cultures and the belief systems in the proto- history period. |

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|  | <b>HIS-HC-1026:</b><br>Social Formations and Cultural Patterns of the Ancient World  | The course needs to be completed with 5 lectures and 1 tutorial per week. After the completion of this course, the students will be able to explain the processes and stages of the evolution of the variety of cultural pattern throughout antiquarian periods in History. They will be able to relate the connections between the various Bronze Age civilizations in the ancient world as well as development of slave and polis societies in ancient Greece. |
|  | <b>HIS-HC-2016:</b><br>History of India-II (BCE . 300- 750)                          | The paper will be completed with 5 lectures and 1 tutorial per week. On successful completion of this course the students will be able to explain the economic and socio-cultural connections, transitions and stratifications during the ruling houses, empires and the politico-administrative nuances of early Indian History from 300 BCE to 300 CE                                                                                                          |
|  | <b>HIS-HC-2026:</b><br>Social Formations and Cultural Patterns of the Medieval World | The Course will be completed with 5 lectures and 1 tutorial per week. After the completion of this course, the students will be able to analyse and explain the socio-political, administrative and economic patterns of the medieval world. They will be able to describe the emergence, growth and decline of various politico-administrative and economic patterns and the resultant changes therein.                                                         |
|  | <b>HIS-HC-3016:</b><br>History of India-III (c.750-1206)                             | The paper will be completed with 5 lectures and 1 tutorial per week. This paper will enable the students to relate and explain the developments in India in its political and economic fields and its relation to the social and cultural patterns therein in the historical time period between c.700 to 1206. They will also be able to analyse India's interaction with another wave of foreign influence and the changes brought in its wake in the period.  |
|  | <b>HIS-HC-3026:</b><br>Rise of the Modern West-I                                     | The course will be completed through 5 lectures and 1 tutorial per week. On completion of this course, the students will be able to explain the major trends and developments in the Western world between the 14th to the 16th century CE. They will be able to explore and analyse the significant historical shifts and events and the resultant effects on the civilization of Europe in the period                                                          |
|  | <b>HIS-HC-3036:</b><br>History of India -IV (c1206-1550)                             | The course is to be completed through 5 lectures and 1 tutorial per week After completion of this course, students will be able to explain and analyse the socio- cultural, economic and political and administrative economic set up of the period                                                                                                                                                                                                              |
|  | <b>HIS-HC-4016:</b><br>Rise of the Modern West-II                                    | After the completion of this course, the student will be able to explain the political and intellectual currents in Europe in the Modern Age. They will also be able to relate the circumstances and causal factors of the intellectual and revolutionary currents of both Europe and America at the beginning of the Modern age                                                                                                                                 |
|  | <b>HIS-HC-4026:</b><br>History of India-V (c.1550-1605                               | At the completion of this course, the students will be able to analyse the circumstances and historical shifts and foundations of a variety of administrative and political setup in India between c.1550-1605. They will also be able to describe the inter relationships between the economy, culture and religious practices of the period.                                                                                                                   |

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|                                                        | <b>HIS-HC-4036:</b><br>History of India-VI<br>(c.1605-1750)       | After the completion of this course, the students will be able to explain and reconstruct the linkages of the history of India under the Mughal Rule. As a whole, this course will enable them to relate to the socio-economic and religious orientation of the people of Medieval period in India.                                                                                                                                                                                   |
|                                                        | <b>HIS-HC-5016:</b><br>History of Modern Europe- I (c. 1780-1939) | After the completion of this course the students will be able to evaluate the historical evolution and political developments that occurred in Europe in the period between 1780 to 1939. They will also be able to critically analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period. |
|                                                        | <b>HIS-HC-5026:</b><br>History of India-VII<br>(c.1750-1857)      | After the completion of this course, the students will be able to relate the circumstances leading to the consolidation of colonial rule over India and their consequences. They will also be able to explain the orientation of the indigenous population and the masses towards resistance to the colonial exploitation. The course will also enable the students to analyse popular uprisings among the tribal, peasant and common people against the British policies.            |
|                                                        | <b>HIS-HC-6016:</b><br>History of India-VIII<br>(c. 1857-1950)    | At the completion of this course, the learners will be able to analyse the course of British colonial exploitation, the social mobilizations during the period between c.1857 to 1950 and also the techniques of Indian resistance to British policies. It will also enable the students to explain the circumstances leading to de-colonization and also the initial period of nation building in India.                                                                             |
|                                                        | <b>HIS-HC-6026:</b><br>History of Modern Europe- II (c.1780-1939) | After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the period.                      |
| <b>Discipline Specific Elective Courses-(4 Course)</b> | <b>HIS –HE-5016:</b><br>History of Assam up to c. 1228            | This paper will give a general outline of the history of Assam from the earliest times to the advent of the Ahoms in the 13th century. Upon completion, students will be acquainted with major stages of developments in the political, social and cultural history of Assam during the early times.                                                                                                                                                                                  |
|                                                        | <b>HIS –HE-5016:</b><br>History of Assam up to c. 1228            | On completion of this paper, students will be able to identify major stages of developments in the political, social and cultural history of Assam during the medieval times. This paper will enable the student to explain the history of Assam from the 13th century to the occupation of Assam by the English East India Company in the first quarter of the 19th century.                                                                                                         |
|                                                        | <b>HIS –HE-6016:</b><br>History of Assam (c.1826-1947)            | Upon completion of this course, students will be able to describe the period of British rule in Assam after its annexation by the imperialist forces. They will also be able to situate the                                                                                                                                                                                                                                                                                           |

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|                                                         |                                                                              | development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyse the main currents of the political and socio-economic developments in Assam during the colonial period.                                                                                                                                                                                                                                                             |
|                                                         | <b>HIS –HE-6026:</b><br>Assam after Independence                             | Students will be able to assess the aftermath of Partition and other socioeconomic developments in post-independence Assam upon completion of this course. They will also be able to identify the main currents of political and socio-economic development in Assam after India's independence and the causes and impact of various struggles and movements in contemporary Assam.                                                                                                               |
| <b>Skill Enhancement Elective Courses</b><br>(1 Course) | <b>HIS –SE-3014:</b><br>Historical Tourism in North East India               | After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.                                                                               |
| <b>Generic Elective Courses</b><br>(4 Course)           | <b>HIS –HG-1016:</b><br>History of India from Earliest Times up to c. 1206   | Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world                                                                                                   |
|                                                         | <b>HIS –HG-2016:</b><br>History of India (c.1206 – 1757)                     | Upon completion of this course, students will be able to analyse the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period. Unit: 1 [a] Foundation and consolidation of the Sultanate : Iltutmish, Sultana Razi                                                   |
|                                                         | <b>HIS –HG-3016:</b><br>History of India (c.1757 – 1947)                     | Upon completion of this course, students will be able to understand the major factors that led to the establishment and consolidation of British rule in India. They will also be able to identify the process of growth of resistance against British colonial rule and the eventual growth of Indian nationalist movement, which ultimately led to the end of the British rule in the country                                                                                                   |
|                                                         | <b>HIS –HG-4016:</b><br>Social and Economic History of Assam                 | Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations. |
| <b>REGULAR (HIST-REG-CBCS) Core Course –(4 Course)</b>  | <b>HIS –RC-1016:</b><br>History of India (from Earliest Times up to c. 1206) | Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world                                                                                                   |

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|                                                               | <b>HIS –RC-2016:</b><br>History of India<br>(c.1206 - 1757)                       | Upon completion of this course, students will be able to analyse the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period. Unit: 1 [a] Foundation and consolidation of the Sultanate : Iltutmish, Sultana Razi                                                   |
|                                                               | <b>HIS –RC-3016:</b><br>History of India from<br>(c.1757 - 1947)                  | Upon completion of this course, students will be able to understand the major factors that led to the establishment and consolidation of British rule in India. They will also be able to identify the process of growth of resistance against British colonial rule and the eventual growth of Indian nationalist movement, which ultimately led to the end of the British rule in the country                                                                                                   |
|                                                               | <b>HIS –RC-4016:</b><br>Social and Economic<br>History of Assam                   | Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations. |
| <b>Discipline Specific<br/>Elective Courses</b><br>(2 Course) | <b>HIS –RE-5016:</b><br>History of Assam<br>(From earliest times<br>till 1826 CE) | This paper will give a general outline of the history of Assam from the earliest times to the advent of the British. On completion of this paper, students will be able to identify major stages of developments in the political history of Assam from the earliest times to the occupation of Assam by the English East India Company in the first quarter of the 19th century.                                                                                                                 |
|                                                               | <b>HIS –RE-6016</b><br>History of Assam<br>(c. 1826- 1947)                        | Upon completion of this course, students will be able to describe the period of British rule in Assam after its annexation by the imperialist forces. They will also be able to situate the development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyse the main currents of the political and socioeconomic developments in Assam during the colonial period.                                                                  |
| <b>Skill Enhancement<br/>Elective Courses</b><br>(2 Course)   | <b>HIS –SE-3014:</b><br>Historical Tourism in<br>North East India                 | After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.                                                                               |
|                                                               | <b>HIS –SE-4014:</b><br>Oral Culture and Oral<br>History                          | After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through 'public memory' and use oral history to preserve oral culture and local history The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be                                 |

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|                                               |                                                                                                                   | able to use 'Public memory' as a tool and a source not only to write public history but also to explore new knowledge in the humanities , social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.                                                                                                     |
| <b>Generic Elective Courses</b><br>(2 Course) | <b>HIS –RG-5016:</b><br>History of Europe (c. 1648 – 1870)                                                        | After completing the course the students will be able to explain the emergence of state system in Europe and the rise of modernity. They will also be able to analyse the revolutionary upheavals of Europe that finally shaped the world                                                                                                                                                                                 |
|                                               | <b>HIS –RG-6016:</b><br>History of Europe (c. 1870 – 1939)                                                        | After completing the course the students will be able to explain the major political developments in Europe from 1870 to 1939. The students will be able to delineate how the rise of two unified nations of Germany and Italy gave rise of intense imperialist                                                                                                                                                           |
| <b>FYUGP HISTORY</b><br>(Major + Minor)       | <b>HIS0100104</b><br><b>History of India (Up to 1206 CE)</b>                                                      | Upon completion of this course, a student will be able to: explain the emergence of state system in North India as well as development of imperial state structure and state formation in South India in the early period.<br>They will be able to relate the changes and transformations in polity of early India and the linkages developed through contacts with the outside world.                                    |
|                                               | <b>2<sup>n</sup> Semester</b><br><b>History of India (1206-1757 CE)</b>                                           | Upon completion of this course, students will be able to Explain the political transition that took place under the Sultanate and the Mughals and how it changed the geo-political structure between 1206-1757.                                                                                                                                                                                                           |
|                                               | <b>3<sup>rd</sup> Semester</b><br><b>History of India (c. 1757 to 1947 CE)</b>                                    | Upon completion of this course, students will be able to:<br>. Explain the major factors that led to the establishment and consolidation of British rule in India.<br>. Identify the events, personalities and the process that led to development of resistance against British colonial rule and the eventual growth of Indian nationalist movement, that ultimately led to the end of the British rule in the country. |
|                                               | <b>4<sup>th</sup> Semester</b><br><b>History of Assam (upto 1826 CE)</b>                                          | After completion of this course a student will be able to:<br>Explain in general outline the history of Assam from the earliest times to the advent of the British.<br>Identify major events and personalities in the political history of Assam from the earliest times to the occupation of Assam by the English East India Company                                                                                     |
|                                               | <b>4<sup>th</sup> Semester</b><br><b>Social Formation and Cultural Patterns of the Ancient and Medieval World</b> | After completion of this course a student will be able to:<br>Describe some of the most significant events and societies of pre-modern world.<br>Explain political events relating to the ancient Greece city states and Rome. Analyse the complexities of historical forces in West Asia and the rise of Islam.                                                                                                          |
|                                               | <b>4<sup>th</sup> Semester</b><br><b>History: Concepts and Ideas</b>                                              | After completion of this course a student will be able to:<br>Explain the concepts and scope of History.<br>Compare and contrast History with other disciplines.<br>Analyse the traditions of historical writing.<br>Evaluate critical issues relating to the subject of History.                                                                                                                                         |

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|  | <b>4<sup>th</sup> Semester<br/>Social and Economic<br/>History of India (Up to<br/>1206 CE)</b> | After completion of this course a student will be able to: Explain in general outline the economic history of Early India.<br>Analyse the phases of development of economy from pastoral to Settled Agriculture. Identify major factors that influenced society and religions.<br>Appreciate art and architecture of Ancient India                                                                                                                                                                                            |
|  | <b>5<sup>th</sup> Semester<br/>Rise of the Modern<br/>West</b>                                  | On completion of this course, the students will be able to Explain the major trends and developments in the Western world between the 14th to the 16th century CE.<br>Analyse the significant historical shifts and events and the resultant effects on the civilizations of Europe in the period.                                                                                                                                                                                                                            |
|  | <b>5<sup>th</sup> Semester<br/>History of Europe<br/>(1648-1870 CE)</b>                         | After the completion of this course the students will be able to Evaluate the historical evolution and political developments that occurred in Europe in the period between 1648 to 1870. Analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe.<br>Relate to the variety of causes that dragged the world into devastating wars in the intervening period.                                                                                                     |
|  | <b>5<sup>th</sup> Semester<br/>East Asia: China and<br/>Japan (1839-1949)</b>                   | After completion of the course, a student will be able to Explain the gradual opening of China and the increasing influence of European powers therein. Analyse the reaction to Western imperialism up to the establishment of the Communist Republic in modern China. Describe Japan's transition from feudalism to modernity, internal reconstruction, changes in socio-economic and political structures up to the rise of militarism.                                                                                     |
|  | <b>5<sup>th</sup> Semester<br/>Social and Economic<br/>History of India (1206-<br/>1757 CE)</b> | After completing the course, the students will be able to:<br>Describe the changes in the society of medieval India including the rise of nobility and the Bhakti and Sufi movements.<br>Analyse how the economy of Medieval India developed under the Sultanate and the Mughal rule.                                                                                                                                                                                                                                         |
|  | <b>6<sup>th</sup> Semester<br/>History of Assam<br/>(1826-1947 CE)</b>                          | Upon completion of this course, students will be able to Describe the annexation of Assam by the imperialist British forces<br>Explain the expansion and consolidation of the British colonial rule in Northeast India<br>Analyse the development of nationalism in Assam and its role in India's freedom struggle.                                                                                                                                                                                                           |
|  | <b>6<sup>th</sup> Semester<br/>Social and Economic<br/>History of Assam<br/>(Upto 1947 CE)</b>  | Upon completion of this course, students will be able to Analyse the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system.<br>Explain the development trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations.<br>Appreciate the diversity of Assam. |

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|  | <b>6<sup>th</sup> Semester<br/>History of Europe<br/>(1870-1945 CE)</b>                        | After completing the course, the students will be able to:<br>Explain the major political developments in Europe from 1870 to 1939. Describe how the rise of two unified nations of Germany and Italy gave rise of intense imperialist contest the world over. Analyse the causes and consequences of World War I and the developments leading to World War II. |
|  | <b>6<sup>th</sup> Semester<br/>Social and Economic<br/>History of India<br/>(1757-1947 CE)</b> | After completing the course, the students will be able to:<br>Describe how the imperial British rule economically exploited India and caused drain of wealth. • Analyse how the colonial encounter effected social change in India. Appreciate the socio-cultural diversity of India.                                                                           |

**Sd/-**  
**HoD , History**  
**Murazar College, Murazar**



# DEPARTMENT OF EDUCATION

## SEMESTER I

**PAPER NAME: FOUNDATIONS OF EDUCATION**

**PAPER CODE : EDU-HG/RC-1016**

**CREDIT POINT: 6**

| UNITS | THEORY/<br>PRACTICAL | TOPIC                                                              | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                          |
|-------|----------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Concept of Education                                               | <ul style="list-style-type: none"><li>• Acquaint with the principles of education</li><li>• Gain knowledge about different various Forms and Aims of Education</li><li>• Understand the concept and importance of Discipline and Freedom.</li><li>• Acquire knowledge about the concept of Emotional and National Integration and International Understanding.</li></ul> |
| 2     | Theory               | Philosophy and Education                                           |                                                                                                                                                                                                                                                                                                                                                                          |
| 3     | Theory               | Psychology and Education                                           |                                                                                                                                                                                                                                                                                                                                                                          |
| 4     | Theory               | Education for National Integration and International understanding |                                                                                                                                                                                                                                                                                                                                                                          |
| 5     | Theory               | Sociology and Education                                            |                                                                                                                                                                                                                                                                                                                                                                          |

## SEMESTER II

**PAPER NAME : PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

**PAPER CODE : EDU-HC-2016**

**CREDIT POINT : 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                              | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------|----------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Philosophy and Education                            | <ul style="list-style-type: none"><li>• Know the concept of philosophy and its relationship with education.</li><li>• Understand the educational implications of different Indian schools of philosophy.</li><li>• Understand the educational implications of different Western schools of philosophy.</li><li>• Know the concept of sociology and its relationship with education.</li><li>• Develop understanding about the concept of educational sociology, social groups and socialisation.</li></ul> |
| 2     | Theory               | Various Indian Schools of Philosophy and Education  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3     | Theory               | Various Western Schools of Philosophy and Education |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 4     | Theory               | Sociology and Education                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5     | Theory               | Socio-cultural Context of Education                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**PAPER NAME : DEVELOPMENT OF EDUCATION IN INDIA-I**

