



**-ঃ অসমীয়া বিভাগ ঃ-**  
**ডাঃ নবীন বৰদলৈ মহাবিদ্যালয়**  
ন-আলি ডেকিয়াজুলি, যোৰহাট - ৯

প্ৰসঙ্গ নং .....

তাৰিখ .....

5. They will be introduced to the Assamese script and the scripts of other languages of Assam.

**AECASM1:**

Students can acquire proficiency in practical knowledge of the Assamese language and the use of Assamese as the official language in the workplace in Assam by studying this paper.

**Course Outcome: 2<sup>ND</sup> Semester**

**ASMC2: Major 2nd Semester**

1. Get an insight into how political, economic, cultural and linguistic factors have contributed to the creation of Assamese literature.
2. Know about the periodization, naming of periods and dating of Assamese literature.
3. Knowledge of the usability of contemporary literature.
4. They will get brief introduction to the forms and styles of old Assamese literature.
5. Gain a thorough knowledge of the various stages and sub-stages of the modern era of Assamese literature.

**Minor:2**

1. Get an overview of the era division of Assamese literature.
2. There are many writers of the pre-Sankardevs, Sankardevs and post-Sankardevs periods and their literary works.
3. Gain concepts and familiarity with Assamese Charit literature and historical literature.
4. In addition to getting an introduction to the contributions of the missionaries to the Assamese language and literature, as well as the literary contributions to the Assamese writers of the time, Hemchandra Barua and Gunabhiram Barua.
5. They will be able to know the literary contributions of the Assamese writers of the time of Jonaki magazine.

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## Department of Assamese

### Programme Outcomes:

program will increase critical attitude on literary studies and developing language. The program will enable students to understand the Assamese culture and diversity. The program will inculcate the learners with the knowledge of linguistic and history of Assamese language. The subject encompasses archaeology, agriculture, tourism, folklore and indigenous costumes. The program will enhance communicative and creative writing skills of the learners. Besides the program will through an insight on legendary Assamese poets and their contribution in transformation-in Assamese society.

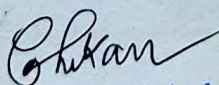
### Course Outcome: 1st Semester

#### Major (C-1)

1. They will learn about the dialectal variations of the Assamese Language.
2. They will be able to develop their ideas about the origins of the Assamese Language.
3. They will get basic idea of the tone-substrates of the development of the Assamese Language.
4. They will be able to get a thorough understanding of the origin and development of Assamese script.


#### MINASM1: Minor

1. The students will be able to learn about the Assamese language as well as the languages spoken in Assam.
2. The linguistic characteristics of the Assamese language will be known.
3. Learn about the geographical and ethnic dialectal diversity of the Assamese language.
4. There are many ways in which they can improve their skills in the field of linguistic development.



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## PROGRAMME OUTCOME

### Three year Degree Course

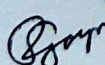
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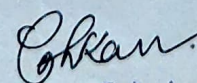
The students graduating in Assamese will be extremely benefitted with following skills.


1. The under Graduate course in Assamese honours deals with the History of Assamese literature and linguistics.
2. The Honours Course incorporate Assamese literature from the 9<sup>th</sup> to the 21<sup>st</sup> century and also include Western and Eastern literature and cultural history.
3. Assamese honours students will gain knowledge of various aspects like agriculture, indigenous fashion, (Dress and ornament) tourism and archaeology, they will also collect information on various religious and historical places of interest.
4. Competence in the Assamese language will empower them with communicative skill.
5. After completion of the Assamese honours course, students will get information on the Assamese culture and tradition. Creative writing skill also provides the course.
6. After passing out with honours in Assamese, Students get opportunities for post graduate in literature, linguistic, Cultural studies, Mass communication and tourism.
7. They can engage themselves as teachers.

### Course Outcome CBCS

Semester	Course Code	Course Title	Outcomes
1st	C-1	History of Assamese literature (till Sankarottar Age	Student will be introduced with the history of Assamese literature and also the characteristics and diversity of Assamese literature till the Sankarottar Era .
	C-2	History of Assamese from Arunodoi to contemporary	The main objectives of the paper are that students will be introduced with the history of Assamese literature and also the characteristics and diversity of Assamese literature from Arunodoi to contemporary Era.
	AECC-2	Communicative Assamese	This paper will develop the communication skill of learners in Assamese
	C-3	Introduction to linguistics	This paper introduced the primary introduction to linguistics. It will introduce language meaning, nature and scope and its various forms. It also introduced

  
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2 <sup>nd</sup>			linguistics and its branches as well as the aspects of study of linguistics.
	C-4	Poetics	This paper deals with the history of poetics in term of Indian and western context.
3 <sup>rd</sup>	C-5	Literary criticism	The main objectives in this paper are students will be introduced with the literary theories and its nature and scopes. It will introduce the various aspects of literary criticism and its branches.
3 <sup>rd</sup>	C-6	Sellection from Assamese poetry	In this paper students will introduced with the history of Assamese poetry and also introduced with the character tics and diversity of Assamese poetry. Some selected poets and their works are introduce in this paper.
	C-7	Studies on the culture of Assam	The main objectives in this paper is that student will introduce with the meanings, nature and characteristics of culture. It also introduces specially various ethnic group of people.
4 <sup>th</sup>	C-8	Theory and Practice of Comparative literature	In this paper students will be introduce with the meaning and nature of comparative literature, and the various prospective of students of it . Students will be able to compare different literary of Assamese with text of different languages.
	C-9	- Indo Aryan Languages of Assamese	Students will understand the evolution process of Indo Aryan languages. It gives the students some Idea about Sanskrit, Pali and Prakrit Language. Through some selected texts. It develops the grammatical conceptuality of Assamese language and will. Come to know the formation and development of Assamese language.
	C-10	Selection of Assamese Prose	Students will introduce with the developmental history of Assamese prose. Literature. Students will introduce with the characteristics and diversity of Assamese prose.
5 <sup>th</sup>	C-11	Assamese Drama	Students will acquaint with the movements of the growth of Assamese Drama. They will acquaint with the Assamese Drama form the period of Sankardeva to Modern period and the cultural Contexts of their production and reception as well as the issues that define the ethos of the texts.
	C-12	Studies on Assamese Linguistics	Students will introduce with the theoretical knowledge of Phonology, Morphology, Syntax and Word formation of Assamese Language. It will develop the language skill of students.
	DSE-1	Assamese Grammar, Lexicon and Idiomatic Usages	Students will introduce with Assamese Grammar, Lexicon and Idiomatic Usages.
	DSE-2	Introduction to Indian Literature	It gives the students some idea about Indian Literature and its trends through some selected texts of various

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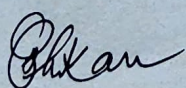
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
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			languages of India and abroad. Students will acquaint with the unity and diversity of Indian literature.
6th	C-13	Selection from Assamese Prose	Students will introduce with the characteristics and diversity of Assamese prose. Students will introduce with nature and diversity of Assamese prose with some. selected prose from Assamese literature.
	C-14	: Language and Script of Assam	Students will introduce with the languages of Assam and the dialects of the region. Students will also introduce with the script of Assamese language and the other languages of Assam.
	DSE-3	Introduction to World Literature	It gives the students some idea about World Literature and its trends through some selected texts of various languages of India and abroad. Students will acquaint with the unity and diversity of world literature..
	DSE-4(A)	Special Author	Students will able know about one of the special authors of Assamese literature given below – a) Bhupen Hazarika b) Bhabendra Nath Saikia c) Birendra Kumar Bhattacharjee d) Mamoni Raysam Goswami. e) Nirupoma Borgohain.