**PAPER CODE : EDU-HC-2026**

**CREDIT POINT: 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                             | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                        |
|-------|----------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Education in Ancient and Medieval India            | <ul style="list-style-type: none"><li>• Recount the concept of Ancient Indian education system</li><li>• Describe the education system in Ancient India, particularly Vedic Education</li><li>• Examine the education system in Medieval India.</li><li>• Analyse the education system during British Period</li></ul> |
| 2     | Theory               | Education in British India: The Beginning          |                                                                                                                                                                                                                                                                                                                        |
| 3     | Theory               | Education in British India: In 19th Century        |                                                                                                                                                                                                                                                                                                                        |
|       | Theory               | Rise of Nationalism and its impact on education    |                                                                                                                                                                                                                                                                                                                        |
|       | Theory               | Education in British India: A Period of Experiment |                                                                                                                                                                                                                                                                                                                        |

**PAPER NAME : PSYCHOLOGY OF ADOLESCENTS**

**PAPER CODE : EDU-HG/RC-2016**

**CREDIT POINT: 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------|----------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Introduction to adolescent psychology | <ul style="list-style-type: none"><li>• Enable the students to understand the period of adolescence</li><li>• Enable the students to understand the significance of the adolescence period in human life</li><li>• Enable the students to know about various problems associated with this stage</li><li>• Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.</li></ul> |
| 2     | Theory               | Physical and mental development       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3     | Theory               | Social development                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4     | Theory               | Emotional and personality development |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 5     | Theory               | Delinquency                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## SEMESTER III

PAPER NAME: DEVELOPMENT OF EDUCATION IN INDIA-II

PAPER CODE: EDU-HC-3016

CREDIT POINT: 6

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                                            | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                              |
|-------|----------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Development of Indian Education the post-independence period      | <ul style="list-style-type: none"><li>• Understand the Educational situation during the time of Independence</li><li>• Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India</li><li>• Analyze the National Policy on Education in different tomes</li><li>• Accustom with the recent Educational Development in India</li></ul> |
| 2     | Theory               | Development of Secondary Education in the Post-Independent Period |                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3     | Theory               | Education Commission: 1964-66                                     |                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4     | Theory               | National Policies on Education in Post Independent India          |                                                                                                                                                                                                                                                                                                                                                                                                              |
| 5     | Theory               | Recent Developments and programmes in Indian Education            |                                                                                                                                                                                                                                                                                                                                                                                                              |

PAPER NAME : EDUCATIONAL TECHNOLOGY AND TEACHING METHODS

PAPER CODE : EDU-HC-3026

CREDIT POINT: 6

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                                        | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------|----------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Educational technology:                                       | <ul style="list-style-type: none"><li>• Make the students understand the objective of educational technology in teaching learning process</li><li>• Acquaint the students with innovations in the field of education through technology</li><li>• Make the students understand about various methods and devices of teaching</li><li>• Acquaint students with levels, effectiveness of teaching and classroom management</li><li>• Make the students understand the strategies of effective teaching as a profession.</li></ul> |
| 2     | Theory               | Information and Communication Technology in teaching-learning |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 3     | Theory               | Models of teaching                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4     | Theory               | Methods and techniques of teaching                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5     | Theory               | Lesson Planning and Micro Teaching                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**PAPER NAME : VALUE AND PEACE EDUCATION**

**PAPER CODE : EDU-HC-3036**

**CREDIT POINT: 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                                                         | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------|----------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Value                                                                          | <ul style="list-style-type: none"><li>• Understand the concept and meaning of value.</li><li>• Become aware about the role of educational institutions in building a value based society.</li><li>• Understand the meaning and concept of peace and its importance in human life.</li><li>• Understand the meaning and importance of peace education and its relevance at national and international level.</li><li>• Identify the different issues/challenges in imparting peace education.</li><li>• Identify the strategies and skills in promoting peace education at institutional level.</li></ul> |
| 2     | Theory               | Types of values, their characteristics, functions and educational significance |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3     | Theory               | Value education                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4     | Theory               | Peace Education                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 5     | Theory               | Challenges of Peace education and Role of Different Organizations              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

**PAPER NAME: GUIDANCE AND COUNSELLING**

**PAPER CODE: EDU-HG/RC-3016**

**CREDIT POINT: 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                           | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------|----------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Introduction to Guidance         | <ul style="list-style-type: none"><li>• Help the students to understand the concept, need and importance of Guidance and Counseling</li><li>• Enable the students to know the different types and approaches to Guidance and Counseling</li><li>• Acquaint the students with the organization of guidance service and school guidance clinic</li><li>• Enable the learners to understand the challenges faced by the teacher as guidance worker.</li></ul> |
| 2     | Theory               | Introduction to Counseling       |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3     | Theory               | Organization of guidance service |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 4     | Theory               | Guidance needs of students       |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5     | Theory               | School guidance programme        |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**PAPER NAME : PUBLIC SPEAKING SKILL**

**PAPER CODE : EDU-SEC- 3014**

**CREDIT POINT: 4**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                                                        | COURSE OUTCOMES                                                                                                                                         |
|-------|----------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Public Speaking and Communication Skill                                       | <ul style="list-style-type: none"><li>After completing this course, students will be able to acquire the capacities of public speaking skill.</li></ul> |
| 2     | Theory               | Personality Development and Motivation as Means for Effective Public Speaking |                                                                                                                                                         |
| 3     | Practical            | Students shall prepare a write-up based on topic selected for speech          |                                                                                                                                                         |

## SEMESTER IV

**PAPER NAME : GREAT EDUCATIONAL THINKERS**

**PAPER CODE : EDU-HC-4016**

**CREDIT POINT : 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                                        | COURSE OUTCOMES                                                                                                                                                                                                                         |
|-------|----------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Educational Thoughts of Srimanta Sankardeva                   | <ul style="list-style-type: none"><li>Enable the students to learn the Philosophy of life of different Educational Thinkers and their works.</li></ul>                                                                                  |
| 2     | Theory               | Educational Thoughts of Mahatma                               |                                                                                                                                                                                                                                         |
| 3     | Theory               | Educational Thoughts of A.P.J. Abdul Kalam                    |                                                                                                                                                                                                                                         |
| 4     | Theory               | Educational Thoughts of Rousseau and Froebel                  | <ul style="list-style-type: none"><li>Enable the students to learn about the views of thinkers in educational context.</li><li>Enable the students to learn about relevance of some of their thoughts at present day context.</li></ul> |
| 5     | Theory               | Educational Thoughts of John Dewey and Madam Maria Montessori |                                                                                                                                                                                                                                         |

**PAPER NAME : EDUCATIONAL STATISTICS AND PRACTICAL**

**PAPER CODE : EDU-HC-4026**

**CREDIT POINT: 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                       | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                 |
|-------|----------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Basics of Educational Statistics             | <ul style="list-style-type: none"><li>• Develop the basic concept of Statistics,</li><li>• Be acquainted with different statistical procedures used in Education.</li><li>• Develop the ability to represent educational data through graphs.</li><li>• Familiarize the students about the Normal Probability Curve and its applications in Education</li></ul> |
| 2     | Theory               | Graphical presentations of data              |                                                                                                                                                                                                                                                                                                                                                                 |
| 3     | Theory               | Co-efficient of Correlation and Percentiles  |                                                                                                                                                                                                                                                                                                                                                                 |
| 4     | Theory               | Normal Probability Curve and Its Application |                                                                                                                                                                                                                                                                                                                                                                 |
| 5     | Practical            | Statistical Practical                        |                                                                                                                                                                                                                                                                                                                                                                 |

**PAPER NAME : EMERGING ISSUES IN EDUCATION**

**PAPER CODE : EDU-HC-4036**

**CREDIT POINT : 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                                       | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                         |
|-------|----------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Social Inequality in Education and Constitutional Safeguards | <ul style="list-style-type: none"><li>• Make the students acquaint with major emerging issues national, state, and local</li><li>• Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system</li><li>• Address the various problems and challenges of education in India at all levels.</li></ul> |
| 2     | Theory               | Liberalization, Privatization and Globalization of Education |                                                                                                                                                                                                                                                                                                                                                                         |
| 3     | Theory               | Issues related to Students                                   |                                                                                                                                                                                                                                                                                                                                                                         |
| 4     | Theory               | Environmental Education and Population Education             |                                                                                                                                                                                                                                                                                                                                                                         |
| 5     | Theory               | Multi-Cultural Education and Alternative Education           |                                                                                                                                                                                                                                                                                                                                                                         |

**PAPER NAME : HISTORY OF EDUCATION IN INDIA**

**PAPER CODE : EDU-HG/RC-4016**

**CREDIT POINT : 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                                 | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------|----------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Education in British India                             | <ul style="list-style-type: none"><li>Analyze the education system during British Period</li><li>Understand the Educational situation during the time of Independence</li><li>Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India</li><li>Analyze the National Policy on Education in different tomes</li><li>Accustom with the recent Educational Development in India.</li></ul> |
| 2     | Theory               | Raise of Nationalism and its impact on Education       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3     | Theory               | Development of Indian Education: Post Independence I   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 4     | Theory               | Development of Indian Education: Post Independence- II |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 5     | Theory               | Recent Developments in Indian Education                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

**PAPER NAME: WRITING BIODATA AND FACING AN INTERVIEW**

**PAPER CODE: EDU-SE-4014**

**CREDIT POINT: 4**

| UNITS | THEORY/<br>PRACTICAL | TOPICS              | COURSE OUTCOMES                                                                                                                                                                                          |
|-------|----------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Bio-data            | <ul style="list-style-type: none"><li>After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.</li></ul> |
| 2     | Theory               | Interview           |                                                                                                                                                                                                          |
| 3     | Practical            | Facing an Interview |                                                                                                                                                                                                          |

## **SEMESTER V**

**PAPER NAME: MEASUREMENT AND EVALUATION IN EDUCATION & PRACTICAL**

**PAPER CODE: EDU-HC-5016**

**CREDIT POINT: 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                  | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------|----------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Measurement and Evaluation in Education | <ul style="list-style-type: none"><li>Enable the students to understand the concept of measurement and evaluation in education.</li><li>Acquaint the students with the general procedure of test construction and characteristics of a good test.</li><li>Develop an understanding of different types of educational tests and their uses.</li><li>Acquaint the students about personality test, and aptitude tests.</li></ul> |
| 2     | Theory               | Test Construction                       |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3     | Theory               | Educational Achievement Test            |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4     | Theory               | Personality Test                        |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 5     | Practical            | Laboratory Practical                    |                                                                                                                                                                                                                                                                                                                                                                                                                                |

**PAPER NAME : GUIDANCE AND COUNSELLING**

**PAPER CODE : EDU-HC-5026**

**CREDIT POINT: 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                           | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------|----------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Introduction to Guidance         | <ul style="list-style-type: none"><li>• Help the students to understand the concept, need and importance of Guidance and Counseling</li><li>• Enable the students to know the different types and approaches to Guidance and Counseling</li><li>• Acquaint the students with the organization of guidance service and school guidance clinic</li><li>• Enable the learners to understand the challenges faced by the teacher as guidance worker.</li></ul> |
| 2     | Theory               | Introduction to Counseling       |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3     | Theory               | Organization of guidance service |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 4     | Theory               | Guidance needs of students       |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5     | Theory               | School guidance programme        |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**PAPER NAME : DEVELOPMENTAL PSYCHOLOGY**

**PAPER CODE : EDU-HE-5026**

**CREDIT POINT : 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                                       | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------|----------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Introduction to Developmental Psychology                     | <ul style="list-style-type: none"><li>• Enable the students to understand the basic concepts relating to development</li><li>• Acquaint the students about heredity and environmental factors affecting pre-natal development</li><li>• Enable the students to understand the development aspects during infancy and childhood</li><li>• Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.</li></ul> |
| 2     | Theory               | Infancy                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 3     | Theory               | Childhood                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4     | Theory               | Adolescence                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5     | Theory               | Social, Emotional and Personality Development of Adolescence |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



**PAPER NAME : TEACHER EDUCATION IN INDIA**

**PAPER CODE : EDU-HE-5046**

**CREDIT POINT : 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                                                         | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------|----------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Conceptual Framework and Historical Perspectives of Teacher Education in India | <ul style="list-style-type: none"><li>• Explain the Concept, Scope, Aims &amp; Objectives and Significance of teacher education</li><li>• Acquaint with the development of Teacher Education in India</li><li>• Acquaint with the different organizing bodies of teacher education in India and their functions in preparation of teachers for different levels of education</li><li>• Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyze the status of teacher education in India</li><li>• Understand and conceive the qualities, responsibilities and professional ethics of teachers</li></ul> |
| 2     | Theory               | Teacher Education For Different Levels of Education                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3     | Theory               | Structure and Organizations of Teacher Education in India                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4     | Theory               | Status of Teacher Education in India: Trends, Issues and Challenges            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 5     | Theory               | Quality, Responsibility and Professional Ethics of Teachers                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## **SEMESTER VI**

**PAPER NAME: EDUCATION AND DEVELOPMENT**

**PAPER CODE: EDU-HC-6016**

**CREDIT POINT: 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                       | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                   |
|-------|----------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Basic Concepts of Education and Development  | <ul style="list-style-type: none"><li>• Relation between education and development</li><li>• Educational development in the post globalization era</li><li>• Role of education in community development</li><li>• Education for human resource development</li><li>• Economic and political awareness through education</li></ul> |
| 2     | Theory               | Education and Community Development          |                                                                                                                                                                                                                                                                                                                                   |
| 3     | Theory               | Education and Human Resource Development     |                                                                                                                                                                                                                                                                                                                                   |
| 4     | Theory               | Education and Economic Development           |                                                                                                                                                                                                                                                                                                                                   |
| 5     | Theory               | Education and Developing Political Awareness |                                                                                                                                                                                                                                                                                                                                   |

**PAPER NAME : EDUCATION AND DEVELOPMENT**

**PAPER CODE : EDU-HC-6026**

**CREDIT POINT : 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | COURSE<br>OUTCOMES                                                                                                                |
|-------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1     | Project              | <p>Each student is required to complete anyone project related to any area of the syllabus to be evaluated by Internal and External Examiners jointly through viva-voce test. The project work will be completed according to following heads:</p> <ul style="list-style-type: none"><li>• Title of the Project</li><li>• Introduction</li><li>• Importance of the Study</li><li>• Objectives of the Study</li><li>• Review of related literature (if any)</li><li>• Methods and Procedure</li><li>• Data Analysis and Discussion</li><li>• Conclusion</li></ul> <p>Internal Assessment (20 Marks):<br/>Home Assignment/Group Discussion related to Project: 10 Marks<br/>Library Works: 6 Marks<br/>Attendance: 4 Marks<br/>External Assessment (80 Marks):<br/>Project Report: 60 Marks<br/>Viva Voce: 20 Marks</p> | <ul style="list-style-type: none"><li>• Explain the process of conducting a Project.</li><li>• Prepare a Project Report</li></ul> |

**PAPER NAME : MENTAL HEALTH AND HYGIENE**

**PAPER CODE : EDU-HE-6016**

**CREDIT POINT: 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                    | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------|----------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Fundamentals of Mental Health             | <ul style="list-style-type: none"><li>• Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.</li><li>• Understand the concept and importance of mental hygiene and its relationship with mental health.</li><li>• Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.</li><li>• Learn the meaning and problem of adjustment and also the different adjustment mechanisms.</li><li>• Familiarize with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.</li></ul> |
| 2     | Theory               | Mental Hygiene – Meaning and Definitions  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3     | Theory               | Education and Mental Health               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4     | Theory               | Preservation of Mental Health and Hygiene |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 5     | Theory               | Mental Health and Yoga                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**PAPER NAME : EDUCATIONAL MANAGEMENT**

**PAPER CODE : EDU-HE-6036**

**CREDIT POINT : 6**

| UNITS | THEORY/<br>PRACTICAL | TOPICS                                                 | COURSE OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------|----------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Theory               | Introduction to Educational Management                 | <ul style="list-style-type: none"><li>• Develop an understanding of the basic concept of educational management.</li><li>• Enable the students to know about the various resources in education</li><li>• Enable the students to understand the concept and importance of educational planning.</li><li>• Enable the students to know about the financial resources and financial management in education.</li></ul> |
| 2     | Theory               | Resources in Education                                 |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3     | Theory               | Educational Planning                                   |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4     | Theory               | Institutional Planning                                 |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 5     | Theory               | Financing of Education and Recent Trends in Management |                                                                                                                                                                                                                                                                                                                                                                                                                      |

### **FYUGP (NEP-2020)**

#### **SEMESTER - I**

#### **PRINCIPLES OF EDUCATION**

##### **Learning Outcome:**

After going through this paper the students will be Able to know the meaning, types and sound principles of education. Students will be able to get acquainted with the concepts like different aims of education, Curriculum,

Democracy, discipline Freedom, etc. Have knowledge about different aims of education and its application in educational setting. Able to understand the democratic ideals and set up of education.

#### **SEMESTER- II**

#### **EDUCATIONAL PSYCHOLOGY**

##### **Learning Outcomes:**

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

Understand the relationship between education and psychology.

Explain the need of educational psychology in teaching learning process.

Describe the nature and theories of learning and role of motivation in learning.

Understand the concept of memory, forgetting, attention and interest.

Understand intelligence, its theories and measurement and acquaint themselves with different types of personality and the adjustment mechanism.

Understand the types of exceptional children and significance of individual differences in a classroom.

## **SEMESTER- III**

### **EDUCATIONAL SOCIOLOGY**

#### **Learning Outcome:**

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

- Understand the concept and nature of sociology

Analyse the relationship of sociology with education.

Understand the concept and nature of culture

Analyse the relationship of culture with education.

Understand the concept of socialization and its processes.

Explain the role of education on socialization.

Understand the concept, nature and factors of social change.

Explain the role of education on social change.

Understand the concept and nature of social group and its types.

Analyse the difference between social group and crowd.

## **SEMESTER- IV**

### **DEVELOPMENT OF EDUCATION IN INDIA**

#### **Learning Outcome:**

After completion of this course the learner will be able to

Recount the concept of Ancient Indian education system

Describe the education system in Ancient India, particularly Vedic Education

Examine the education system in Medieval India.