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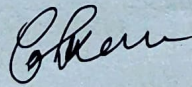
## PROGRAMME OUTCOME

### Three year Degree Course

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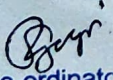
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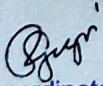


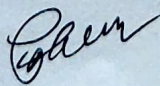
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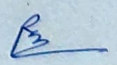
Na-Ali Dhekiajuli

Course Outcome

Semester	Course Code	Course Title	Outcomes
1st	ASMM-101 (Major)	History of Assamese literature (till Sankarottar Age	various ages of Assamese literature, Assamese literature from the time of Shankardeva to the present (A Vaishnavite Saint and Social Reformer of Assam)
	101(MIL)	HISTORY OF ASSMESE LITERATURE AND CULTURAL STUDY OF ASSAM *	History of Assamese literature, different ages of Assamese literature and Assamese culture
2 <sup>ND</sup> SEM	ASMM-201	History of Assamese from Arunudoj to POST WAR PERIODS	Assamese literature in detail from the Arunudoj period to Post-War period
	201 (MIL)	PRACTICAL KNOWLEDGE OF THE ASSAMESE LANGUAGE	Guidelines for proper pronunciation, spelling, use and construction of Assamese words and sentences, knowledge on translation, letter writing etc.
3 <sup>RD</sup> SEM.	ASMM-301 (M)	PRIMARY INTRODUCTION TO LINGUISTICS	Language and different subjects related to language distribution
	302(M)	HISTORY OF ASSAMESE POETRY	History of Assamese poetry along with detail knowledge about the poets and poems.
4 <sup>TH</sup> SEM.	ASMM-401(M)	ASSAMESE PROSE	Information and knowledge about the development, characteristics and diversity of Assamese prose
	ASMM-402 (M)	ASSAMESE LANGUAGE AND SCRIPTS *	Use of Assamese language and dialects in Assam, idea of epistle, linguistic, and the flow of Assamese language
	401(MIL)	PATTERN OF ASSAMESE LITERATURE	Assamese poetry and prose flourishing from the period of Sankardev to the present time.
5 <sup>TH</sup> SEM.	ASMM-501 (M)	LITERARY THEORY AND CRITICISM	Literature and various literary devices, their definition and uses.
	ASMM-502(M)	ASSAMESE DRAMA	Assamese drama and Assamese theatre.
	ASMM-503(M)	CULTURAL STUDIES	Assamese culture and its characteristics in detail

  
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	ASMM-504(M)	INDIAN COMPARATIVE LITERATURE	Comparative literatures, its definition and comparison of Assamese literature with Indian literature.
6 <sup>TH</sup> SEM.	ASMM-601(M)	VARIOUS ASPECTS OF THE STUDY OF LANGUAGE AND LITERATURE	Literature and various literary devices, their definition and uses
	ASMM-602(M)	- Indo Aryan Languages of Assamese	Significance of the evolution of Arya language of India, introduction of Sanskrit, Pali and Prakrit, grammar and proper use of the language.
	ASMM-603(M)	STUDIES OF ASSAMESE LINGUISTICS	Assamese phonetics, different theories related to phonetics, word structure and sentence structure etc.
	ASMM-604(M)	STUDY OF WORLD LITERATURE	Basic idea of world literature

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# Dept. of Economics DR. NOBIN BORDOLOI COLLEGE

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Ph. : 6003423688, 8638209440, 9854163547

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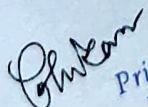
## Course Outcomes (Economics)

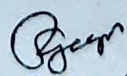
### Overall Outcomes

- It develops the understanding the basic concepts of economics.
- It enables students to think as an economist.
- It develops economic reasoning of the students to analyze the behavior patterns of different economic agents.
- It helps to understand the decision making process in different market situations.
- It provides opportunity to deal with the advanced theoretical issues and their practical applications.
- This course enables students to use mathematical and statistical tools in economic analysis.
- It helps students to examine national and international economic policies and issues from economics point of view.
- It enables students to examine the environment-economy relationship and to trace policy path for sustainable development.
- It enriches students in economic subject so as to pursue higher study in same.

### Course Specific Outcomes

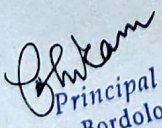
Course	Course Code	Course Title	Outcomes
UG-Eco	ECNHC101	Introductory Microeconomics	This course designed to expose the students to the basic principles of microeconomics. It will help the students thinking as an economist. It will also help the students to illustrate how microeconomic concepts can be applied to analyze real life situations.
	ECNHC102	Mathematical Methods for Economics - I	Learning this course enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, statistics and econometrics. It helps applying mathematical techniques to economic theory.
	ECNHC201	Introductory Macroeconomics	It helps students to learn the basic concepts of Macroeconomics, associated with the determination and measurement of aggregate

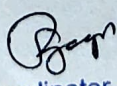
  
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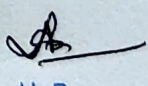
  
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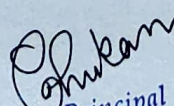
			macroeconomic variables like Savings, Investment, GDP, Money, Inflation and the Balance of Payments.
	ECNHC202	Mathematical Methods for Economics II	Learning this course enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, statistics and econometrics. It helps applying mathematical techniques to economic theory.
	ECNHC301	Essentials of Microeconomics	It enables the students to train up themselves in microeconomic theory to formally analyze the behavior of individual agents. Already being familiar with the quantitative techniques in previous semester, it is helpful here in understanding the basic concepts of Microeconomics.
	ECNHC302	Essentials of Macroeconomics	This course introduces to formal modeling of macro-economy in terms of analytical tools. It enables students in learning various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context.
	ECNHC303	Statistical Methods for Economics	This course enables students to learn some basic concepts and terminology that are fundamental to statistical analysis and inference. It introduces the concepts probability along with discrete and continuous random variables, sampling techniques, sampling distribution, probability theory etc.
	ECNHC401	Advanced Microeconomics	It gives conceptual clarity to the students coupled with the use of mathematical tools and reasoning. It also helps understanding general equilibrium and welfare, imperfect markets and topics under information economics.
	ECNHC402	Advanced Macroeconomics	With this course students get introduction to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in previous course.
	ECNHC403	Introductory Econometrics	This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic checking of single and multiple regression models. The course also covers the