Analyse the education system during British Period

Understand the Educational situation during the time of Independence

Explain the recommendations and educational importance of different Education

Commission and Committees in post Independent India Analyse the National Policy on Education in different times

Accustom with the recent Educational Development in India

## **SEMESTER- IV**

### **GUIDANCE AND COUNSELING**

#### **Learning Outcomes:**

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

Understand the concept, need and importance of Guidance and Counseling

Know the different types and approaches to Guidance and Counseling

Acquaint themselves with the organization of guidance service and school guidance clinic

Enable themselves to understand the challenges faced by the teacher as guidance worker.

## **SEMESTER- IV**

### **HUMAN RIGHTS, VALUE AND PEACE EDUCATION**

After completion of this course the learners will be able to demonstrate the ability to

Explain the basic concept, nature and scope of human rights

Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.

Know the role of United Nations on human rights

Understand enforcement mechanism in India

Know the role of advocacy groups

## **SEMESTER- IV**

### **EDUCATIONAL PHILOSOPHY**

#### **Learning Outcome:**

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

Understand the concept, nature, functions and branches of philosophy

Analyse the relationship of philosophy with science

Understand the concept, nature, scope and functions of educational philosophy

Analyse the relationship of philosophy with education.

## **SEMESTER- V**

### **EDUCATIONAL TECHNOLOGY**

#### **Learning Outcome:**

Make the students understand the objective of educational technology in teaching learning process

Acquaint the students with innovations in the field of education through technology

Make the students understand about various methods and devices of teaching

Acquaint students with levels, effectiveness of teaching and classroom management

Make the students understand the strategies of effective teaching as a profession

## **SEMESTER- V**

### **EMERGING ISSUES IN EDUCATION**

#### **Learning Outcome:**

After completion of this unit, students will be able to-

Make the students acquainted with major emerging issues national, state, and local

Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system

Address the various problems and challenges of education in India at all levels.

## **SEMESTER- V**

### **ENVIRONMENTAL EDUCATION**

#### **Learning Outcome:**

On completion of this course, the students will be able to

1. Understand the concept of environment and its relation between human beings
2. Realise the importance of Environmental Education and learn the strategies aware people on environment.
3. Discuss on Environmental Issues and Challenges and learn to deal effectively with environmental hazards
4. Evaluate the environmental status at regional and global level and acquire skills to conserve and preserve environment
5. Acquaint themselves with the SDGs and true causes of decline of environmental values among people.

## **SEMESTER- V**

### **RESEARCH METHODOLOGY**

#### **Learning Outcome:**

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

Enable the students to understand the concept of Educational Research.

Acquaint the students with the different steps of Educational Research

Develop an understanding of different types of educational research

Acquaint the students about the preparation of Research Proposal

## **SEMESTER- V**

### **DEVELOPMENTAL PSYCHOLOGY**

#### **Learning Outcome:**

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

Understand the meaning, nature, scope and different methods of developmental psychology

Understand the pre-natal period of development.

Know the characteristics and different developmental aspects of infancy period.

Explain the parental attitude and family role in the development of infants.

Know the characteristics and different developmental aspects of childhood period.

Understand the role of family and school in social and personality development of childhood.

Understand the meaning, characteristics and developmental tasks of adolescence.

Explain the need and importance of studying adolescence.

Understand the social, emotional and personality development of adolescence.

Analyse the role of family, school and peers on adolescents' development.

## **SEMESTER- V**

### **TEACHER EDUCATION**

#### **Learning Outcome:**

- After completion of this course the learner will be able to:
- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organizing bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India.
- 
- Understand and conceive the qualities, responsibilities and professional ethics of teachers

## **SEMESTER- V**

### **EDUCATIONAL MANAGEMENT**

#### **Learning Outcome:**

After completion of this course the learners will be able to demonstrate the ability to management

Develop an understanding of the basic concept of educational and their application

Enable the students to know about the various resources in education

educational learning Enable the students to understand the concept and importance of

Enable the students to know about the financial resources and financial management in education

## **SEMESTER- V**

### **EDUCATIONAL MEASUREMENT AND LABORATORY PRACTICAL**

#### **Learning Outcome:**

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

Understand the concept of measurement and evaluation in education.

Acquaint the students with the general procedure of test construction and characteristics of a good test.

Develop an understanding of different types of educational tests and their uses.

Acquaint the students about personality test, and aptitude tests.

## **SEMESTER- V**

### **EDUCATIONAL STATISTICS AND PRACTICAL**

#### **Learning Outcome:**

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

Develop the basic concept of Statistics,

Be acquainted with different statistical procedures used in Education.

Develop the ability to represent educational data through graphs

Familiarize the students about the Normal Probability Curve and its applications in Education



## **SEMESTER- VI**

### **MENTAL HEALTH AND HYGIENE**

#### **Learning Outcome:**

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

Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.

Understand the concept and importance of mental hygiene and its relationship with mental health. Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.

Learn the meaning and problem of adjustment and also the different adjustment mechanisms

Familiarize with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

Will be able to apply the knowledge gained from this course for Upliftment of one's mental health

## **SEMESTER- VI**

### **GENDER STUDIES**

#### **Learning Outcome:**

After going through this paper the students will be able to know the meaning of gender difference between sex and gender, types like Family, Marriage, Kinship, Religious institution, Gender Stereotype able to understand the meaning of the subject gender studies. It an importance and features, different roles on the basis of gender able to get acquainted with the process of Socialization and Gender biases in the School, Family and Society have knowledge about different provisions for gender equality.

#### **. Program outcomes of the Department (200 words):**

The department 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. Acquire knowledge about the concept of emotional and National integration and International Understanding. Enable the students to understand the development aspects of adolescence, importance of adolescence period and associated with this age. Able to know the guidance and challenges in the field accustom with the recent educational development in India.

Sd/-  
HOD  
Department of Education  
Murazar Collge, Murazar

# DEPARTMENT OF POLITICAL SCIENCE

## (Honours Course)

### SEMESTER- I

| Cores Code  | Corse Name                                        | Course Outcome                                                                                                                                                                                                                                                                                          |
|-------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| POL-HC-1016 | (Understanding Political Theory                   | <ul style="list-style-type: none"><li>To introduce the idea of political theory and various approaches.</li><li>To enable the students to access the contemporary trends of politicaltheory.</li><li>To reconcile theory and practice in relation to democracy.</li></ul>                               |
| POL-HC-1026 | (Constitutional Government and Democracyin India) | <ul style="list-style-type: none"><li>To acquaint students with constitutional design of state structures andinstitution.</li><li>To understand the conflict in constitutional process.</li><li>To make them comprehend the state institutions in relation to extraconstitutional environment</li></ul> |

### SEMESTER- II

|              |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| POL-HC-2016  | (Political Theory- Concepts and Debates | <ul style="list-style-type: none"><li>Understand the various concepts of political theory and appreciate howthey can be helpful to analyze crucial political issues.</li><li>Understand the significance of debates in political theory in exploring multiple perspectives to concepts, ideas and issues.</li><li>Appreciate how these concepts and debates enrich political life and issues surrounding it</li></ul> |
| POL-HC- 2026 | (Political Process inIndia)             | <ul style="list-style-type: none"><li>Understanding the working of major political institutions in India.</li><li>Understand the major debates in Indian politics along with axis of caste, gender, religion and region.</li><li>Understand the changing nature of Indian state and the contradictory dynamics of modern power</li></ul>                                                                              |

### SEMESTER- III

|              |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| POL-HC- 3016 | (Introduction to Comparative Government and Politics) | <ul style="list-style-type: none"><li>To make students understand the basic concepts in comparative politics.</li><li>To make students to classify the different political system and historicalcontext of modern government.</li><li>To enable the students to have a comparative analysis of countries related to their political institutions and behavior</li></ul>                                                       |
| POL-HC- 3026 | (Perspectives on Public Administration)               | <ul style="list-style-type: none"><li>To enable the students to learn the basic concepts related to the publicadministration.</li><li>To make the students to have a understanding of public policy and its formulation.</li><li>To make students learn the major theories of public administration. To familiarize students with the major approaches and recent Debates related to field of public administration</li></ul> |

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| <b>POL-HC- 3036</b> | <b>(Perspectives on International Relations and World History)</b>       | <ul style="list-style-type: none"> <li>• To make students understand the key theoretical approaches in international relations.</li> <li>• To familiarize the students with the evolution of international statesystems and its importance.</li> <li>• To make the students aware of the key theoretical debates in international relations.</li> <li>• To enable students to have an overall understanding of international relations in relations to 20<sup>th</sup> century IR history.</li> </ul>                                                                                                                                                               |
| <b>SEMESTER- IV</b> |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>POL-HC- 4016</b> | <b>(Political Processes and Institutions in Comparative Perspective)</b> | <ul style="list-style-type: none"> <li>• To understand, comprehend and analyses the complex nature and functioning of the political system, political institutions and corresponding issues to these in a country specific case of India and across country perspectives.</li> <li>• To demonstrate critical thinking about key issues of political system of different form, political process and public policy</li> <li>• To use the contents and sub-unites of the course as yardstick for comparing these political system and process.</li> </ul>                                                                                                             |
| <b>POL-HC- 4026</b> | <b>(Public Policy and Administration in India)</b>                       | <ul style="list-style-type: none"> <li>• Be familiarized with and gain knowledge about the processes of publicpolicy making in India and their significance in administering in India To develop the ability to the functioning of the government andadministering in ensuring a citizen centric welfare administration in India</li> </ul>                                                                                                                                                                                                                                                                                                                         |
| <b>POL-HC-4036</b>  | <b>(Global Politics)</b>                                                 | <ul style="list-style-type: none"> <li>• To enable the 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.</li> <li>• To have knowledge of the essential theoretical assumptions underlying globalization's conceptual; frameworks and their relationships to policyinterventions.</li> <li>• To demonstrate elementary knowledge of major issues and subject-matters surrounding globalization that decides the international relations- political, economic and security relations among the nations</li> </ul> |
| <b>SEMESTER- V</b>  |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>POL-HC- 5016</b> | <b>(Classical Political Philosophy)</b>                                  | <ul style="list-style-type: none"> <li>• To interpret idea underlying traditions in classical political philosophy.</li> <li>• To analyze the debates and arguments of leading philosophers belonging to different traditions of the world.</li> <li>• To appraise the relevance of classical political philosophy in understanding contemporary politics.</li> </ul>                                                                                                                                                                                                                                                                                               |
| <b>POL-HC- 5026</b> | <b>(Indian Political Thought-I)</b>                                      | <ul style="list-style-type: none"> <li>• To underline themes and issues inn political traditions of pre-colonialIndia.</li> <li>• To compare and contrast positions of different political traditions those</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                     |                                       |                                                                                                                                                                                                                                                                                                                                                                           |
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|                     |                                       | <p>were present in pre-colonial India.</p> <ul style="list-style-type: none"> <li>To evaluate the relevance of political thought of pre-colonial India for contemporary politics</li> </ul>                                                                                                                                                                               |
| <b>POL-HE-5016</b>  | <b>(HumanRights)</b>                  | <ul style="list-style-type: none"> <li>To describe the basic concepts of human rights.</li> <li>To comprehend different approaches regarding human right.</li> <li>To familiarize the role of UNO in the growth and development of human right.</li> <li>To describe different measures taken for the protection of human rights.</li> </ul>                              |
| <b>POL-HE- 5046</b> | <b>(Select Constitution</b>           | <ul style="list-style-type: none"> <li>Students will be able to understand the importance of constitutions.</li> <li>This paper is an integral part of public services examinations</li> <li>Students will be introduced to the various types of constitutions and the forms of governments' different parts of the World.</li> </ul>                                     |
| <b>SEMESTER- VI</b> |                                       |                                                                                                                                                                                                                                                                                                                                                                           |
| <b>POL-HC-6016</b>  | <b>(Modern Political Philosophy</b>   | <ul style="list-style-type: none"> <li>To interpret ideas underlying traditions in modern political philosophy</li> <li>To analyze the debates and arguments of leading political philosophers of different philosophical traditions.</li> <li>To appraise the relevance of modern political philosophy in understanding contemporary politics.</li> </ul>                |
| <b>POL-HC- 6026</b> | <b>(Indian Political Thought –II)</b> | <ul style="list-style-type: none"> <li>To underline themes and issues in political thought of modern India.</li> <li>To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.</li> <li>To assess the relevance of political thought of modern Indian in understanding contemporary politics.</li> </ul> |
| <b>POL-HE- 6016</b> | <b>(Human Rights in India)</b>        | <ul style="list-style-type: none"> <li>To describe origin and development of human rights in India.</li> <li>To comprehend different measures adopted by India for the protection and development of human rights.</li> <li>To familiarize the emerging issues related to human rights.</li> </ul>                                                                        |
| <b>POL-HC- 6046</b> | <b>(Select Constitution</b>           | <ul style="list-style-type: none"> <li>Students will be able to understand the importance of constitutions</li> <li>This paper is an integral part of public services examinations.</li> <li>Students will be introduced to the various types of constitutions and the form of government from different parts of the world.</li> </ul>                                   |

## REGULAR COURSE

| SEMESTER- I   |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CourseCode    | Course Name                                    | Course Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| POL-RC- 1016  | <b>Introduction of Poetical Theory</b>         | <ul style="list-style-type: none"> <li>To introduce the key concepts in Political Science.</li> <li>To make students understand the aspects of conceptual analysis</li> <li>To engage in application of concepts and limitations</li> </ul>                                                                                                                                                                                                                                                                                                                        |
| SEMESTER- II  |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| POL-RC-2016   | <b>Indian Government and Politics</b>          | <ul style="list-style-type: none"> <li>Appreciate the approaches to the study of Indian Politics and the changing nature of the state.</li> <li>Understand the basic features of the Indian Constitution and its institutional framework.</li> <li>Examining the changing role of caste, class and patriarchy and their impact on politics.</li> <li>Understand the dynamics of social movement in India.</li> </ul>                                                                                                                                               |
| SEMESTER- III |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| POL-RC- 3016  | <b>Comparative Government and Politics</b>     | <ul style="list-style-type: none"> <li>To make students have a basic understanding of comparative political analysis</li> <li>To make students learn the classification of political system from a comparative politics framework.</li> <li>To make students learn the classification of government and the political behavior of institutions and the changes in the nature of the nation states.</li> </ul>                                                                                                                                                      |
| POL-SE- 3014  | <b>Parliamentary Procedures and Practices</b>  | <ul style="list-style-type: none"> <li>To help students in understanding the practical approaches to legislatures practices and procedures,</li> <li>To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,</li> <li>To enable students to have an understanding of the importance of Parliamentary Committees,</li> <li>To make students learn about the basic functioning of Parliament</li> </ul>                                                                                                     |
| SEMESTER- IV  |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| POL-RC- 4016  | <b>Introduction to International Relations</b> | <ul style="list-style-type: none"> <li>To demonstrate basic understanding of scientific methods of inquiry in international relations.</li> <li>To understand how international relations influence societies.</li> <li>To demonstrate a basic understanding of the foundational theories and concepts in international relations.</li> <li>To analyze 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</li> </ul> |

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| <b>POL-SE-4014</b>  | <b>Panchayati Raj in India</b>            | <ul style="list-style-type: none"> <li>This paper will help students understand the importance of grassroots political institutions in empowering people</li> <li>This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>SEMESTER- V</b>  |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>POL-SE- 5014</b> | <b>Public Opinion and Survey Research</b> | <ul style="list-style-type: none"> <li>This course will help the students to participate in debates, principles and practices of public opinion polling in the context of democracies, with special reference to India.</li> <li>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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>POL-RE-5016</b>  | <b>Public Administration</b>              | <ul style="list-style-type: none"> <li>Students will be able to understand the basics of public administration;</li> <li>This paper is an integral part of public services examinations. Students will be well versed with ideas of administration</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>POL-RG- 5016</b> | <b>Public Administration</b>              | <ul style="list-style-type: none"> <li>Students will be able to understand the basics of public administration;</li> <li>This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>SEMESTER- VI</b> |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>POL-SE- 6014</b> | <b>Conflict and Peace Building</b>        | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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, journalist and experts, on the other.</li> </ul> |

|                     |                                     |                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>POL-RE- 6016</b> | <b>Public Administration</b>        | <ul style="list-style-type: none"> <li>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.</li> <li>One will also be in a position to know about the principles and processes of budgeting etc.</li> </ul> |
| <b>POL-RG- 6026</b> | <b>Indian Public Administration</b> | <ul style="list-style-type: none"> <li>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</li> </ul>                                                                                                              |

### **FYUGP (NEP-2020)**

#### **SEMESTER- I**

|                   |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>POL0100104</b> | <b>Introduction to Political Theory (Core)</b> | <p>After completing the course students will be better equipped to understand the key ca in political theory and various related conceptual categories.</p> <ul style="list-style-type: none"> <li>They will also be in a better position to engage in application of concepts and underst limitations.</li> </ul> <p>It will also help in developing critical thinking regarding the functioning of the political system in relations to the context the students are situated in.</p> <p>The foundation for understanding the contemporary political developments would also be laid down by the course.</p> |
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### **FYUGP (NEP-2020)**

#### **SEMESTER- II**

|                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Political Science</b> | <b>Indian Government and Politics (Core)</b> | <ul style="list-style-type: none"> <li>Students will develop an understanding of the legacy of national movement and the principles that shaped the formation and functioning of the Constituent Assembly of India.<br/>It will help in developing critical thinking about role of ideas and norms in shaping democracy in India. It will make them understand what is constitution and how has the working of contributed to the consolidation of democracy in India.</li> <li>Students will be able to make sense of the institutional design, challenges and resilience marking key public institutions in India.</li> <li>The students will develop basic understanding on the constitutional provisions related to the legislative procedures in Indian Parliament. It will enhance their understanding related to the procedures, practices related to the passage of a bill from drafting to its passage by the Parliament.</li> <li>It will help students in developing a nuanced understanding of the importance of states in Indian politics and how the changing character of federalism in India made states the key player.</li> </ul> |
|--------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b><u>FYUGP (NEP-2020)</u></b><br><b><u>SEMESTER- III</u></b> |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Political Science                                             | Perspectives on Public Administration (Core)           | <p>Students will learn the basic concepts related to Public Administration and its significance</p> <p>Students will understand the major classical and contemporary administrative theories and approaches and a critical thinking on them. It will help students to understand importance of personnel administration in an administrative system and issues related to it including civil service neutrality and need, role and independence of Public Service Commission.</p> <p>Students will develop basic understanding on recent debates in public administration.</p>                                                                                                                                                                                                                                               |
| <b><u>FYUGP (NEP-2020)</u></b><br><b><u>SEMESTER- IV</u></b>  |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| POL 04-01                                                     | Understanding International Relations (Compulsory)     | <p>To make students understand the key theoretical approaches in international relations</p> <p>To familiarize students with the history of evolution of international relations in the twentieth century</p> <p>To enable students to comprehend the nature of global economy.</p> <p>To demonstrate the basic knowledge of some of the contemporary global issues</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| POL 04-02                                                     | Political Theory: Concepts and Debates (Compulsory)    | <p>Understand the dimensions of shared living through these political values and concepts.</p> <p>Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.</p> <p>Reflect upon some of the important debates in political theory.</p> <p>. Develop critical thinking and the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.</p>                                                                                                                                                                                                                                                                                                       |
| POL 04-03                                                     | Political Processes in India (Compulsory)              | <p>This Course is helpful in making students familiar with the significant political processes shaping Indian Politics in last seven decades.</p> <ul style="list-style-type: none"> <li>• As such, the paper would help the students to know in detail about electoral processes and trends, party system in India, dynamics of Indian politics including regionalism, caste and religion as well as the changing nature of the Indian State.</li> <li>• Their engagement with the selected scholarly articles included in the reading list will essentially orient them towards the larger intellectual and research tradition on issues of Indian politics.</li> </ul> <p>The paper will be helpful in terms of competitive examinations including NET/JRF, SLET as well as research in the field of Indian Politics.</p> |
| POL 04-04                                                     | Public Policy and Administration in India (Compulsory) | <p>The students will understand the basic concept of public policy, policy analysis public policy process and governance. The students also get the knowledge of different stages of public policy in terms of theoretical formulation.</p> <p>The student will learn about the principles of financial management, which are necessary for the examination purpose.</p> <p>Students will develop basic understanding on the best practices in public administration such as RTI, e-Governance etc.</p> <p>The student will learn about the various welfare policies and the role of governance in it.</p>                                                                                                                                                                                                                   |



**FYUGP (NEP-2020)****SEMESTER- V**

|              |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| POL 05-01    | Western Political Philosophy (Compulsory)         | <ul style="list-style-type: none"><li>• It will help the students in understanding the interconnectedness of philosophy and politics and interpret ideas underlying traditions in political philosophy.</li></ul> <p>It will help to analyze the debates and arguments of leading political philosophers belonging to different traditions.</p> <p>The students will be in a position to appraise the relevance of political philosophy in understanding contemporary politics.</p> |
| POL05-02     | Indian Political Thought (Compulsory)             | <p>Better understand the themes and issues in political thought of India.</p> <p>Compare and contrast positions of leading political thinkers in India on issues that are constitutive of modern India.</p> <p>Comprehend the importance of the socio-political context for the emergence of the ideas.</p> <p>Assess the relevance of political thought of India in understanding contemporary politics.</p>                                                                       |
| POL05-03 a   | United Nations and Global Conflict (Optional)     | <ul style="list-style-type: none"><li>• To make students learn the importance of United Nations as an organization.</li></ul> <p>To enable students to have a basic understanding of the political processes of the United Nations.</p> <p>To make students learn the relevance of United Nations and its intervention in global conflicts critically.</p> <p>To help students identify and analyse the key conflicts that have shaped contemporary global politics</p>             |
| POL05-03 b   | Comparative Government and Politics (Optional)    | <p>To analyse the importance of different methods of "comparison".</p> <p>To understand the different forms of governments.</p> <p>To assess the working of institutions.</p>                                                                                                                                                                                                                                                                                                       |
| POL, 05-04 a | Introduction to India's Foreign Policy (Optional) | <ul style="list-style-type: none"><li>• To enable students to learn about the evolution of India's engagement with the world and foreign policy formulation process in India.</li></ul> <p>To familiarize students the nature of India's evolving relationship with major powers and its neighbours.</p> <ul style="list-style-type: none"><li>• To demonstrate the knowledge of multilateral diplomacy of India.</li></ul>                                                         |
| POL 05-04 b  | Understanding South Asia (Optional)               | <p>To identify geo-political and historical construction of South Asia as a region</p> <ul style="list-style-type: none"><li>• To analyse the politics and socio-economic issues of the South Asian Region</li></ul> <p>To assess the relevance of regionalism in South Asia and India's position in the region.</p>                                                                                                                                                                |

**FYUGP (NEP-2020)**

**SEMESTER- VI**

|            |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| POL 06-01  | : Human Rights: Traditions and Debates (Compulsory)  | <p>Human Rights: Traditions and Debates (Compulsory)</p> <p>To make sense of institutional framework as well as theoretical perspectives of human rights.</p> <p>To develop critical thinking and the ability to make logical inferences about socio- economic and political issues.</p>                                                                                                                                                                                                                                                                                                                                                                                       |
| POL 06-02  | Feminism: Theory and Practice (Compulsory)           | <p>It will help to better appreciate key concepts that offer an understanding of gender inequality.</p> <p>Students will be in a position to comprehend the meaning of feminism and the theoretical developments associated with it.</p> <p>It will help to appraise the origin and development of feminism in the West and Socialist states.</p> <p>This course will help the students to comprehend the trajectory of women's movement in India and the issues addressed.</p> <p>It will lead to analysing and understanding the importance of gender in Northeast India in certain key aspects.</p>                                                                         |
| POL 06-03a | <b>Politics in Northeast India (Optional)</b>        | <p>It will help to better appreciate key concepts that offer an understanding about political development in Northeast India.</p> <p>Students will be in a position to comprehend the meaning of political development in Northeast India.</p> <p>This course will help the students to comprehend the trajectory of ethnic movement in Northeast India and the issues addressed.</p> <p>It will lead to analysing and understanding the importance of Issues of Northeast India in certain key aspects.</p>                                                                                                                                                                   |
| POL 06-3b  | Conflict and Peace Building (Optional)               | <p>To learn the basic concepts about conflict and Peace Building</p> <p>To Understand different approaches and theories to peace and conflict studies.</p> <p>To learn the various skills and techniques as conflict responses in the society. To understand the nature of socio cultural conflicts based on ethnic, religious and gender.</p> <p>Students will understand, compare and evaluate theories and research on the causes of intergroup and international conflict and violence.</p> <p>Develop a critical understanding of how societies develop nonviolent means of basic social change, recover from violence, and prevent it from reoccurring in the future</p> |
| POL 06-04a | Rural Local Governance: Theory & Practice (Optional) | <p>This paper will help students understand the importance of grass root political institutions in empowering people.</p> <p>The students also gain knowledge about the important and significance of rural local governance</p> <p>Student will learn the constitutional structure of the rural local bodies</p> <p>Student will understand the inter relationship among the concepts of decentralization. democracy and participation.</p>                                                                                                                                                                                                                                   |

|            |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| POL 06-04b | Urban Local Governance: Theory and Practice (Optional) | <p>Have a basic understanding of the policies and institutions governing cities and urban areas Have a basic knowledge of the constitutional structure of urban governance.</p> <p>Understand the concepts and different dimensions of urban governance highlighting the major debates in the contemporary times.</p> <p>Evaluate the importance of urban governance in the context of a globalising world, environment, administration and development.</p> <p>Equipping students with the skill to analyse good governance practices and initiatives of urban governance system.</p> |
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### **PROGRAMME OUTCOMES:**

Political Science undergraduate program was born out of recognition of the increasing significance of cross-disciplinary studies in the social sciences. The programme outcome of Political Science is mentioned as follows;

1. Develop knowledge of theories, concepts, and research methods in humanities and social sciences.
2. Assess how global, national and regional developments affect society.
3. The Political Science degree furnishes the students with a unique multidisciplinary approach in social sciences and prepares them for further academic study and for careers in the public and the private sector.
4. Understand the world, country, society and have awareness of ethical problems, social rights, values and responsibility to the self and to others.
5. Understand and follow changes in patterns of political behaviour, ideas and structures. Develop the ability to make logical inferences about social and political issues on the basis of comparative and historical knowledge.
6. Take individual and team responsibility, function effectively and respectively as an individual and a member or a leader of a team; and have the skills to work effectively in multi-disciplinary teams.
7. Know how to access and evaluate data from various sources of information.

**Sd/-**

**HoD, Political Science  
Murazar College,  
Murazar**

## DEPARTMENT OF ASSAMESE

### অসমীয়া বিভাগ

- ASM-AE-1014- অসমীয়া ভাষা যোগাযোগৰ মাধ্যম হিচাপে গৃহস্থৰ কবিতালৈ অঞ্চলবিশেষৰ লক্ষ্য আৰু লেখনগত দক্ষতা অৰ্জনৰ আন্তৰিক আৰু প্ৰাথমিক জ্ঞান এই পাঠ্যত অন্তৰ্ভুক্ত হৈছে।
- ASM-HC-1016- এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে অসমীয়া সাহিত্যৰ মুখ্য বিভাজন সম্বন্ধত পণ্ডিতসকলৰ মতামত, উল্লেখযোগ্য সাহিত্যৰ ধাৰণা আৰু ইয়াৰ গুৰুত্বপূৰ্ণ নিদৰ্শন, আত্মকথনী আৰু অতীত যুগৰ প্ৰধান সাহিত্যিকসকলৰ ৰচনাৰ বৈশিষ্ট্য সম্বন্ধে জ্ঞানৰ পাবিব।
- ASM-HC-1026- এই পাঠ্যৰ প্ৰাৰম্ভিক অংশত ছাত্ৰ-ছাত্ৰীসকলক উদ্ভৱ-অতীত যুগ, আত্ম-কথনী, অতীত যুগৰ পটভূমিৰ জ্ঞান লভাৰ লগে লগে সেই সেই সময়কালৰ গুৰুত্বপূৰ্ণ সাহিত্যিক ৰচনাৰ সৈতে পৰিচিত হৈছে।
- ASM-HC-2016- এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীয়ে ভাষা-বিকাশৰ আধাৰত ভাষা বিপ্লৱৰ বিভিন্ন কথা, ভাৱ আৰু ধাৰণাৰ লগতে ভাষা প্ৰকৃতিৰ ইতিহাসৰ সৈতে পৰিচিত হৈছে।
- ASM-HC-2026- এই পাঠ্যই প্ৰাচ্য আৰু পশ্চাত্য সাহিত্যতত্ত্বৰ কেতবোৰ চৰ্চিত দিশৰ প্ৰতি লক্ষ্য ৰাখি ছাত্ৰ-ছাত্ৰীসকলক সজাগ কৰিব।
- ASM-HC-3016- অসমীয়া সাহিত্যৰ ওপৰে কিছু অধ্যয়ন পুৰণীমূলক আৰু অমানোচনামূলক লেখা হৈছে। অৱশ্যে কৰা হৈছে, যি সাহিত্যৰ বস্তুবাদৰ বাবে ছাত্ৰ-ছাত্ৰীসকলৰ বাবে সুকলি কৰিব।
- ASM-HC-3026- এই পাঠ্যই আত্মকথনী, অতীত, বস্তুবাদিক আৰু আধুনিক কাব্য/কবিতাৰ সৈতে ছাত্ৰ-ছাত্ৰীসকলক পৰিচিত কৰিব।
- ASM-CC-3016- এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকল প্ৰাচীন অসমীয়া সাহিত্যৰ গীত-পদ, কাব্য, নাট আৰু কথা-সাহিত্যৰ বিষয়ে অধ্যয়ন কৰিব।
- ASM-SE-3014- অসমীয়া বিষয়ৰ জ্ঞানেৰে একোৱাকৈ ছাত্ৰ-ছাত্ৰীৰ পৰীক্ষা ক্ৰীড়াৰ ব্যৱস্থাপনা গ্ৰহণ কৰিব পৰা বিবেচনা বিষয়ৰ আঞ্চলিক আৰু আঞ্চলিক জ্ঞান এই পাঠ্যত থাকিব।
- ASM-HC-3036- এই পাঠ্যৰ জৰিয়তে অসমৰ "অৱশ্যেই নোকাচৰ", ধৰ্মীয় পৰম্পৰা, উৎসৱ-পাৰ্বণ, পৰিৱেশ কলা, ভাষা-ভাৱ-চিন্তাৰ জ্ঞান লভাৰ লগতে বৃহত্তৰ অসমীয়া জাতি-গণৰ প্ৰকৃতিৰ আভাস পাব।
- ASM-HC-4016- এই পাঠ্যৰ জৰিয়তে শিক্ষাৰ্থীসকলক জ্ঞানমূলক সাহিত্যৰ পটভূমি আৰু পৰিচয়ৰ লগতে আধুনিক যুগৰ ভাষা সাহিত্যৰ লগত পৰিচিত কৰি দিয়া হৈছে।

- ASM-HE-4026 এই পাঠ্যৰ ভৱিষ্যতে সংস্কৃত, আকৃত, বাহলা, ওড়িয়া আদি আৰ্যভাষাৰ সৈতে অসমীয়া ভাষাৰ সঙ্গৰ্ক নিৰ্দ্ধাৰণ কৰিব পৰা হ'ব। সেইদৰে অসমীয়া ভাষাত চাই-আহোম, বড়ো, বাঙা, খাচী ইত্যাদি আৰ্য-ভিন্ন ভাষাৰ ভাষাৰ আৰ-উপাদানৰ বিষয়ে ইয়াত আলোচনা কৰা হ'ব।
- ASM-HE-4036- ছাত্ৰ-ছাত্ৰীৰ মনত অসমীয়া সাহিত্য সঙ্গৰ্কৰে পঢ়াৰে পঢ়াৰে গঢ়ি তুলিবৰ বাবে অংকৰ দেওৰ নাটৰ পঢ়াৰ পৰা বুৰঞ্জীৰ পঢ়াৰে ইয়াত পাঠ সন্নিবিষ্ট কৰা হৈছে।
- ASM-EE-4016 এই পাঠ্যৰ ভৱিষ্যতে আধুনিক অসমীয়া সাহিত্যৰ বহু বহু কবিতা, চুটিগল্প আৰু নাটকৰ সৈতে ছাত্ৰ-ছাত্ৰীৰ ভাষাৰংগত জ্ঞানৰ দিকত সুকল দিয়া হৈছে।
- ASM-SE-4014 এই পাঠ্যৰ ভৱিষ্যতে কবিতা আৰু গল্প লিখাৰ আঞ্চলিক আৰু তুলনামূলক জ্ঞান প্ৰদান কৰা হ'ব।
- ASM-HE-5016 এই পাঠ্যৰ ভৱিষ্যতে ছাত্ৰ-ছাত্ৰীসকলে অসমীয়া নাটকৰ ইতিহাসৰে জ্ঞানৰেখাৰ বিষয়ে অৱগত হোৱাৰ লগতে আধুনিকীকৰণৰে নাটক বিকাশৰ পৰিৱেশৰে জ্ঞানৰ বিষয়েও জ্ঞানৰ পাঠ্য।
- ASM-HE-5026 এই পাঠ্যত উচ্চ শ্ৰেণীৰ বীতি অনুযায়ী অসমীয়া ভাষাৰ বৈশিষ্ট্যৰে বিশ্লেষণ কৰা হ'ব।
- ASM-HE-5026 - উন্নতিৰে অতিক্ৰম কৰাৰে জ্ঞানে অসমীয়া কবিতাত যি বস্তুগতৰে সূচনা হৈছিল, এই পাঠ্যৰ ভৱিষ্যতে তাৰে বিৰুদ্ধে পৰ ছাত্ৰ-ছাত্ৰীসকলে অনুৰোধ কৰিব পাৰিব।
- ASM-HE-5036 অসমীয়া সাহিত্যৰ যুগৰে প্ৰতিষ্ঠা অংকৰ দেওৰ বৰ্ণিত, কীৰ্ত্তনগোষা, কাণ্ড আৰু নাট সঙ্গৰ্ক ছাত্ৰ-ছাত্ৰীসকলে জ্ঞান লাভ কৰিব।
- ASM-SE-5014 এই পাঠ্যৰ ভৱিষ্যতে কবিতা আৰু গল্পৰ আঞ্চলিক আৰু আঞ্চলিক জ্ঞান প্ৰদানৰে প্ৰকাশ কৰা হ'ব।
- ASM-HE-6016 এই পাঠ্যৰ ভৱিষ্যতে অসমীয়া চুটিগল্প আৰু উপন্যাসৰে পঢ়াৰে সঙ্গৰ্কৰে অৱহিত হোৱাৰে লগে লগে অসমীয়া ভাষাৰে সুকলৰে গল্প আৰু উপন্যাসৰে বস্তুগতৰে লগে ইয়াৰে বিদ্যুৎগতৰে সুকল উপলব্ধি কৰিব।
- ASM-HE-6026 এই পাঠ্যৰ ভৱিষ্যতে ছাত্ৰ-ছাত্ৰীসকলে অসমীয়া লিপিৰ ইতিহাসৰে আভাস গোৱাৰে লগে অসমৰে জিলালিপি, অসমৰে জিলালিপি সঙ্গৰ্কও জ্ঞান লাভ কৰিব।
- ASM-HE-6016 এই পাঠ্যৰ ভৱিষ্যতে ছাত্ৰ-ছাত্ৰীসকলে সাহিত্যৰে লক্ষীনাথ বেজবৰুৱাৰে স্মৃতিস্মিৰণ আৰু চিত্ৰস্মিৰণৰে লেখাৰে আভাস পাৰ।