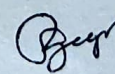
  
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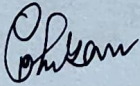
			consequences of and test for misspecification of regression model.
	ECNHC501	Indian Economy -I	This course helps the students to review major trends in economic indicators in India in the post-independence period, with particular emphasis on paradigm shifts and turning points.
	ECNHC502	Development Economics -I	This course helps to understand alternative concepts on economic development. It also enables students in making cross-national comparisons of the growth experience, in analyzing growth and inequality relationship linked with informational and incentive problems.
	ECNHC601	Indian Economy II	This course enables students to examine sector-specific policies and their impact in shaping trends in key economic indicators in India.
	ECNHC602	Development Economics II	This course enables students to analyze economic development and demographic relationship, problem specific link with market structure and contracts in poor countries, linkage of governance of communities and organizations with sustainable growth and the relationship between globalization plus increased international dependence and economic development.
	ECNHDSE502	Applied Econometrics	These courses provide a foundation in applied econometric analysis and develop skills required for empirical research in economics. This course also helps in dealing econometric software.
	ECNHDSE505	Money and Financial Markets	This course exposes students to the theory and functioning of monetary and financial sectors of the economy.
	ECNHDSE506	Public Economics	This course enables the students to examine government policies from the point of economic efficiency and equity. It also helps to examine the nature of government intervention and incentives.
	ECNHDSE602	Environmental Economics	This course enables students to focus on economic causes of environmental problems; in particular, how economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies.
	ECNHDSE603	International Economics	This course develops a systematic exposition of models that try to explain the composition,

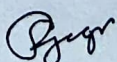
  
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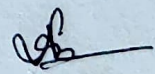
  
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			direction, and consequences of international trade, and the determinants and effects of trade policy. It also helps in analyzing the models of open macroeconomics focusing on national policies as well as international monetary system.
	ECNHDSE605	History of Economic Thought	This course makes the students acquaintance with the historical development in the economic thoughts propounded by different schools.
	ECNGE1	Introductory Microeconomics	This course designed to expose the students to the basic principles of microeconomics. It will help the students thinking as an economist. It will also help the students to illustrate how microeconomic concepts can be applied to analyze real life situations.
	ECNGE2	Introductory Macroeconomics	It helps students to learn the basic concepts of Macroeconomics, associated with the determination and measurement of aggregate macroeconomic variables like Savings, Investment, GDP, Money, Inflation and the Balance of Payments.
	ECNGE3.1	Indian Economy I	This course helps to review major trends in economic indicators in India during post-independence period.
	ECNGE3.2	Money and Financial Markets	This course exposes students to the theory and functioning of monetary and financial sectors of the economy.
	ECNGE4.1	Indian Economy II	This course enables students to examine sector-specific policies and their impact in shaping trends in key economic indicators in India.
	ECNGE4.3	Public Finance	This course enables the students to make non-technical overview of government finances with special reference to India.

  
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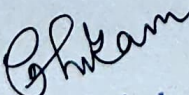
**Course Outcome  
Economics (Non-CBCS)**


**Overall Outcomes**


- It develops the understanding the basic concepts of economics.
- It enables students to think as an economist.
- It develops economic reasoning of the students to analyze the behavior patterns of different economic agents.
- It helps to understand the decision making process in different market situations.
- It provides opportunity to deal with the advanced theoretical issues and their practical applications.
- This course enables students to use mathematical and statistical tools in economic analysis.
- It helps students to examine national and international economic policies and issues from economics point of view.
- It enables students to examine the environment-economy relationship and to trace policy path for sustainable development.
- It enriches students in economic subject so as to pursue higher study in same.

**Course Specific Outcomes**

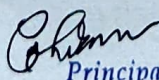
Course	Course Code	Course Title	Outcomes
UG- Eco	Non-Major 1.01	Microeconomic Theory	This course will develop the understanding of some basic concepts of microeconomics. It will enhance the economic reasoning of the learners to analyse the behavioural patterns of different economic agents and to deal with the advanced theoretical issues and their practical applications.
	Non-Major 2.01	Macroeconomics	This course will acquaint the learners with the basic macroeconomic concepts and the theories of macroeconomics.
	Non-Major 3.01	Public Economics	This course will acquaint the learners with some basic concepts of public finance along with reference to the Indian Economy.
	Non-Major 4.01	Issues of Indian Economy	This course will acquaint the learners with the salient features of Indian Economy. The learners will also be able to know the performance and problems of the primary, secondary and tertiary sector of the Indian Economy.


  
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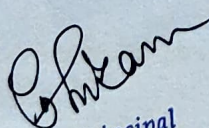
	Non-Major 5.01	Elementary statistics for economics	This course will acquaint the learners with some statistical data and basic statistical methods that can be applied in economics.
	Non-Major 6.01	Development Economics	This course will acquaint the learners with the measurement of development with the help of theories along with the conceptual issues of poverty and inequalities. This will enable the learners to understand the problems from Indian perspective.
	Major 1.01	Microeconomics I	This paper will develop the understanding of some basic concepts of microeconomics, enhancing the economic reasoning of the learners to analyze the behavioural patterns of different economic agents and providing the opportunity to the students to deal with the advanced theoretical issues and their practical applications.
	Major 2.01	Macroeconomics	This course will help the students <ul style="list-style-type: none"> <li>- To impart the basics of macroeconomics</li> <li>- To discuss the theories of income and employment</li> <li>- To discuss the theories of consumption function and investment spending</li> <li>- To discuss the determination of interest rate and IS-LM model</li> <li>- To impart the ideas about open economy in the context of macroeconomics.</li> </ul>
	Major 3.01	Microeconomics II	This paper will help <ul style="list-style-type: none"> <li>- To understand of some basic concepts of microeconomics</li> <li>- to enhance the economic reasoning of the learners to analyze the behavioural pattern of different economic agents</li> <li>- to understand the decision making process in different market situations</li> <li>- to provide opportunities to the students to deal with the advanced theoretical issues and their practical applications</li> <li>- to make them realize that good knowledge of microeconomics is very much important for understanding the modern economic functions.</li> </ul>
	Major 3.02	Statistical Methods in Economics	This course will acquaint the learners with some basic statistical methods that can be applied in economics.
	Major 4.01	Mathematics for Economics	This course will acquaint the learners with some basic mathematical methods that can be applied in economics.
	Major 4.02	Public	This course will acquaint the learners with some

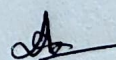
  
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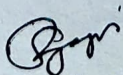
  
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		Economics – Theoretical Issues	basic theoretical concepts of public finance which will enable them to understand the practical issues.
	Major 5.01	Development Economics with Indian Perspective I	This course will acquaint the learners with the measurement of development with the help of theories along with the conceptual issues of poverties and inequalities with Indian perspective.
	Major 5.02	Public Economics : Policy Issues	This course will acquaint the learners with the fiscal policies designed for developed and developing economies with the special thrust to the federal system of India.
	Major 5.03	History of Economic Thought	This course will acquaint the learners with the historical developments in the economic thoughts propounded by different schools.
	Major 5.04	Monetary Theories and Financial Markets	This course will acquaint the learners with some basic concepts relating to monetary analysis and financial marketing with a reference to Indian financial markets, which will enable the learners to relate conceptual issues to the real economic situation.
	Major 6.01	Development Economics with Indian Perspective II	This course will acquaint the learners with the development issues of Indian economy. The course will also enable the learners to understand the development problems of the Northeast India.
	Major 6.02	Environmental Economics	This course will acquaint the learners with the basic concepts of environmental economics along with the solution to the environmental problems.
	Major 6.03	International Economics	This course will acquaint the students with both real and monetary sides of international economics. To help the students grasp and retain the concepts and thereby to bring excitement of international economics to the classroom, the syllabus is designed from traditional to modern, theoretical to analytical development in international economics.
	Major 6.04	Economic Issues of Assam	This course will acquaint the learners with the characteristics of the economy of Assam. The learners will also be able to know the performance and problems of the primary, secondary and tertiary sector of Assam.

  
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**FYUGP PROGRAM OUTCOMES**  
**Department of Economics**

**PROGRAMME OUTCOMES (POs)**

PO1-Critical Thinking: Graduates will be able to critically analyze economic theories and models, apply logical reasoning, and understand their implications in real-world contexts.

PO2-Problem Solving: Graduates will acquire enhanced problem-solving skills by applying economic principles and quantitative techniques to address economic issues and policy challenges.

PO3-Effective Communication: Graduates will be able to communicate economic concepts, theories, and findings clearly and effectively.

PO4-Research and Analytical Skills: Graduates will be able to formulate research proposals, specifically to craft relevant research questions and hypotheses; present findings, theories, methods, and proofs utilizing knowledge from multiple branches of Economics and associated fields.

PO5-Technological Proficiency: Graduates will be proficient in using modern technological tools and software for economic analysis, data management, and presentation.

PO6-Ethical Awareness: Graduates will be able to apply ethical principles in economic decision-making, recognizing the societal and environmental impacts of economic activities.

PO7-Global Perspective: Graduates will develop a global outlook on economic issues, understanding the interconnectedness of economies and the implications of global economic policies and events.

PO8-Lifelong Learning: Graduates will foster a commitment to continuous learning and staying updated with the latest developments in the field of economics.

PO9-Interdisciplinary Knowledge: Graduates will be able to integrate knowledge from various disciplines such as statistics, mathematics, political science, sociology, history etc. to provide a comprehensive understanding of economic phenomena.

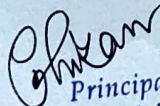
PO10-Leadership and Teamwork: Graduates will cultivate leadership qualities and the ability to work collaboratively in diverse teams to address complex economic problems.

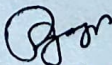
**PROGRAMME SPECIFIC OUTCOMES (PSOs):**

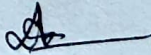
The programme specific outcomes of the Undergraduate Programme in Economics are listed below. After completing the programme the students should be able to-

PSO1-Comprehend the behavioral patterns of different economic agents and acquire the competency to apply the fundamentals of Microeconomics and Macroeconomics in understanding the economic aspects of allied sectors.

PSO2-Evaluate the developmental parameters of an economy with the help of economic theories and

  
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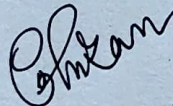
mine the existing socio-economic issues of developing nations and formulate strategies to pave the way for further development.

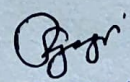
PSO3- Analyse and review the historical developments in the economic thoughts propounded by different schools and make a comparative assessment with the contemporary issues in Economics.

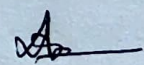
PSO4-Identify key issues and formulate ideas to undertake research studies and apply quantitative techniques to address the unresolved issues in Economics and other relevant disciplines.

PSO5-Demonstrate the potential for a variety of challenging careers through innovation, critical thinking, problem solving and lifelong learning, thereby being competitive in the job market by acquiring skills in using statistical.

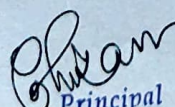
PSO 6-Contribute to the academic advancement of the subject and society at large by pursuing advanced studies in Economics.

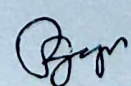
  
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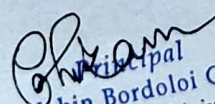
SEMESTER	MAJOR/ MINOR/G EC/ COURSE CODE	TITLE	COURSE OUTCOME
1 <sup>ST</sup> SEMESTER	MAJOR ECOC1	Introductory Microeconomics	<ol style="list-style-type: none"> <li>1. Comprehend the introductory principles of Microeconomics.</li> <li>2. Apply the basics of microeconomics in behaviour patterns of firms and households and relate with the laws of demand and supply.</li> <li>3. Apply the fundamentals of microeconomics to understand the behaviour of consumers and attainment of consumer's equilibrium.</li> <li>4. Apply the principles of microeconomics in relation to production function, costs and revenues and demonstrate the basics of market mechanism and the equilibrium condition of different forms of markets.</li> <li>5. Evaluate the features of input market.</li> </ol>
	MINOR MINECO 1	Elementary Microeconomics	<ol style="list-style-type: none"> <li>1. Comprehend the introductory principles of Microeconomics.</li> <li>2. Apply the basics of microeconomics in behaviour patterns of firms and households and relate with the laws of demand and supply.</li> <li>3. Apply the fundamentals of microeconomics to understand the behaviour of consumers and producers and attainment of producer's and consumer's equilibrium.</li> <li>4. Apply the principles of microeconomics in relation to production function, costs and revenues and demonstrate the basics of market mechanism and characteristics of different forms of markets.</li> </ol>
	GEC ECO1	Economic History of India	<ol style="list-style-type: none"> <li>1. Analyze and evaluate the economic structure and policies of pre-independence India, understanding the factors contributing to economic backwardness.</li> <li>2. Examine the agrarian structure, agricultural markets, and institutions, and their impact on India's agricultural productivity and rural economy.</li> <li>3. Evaluate the industrial development and transportation systems in colonial India and their impacts on the economy.</li> <li>4. Evaluate the economic policies and priorities under British rule, including foreign capital, trade, and fiscal policies, and their impact on India's economy.</li> </ol>
2 <sup>ND</sup>	MAJOR	Introductory	<ol style="list-style-type: none"> <li>1. Distinguish between different macroeconomic schools</li> </ol>