ASM- HE- 6026 এই পাঠ্য জৰিয়তে হানীকাণ্ড কাকতিৰ সন্ধানোচনামূলক আৰু  
চিন্তামূলক প্ৰবন্ধৰ সৈতে ছাত্ৰ-ছাত্ৰীসকলে পাৰ্শ্বচিহ্ন ইং পাঠ্য।

ASM- 3E- 6014 অসমীয়া ভাষা বুদ্ধিগতভাৱে ব্যৱহাৰ কৰিবলৈ সুস্থ আৰু-কৌটিল্য  
জ্ঞান লাভকৰ্ণ। এই পাঠ্য অসমীয়া ভাষা কৌটিল্য নিখম  
আৰু সৌন্দৰ্য-সংগঠন জ্ঞান সন্নিবিষ্ট হৈছে।

- ASM-HG-3016 এই পাঠ্যৰ জৰিয়তে লোকনাট্য, প্ৰচেনিয়াম, বিকল্প মঞ্চৰ স্বৰূপ সম্পৰ্কে অবগত হোৱাৰ লগতে মঞ্চ  
আৰু অভিনয়ৰ আনুষংগিক দিশসমূহৰ আনো লাভ কৰিব।
- ASM-HE-5016 এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীয়ে লোক সাহিত্যৰ স্বৰূপ আৰু অসমীয়া লোকসাহিত্যৰ বিভিন্ন  
সমলৰ সৈতে পৰিচিত হ'ব।
- ASM-HE-5046 এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে কল্পবিজ্ঞানৰ স্বৰূপ সম্পৰ্কে জ্ঞাত হোৱাৰ লগতে অসমীয়া  
কল্পবিজ্ঞান চুটিগল্প, অসমীয়া কল্পবিজ্ঞান উপন্যাস আৰু অসমীয়া কল্পবিজ্ঞান নাটকৰ  
ৰসাস্বাদন কৰিব পাৰিব।
- ASM-HE-6036 এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে শিশু-কিশোৰ উপযোগী পদ্য, কাব্য, সাধুকথা, নাটক, প্ৰবন্ধ  
আৰু মহাকাব্যৰ সৈতে পৰিচিত হ'ব পাৰিব।
- ASM-HE-6046 এই পাঠ্যত অসমীয়া ভাষাৰ বিভিন্ন আঞ্চলিক আৰু সামাজিক উপভাষাৰ বিষয়ে আলোচনা কৰা হৈছে।  
তদুপৰি উপভাষা প্ৰয়োগ সম্বলিত পাঠ সংযোগৰ জৰিয়তে এনে উপভাষাৰ সাহিত্যিক প্ৰয়োগৰ ধাৰণা  
ছাত্ৰ ছাত্ৰীক দিবলৈ চেষ্টা কৰা হৈছে।
- ASM-HE-6056 এই কাকতখনৰ বাবে ছাত্ৰ-ছাত্ৰীয়ে বিভাগীয় শিক্ষকৰ তত্ত্বাবধানত কোনো গুৰুত্বপূৰ্ণ স্থান,  
উৎসব-পাৰ্বণ, লোকাচাৰ, লোকপৰিবেশ্য কলা, লোক সাহিত্য, লোকভাষা আদি যিকোনো  
এটা বিষয়ত প্ৰকল্প প্ৰস্তুত কৰিব লাগিব। প্ৰকল্পৰ শব্দসংখ্যা ৪০০০-৫০০০ ব ভিতৰত  
হ'ব লাগিব। বিভাগৰ মুৰব্বী/ অধ্যাপক/অধ্যাপিকাই তত্ত্বাবধায়কৰ সহযোগত মূল্যায়নৰ  
ব্যবস্থা কৰি প্ৰকল্পটি আৰু নম্বৰ তালিকা বিশ্ববিদ্যালয়ৰ পৰীক্ষা নিয়ন্ত্ৰকলৈ প্ৰেৰণ কৰিব।  
এই প্ৰকল্পৰ মুঠ ১০০ নম্বৰৰ ভিতৰত ৮০ নম্বৰ প্ৰকল্পৰ বাবে আৰু ২০ নম্বৰ মৌখিক  
পৰীক্ষাৰ বাবে ধাৰ্য কৰা হৈছে।

**FYUGP (NEP-2020)**  
**CORE COURSE**

**SEMESTER- I**

অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬ চন পৰ্যন্ত)

**Learning Outcome:**

কাকতখনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে পুৰণি আৰু মধ্যযুগীয় অসমীয়া সাহিত্যৰ গীত-পদ, কাব্য আৰু নাটৰ স্বৰূপ জানিব পাৰিব, লগতে তদানীন্তন অসমীয়া ভাষা সম্পৰ্কে ধাৰণা লাভ কৰিব পাৰিব।

**SEMESTER- II**

অসমীয়া ভাষা আৰু সাহিত্যৰ ইতিহাস (১৮২৬ চনৰ পৰা ২০০০ চনলৈ)

**Learning Outcome:**

এই কাকতখনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে বৃটিছকালীন মিছনেৰীসকলে ৰচনা কৰা অসমীয়া সাহিত্যৰ লগতে তাৰ পৰৱৰ্তী ৰোমান্টিক আৰু আধুনিক অসমীয়া সাহিত্যৰ বিষয়ে জানিব পাৰিব, তদুপৰি সেই সময়ছোৱাৰ ভাষাৰ বিষয়ে ধাৰণা লাভ কৰিব।

**SEMESTER- III**

অসমৰ সংস্কৃতি অধ্যয়ন

**Learning Outcome:**

এই কাকতখন অধ্যয়ন কৰিলে অসমৰ মানুহ আৰু তেওঁলোকৰ সংস্কৃতিগত আচৰণ আৰু ৰূপ তথা সেইবোৰৰ সমল সম্বন্ধে জনাৰ লগতে অসমীয়া সংস্কৃতিৰ স্বৰূপ আৰু বৈশিষ্ট্যৰ বিষয়ে জানিব পৰা যাব।

**SEMESTER- IV**

অসমীয়া লিপিৰ পৰিচয়

**Learning Outcome:**

এই কাকতখন অধ্যয়ন কৰিলে ছাত্ৰ-ছাত্ৰীসকলে লিপিৰ স্বৰূপ আৰু ইতিহাস সম্পৰ্কে অৱগত হোৱাৰ উপৰি অসমীয়া লিপিৰ ঐতিহ্য আৰু ধাৰা তথা মধ্যযুগীয় অসমীয়া লিপিৰ বেহ-ৰূপ, ইয়াৰ লিখন পদ্ধতি আৰু পাঠ সমীক্ষা সম্পৰ্কত সাধাৰণ জ্ঞান লাভ কৰিব পাৰিব।

**SEMESTER- IV**

অসমীয়া লোকসাহিত্য অধ্যয়ন

**Learning Outcome:**

এই কাকতখন অধ্যয়ন কৰিলে লোকসাহিত্যত প্ৰতিফলিত সমাজ সম্পৰ্কে জানিব পৰা যাব, লগতে অসমৰ জাতি-জনজাতিৰ লোক-সংগীত, শিশু মনস্তত্ত্ব সৃজনীমূলকতা, কাহিনী-কথন আদিৰ বিষয়ে সম্যক ধাৰণা উপজিব।

## SEMESTER- III

### ভাষাবিজ্ঞান পৰিচয়

#### Learning Outcome

এই কাকতখন অধ্যয়নৰ কৰিলে ছাত্র-ছাত্রীসকলে ভাষাৰ উদ্ভৱ আৰু বিকাশৰ বিষয়ে জনাৰ লগতে ইয়াৰ বিজ্ঞানসন্মত ৰূপসমূহ তথা ভাষাবিজ্ঞানৰ ধাৰাসমূহৰ বিষয়ে অৱগত হ'ব পাৰিব। তদুপৰি তেওঁলোকে ভাষাৰ ভিন্নতা, পৰিৱৰ্তন আদি সম্বন্ধেও জানিব পাৰিব।

## SEMESTER- IV

### অসমীয়া কবিতা

#### Learning Outcome

এই কাকতখনৰ জৰিয়তে অসমীয়া কবিতাৰ ঐতিহ্যৰ বিষয়ে জনাৰ লগতে ইয়াৰ ধাৰা আৰু আন্দোলনসমূহৰ বিষয়ে জানিব পৰা যাব।

## SEMESTER- V

### প্ৰাচীন ভাৰতীয় আৰু মধ্যভাৰতীয় আৰ্যভাষাৰ ৰূপৰেখা

#### Learning Outcome

এই কাকতখন অধ্যয়নৰ জৰিয়তে ভাৰতীয় আৰ্যভাষাৰ ঐতিহ্য আৰু ধাৰা সম্পৰ্কে জনাৰ লগতে ইয়াৰ লগত সংলগ্ন সাহিত্য সম্পৰ্কে অৱগত হ'ব পাৰিব।

## SEMESTER- VI

### অসমীয়া নাটক

#### Learning Outcome

এই কাকতখন অধ্যয়ন কৰিলে ছাত্র-ছাত্রীসকলে প্ৰাচীন কালৰে পৰা বৰ্তমানলৈকে অসমীয়া নাটকৰ ঐতিহ্য আৰু ধাৰা সম্পৰ্কে জনাৰ লগতে নিৰ্বাচিত শ্ৰেষ্ঠ নাটক সম্পৰ্কে অৱগত হ'ব পাৰিব।

## SEMESTER- V

### অসমীয়া চুটিগল্প আৰু উপন্যাস

#### Learning Outcome

এই কাকতখন পঢ়িলে ছাত্র-ছাত্রীসকলে সমাজ বিৱৰ্তনৰ বিভিন্ন দিশ সম্বন্ধে জানিব পাৰিব, লগতে ঐতিহাসিক আৰু সামাজিক ঘটনা সম্বন্ধে অৱগত হ'ব পাৰিব।

## SEMESTER- V

### অসমীয়া গদ্য সাহিত্য (আৰম্ভণিৰ পৰা ২০০০ খ্ৰীষ্টাব্দলৈ)

#### Learning Outcome

এই কাকতখন অধ্যয়ন কৰিলে অসমীয়া গদ্যসাহিত্যৰ ইতিহাস, স্তৰ বিভাজন, গদ্যৰ বৈশিষ্ট্য, পৰিৱৰ্তনৰ ধাৰা, চিন্তা-শিল্প আদি সম্পৰ্কে জানিব পৰা যাব।



**SEMESTER- VI**  
সাহিত্য আৰু সাহিত্য সমালোচনা

**Learning Outcome**

এই কাকতখন পড়িলে ছাত্র-ছাত্রীসকলে প্রাচ্য-পাশ্চাত্য সমালোচনাৰ বিভিন্ন দিশ সম্বন্ধে জানিব পাৰিব, লগতে সাহিত্যৰ কেতবোৰ ভাগ সম্বন্ধে অৱগত হ'ব পাৰিব।

**SEMESTER- VI**

অসমৰ আৰ্যভিন্ন ভাষা

**Learning Outcome**

এই কাকতখন অধ্যয়নৰ জৰিয়তে অসমীয়া ভাষাৰ লগত আৰ্যভিন্ন ভাষাৰ পাৰস্পৰিক ভাষিক সম্পৰ্ক জনাৰ লগতে আৰ্যভিন্ন ভাষাসমূহৰ সাম্প্ৰতিক স্থিতি সম্পৰ্কে পর্যালোচনা কৰিব পৰা যাব।

**SEMESTER- VI**

ব্যাকৰণ আৰু অসমীয়া ব্যাকৰণ

**Learning Outcome**

এই কাকতখন অধ্যয়ন কৰিলে ছাত্র-ছাত্রীসকলে ব্যাকৰণৰ সংজ্ঞা, ইতিহাস (প্রাচ্য-পাশ্চাত্য) আদিৰ লগতে অসমীয়া ভাষাৰ ধ্বনিতত্ত্ব, ৰূপতত্ত্ব আৰু বাক্যতত্ত্ব সম্বন্ধে জ্ঞান লাভ কৰিব পাৰিব।

**SEMESTER- VI**

তুলনামূলক ভাৰতীয় সাহিত্য Elective Course

**Learning Outcome**

এই কাকতখন অধ্যয়ন কৰিলে ছাত্র-ছাত্রীসকলে আধুনিক ভাৰতীয় সাহিত্যৰ বৰ্তমানৰ স্থিতি সম্পৰ্কে জানিব পাৰিব, লগতে এইবোৰৰ সৈতে অসমীয়া সাহিত্যৰ তুলনামূলক বিচাৰ-বিশ্লেষণ কৰিব পাৰিব।

Sd/-  
HoD, Assamese  
Murazar College

# **DEPARTMENT OF ENGLISH**

## **Discipline Specific Core (Compulsory)**

### **Semester I**

#### **Paper 1: ENG-HC-1016 (Indian Classical Literature)**

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.

#### **Paper 2: ENG-HC-1026 (European Classical Literature)**

Classical writing in Europe saw the emergence of traditions that cut across many genres, which included poetry, theatre, and general discourses. This paper tries to enrich literary tradition to familiarize with through the study of representative texts belonging to the Classical Period.

### **Semester II**

#### **Paper 3: ENG-HC-2016 (Indian Writing in English)**

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.

#### **Paper 4: ENG-HC-2026 (British Poetry and Drama: 14th to 17th Centuries)**

This paper aims to familiarize the students with the two major forms in British literature from the 14<sup>th</sup> to the 17<sup>th</sup> 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.

### **Semester III**

#### **Paper 5: ENG-HC-3016 History of English Literature and Forms**

This paper introduces students to the History of English Literature and the major literary forms. It adopts a chronological approach to the study of poetry, drama, fiction and non-fictional prose, showing the development of each form as it moves through the various periods of English literature and its expansion into global English writing.

## **Objectives:**

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

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.

### **Paper 6: ENG-HC-3026 (American Literature Examination)**

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.

### **Paper 7: ENG-HC-3036 (British Poetry and Drama: 17th and 18th Centuries)**

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

## **Semester IV**

### **Paper 8: ENG-HC-4016 (British Literature: The 18th Century)**

This paper aims to familiarize the students with British literature in the 18<sup>th</sup> 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. 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.

### **Paper 9: ENG-HC-4026 (British Romantic Literature)**

The paper highlights the triumph of the Romantic imagination, expressing itself most memorably in the poetry of Blake, Burns, Wordsworth, Coleridge, Shelley, and Keats. 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, *Frankenstein*, a novel that also illuminates Romanticism from another angle.

### **Paper 10: ENG-HC-4036 (British Literature: The 19th Century)**

This paper aims to introduce the middle and later parts of the 19<sup>th</sup> century novel. 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.

## **Semester V**

### **Paper 11: ENG-HC-5016 (British Literature: The 20th Century)**

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.

### **Paper 12: ENG-HC-5026 (Women's Writing)**

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 situational distinct experiences of women articulated in a variety of genres-poetry, novels, short stories, and autobiography, while the selections from Mary Wollstonecraft. Themes: Gender, sexual/textual politics, feminism, body, identity, class, location, voice, space, gender and narrative

## **Discipline Centric Elective (Any Four) Detailed Syllabi**

### **Semester V (Any Two)**

#### **Paper 1: ENG-HE-5016 (Popular Literature)**

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.

#### **Paper 2: ENG-HE-5026 (Modern Indian Writing in English Translation)**

This paper attempts to give students an introductory glimpse into this richness and diversity of Indian literature written in the regional languages.

### **Paper 3: ENG-HE-5036 (Literature of the Indian Diaspora.)**

This paper will look at the diasporic experience with particular reference to Indian diasporic writers.

### **Paper 4: ENG-HE-5046 (Nineteenth Century European Realism)**

This paper is designed to provide an interesting sampling of the traditions that contributed to the growth and consolidation of European Realism in the nineteenth century. Study of these texts will also facilitate the understanding of the gradual movement towards modernism in the twentieth century which was, in many ways, both a response and a reaction to the major tendencies of European Realism

### **Paper 5: ENG-HE-5056 (Literary Criticism and Literary)**

This paper will familiarize students with some important texts on literary criticism and literary theory. Beginning from William Wordsworth's Preface to the *Lyrical Ballads* 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.

### **Paper 6: ENG-HE-5066 (Science Fiction and Detective)**

This paper introduces us with the Science Fiction and Detective Literature of at least two centuries. Some fine literary minds have engaged with these genres, and their creations can be fruitfully studied to explore ways in which new narrative possibilities have emerged due to the human fascination for crime, mystery and improbable occurrences.

## **Semester VI**

### **Paper 13: ENG-HC-6016 (Modern European Drama)**

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 avantgarde movements and trends and dramatic devices and techniques during the period of modernism which eventually influenced theatrical practices in other nations of the world.

### **Paper 14: ENG-HC-6026 (Postcolonial Literatures)**

The paper provides 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.

## **Semester VI (Any Two)**

**Paper 7 : ENG-HE-6016 (Literature and Cinema)**

**Paper 8 : ENG-HE-6026 (World Literatures)**

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

**Paper 9 : ENG-HE-60 36 (Partition Literature)**

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

**Paper 10: ENG-HE-6046 (Travel Writing)**

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

**Paper 11: ENG-HE-6056 (Life Writing)**

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

**Paper 12: ENG-HE-6066 (Writings from North East India)**

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

## **III Generic Elective (Four Papers)**

**Note:** One Generic Elective paper in each semester given below is designed to be a common one for both BA Honours and BA Regular students. The Departments can, therefore, offer these papers if they find it convenient to do so.

## **Semester I (Any One)**

**Paper 1: ENG-HG-1016 (Individual and Society)**

This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Each text in this paper will be studied against its social and cultural milieu.