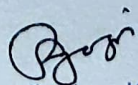
  
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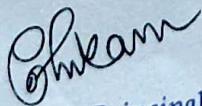
SEMESTER	ECOC2	Macroeconomics	<p>of thought and understand the fundamental objectives and scope of macroeconomics, laying the foundation for advanced macroeconomic analysis.</p> <ol style="list-style-type: none"> <li>Define national income and various accounting methods, and assess the limitations and significance of GDP as an indicator of economic health and social welfare.</li> <li>Analyze the components and determinants of aggregate demand and aggregate supply, and understand how these factors interact to influence overall economic activity</li> <li>Critically evaluate the classical and Keynesian theories of output and employment determination, and apply these concepts to understand historical and contemporary economic fluctuations.</li> <li>Explain the functions and types of money, determinants of money supply and demand, and the determination of equilibrium rate of interest.</li> </ol>
	MINOR MINECO 2	Elementary Macroeconomics	<ol style="list-style-type: none"> <li>Describe the distinction between microeconomics and macroeconomics, including the development and objectives of macroeconomic theory.</li> <li>Gain a comprehensive understanding of how economic activity is measured and the significance of national income accounting.</li> <li>Define the concepts of aggregate demand (AD) and aggregate supply (AS) including the identification of factors responsible for the shifts of AD and AS.</li> <li>Compare and contrast the classical and Keynesian theories of output and employment determination and their relevance to economic equilibrium</li> <li>Elaborate the role of money in the economy, the various types and measures of money, and the causes and effects of inflation.</li> </ol>
	GEC ECO2	Contemporary Indian Economy	<ol style="list-style-type: none"> <li>Analyze the key aspects of India's industrial policies, infrastructure development, and their impact on business performance.</li> <li>Understand and evaluate the fiscal and monetary policies of India, including recent reforms and their implications on the economy.</li> <li>Examine the direction, composition, and policies related to India's foreign trade and balance of payments since 1991.</li> <li>Analyze key socio-economic issues in India, including demographic trends, urbanization, the impact of</li> </ol>

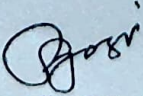
  
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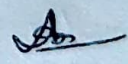
  
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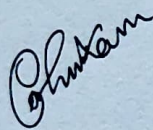
3 <sup>RD</sup> SEMESTER	MAJOR ECOC3	Introductory Mathematical Methods for Economics	COVID-19, and agricultural policies. <ol style="list-style-type: none"> <li>1. Explain the foundational concepts like sets, relations and functions, evaluate limits and continuity, and apply these concepts to solve numerical problems.</li> <li>2. Apply matrices and determinants in solving linear equations and performing static and dynamic input-output analysis.</li> <li>3. Apply rules of differentiation to analyze economic functions, including demand, cost, and revenue, and interpret their economic significance</li> <li>4. Use different techniques of integration to solve economic problems, including calculation of producer's and consumer's surplus.</li> <li>5. Understand and solve first order linear differential equations and exact differential equations, with applications to economic problems.</li> </ol>
	MAJOR ECOC4	IndianEconomy- Trends in Econo mic Indicators	<ol style="list-style-type: none"> <li>1. To evaluate the trajectory of India's economic development since independence and analyze the shifts in development strategies from import substitution to post-1991 globalization</li> <li>2. To explore the interplay between population dynamics and human development indicators in the context of India, and assess India's standing in the global human development landscape</li> <li>3. To analyze the concepts of poverty and inequality in the Indian context, and examine the strategies and policies aimed at poverty alleviation and reducing income inequality</li> <li>4. To examine the dynamics of India's labour force, occupational patterns, and unemployment trends, and analyze the role of government policies in addressing unemployment challenges</li> </ol>
	MINOR MINECO 3	Basic of Indian E conomy	<ol style="list-style-type: none"> <li>1. Understand and evaluate the evolution of development strategies in India since independence, focusing on self-reliance, import substitution, protectionism, and post-1991 globalization reforms</li> <li>2. Assess the demographic characteristics and trends in India, including population growth, composition, and policy implications.</li> <li>3. Analyze the nature, incidence, and strategies for alleviating poverty and income inequality in India</li> <li>4. Examine the structure and dynamics of the labor force, occupational patterns, and unemployment in India</li> <li>5. Evaluate human development indicators and India's</li> </ol>

  
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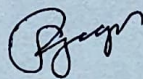
		performance in human development at both national and global levels.
GEC GECECO 3	Basic Development Economics	<ol style="list-style-type: none"> <li>1. Understand and analyze the concepts of development and underdevelopment, including various theories of economic growth and growth strategies</li> <li>2. Assess the various factors influencing development, different measures of development, and concepts and measures of poverty and inequality.</li> <li>3. Explore the concepts of capabilities and functionings, human development, and the link between environment and development, including sustainable development and climate change.</li> <li>4. Understand the relationship between trade, globalization, and economic development, including trade policies and the historical perspective of globalization.</li> </ol>



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# DEPARTMENT OF EDUCATION

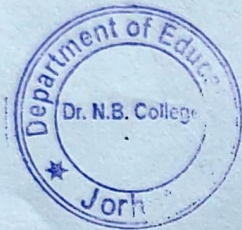
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Date:.....



**Programme learning Outcome  
Four year Degree course (FYUGP)  
Following are programme outcome of the Department of Education**

An undergraduate student of Education should be able to:

PLO 1. Demonstrate familiarity with the major concepts, theoretical perspectives and latest trends in the field of education.

PLO 2. Use scientific approach to address issues related to problems of learning.

PLO 3. Apply psychological principles to meet various issues and challenges in the field of education.

PLO 4. Apply knowledge, skills and theories of education to solve educational problems both in familiar and non-familiar contexts and apply the learning to real life situations.

PLO 5. Demonstrate professional competencies that are required to develop, select and use informal and formal, diagnostic, continuous and comprehensive evaluation to estimate pupils' achievement and provide timely, effective and appropriate feedback to students about their achievement along the line of their predetermined learning goals and participate effectively in the construction procedure of evaluation tools.

PLO 6. Demonstrate teaching competencies required for keeping oneself professionally engaged.

PLO 7. Demonstrate competencies in learning to update knowledge and practice targeted to improve professional knowledge and practice.

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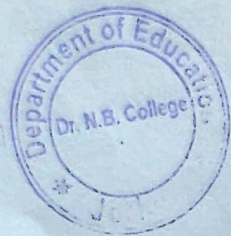
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### Programme outcome

#### Three year degree course (CBCS)

Following are programme outcome of the Department of Education

After successfully completion of the programme in Education, it is expected that a student is able:

1. To understand the Indian and western schools of philosophy and their influence in education.
2. To know about the sociological bases of education.
3. To know about basic concepts of educational psychology and experimental psychology.
4. To understand the types of management and modern trends of educational management.
5. The student will able to know about the uses of statistics in measurement and evaluation in education.
6. To know about different concepts and contributions of great philosophers in the domain of education.
7. The student will able to know about the educational history from the vedic period To present era. 8. It helps the student to know about the relationship between education and economics.
9. It enrich the student by providing the knowledge of education in world perspective.
10. It will prepare students for teaching profession. 11. It helps the student for future research work.
11. It helps the student for future research work.