### **Course Outcomes:**

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

## **Paper 2: ENG-HG-1026 (Academic Writing and Composition)**

- Introduction to the Writing Process
- Introduction to the Conventions of Academic Writing
- Writing in one's own words: Summarizing and Paraphrasing
- Critical Thinking: Syntheses, Analyses, and Evaluation
- Structuring an Argument: Introduction, Interjection, and Conclusion
- Citing Resources; Editing, Book and Media Review

## **Semester II (Any One)**

### **Paper 3: ENG-HG-2016 (Modern Indian Literature)**

The paper on Modern Indian Literature comprises 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.

### **Paper 4: ENG-HG-2026 Contemporary India: Women and Empowerment** Course Objectives/ Course Description:

This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

## **Semester III (Any One)**

### **Paper 5: ENG-HG-3016 (British Literature)**

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 80 marks external examination and 20 marks internal evaluation.

### **Paper 6: ENG-HG-3026**

**Language and Linguistics : Language and phonetic aspects are to be studied in this paper.**

## **Semester IV (Any Two)**

### **Paper 7 : ENG HG 4016**

**Literary Cross Currents Forms : Prose, Poetry, Fiction & Play**

**Objectives:** This paper will acquaint the students with different literary forms, with one part addressing formal concern including definitions while the other part will involve study text which exemplify a particular literary form or genre.

### **Paper 8: ENG HG 4026 (Language, Literature and Culture)**

**Objectives:** This paper will introduce students to the relationship between languages literature and culture. Language varies according to the culture and worldview of the group in which it is used.

### **IV .Ability Enhancement Course**

#### **Paper 1 English/MILENG-AE-1014: English Communication**

Paper 2: Environmental Studies

### **V. Skill Enhancement Course (Two Papers)**

**Note:** There will be a common pool of papers in the Skill Enhancement Courses for both BA English Honours and BA English. These papers are designed in such a way that they can be taught in both BA English Honours and BA English (Regular). The SEC papers for Semesters III and IV in both BA English Honours and BA English will be common even though they will have separate course codes for the two programmes. These papers may be taught in classes common to both the Honours and the Regular course.

## **Semester III**

### **Paper 1: ENG-SEC-3014 (CREATIVE WRITING)**

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.

## **Semester IV**

### **Paper 2: ENG-SE-4014: Translation: Principles and Practice**

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.



## **Semester V**

Discipline Specific Elective ENG-RE-5014 (Soft Skills)

### **Course Objectives:**

The purpose of this Course is to equip students with the resources of soft skills so as to develop their overall personality. With this aim the course is designed to make the learners understand and be aware about the importance, role and contents of soft skills through instructions, knowledge acquisition, demonstration and practice.

### **ENG-RG-5016**

Contemporary India: Women and Empowerment

**Course Objectives/Course Description:** This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

## **SEMESTER VI**

**DSE-1B** : Academic Writing

**GE -2** : Cultural Diversity

**SEC- 4** : Business Communication.

**DSE I-B**

**ENG-RE-6016**

Academic Writing

This paper is aimed at developing academic writing skills by acquainting students with the different kinds of academic writing and the skills to be acquired to write academic English for various purpose. ;It will also give them practice in the processes involved in producing pieces of good academic writing. The paper consists of two modules –module1 and module 2.

**GE II:**

**ENG-RG-6016 (Cultural Diversity)**

This paper is designed to facilitate the student's engagement with and understanding of cultural contexts, situations and the rich variety of practices through a sampling of such texts.

that represent the widely textured tapestry emanating from different locations of the world. There will be 80 marks for the end-semester external examination and 20 marks will be allotted for internal evaluation.

## **SEC- 4 ENG-SE 6014 (Business Communication)**

This paper is designed to familiarize students with a comprehensive idea of 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.

### **SEMESTER- I**

**Compulsory Core:** English I  
**DSC 1A:** The Individual and Society  
**English-I** (ENG-CC-1016)

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

#### **Discipline Specific Core I – A**

##### **ENG-RC-1016**

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

**Course Outcomes:** Understand the relationship between the individual writer and the society about/in which she writes.

### **SEMESTER II**

**Compulsory Core:** English II  
**DSC 1B:** Modern Indian Literature  
**ENG-CC-2016 English II**  
**Discipline Specific Core I B ENG-RC-2016**  
**Modern Indian Literature**

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, bonding, 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.

### **SEMESTER III**

- **Compulsory Core:** Alternative English I
- **DSC 1C:** British Literature
- **SEC -1:** Creative Writing

#### **ALT-CC-3016** Alternative English I

This paper would seek to acquaint students with the major genres of English literature through texts which are landmarks of each genre. The texts have been carefully chosen to effectively represent the distinctive qualities of a particular genre. Moreover, students are encouraged to read the prescribed texts in their social and cultural contexts

#### **DSC 1-C: ENG-RC-3016 British Literature**

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 genre

### **Semester IV (Any One)**

#### **ALT-CC-4016** Alternative English II

##### **Course Objectives:**

The course has been designed to familiarize 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.

#### **Semester IV DSC I-D ENG-RC-4016**

#### **ENG-HG-4016 : Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play**

This paper will introduce students to the relationship between language, literature and culture. Language varies according to the culture and world view of the group in which it is used. The language used in literature also has certain features which distinguish it from the language of everyday communication. Keeping these aspects in mind, students will study the following topics:

## **FYUGP (NEP-2020)**

### **Semester I**

#### **Paper- 1: English Literary and Social History**

##### **Learning Outcome:**

This paper on English Literary and Social History aims to enable students to acquaint themselves with literary and cultural institutions understand the contexts of literature engage with social and political realities that have impacted English literature learn the different trajectories of social and cultural movement analyse the inter-connections between texts, contexts and influences situate modes of reading through an examination of social and cultural embeddedness in the context of English literature.

### **Semester II**

#### **Paper- 2: Forms, Genres and Concepts of English Literature**

##### **Learning Outcome:**

This paper on the major forms, genres and concepts of English literature aims to enable students to acquaint themselves with the fundamental categories of literary practice, both in terms of their own history and by reference to the way they have evolved its practice. Students will also be able to envision the interconnections between these terms, apart from engaging with the various departures through the study of these concepts and forms.

### **Semester III**

#### **Paper- 3: Rhetoric, Prosody, Grammar and Comprehension**

##### **Learning Outcome:**

A detailed knowledge of the most widely used concepts of the rhetoric and prosody in literature English.

The ability to identify and use these concepts in both academic and non-academic fields as well as in one's own use of English

The practical application of these concepts in close reading of literature

The ability to analyze and interpret texts in terms of their literary and representational qualities.

### **Semester IV**

#### **Paper- 4: British Poetry: Renaissance to Romanticism**

##### **Course Outcome:**

Having completed this paper, the student will be able to locate the poetic text within the contextual framework, it will facilitate the understanding of the genre, themes, structures and the philosophical underpinnings of poetry. Students will be able to distinguish between the subtle differences of the poetic voice in different epochs.

## **Paper- 5: British Drama: Renaissance to the Eighteenth Century**

### **Course Outcome:**

Having completed this paper, the student will be able to locate the dramatic text within its historical, contextual and per formative framework Students will understand the generic differences between various modes of drama and recognize the themes and the dialectical interplay that affect the structuring of the plays which will enable various ways of critically engaging with the dramatic text.

## **Paper- 6: British Fiction: Augustan to Victorian**

### **Course Outcomes:**

The students will acquire the necessary knowledge about different contests that shape novel writing They will be able to analyse novels of the period in terms of elements such as plot, character and setting

## **Paper- 7: English CORE British Poetry: Victorian to Postmodern**

### **Course Outcome:**

A focus on English poetry of the Victorian age and the following period up to the present A An engagement with the essential poetic themes through specific poems focus on the issues shaping literary traditions in poetry of the stated periods

A close processing of cultural imperatives in the development of British poetry up to the present.

### **Semester -V**

## **Paper- 8: British Drama: Victorian to Postmodern**

### **Outcomes/Graduate Outcomes:**

Alter completion of the course, a student would learn literary tradition, historical and cultural contexts of a play know various new techniques and forms of drama. learn to analyse a play. evaluate gestures and use of time/space by different playwrights. apply concepts of dramatic composition and performance. get ideas of stagecraft, direction and key scene compositions. analyse how plays deal with personal and public spaces. learn British drama and its significance in World Literature.

## **Paper- 9: Life Narratives**

### **Course Outcome:**

At the end of the Course the students should be able to -Go beyond the traditional approaches to study Life Narratives, which are often confined to splitting the genre esto biographies and autobiographies of canonical western authors.

-Appreciate the broader conditions and contexts that enable and nurture Life Narratives in specific junctures of history

-Be equipped to closely look at themes and strategies employed by the writers and write critical emys on them.

## **Paper- 10: Fiction: Modern and After**

### **Outcomes (Graduate attributes)**

Comprehensive historical knowledge of fiction in the 20th and 21st centuries (disciplinary attribute) Critical thinking (critical and analytical ability to understand contemporary life and times through the fiction) Creativity (Enhanced imagination and emotional intelligence through exposure to a variety of human situations and experiences in fiction) Multicultural spirit (Broad perspective on diversity and multiple cultures)

## **Paper- 11: Literary Criticism**

### **Outcomes (Graduate attributes)**

Comprehensive historical knowledge of the growth of criticism from the beginning to the 20th century  
Critical ability to comprehend and examine texts.  
Critical understanding of the difference between genres of literature.

## **Semester -VI**

## **Paper- 12: Women's Writing**

### **Course Outcome:**

An understanding of the basic concepts which are of use in analyzing women's writing  
A familiarity with women's writing across genres, times and cultures.  
An ability to analyze a text setting it against its socio-cultural and historical background  
An appreciation of the basic themes, issues and stylistic features of a particular piece of women's Writing.

## **Paper- 13: Literature and the Environment**

### **Course Outcome:**

This course on Literature and the Environment focuses on exploring the relationship between literature and the environment, which has been an ongoing topic of exploration for many decades now Literature has the ability to capture and reflect the myriad and complex relationships between humans, non-human animals and the environment. The course thus aims to provide a comprehensive understanding of the ways in which environmental concerns and the ecological crisis in the contemporary world are represented and addressed in literature.

## **Paper- 14: Northeast Indian Literature**

### **Course Outcome (Graduate Attributes):**

Having studied core English literature in the previous semesters the students are expected to expand their horizons of English studies which includes literatures other than British. By the end of the course the students are expected to have developed an understanding of-

The Folk in Narrative as many writers are seen to draw resources for their work from available folk forms and tales

Myths and Legends how they are reworked and find expression in the prescribed texts

The Diverse Traditions, History and Landscape specific to each state of the region which find reflection in the representative works

## **Paper- 15 (Any one option:- Indian Writing (Option A))**

Graduate Attributes:

Critical thinking (A wide familiarity with the range of themes that are evoked from the Indian context, the rich and innovative styles used by the writers, the Indian literary landscape, concepts in postcolonial studies and the practical application of these in reading and interpreting Indian literature)

Analytical reasoning/analysis (The ability to critically analyze and interpret texts in terms of their literary and cultural qualities with specific reference to the Indian literary landscape, and an awareness of the political aspects of any literary representation)

Research-related skills (The ability to problematize concepts in Indian literature and culture and courageously to ask relevant questions regarding them)

Creativity (An ability to view a problem or situation from multiple perspectives to develop a richer, more nuanced, and more analytical responses to it)

Multicultural competence and inclusive spirit (A capacity for the minute observation of attitudes and beliefs of diverse cultures that find their way into literature. An extensive knowledge of the values and beliefs of multiple cultures. Acquisition of a sensitive and an empathetic approach to multiple cultures and multiple identities and the literature emerging from that)

## **Paper- 15 : American Literature (Option B)**

### **Outcomes (Graduate attributes)**

Comprehensive literary-historical knowledge (disciplinary attribute)

Critical thinking (critical and analytical ability in comprehending today's world)

Creativity (Enhanced imagination and emotional intelligence through exposure to a variety of situations in American literary experience)

Multicultural spirit (Broad perspective on diversity and multiple cultures)

Empathy (Ability to empathize with and understand human suffering and the creative expression of moods and emotions)

## **Paper- 15 : Shakespeare (Option-C)**

### **Outcomes (Graduate attributes):**

- Comprehensive knowledge of the subject of this paper

- Creativity (Think in new ways about issues and concerns of our world)

Communication skills (Articulate complex thoughts with clarity and precision)

- Research related skills (Undertake research in the fields explored)

Multicultural competence and inclusive spirit (Demonstrate national and global perspective in

- the field and sympathy for alternative modes of expression in the arts)

- Value inculcation (Demonstrate humanist, ethical and moral values)

Empathy (Identify with and understand other perspectives and feelings)

## **Paper- 15: Contemporary Writing (Option- D)**

### **Course Outcome:**

A focus on contemporary writing through a reading of important texts. An engagement with the essential themes through a sustained critical assessment. A focus on the issues shaping literary traditions in the contemporary world. A close processing of cultural imperatives in the development of writing of the present times.

Sd/-  
HoD, English  
Murazar College, Murazar



# DEPARTMENT OF ECONOMICS:

Department of Economics Programme

Name : B.A (Honours)Effective from

2019-20

COURSE OUTCOMES (COs)

The department of economics is permanently affiliated to Gauhati university. The department follows the course curriculum framed and designed by the Gauhati university.

The Gauhati university introduces CBCS course curriculum at the under graduate level. It divides the courses into two parts-one is core courses (honours courses) and other is elective courses (regular, honours generic and regular courses). The core courses help the students to enrich their knowledge on the subject and elective courses help the students to make integration with other various courses.

| Sl No | Programme Offered | Semester/Paper                                               | Course Outcome                                                                                                                                                                                              |
|-------|-------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     |                   | ECO-HC-1016<br>MICROECONOMICS                                | The students will be introduced to the basic concepts of microeconomics. It covers demand and supply, market analysis, household behavior and labour market. It also helps to analyze real life situations. |
| 2     |                   | ECO-HC-1026<br>MATHEMATICAL<br>METHODS IN<br>ECONOMICS-I     | In this paper, the students will learn basic mathematics that enables the study of economic theory at the undergraduate level. They also learn various economic models.                                     |
| 3     |                   | ECO-HC-2016:<br>INTRODUCTORY<br>MACROECONOMICS               | The students learn the basic concepts of macroeconomics like savings, investment, GDP, money, inflation, and the balance Of payments.                                                                       |
| 4     |                   | ECO-HC-2026:<br>MATHEMATICAL<br>METHODS IN<br>ECONOMICS - II | 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.                                   |
| 5     |                   | ECO-HC-3016:<br>INTERMEDIATE<br>MICROECONOMICS - I           | This course looks at the behavior of the consumer and the producer and also covers the behavior of a competitive firm.                                                                                      |
| 6     |                   | ECO-HC-3026:<br>INTERMEDIATE<br>MACROECONOMICS - I           | The students learn various alternative theories of output and employment determination in a closed economy. It also introduces the students to various theoretical issues related to an open economy.       |

|    |  |                                                        |                                                                                                                                                                                                                                                                                                 |
|----|--|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7  |  | ECO-HC-3036:<br>STATISTICAL METHODS<br>FOR ECONOMICS   | Students learn some basic concepts and terminologies that are fundamental to statistical analysis and inference. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference.                                          |
| 8  |  | ECO-HC-4016:<br>INTERMEDIATE<br>MICROECONOMICS - II    | This paper covers general equilibrium and welfare, imperfect markets and topics under information economics.                                                                                                                                                                                    |
| 9  |  | ECO-HC-4026:<br>INTERMEDIATE<br>MACROECONOMICS - II    | 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.                                                                          |
| 10 |  | ECO-HC-4036:<br>INTRODUCTORY<br>ECONOMETRICS           | 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.                                                               |
| 11 |  | FIFTH SEMESTER<br><br>ECO-HC-5016: INDIAN<br>ECONOMY-I | 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.                                                                                                            |
| 12 |  | ECO-HC-5026:<br>DEVELOPMENT<br>ECONOMICS-I             | 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.                                              |
| 13 |  | ECO-HE-5026: MONEY<br>AND FINANCIAL<br>MARKETS         | 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. |
| 14 |  | ECO-HE-5036: PUBLIC<br>FINANCE                         | Students will be aware of 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.                                                                                                      |
| 15 |  | SIXTH SEMESTER<br>ECO-HC-6016: INDIAN<br>ECONOMY-II    | 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.                                                                                           |

|    |  |                                                                           |                                                                                                                                                                                                                                                                                                                                               |
|----|--|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16 |  | ECO-HC-6026:<br>DEVELOPMENT<br>ECONOMICS-II                               | 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.                                                                                              |
| 17 |  | ECO-HE-6016:<br>ENVIRONMENTAL<br>ECONOMICS                                | This course focuses on economic causes of environmental problems. 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. |
| 18 |  | ECO-HE-6026:<br>INTERNATIONAL<br>ECONOMICS                                | The students are introduced to 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.                                                                                                                                    |
| 19 |  | THIRD SEMESTER SE<br><br>ECO-SE-3014: Data<br>Collection and Presentation | This course helps students in understanding use of data, presentation of data using computer softwares like MS-Excel. Students will be involved practically to preparation of questionnaires/interview schedules, collection of both primary and secondary data and its presentation.                                                         |
| 20 |  | FOURTH SEMESTER SE<br>ECO-SE-4014: Data Analysis                          | This course discusses how data can be summarized and analyzed 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 analyze data.<br>.                                                              |

Programme Specific Name: B.A – Economics-Regular (CBCS)

Department of Economics

**COURSE OUTCOMES:**

| Sl No | Programme Offered | Semester/Paper                                                                    | Course Outcome                                                                                                                                                                                                                 |
|-------|-------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     |                   | FIRST SEMESTER<br>ECO-RC-1016: Principles of Microeconomics–I                     | The students will learn demand and supply, consumer theory, production and cost and perfect competition.                                                                                                                       |
| 2     |                   | SECOND SEMESTER<br>ECO-RC-2016: Principles of Microeconomics–II                   | The students will be acquainted with the concept of imperfect competition, factor pricing and market failure.                                                                                                                  |
| 3     |                   | THIRD SEMESTER<br>ECO-RC-3016: Principles of Macroeconomics–I                     | The students are trained to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments.                                                                     |
| 4     |                   | FOURTH SEMESTER<br>ECO-RC-4016: Principles of Macroeconomics–II                   | The students learn 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. |
| 5     |                   | FIFTH SEMESTER DSE<br>ECO-RE-5016:<br>Economic Development and Policy in India–I  | The students learn issues in growth, development, sustainability, employment and occupational structure.                                                                                                                       |
| 6     |                   | SIXTH SEMESTER DSE<br>ECO-RE-6016:<br>Economic Development and Policy in India–II | Students acquire knowledge about financial markets and institutions. They also learn about interest rates, monetary management and instruments of monetary control and financial and banking sector reforms.                   |

## **FYUGP (NEP-2020)**

### **1<sup>st</sup> Semester:**

#### **Course Name: Introductory Economics**

##### **Learning outcome:**

This course aims to develop the simple conceptual frameworks which will enable students to understand and comments upon real economic issues like the basic economic problems, demand, supply, GDP and their inter-linkages and also simple ideas of public finance. It will also allow them to evaluate economic policies in terms of coherent logical structure.

### **2<sup>nd</sup> Semester:**

#### **Paper Name: Basic Elements of Economics**

##### **Learning outcome:**

Understand and critically evaluate the various measures of development

Use and apply the relevant statistical tools to systematically examine any given economic phenomenon

Describe and analyse the Indian economy in terms of its income and demographic features

Understand the functioning of a financial system

Relate and analyse the current events of the global and national economy

### **3<sup>rd</sup> Semester:**

#### **Paper Name: Intermediate Economics**

##### **Learning Outcome:**

This course aims to develop the broad conceptual frameworks which will enable students to understand the contents upon real economic issues like consumer behavior, producer behavior, money, inflation, employment, International Economics and basic theories.

### **4<sup>th</sup> Semester:**

#### **Paper Name: Public Finance**

##### **Learning Outcomes:**

The course will be useful for students aiming for careers in the government sector, policy analysis, business and journalism.

Pre-requisites: This course requires successful completion of first and second semester courses in Economics.

#### **4<sup>th</sup> Semester:**

**Paper Name: Advanced Macroeconomics**

#### **Learning Outcomes:**

This course is designed to provide a comprehensive knowledge in macro economies. It provides basic ideas on macroeconomic indicators or variables. It discusses various alternative theories of output and employment determination in a closed economy in short-run, medium-run. In addition, it covers long run dynamic issues like growth and technical progress. It also provides different theoretical understanding of issues related to an open economy.

#### **4<sup>th</sup> Semester:**

**Paper Name: Introductory Quantitative Techniques for Economics**

#### **Learning Outcomes:**

The course is designed to provide some ideas related to basic mathematics and elementary statistics. The main objective is to acquaint the students with the basic quantitative techniques like calculus, optimization techniques, correlation, regression etc. which are very much helpful for studying economic theories and analyzing economic phenomena. This course will enable students to have some basic ideas of elementary mathematics like number system, sets, functions, calculus and some basics on statistical measures to be applied for solving economic problems.

#### **4<sup>th</sup> Semester:**

**Paper Name: Advanced Microeconomics**

#### **Learning Outcomes:**

To provide a better understanding of the market structure

To provide an understanding of general equilibrium, welfare economics, market structure, game theory, and economics of information.

To demonstrate that the theories discussed in class will usually be applied in real-life situations.

### **5<sup>th</sup> Semester:**

#### **Paper Name: Development Economics**

##### **Learning Outcome:**

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

Understand and critically evaluate the process of development.

Interpret the various development strategies and theories to assess the different development paths followed by different societies of the world.

Gain awareness on the real meaning of development and comprehend how poverty, inequality and environment are linked to the process of development.

### **5<sup>th</sup> Semester:**

#### **Paper Name: INDIAN ECONOMY**

##### **Course outcome:**

Help students to know the status of Indian economy in some development indicators since independence

Built up an analytical thought among students to see the relevance of policies and its effects on different sectors.

### **5<sup>th</sup> Semester:**

#### **Paper Name: International Economics**

##### **Course outcome**

This course helps students to comprehend the economic relationships among countries in terms of both trade and monetary issues. It also assists the students in understanding and explaining the composition, direction and consequences of international trade, and the determinants and effects of trade policy. It covers extensive discussions on advances in trade theories over the years, trade policies as well as international monetary systems. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.

## **5<sup>th</sup> Semester:**

### **Paper Name: Intermediate Quantitative techniques for Economics**

#### Course outcome

This course is designed to give students the knowledge of mathematical tools like matrix algebra, multivariable optimization, etc. along with statistical tools of probability, theoretical distribution and time series to build up strong quantitative skill.

On completion of this course, students are expected to be able to apply these quantitative tools for solving economic problems.

Prerequisites: Preliminary knowledge on Mathematical Economics as outlined in 4th semester course on Introductory Quantitative Techniques for Economics.

## **6<sup>th</sup> Semester:**

### **Paper Name: Assam Economy**

#### Learning outcome:

Help students to know the status of Assam economy in some development indicators since independence

To enhance knowledge about the linkage between human capital formation and different sectors of an economy

Built up an analytical thought among students to see the relevance of policies and its effects on different sectors

## **6<sup>th</sup> Semester:**

### **Paper Name: Basics of Econometrics**

#### **Learning outcome:**

1. Understanding the basic concepts and principles of econometrics,
2. Developing an understanding of the components of a linear regression model, including the intercept and slope terms.
3. Applying linear regression analysis to real-world data.
4. Understanding the meaning and interpretation of a linear regression analysis results
5. Employ alternative estimation techniques such as multi-variable regression,
6. Understanding the assumptions underlying linear regression models and the implications of violating these assumptions
7. Using software tools to facilitate the application of econometric methods.



**6<sup>th</sup> Semester:**

**Paper Name: FUNDAMENTALS OF FINANCIAL ANALYSIS**

**Learning outcome:**

At the end of the course, the students will be able to Understand and undertake valuation of both debt and equity instruments

Gain awareness on the structure and functions of financial markets

Illustrate the trading in the stocks market and analyze the complexities of the derivative market.

**6<sup>th</sup> Semester:**

**Paper Name: Environmental Economics**

**Learning Outcome:**

Help to develop a comprehensive knowledge and understanding of the issues related to environment and economy.

Acquaint someone with the issues related to market failure of environmental goods and the instruments which can prevent the damages of market failure of environmental goods.

Build up a critically analysis as to how an economy should use the natural resources in an optimum way, such that an economy can take up the path of sustainable development.

Make aware of global environmental issues.

**Sd/-**

**HoD, Economics  
Murazar College,  
Murazr,Hojai**

**Dept. of Hindi Effective from: 2019-20**

## Course Outcome

| Programme Offered     | Semester/<br>Paper code                                         | <u>Course Outcome</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Outcome        | <b>Sem. I</b><br><b>HIN-RC-1016</b><br>हिन्दी साहित्य का इतिहास | <ul style="list-style-type: none"> <li>हिन्दी साहित्य इतिहास लेखन का परिचय देना।</li> <li>हिन्दी साहित्य इतिहास के काल विभाजन तथा नामकरण का परिचय देना।</li> <li>आदिकालीन, भक्तिकालीन, रीतिकालीन प्रमुख साहित्य प्रवृत्तियों, रचनाकारों और रचनाओं से परिचित कराना।</li> <li>आधुनिक काल की पृष्ठभूमि से छात्रों को अवगत कराना।</li> <li>भारतेन्दु युगीन, द्विवेदी युग के काव्य की विशेषताओं से छात्रों को अवगत कराना।</li> <li>आधुनिक काल के रचनाओं और रचनाकारों से परिचित कराना।</li> <li>हिन्दी गद्य के उद्भव और विकास से छात्रों को अवगत कराना।</li> </ul> |
|                       | <b>Sem. II</b><br><b>HIN-RC-2016</b><br>मध्यकालीन हिन्दी कविता  | <ul style="list-style-type: none"> <li>कबीर, सूर, तुलसी, बिहारी और खानानन्द तैसी अमर विखुतियों के साहित्य का परिचय कराना।</li> <li>छात्रों को मध्ययुगीन काव्य के माध्यम से मध्ययुगीन परिवेश एवं सामाजिक व्यवस्थाओं का संतत कराना।</li> <li>मीराबाई के काव्य से अवगत कराना।</li> </ul>                                                                                                                                                                                                                                                                        |
|                       | <b>Sem. III</b><br><b>HIN-RC-3016</b><br>आधुनिक हिन्दी कविता    | <ul style="list-style-type: none"> <li>छात्रों को आधुनिक खड़ीबोली काव्य साहित्य से परिचित कराना।</li> <li>खड़ीबोली हिन्दी में रचित द्विवेदीयुगीन, राष्ट्रीय सांस्कृतिक, छायावादयुगीन एवं छायावादोत्तर कविताओं का रस प्रदान करते हुए उन्हें आधुनिक भाव-बोध तथा आधुनिक काव्य-शिल्प से परिचित कराना।</li> </ul>                                                                                                                                                                                                                                                 |
| BA Regular with Hindi | <b>Sem. IV</b><br><b>HIN-RC-4016</b><br>हिन्दी गद्य साहित्य     | <ul style="list-style-type: none"> <li>छात्रों को हिन्दी उपन्यास, कहानी, निबन्ध-जैसी गद्य-विधाओं की झाँकी प्रस्तुत करते हुए चुनी हुई रचनाओं का रसास्वादन कराना।</li> <li>छात्रों को गद्य-साहित्य के माध्यम से उभरते हुए जीवन-बोध का परिचय दिलवाना।</li> <li>निबन्ध शैलियों पर अवगत कराना।</li> <li>भारतीय उपन्यास की अवधारणा समझाना।</li> <li>उपन्यास कृति का मूल्यांकन कला बिकसित करना।</li> </ul>                                                                                                                                                          |

|            |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BA Regular | <p><b>Sem. I</b><br/><b>HIN-AE-1014</b><br/>हिन्दी व्याकरण और स प्रेषण</p> | <ul style="list-style-type: none"> <li>छात्रों को हिन्दी व्याकरण और हिन्दी के माध्यम से स यक स प्रेषण की जानकारी देना।</li> <li>हिन्दी भाषा के उपयोग के सन्दर्भ में छात्रों की अवगत कराना।</li> <li>संक्षेपन लेखन का प्रत्यक्ष बोध कराना।</li> <li>छात्रों को हिन्दी कारक व्यवस्था समझाना।</li> </ul>                                                                                                                                                                                       |
|            | <p><b>Sem. III</b><br/><b>HIN-SE-3014</b><br/>कार्यालयीन अनुवाद</p>        | <ul style="list-style-type: none"> <li>छात्रों को हिन्दी भाषा के विविध रूपों, हिन्दी-स बन्धी विविध संवैधानिक प्रावधानों, हिन्दी के माध्यम से किए जाने वाले विभिन्न पत्राचारों, प्रशासनिक पत्रावली की निष्पादन-प्रक्रियाओं और कार्यालयीन प्रयोजनों में विभिन्न यांत्रिक उपकरणों के अनुप्रयोग-स बन्धी स यक जानकारी देकर उनके हिन्दी प्रयोग-स बन्धी कौशल में वृद्धि लाना।</li> <li>अनुवाद क्षेत्र से परिचित कराना।</li> <li>अंग्रेजी से हिन्दी में अनुवाद कौशल का विकास करना।</li> </ul>       |
|            | <p><b>Sem. IV</b><br/><b>HIN-SE-4014</b><br/>अनुवाद विज्ञान</p>            | <ul style="list-style-type: none"> <li>छात्रों को अनुवाद-स बन्धी सैद्धांतिक एवं व्यवहारिक ज्ञान देकर, विशेषतः कार्यालयीन अनुवाद के सन्दर्भ में राजभाषा-नीति के अनुपालन में धारा 3(3) के अन्तर्गत निर्धारित दस्तावेजों के सटीक अनुवाद की स यक जानकारी प्रदान करके कार्यालय, तकनीकी, सर्जनात्मक साहित्य आदि विविध छेत्रों में उनके हिन्दी-अनुवाद-स बन्धी कौशल में वृद्धि लाना।</li> </ul>                                                                                                     |
|            | <p><b>Sem. V</b><br/><b>HIN-SE-5014</b><br/>रंग आलेख एवं रंगमंच</p>        | <ul style="list-style-type: none"> <li>छात्रों को नाटक एवं रंगमंच-स बन्धी विस्तृत ज्ञान, हिन्दी नाट्य-लेखन के इतिहास की स यक जानकारी तथा रंग-आलेख की प्रविधि-स बन्धी आवश्यक सूचनाएँ उपलब्ध करते हुए उन्हें आजीविका की दृष्टि से भी इस ओर प्रोत्साहित करना।</li> <li>छात्रों को हिन्दी साहित्य और सिनेमा के अन्तः संबंध से परिचित कराना।</li> <li>छात्रों नाट्य अभिनय की रुचि विकसित करना।</li> </ul>                                                                                        |
|            | <p><b>Sem. VI</b><br/><b>HIN-SE-6014</b><br/>भाषा-शिक्षण</p>               | <ul style="list-style-type: none"> <li>छात्रों को हिन्दी भाषा के शब्द-भण्डार-सहित व्याकरण-स बन्धी मूलभूत बातों, क प्यूरीकरण दी दृष्टि से देवनागरी लिपि में सुधार की आवश्यकता-सहित उसकी तमाम विशेषताओं और असमीया भाषा के सन्दर्भ में हिन्दी के विशिष्ट शब्दों की स्थिति आदि सभी जरूरी जानकारियाँ देकर हिन्दी भाषा के शिक्षण-स बन्धी उनलोगों के कौशल में वृद्धि लाना।</li> <li>छात्रों को भाषा विज्ञान की व्याप्ति समझाना।</li> <li>भाषा विज्ञान के अनुप्रयोगात्मक पक्ष को समझाना।</li> </ul> |
|            | <p><b>Sem. V</b><br/><b>HIN-RE-5016</b><br/>लोक-साहित्य</p>                | <ul style="list-style-type: none"> <li>छात्रों को लोक, लोक-संस्कृति और लोक-साहित्य (लोक-गीत, लोक-नाट्य, लोक-कथा आदि की स यक जानकारी देते हुए उन्हें लोक-जीवन की सरसता की ओर उन्मुख करना।</li> </ul>                                                                                                                                                                                                                                                                                         |
|            | <p><b>Sem. V</b><br/><b>HIN-RE-5026</b></p>                                | <ul style="list-style-type: none"> <li>छात्रों को हिन्दी की राष्ट्रीय काव्यधारा के चुनिन्दा कवि-कवयित्रियों की सरस रचनाओं से परिचित कराकर उनमें इस काव्यधारा के प्रति रुचि एवं देश-प्रेम की भावना को जगाना।</li> </ul>                                                                                                                                                                                                                                                                      |

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|------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BA Regular | हिन्दी की राष्ट्रीय काव्यधारा                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|            | Sem. V<br>HIN-RE-5036<br>पूर्वोत्तर भारत में हिन्दी                   | <ul style="list-style-type: none"> <li>छात्रों को पूर्वोत्तर भारत के आठों प्रान्तों में हिन्दी को लेकर चल रही गतिविधियों की जनाकारी देते हुए उन्हें पूर्वोत्तर में रचित चुनी हुई हिन्दी-रचनाओं से परिचित कराना।</li> <li>छात्रों में हिन्दी भाषा संवाद कोशल विकसित करना। (असम के सन्दर्भ में)</li> <li>छात्रों में हिन्दी भाषा वाचन कोशल विकसित करना। (असम के सन्दर्भ में)</li> <li>हिन्दी भाषा विधि तथा भाषा व्यवहार से अवगत कराना। (असम के सन्दर्भ में)</li> </ul> |
|            | Sem. VI<br>HIN-RE-6016<br>छायावाद                                     | <ul style="list-style-type: none"> <li>छात्रों को चुनी हुई छायावादी कविताओं से परिचित कराकर उन्हें इस महती काव्य-धारा की संवेदना और शिल्पगत विशेषताओं के दर्शन कराना।</li> </ul>                                                                                                                                                                                                                                                                                     |
|            | Sem. VI<br>HIN-RE-6026<br>प्रेमचन्द                                   | <ul style="list-style-type: none"> <li>छात्रों को हिन्दी के महान साहित्यकार प्रेमचन्द की चुनी हुई रचनाओं (उपन्यास, निबन्ध, कहानियाँ) के अध्ययन के जरिए लोकप्रिय साहित्यिक विभूति से भली-भाँति परिचित कराना।</li> </ul>                                                                                                                                                                                                                                               |
|            | Sem. VI<br>HIN-RE-6036<br>विश्व में हिन्दी एवं प्रवासी हिन्दी साहित्य | <ul style="list-style-type: none"> <li>छात्रों को विश्व के अलग-लग देशों में हिन्दी की परिव्याप्ति की जानकारी दिलाकर प्रवासी हिन्दी साहित्यकारों द्वारा रचित रचनाओं का रसास्वादन कराना और उनमें निहित जीवन-संघर्ष से परिचित कराना।</li> </ul>                                                                                                                                                                                                                         |
|            | Sem. V<br>HIN-RG-5016<br>संगीत एवं साहित्य                            | <ul style="list-style-type: none"> <li>छात्रों को साहित्य के साथ विद्यमान संगीत के अंतर्संबंध के बारे में बताकर बनें हिन्दी साहित्येतिहास के अलग-अलग कालों में रचित साहित्य के साथ विद्यमान संगीत के निकट स बन्ध से भली-भाँति परिचित कराना।</li> </ul>                                                                                                                                                                                                               |
|            | Sem. VI<br>HIN-RG-6016<br>तुलनात्मक भारतीय साहित्य: आसमीया कहानी      | <ul style="list-style-type: none"> <li>छात्रों को महान भारतीय साहित्य के एक अनिवार्य अंश के रूप में चुनिन्दा कहानियों के जरिए समृद्ध असमीया कहानी साहित्य से परिचित कराकर उनमें निहित विशिष्ट जीवन-बोध एवं शिल्पगत चमत्कार की जानकारी दिलाना।</li> </ul>                                                                                                                                                                                                             |
|            | Sem. III<br>HIN-CC-3016<br>हिन्दी काव्य-धारा                          | <ul style="list-style-type: none"> <li>छात्रों को असमीया वैष्णव साहित्यकार श्रीमन्त शंकरदेव-विरचित बरगीतों-सहित हिन्दी काव्यधारा के प्राचीन एवं आधुनिक कवियों की चुनी हुई रचनाओं का रसास्वादन कराना।</li> </ul>                                                                                                                                                                                                                                                      |
|            | Sem. IV<br>HIN-CC-4016<br>हिन्दी कथा साहित्य                          | <ul style="list-style-type: none"> <li>छात्रों को समृद्ध हिन्दी कथा साहित्य की झाँकी के रूप में एक लोकप्रिय उपन्यास तथा छः मनोरम कहानियों का रसास्वादन कराते हुए इनमें निहित जीवन-बोध का अनुभव कराना।</li> </ul>                                                                                                                                                                                                                                                     |