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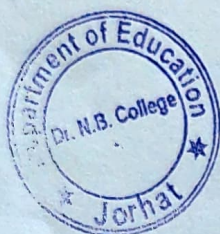
# DEPARTMENT OF EDUCATION

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**Course Outcome**

**Course: UG EDN**

### Course Outcome (FYUGP)

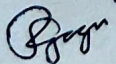
Course Code	Course Title	Outcome
EDNC1	Foundations of Education-I	CO1: Explain the meaning, nature, scope and types of Education CO2: Explain the meaning, nature and scope of Psychology and Educational Psychology CO3: Explain the meaning, nature and scope of Philosophy and Educational Philosophy CO4: Explain the meaning, nature and scope of Sociology and Educational Sociology
MINEDN1	Philosophical Foundations of Education	CO1. Explain the role of Philosophy in Education CO2. Analyse the influences of Indian Schools of Philosophy on education CO3. Evaluate the influences of Western Schools of Philosophy on education

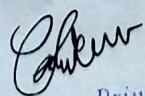
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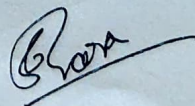
*Chakraborty*  
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*Barua*  
Head  
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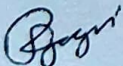
GECEDN1A	Introduction to Education	<p>1: Describe the modern concept, aims, functions and role of education</p> <p>CO2: Understand the roles of the various agencies of education</p> <p>CO3: Explain the different levels of education.</p> <p>CO4: Describe the concept of curriculum and evaluation system</p>
EDNC2	Foundations of Education-II	<p>CO1: Demonstrate the knowledge of the development of Indian education system from ancient period to 1944.</p> <p>CO2: Demonstrate the understanding of the concept of curriculum, types of curriculum, concept of co-curricular activities, importance and organization of co-curricular activities.</p> <p>CO3: Analyze some global issues in Indian education.</p> <p>CO4: Analyze some contemporary issues and systems of Indian education.</p>
MINEDN2	Psychological Foundations of Education	<p>CO 1: Define the meaning and nature of Psychology and Educational Psychology</p> <p>CO 2: Define the meaning and nature of learning</p> <p>CO 3: Define the meaning and nature of intelligence and creativity</p> <p>CO 4: Define the concept of personality and mental health</p>
GECEDN2B	History of Indian Education Course	<p>CO1: Describe the development of Vedic Education System</p> <p>CO 2: Describe the development of Buddhist Education System</p> <p>CO 3: Describe the development of Islamic Education System</p> <p>CO 4: Describe the emergence of Modern Education in India</p>

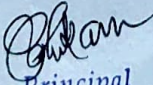
  
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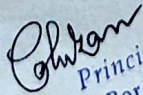
EDNC3	Philosophical and Sociological Bases of Education	<p>CO1: Demonstrate the understanding of the Indian schools of philosophy and education.</p> <p>CO2: Demonstrate the understanding of the Western schools of philosophy and education.</p> <p>CO3: Apply the knowledge of understanding education and society.</p> <p>CO4: Analyze the relationship between education and political ideologies.</p>
EDNC4	Value Education	<p>CO1: Explain the meaning, types, functions and sources of values.</p> <p>CO2: Explain the meaning, objectives and dimensions of Value education and illustrate the importance, policy perspectives, methods and techniques of Value education.</p> <p>CO3: Interpret the perspectives of Value education of the East and West.</p> <p>CO4: Generalize the meaning, objectives, pedagogy and the ways of integrating Peace education in the curriculum.</p>
MINEDN3	Sociological Foundations of Education	<p>CO1: Describe the concept of sociological approach of Education.</p> <p>CO2: Describe the theories of Educational Sociology.</p> <p>CO3: Explain socialization, emotional and national integration and internationalization.</p> <p>CO4: Describe the role of education in social change and development.</p>
GECEDN 3B	GUIDANCE AND COUNSELLING	<p>CO1: Explain the meaning, nature, scope of Guidance and Counseling and its role in education.</p> <p>CO2: Discuss about counseling in education.</p> <p>CO3: Generalize the use of different tools and techniques of guidance and counseling.</p> <p>CO4: Evaluate guidance and counseling services conducted in schools or colleges.</p>


  
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**Course Outcome**  
**Department of Education**  
**Dr. Nobin Bordoloi College**  
**Course: UG EDN**

<b>Course Outcome (CBCS)</b>		
<b>Course Code</b>	<b>Course Title</b>	<b>Outcome</b>
<b>EDNH 101</b>	<b>Philosophical Foundation of Education</b>	<ol style="list-style-type: none"> <li>1. Describe the modern concept, aims, functions and role of education</li> <li>2. Describe the role of philosophy of education</li> <li>3. Explain the basic tenants of the given Indian and Western Philosophies and their influence in Education</li> <li>4. Appraise the contribution of the given philosophers in the domain of education</li> </ol>
<b>EDNH 102</b>	<b>Sociological Foundation of Education</b>	<ol style="list-style-type: none"> <li>1. Explain the concept, approaches and theories of educational sociology</li> <li>2. Explain the role of Education in Social Change and Development</li> <li>3. Illustrate Social Aspects, Social Processes and the role of Education</li> <li>4. Describe various Social Groups and their Education</li> <li>5. Explain different Political Ideologies and their bearings in Education</li> </ol>

  
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<p><b>EDNH 301</b></p>	<p><b>Great Educators and Educational Thoughts</b></p>	<p>After completion the course the students will know to describe the contribution of the given philosophers i.e. , Shankaracharya, Yagyavalkya, sankaradeva, robindra nath Tagore, Vivekananda, MK Gandhi, Plato, Rousseau, john Dewey, Jacques Derrida, Jaen Paul Sartre, etc. in the domain of education and the relevance of their educational thoughts</p>
<p><b>EDNH 302</b></p>	<p><b>Management and Evaluation in Education</b></p>	<ol style="list-style-type: none"> <li>1. On completion of the course the students will able to know about the measurement and evaluation related concept, nature, scope and types of measurement and evaluation</li> <li>2. various psychological related tests, Measures of Central Tendency and their uses</li> <li>3. Variability and its uses</li> <li>4. Graphical representation of data as well as v)Normal Probability Curve and its properties</li> </ol>
<p><b>EDNH 303</b></p>	<p><b>Experimental Psychology and Laboratory Practical</b></p>	<p>On completion of the course the students will able to know about the concept of experimental psychology and how to conduct and report of psychological experiments on Memory, Learning, Personality, Attention, etc.</p>

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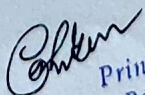
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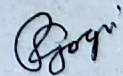
<b>EDNH 501</b>	<b>Education in Post Independent India</b>	<ol style="list-style-type: none"> <li>1. This course will help the students to know the educational scenario at the time of Independence,</li> <li>2. Role of various Commissions and Committees in the development of Education in Post Independent India</li> </ol>
<b>EDNH 502</b>	<b>Education in World Perspective</b>	<ol style="list-style-type: none"> <li>1. This course will enable the students to know about need and importance of comparative education,</li> <li>2. To introduce the students with the Education system of UK,</li> <li>3. To introduce the students with the Education system of USA</li> <li>4. To introduce the students with the Education system of Japan</li> <li>5. Make a comparison among the education system of UK, USA, Japan and India</li> </ol>
<b>DSEED 501/ GEED 101</b>	<b>Guidance and Counseling</b>	<ol style="list-style-type: none"> <li>1. This course will help the students to know the concept of guidance and counselling ,</li> <li>2. Types and areas guidance and counselling,</li> <li>3. Tools and techniques of guidance and</li> <li>4. The role of counselling process</li> </ol>
<b>DSEED 504/ GEED 301</b>	<b>Mental Health Issues</b>	<ol style="list-style-type: none"> <li>1. Concept of Mental health and Hygiene and its importance in the emerging society,</li> <li>2. Components of positive psychology</li> <li>3. Significance of mental health in the teaching</li> </ol>