## **FYUGP (NEP-2020) CORE COURSE**

1<sup>st</sup> Semester:

हिन्दी सम्प्रेषण CORE-1

शिक्षण-उपलब्धि :

हिन्दी सम्प्रेषण-सम्बन्धी इस प्रारम्भिक एवं आधारभूत पाठ्यक्रम को इस रूप में प्रस्तुत किया गया है कि हिन्दी भाषा की अखिल भारतीय आवश्यकता के परिप्रेक्ष्य में सम्बद्ध विद्यार्थियों में इतनी योग्यता विकसित हो कि वे सभी अनौपचारिक एवं औपचारिक संदर्भों में हिन्दी के जरिए भाव-विचारों का समुचित प्रेषण-सम्प्रेषण (मौखिक एवं लिखित) कर सकें।

2<sup>nd</sup> Semester:

हिन्दी व्याकरण CORE-2

शिक्षण-उपलब्धि :

हिन्दी व्याकरण-सम्बन्धी इस प्रारम्भिक एवं आधारभूत पाठ्यक्रम को इस रूप में प्रस्तुत किया गया है कि सम्बद्ध विद्यार्थियों में हिन्दी के व्यावहारिक उपयोग के संदर्भ में उच्चारण, शब्द-प्रयोग, वाक्य-संरचना और अर्थाभिव्यक्ति की शुद्धता का सम्पूर्ण बोध विकसित हो सके।

**Sd/-**

**HoD, Department of Hindi  
Murazar College,**

The Department of Arabic is permanently affiliated to Gauhati University and it follows the programme wise curriculum designed by the Gauhati University. The learning outcomes of the programmes and courses are stated clearly by the university.

The Under Graduate CBCS Course curriculum is well designed and very promising where the Core courses would help to enrich the subject knowledge of the students besides an Elective course offered by the main discipline that are interdisciplinary in nature. A generic elective make integration among various interdisciplinary courses. The introduction of **Skill Enhancement Courses (SEC)** and **Discipline Specific Courses (DSE)** would also help to gain more powerful knowledge not only in their core subject Arabic but also interrelated multidisciplinary subjects. In short, the student graduated with this type of curriculum would be able to accumulate the subject knowledge along with necessary skills to suffice their capabilities for academia, and research field.

#### **PROGRAM OUTCOMES:**

- Students will be able to understand the basic concept of Arabic literature and able to know the concept of Classical Prose and poetry in Modern Arabic Literature
- Understand the subject for sustainable development that one student can adjust in different fields of activity related to Modern Arabic Language and history of the Arab-culture.
- Create a historical sense and overall understanding of the subject.
- To prepare the students for a successful career in Arabic language and literature.
- Students should be developed in a way that they will take the opportunity to work in any field of language translator or interpreter in various places of the country

#### **PROGRAM SPECIFIC OUTCOMES:**

- Apply appropriate approach and enhance quality lecturing.
- Present the topic in a way that can open the horizon of the knowledge.
- Will become familiar with the different aspects of Arabic with its various interpretations.
- Acquires the ability to synthesize, separate and characterize each segment with their own dimensions.
- Achieve the skills required to succeed in graduate schools, in archival fields, and so on.
- Understand the importance of field work. Without field work, Language understanding in diversified fields cannot be completed.

## **SEMESTER-I**

### **Paper: ARA-HC-1016: Arabic Prose and Poetry – I**

The paper helps the students to improve the communication skill and to know about aselection of Modern Arabic Poetry and Prose Literature.

### **Paper: ARA-HC-1026: Political History of the Arabs – I**

The paper emphasizes on the Socio-economic conditions and political history of the Arabs during the Islamic period.

## **SEMESTER-II**

### **Paper: ARA-HC-2016: Arabic Prose and Poetry-II**

The paper brings to the students some conversion in simple Arabic and a selection of short stories and Modern Arabic Poetry; which is focus social and romantic trends.

### **Paper: ARA-HC-2026: Applied Grammar- I**

It imparts the basic knowledge of Arabic Grammar along with application and designing of sentence.

## **SEMESTER – III**

### **Paper: ARA -HC-3016, C-5: Classical Arabic Prose and Poetry-I**

The paper highlighted a selection of short stories, conversations and a selection of classical Arabic poetry

### **Paper: ARA-HC-3026, C-6: Political History of the Arabs-II**

The paper emphasizes on the Political history of the Arabs; it helps the students to learn about the socio-economic condition and election system of the khulafa-e-Rashideen.

### **Paper: ARA-HC-3036, C-7: Applied Grammar- II**

It imparts the core knowledge of Arabic Grammar along with application and designing of sentence and analysis.

### **Paper: ARA-SE-3014, SEC-I: Spoken Arabic-I**

It imparts the basic and fundamental knowledge of Arabic Language, reading and writing skill, vocabulary enrichment, and basic grammar and conversation practice.

## **SEMESTER-IV**

### **Paper: ARA-HC-4016, C-8: Modern Arabic Prose and Poetry-I**

It helps the students to learn about the Modern Arabic prose and poetry through the stories, dramas and romantic poetries and their writers.

### **Paper: ARA-HC-4026, C-9: Political History of the Arabs-III**

The paper highlights about the caliphate of Uthman and Ali and their socio-economic, religious, cultural and administrative services to the community.

### **Paper: ARA-HC-4036, C-10: Applied Grammar-III**

It helps the students to learn about vowel points and its uses to the different types of sentences and formation and signs of noun, pronoun, verb, adjective, numbers and genders with applications.

### **Paper: ARA-SE-4014, SEC-II: Spoken Arabic-II**

The paper highlights about the basic grammar like pronouns and possessive and their uses, basic structure of sentence, subject and predicate and reading and writing skill as formation of words and using them in sentences, writing practice, reading comprehension, typing Arabic alphabet, vocabulary enrichment and conversation practice.

## **SEMESTER-V**

### **Paper: ARA-HC-5016, Classical Arabic Prose & Poetry-II**

The paper highlighted a selection of short stories, conversations and a selection of classical Arabic poetry.

### **Paper: ARA-HC-5026, History of Arabic Literature-I**

The paper emphasizes on history of Arab literature particularly Umayyad and Abbasid period it helps the students to learn about the socio-economic condition and election system of the khulafa-e-Rashideen.

### **Paper: ARA-HE-5036, Contemporary Arab World -V**

The student should know about the political, economy & cultural condition of the Contemporary Arab world and the development of the United Arab Emirates (UAE)



## **SEMESTER-VI,**

### **Paper: ARA-HE-6016, Functional Arabic-II**

The paper helps the students to develop their spoken skill; it carries on the different conversation and terminology, vocabulary enrichment and their uses in various types of sentences.

### **Paper: ARA-HC-6026, History of Arab Literature-II**

The paper emphasizes about the development of the history of Arabic Literature. It discusses on different aspects of literature as drama, novel, outstanding poets of Dewan movement and contribution of the prominent writers of Renaissance to the development of Arabic Literature.

### **In Paper: ARA-HE-6036, History of Indo Arabic Literature**

The paper highlights about the contribution of the Indian writers and institutions to the development of Arabic literature in India.

# **FYUGP (NEP-2020)**

## **SEMESTAR-I**

### **FYUGP ARABIC (Major/ Minor)**

#### **Paper ARA 101, Basic of Arabic Language**

The learners will be able to recognize Arabic alphabet and pronounce them correctly.

The course will help the learners in social interactions and be able to convey basic information in Arabic. The course will guide the learners to comprehend simple written texts on common topics. At the end of the course the students will be at ease to compose simple texts in Arabic. The course will lead the students to comprehend simple audio-video texts in Arabic.

## **SEMESTAR-II**

#### **Paper ARA 102, Syntax and Semantics of Arabic Language**

1. The course will assist the students in learning correct use of written Arabic applying fundamental morphological and syntactic elements of Arabic,
2. To familiarize the students with the distinctive features and purposes of various Arabic structures
3. To comprehend Arabic grammar through practice.
4. The course will acquaint the students with the morphological thought of learning Arabic grammar

## **SEMESTAR-III**

#### **Paper ARA 201, Arabic Prose and Poetry-I**

1. To use Arabic literature to instill moral and ethical principles in learners
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers
5. To determine the similarities and contrasts between classical Arabic literature and Modern Arabic literature

## **SEMESTAR-IV**

### **Paper ARA 202, Arabic Prose and Poetry-II**

1. To use Arabic literature to instill moral and ethical principles in learners
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers
5. To determine the similarities and contrasts between classical Arabic literature and Modern Arabic literature

### **Paper: ARA 203, Functional Arabic –I**

1. To acquaint the reader with Arabic business jargon.
2. To raise knowledge of diverse Arabic documents.
3. To increase the ability to translate several widely-used papers from Arabic to English and the other way around.
4. To become more accustomed to regular conversations in the areas of business and industry
- 5 . To develop the communicating skill in Arabic among the learners

### **Paper: ARA 203, Arabic Translation, Composition & Grammar.**

1. To make it possible for the pupils to comprehend and participate in basic conversational forms during the chosen social occasions
2. To improve LSRW (Listening, Speaking, Reading and Writing) of Arabic in students
3. To impart advanced knowledge in Arabic-to-English translation and to inform the students about the range of commercial translation
4. To teach the students how to translate simple documents.

### **Paper: ARA 205, History of Arabic Literature**

1. To comprehend the unique qualities of Arabic literature through the ages
2. To gauge the breadth of the many literary and poetic forms in Arabic literature
3. To introduce students to the aesthetic, cultural, and social facets of Arabic literature during the chosen eras
4. comprehend Arab literary traditions to get analytical and comprehensive understanding of literary works, writers, trends, etc.
5. Too emphasize the connection between Bedouin life in Arabia and Arabic literature from pre-Islamic to early Islamic period

### **Paper ARA 301, Arabic Prose & Poetry-III**

1. To use Arabic literature to instill moral and ethical principles in learners.
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers.

### **Paper: ARA 302, Functional Arabic –II**

1. To acquaint the reader with Arabic business jargon.
2. To raise knowledge of diverse Arabic documents.
3. To increase the ability to translate several widely-used papers from Arabic to English and the other way around.
4. To become more accustomed to regular conversations in the areas of business and industry
- 5 . To develop the communicating skill in Arabic among the learners

### **Paper: ARA 303, Arabic Grammar and Rhetoric**

1. The course will assist the students in learning correct use of written Arabic applying fundamental morphological and syntactic elements of Arabic.
2. To familiarize the students with the distinctive features and purposes of various Arabic structures
3. To comprehend Arabic grammar through practice.
4. The course will acquaint the students with the morphological thought of learning Arabic grammar.
5. To make the students understand the basic concepts of Arabic Rhetoric.

### **Paper ARA 304, History of the Arabs**

1. To introduce the students with the culture and history of the Arabs.
2. To comprehend historical and cultural context of the evolution of Islam and its expansion.
3. To assess the evolution of Islam throughout the period of the Prophet and the just caliphs
4. To educate the learners on the socio-political structure of the Arabs through the ages
5. To acquaint the students with the administrative traits of the prous caliphs.

#### **Paper ARA 305, Arabic Prose & Poetry-IV**

1. To use Arabic literature to instill moral and ethical principles in learners.
2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
4. To investigate the history and evolution of Arabic literature listing the notable writers.

#### **Paper ARA 306, Functional Arabic-III**

1. To acquaint the reader with Arabic business jargon.
2. To raise knowledge of diverse Arabic documents.
3. To increase the ability to translate several widely-used papers from Arabic to English and the other way around.
4. To become more accustomed to regular conversations in the areas of business and industry
5. To develop the communicating skill in Arabic among the learners

#### **Paper ARA 307, History of Modern Arabic Literature-I**

1. To comprehend the unique qualities of Arabic literature through the ages.
2. To gauge the breadth of the many literary and poetic forms in Arabic literature
3. To introduce students to the aesthetic, cultural, and social facets of Arabic literature during the chosen eras.
4. To comprehend Arab literary traditions to get analytical and comprehensive understanding of literary works, writers, trends, etc.
5. Too emphasize the connection between Bedouin life in Arabia and Arabic literature from pre-Islamic to early Islamic period.

#### **Paper ARA 308, History of the Arabs (Umayyad & Abbasid Period)**

1. To introduce the students with the culture and history of the Arabs
2. To comprehend historical and cultural context of the evolution of Islam and its expansion.
3. To educate the learners on the socio-political structure of the Arabs through the ages
4. To acquaint the students with the administrative traits of the Umayyad and Abbasid caliphs.
5. To acquaint the students with the scientific and literary progress during the Umayyad and Abbasid regime.

# FYUGP (NEP-2020) COMMONE COURSE

## Ability Enhancement course (AEC)

### 1<sup>st</sup> Semester

हिन्दी काव्य-धारा (Hindi)

षण -उपलब्धि :

हिन्दी काव्य-धारा से संबंधित प्रस्तुत योग्यतावर्धक पाठ्यक्रम को इस रूप में तैयार किया गया है, जिससे कि विद्यार्थियों को सहस्राधिक वर्षों की हिन्दी काव्य- धारा की सामान्य जानकारी प्राप्त हो। इसके अलावा चयनित रचनाओं के पठन-पाठन के जरिए काव्य-रस एवं आधुनिक युगबोध तथा हिन्दी भाषा के साहित्यिक स्वरूपों से वे परिचित हों और इन बातों से उनलोगों की व्यावहारिक योग्यता में भी अपेक्षित वृद्धि घटित हो सके।

### Alternative English-I (In lieu of MIL)

#### Course Outcome:

This paper would seek to acquaint students with the literary practices and trends. It presents a sampling of poems and stories so as to enable students to engage with possibilities of reading and approaching English literature

যোগাযোগমূলক অসমীয়া-১ (Assamese)

#### Learning Outcome:

এই কাকতখন অধ্যয়ন কৰিলে ছাত্র-ধাত্রীসকলে ভাষাটোৰ ব্যৱহাৰিক জ্ঞান। আয়ত্ত কৰাৰ লগতে কৰ্মক্ষেত্ৰত অসমীয়া ভাষা প্ৰয়োগৰ নক্ষতা আহৰণ কৰিব পাৰিব।

### 1<sup>st</sup> Semester

## Value added course (VAC)

### Environmental studies:

#### Learning Outcome:

After going through this course students can visualize the importance of environment for human mankind. This course will help to make an understanding of the various concepts which are frequently used by us. This course also enable students to know the problems of a particular environmental event through case studies and also help them to go through the various available laws that can minimize the environmental problems.

## **1<sup>st</sup> Semester**

### **Multidisciplinary Course (MDC)**

Humanities & Social Sciences-1: Makers of Modern Assam:

#### **Learning Outcome:**

This course enable students to know about the Modern Assamese language & literature and Modern Assamese Music & Culture.

## **1<sup>st</sup> Semester**

### **Skill Enhance Course. (SEC)**

Rural Marketing: (Economics)

#### **Course Outcome:**

- 1) To understand the rural marketing system in Economy
- 2) To understand the role of government and agriculture development
- 3) To understand the role of small scale industry in rural market for economy development.

### **Panchaytiraj in Practice: (Political Science)**

#### **Course Outcome:**

This paper will help students understand the importance of grassroots political institutions in empowering people.

This paper will highlight the complex challenges faced by PRIs India and mechanisms involved make it more participatory and inclusive in nature

### **GRAMMAR AND COMPOSITION SKILLS: (English)**

#### **Course Outcome:**

The Course outcome of the English Grammar and Composition are as follows,

1. It helps the students produce grammatically correct English.
2. To develop writing skills for the academic work.
3. Exposes them to the variety of reading text

# **1<sup>st</sup> Semester**

## **Skill Enhance Course. (SEC)**

### **Gender sensitization (Arabic)**

#### **Course Outcome:**

1. To reduce gender discrimination among the students.
2. To encourage equal rights for boy and girls.
3. To promotes equality for man and women in our society.
4. To make awerness for gender biasness in our society.
5. To reduce stereotype among the students.

#### **Life Skill Education :( Education)**

#### **Learning Outcome:**

- 1) Developing self confidence
- 2) Improve professional competencies
- 3) Sense of Good Citizenship and social competencies
- 4) Developing self reliance

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