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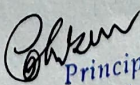
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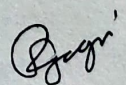
		and learning process. 4. Integrate Yoga in their Day-to-Day lives for holistic health
<b>EDNH 201</b>	<b>Psychological Foundation of Education</b>	<ol style="list-style-type: none"> <li>1. Explain the concept, nature, scope and uses of psychology in Education</li> <li>2. Explain the influence the growth and development in education</li> <li>3. Describe the meaning, nature, variables, types and theories of learning</li> <li>4. Describe the concept and theories of intelligence and creativity</li> <li>5. Explain the meaning, concept, factors and theories of personality</li> <li>6. Describe the concept of mental health and mental hygiene, measures of mental health in school</li> </ol>
<b>EDNH 202</b>	<b>Educational Administration and Management</b>	<ol style="list-style-type: none"> <li>1. On completion of the course learners will be able to know to define the concept of Educational Management,</li> <li>2. Modern trends of educational management,</li> <li>3. Educational leadership etc</li> </ol>
<b>EDNH 401</b>	<b>Education in Pre</b>	1. On completion of the course the students will

  
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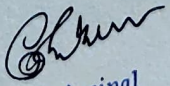
  
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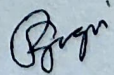
	<b>Independent India</b>	<p>be able to know about the Indian heritage (education system Vedic period, Buddhist period, Education in Medieval period, British Period etc.)</p> <p>2. To analyze the causes of the social and political changes that take place in India in the 18<sup>th</sup> and 19<sup>th</sup> centuries.</p> <p>3. To understand the impact of socio-political changes on the nationalist movement in India during early 20<sup>th</sup> century</p> <p>4. to understand the role of education in the development of an emergent India</p>
<b>EDNH 402</b>	<b>Techniques of Teaching</b>	On completion of the course the student will be able to know the various methods and techniques of teaching, lesson plan, etc.
<b>EDNH 4020</b>	<b>Teaching Practice</b>	On completion of the course the students will be able to know about the teaching skill in real classroom situation. It will help students to prepare lesson plans for Micro teaching and practice teaching.
<b>EDNH 403</b>	<b>Educational Technology</b>	It will able to know the concept of educational Technology, Instructional Technology, uses of ICT in teaching Learning, skills of effective communication, application of teaching models, etc.
		1. This course will introduce the student with the constitutional provision for education,

  
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<b>EDNH 601</b>	<b>Emerging trends in Indian Education</b>	2. Various branches of education like inclusive Education, Gender education, Adult Education Value Education, etc.
<b>EDNH 602</b>	<b>Child and Adolescent Psychology</b>	1. This course will enable the students to know the developmental changes of childhood and adolescence, 2. Role of society in monitoring and guiding young children for their development
<b>DSEED 601/ EDED 201</b>	<b>Human Rights Education</b>	1. Concepts, theories and constitutional Perspective of human rights. 2. Concepts, principles, need and curriculum of human rights education 3. Factors for promoting human rights education, basics of human rights Education, etc.
<b>DSEED 602/ GEED 401</b>	<b>Economics of Education</b>	this course will enable the students to know the concept of Economics of education, investment in education, return on investment in education, types of educational costs, human capital formation, educational financing, educational planning etc.

  
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# DEPARTMENT OF ENGLISH

## DR. NOBIN BORDOLOI COLLEGE

Na-Ali Dhekiajuli- Jorhat-9

Ref. No: .....

Date .....

Department of English

Dr. Nobin Bordoloi College, Na Ali Dhekiajuli, Jorhat-09



### Programme Outcome(CBCS):

By pursuing B.A.(Honors) in English the students are expected to be conversant in English literature and language. The students are also acquainted various genres like American literature, Indian writing in English, World literature and they are expected to acquire the proficiency to pursue M.A. in English. This programme enables the learners to have a better understanding of literature and culture of each and every period of the history of England starting from the Age of Chaucer.

The benefits of studying English as major subject are –

- i) It can help the students to explore the English and American literary tradition.
- ii) To develop their abilities as a reader and interpreter of literature.
- iii) To understand the rule of critical perspectives in any analytical situation.
- iv) To enhance their pleasure in the enjoyment of literature.
- v) To improve their ability as a writer and editor.
- vi) By pursuing English language and literature as a major subject in the under graduate level the students can choose teaching as one of the most obvious career options.

### Course outcome(CBCS):

C-3: This paper entitled 'Indian Writing in English', Paper code-20100 is for the B.A. 2<sup>nd</sup> semester students of honors course. The purpose of this course is to introduce learners to Indian writing in English from the colonial to the post colonial period.

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The outcome of this course is that after the completion of this course, the learners shall be in a better position to appreciate the diversity of customs and traditions in India, would be able to map the intellectual trajectory from the pre- to post-independence period, and get the feel of the advancement that Indian writers in English are making, for which they are receiving plaudits, both at homes as well as abroad.

C-4: This paper entitled 'British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> centuries', Paper code-20200 is for the B.A. 2<sup>nd</sup> semester students of honors course. The objective of this course is to acquaint the learners with British poetry and drama from Chaucer to Shakespeare.

The outcome of this paper is that after completing this course, the learner would be in a position to determine the influence of the European renaissance on the work of the Elizabethan authors, including Shakespeare.

C-5: This paper entitled 'American literature', Paper code-30100 is for the B.A. 3<sup>rd</sup> semester students of honors course. The objective of this course is to introduce the learners to American literature, a field that could be considered as comparatively recent in formulation, when compared to the literature of Britain and Continental Europe.

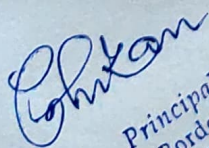
The outcome of this paper is that after completing this course, the learners would get a feel of American literature and they will be able to understand the poetics and politics of a literature characterized both by liberal and reactionary ideals.


C-6: This paper entitled 'Popular literature', Paper code-30200 is for the B.A. 3<sup>rd</sup> semester students of honors course. The objective of this course is to acquaint the learners with popular literature, such as crime thrillers, graphic fiction, children's literature, etc.

The outcome of this paper is that after completing this course, the learner would be in a position to appreciate the presence of a creative space and process that has the potential to affect readers to a degree that high-brow literature cannot achieve due to its propensity to target only a niche audience.

C-7: This paper entitled 'British Poetry and Drama: 17<sup>th</sup> to 18<sup>th</sup> centuries', Paper code-30300 is for the B.A. 3<sup>rd</sup> semester students of honors course. The objective of this course is to acquaint the learners with English literature of the 17<sup>th</sup> century, dominated by epoch making political events, such as they Puritan Interregnum and the Restoration.

The outcome of this paper is that after completing this course, the learner would be in a position to understand the ways in which English drama and poetry began to emphasize on the importance of adhering to classical norms and forms.

  
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C-8: This paper entitled 'British Literature: 18<sup>th</sup> century', Paper code-40100 is for the B.A. 4<sup>th</sup> semester students of honors course. The objective of this course is to acquaint the learners with the British literature of 18<sup>th</sup> century, particular prose narratives of the likes of Swift and Sterne, among others.

The outcome of this paper is that after completing this course, the learner would be in a position to understand the spirit of the age as well as the literature embodying this spirit.

C-9: This paper entitled 'British Romantic Literature': 18<sup>th</sup> century', Paper code-40200 is for the B.A. 4<sup>th</sup> semester students of honors course. The objective of this course is to acquaint the learners with the literature of the Romantic period and the product of the revolutionary zeal precipitated by two great revolutions- the French Revolution and the American War of Independence- the highly imaginative, rhetorical, emotive, visionary, metaphysical, epical, sensuous aspects of the works, especially poetry, the gothic novel, etc.

The outcome of this paper is that after completing this course, the learner would be in a position to know and appreciate the values of a literature characterized by emotion, passion, love, towards nature, exerting of imagination and so forth in order to create a thing of beauty, which would be a joy forever.

C-10: This paper entitled 'British Romantic Literature': 19<sup>th</sup> century', Paper code-40300 is for the B.A. 4<sup>th</sup> semester students of honors course. The objective of this course is to acquaint the learners with the 19<sup>th</sup> century which is emblematic of a certain spiritual crisis that had set in due to the powerful impact of scientific ideology.

The outcome of this paper is that after completing this course, the learner would be in a position to know and appreciate the philosophical shift that came about due to the crises of faith pertaining to the culture of positivism that manifested its full presence during the Victorian period. It is also hoped that they would be able to understand concepts like utilitarianism, surplus value, Victorian prudishness, survival of the fittest etc., and will be able to analyses it along these lines.

C-11: This paper entitled 'Women's Writing': 19<sup>th</sup> century', Paper code-50100 is for the B.A. 5<sup>th</sup> semester students of honors course. The objective of this course is to acquaint the learners to women's writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women's writing in a space that transcends or upends the male writing tradition through various ways.

The outcome of this paper is that after completing this course, the learner would be sensitized to gender related issues, and would be able to see things from the perspectives of the other.

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C-12: This paper entitled 'British Literature: The Early 20<sup>th</sup> century', Paper code-50200 is for the B.A. 5<sup>th</sup> semester students of honors course. The objective of this course is to acquaint the learners to the early 20<sup>th</sup> century British literature, characterized by experimentations on the level both form and content through texts, particularly novels and poetry.

The outcome of this paper is that after completing this course, the learner would benefit from this course in terms of getting acquainted with concepts like stream-of-consciousness, Oedipus complex, avant grade, gyre, interior monologue, among many others.

C-13: This paper entitled 'Modern European Drama', Paper code-60100 is for the B.A. 6<sup>th</sup> semester students of honors course. The objective of this course is to acquaint the learners with the plays of Henrik Ibsen, Bertolt Brechet, Samuel Beckett, Eugene Ionesco, etc.

The outcome of this paper is that after completing this course, the learner would be in a comfortable space to know Modern drama with its entire attendant problematic.

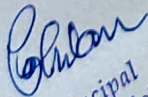
C-14: This paper entitled 'Post Colonial Literature', Paper code-60200 is for the B.A. 6<sup>th</sup> semester students of honors course. The objective of this course is to acquaint the learners with post colonial Literature and the main focus is laid on literary texts and literary analysis.


The outcome of this paper is that after completing this course, the learner would be acquainted with both the texts and the contexts of the given period.

DSE 2: This paper entitled ' LITERATURE OF THE INDIAN DIASPORA', Paper code-50120 is for the B.A. 5<sup>th</sup> semester students of honors course. The objective of this course is to introduce learners to literature of the Indian diaspora keeping in view the issues that haunt the writers who have settled abroad, despite being Indians in terms of roots and emotional make-up with the writers like Salman Rushdie, Amitav Ghosh, Vikram Seth, Jhumpa Lahiri, Rohintron Mistry, V.S. Naipaul etc.

After completing this course expected learner outcome is that learners will be in a position to understand the complexity of living as hyphenated identities in a space which is different from that of 'home'. They will be in a better position to understand the postcolonial condition of identities caught between the quest for a better life abroad and the acknowledgement of the futility surrounding such a rootless mobility.

DSE-2 This paper entitled 'Literary Criticism', Paper code-50130 is for the B.A. 5<sup>th</sup> semester students of honors course. The objective of this course is to acquaint the learners with the literary criticism from the Romantic period to the present, including the critical trajectory comprises of Roman theory of poetry propounded by Wordsworth

  
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and Coleridge, modernist poetics of Woolf and Eliot, new criticism of Richards and Cleanth Brooks, and an introduction to recent trends of criticism.

The outcome of this paper is that after completing this course, the learner would be in a position to understand the texts in terms of the contexts, which could be purely aesthetic, historical, textual or political.

DSE-6 This paper entitled 'LITERATURE AND CINEMA', Paper code-60120 is for the B.A. 6<sup>th</sup> semester students of honors course. This course investigates relationships between two media, film and literature, studying works linked across the two media by genre, topic, and style. It aims to sharpen appreciation of major works of cinema and of literary narrative.

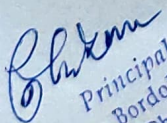
The expected outcome of this paper is that the learners are expected to understand the elements involved in adapting texts to film. They will demonstrate analytical skills in visual literacy and reading filmic texts. Students will demonstrate a familiarity with ways of discussing and evaluating films as reflections of cultures and source texts.

DSE-7 This paper entitled 'PARTITION LITERATURE, PAPER CODE: 60130 is for the B.A. 6<sup>th</sup> semester students of honors course. The Partition was perhaps the most horrific event of the twentiethcentury subcontinent's history. Thousands of innocent people across the divided nation (India and Pakistan) lost their lives, millions lost their homes, and migrations of unimaginable magnitude took place. It is important to understand the backgrounds and reason for the partition, but also to consider its effects on the lives of the people involved. The historical accounts may not be enough; imaginative literature helps fill in the gaps in understanding the emotional impact of these events on people's lives. So, the objective of this course is to read literature that captures the sense of the times. There will also be film screenings since cinema also helps capture both the horror and the repercussions of these events.

The expected outcome of this course is that the learners will be in a position to comprehend the magnitude of the tragedy of partition and realise how the trauma associated with it impinges on the victim's daily lives and activities even in the present. The historical fact transmuted by imagination tends to prove the validity of literature in representing the truth of the human condition. This is what the course will attempt to highlight.

## Programme Outcome(FYUGP):

The Programme outcomes are classified as follows:

  
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Programme Educational Objectives (PEOs), Programme Specific Outcomes(PSOs) and Programme Outcomes (POs):

PEO 1: Graduates will acquire professional ethics and integrity and build the capacity to apply the knowledge and skills acquired

PEO2: Graduates will demonstrate critical thinking ability and interpret ideas PEO3: Graduates will acquire the spirit of lifelong learning

PEO4: Graduates will demonstrate effective communication skills

PEO5: Graduates will acquire the skills and training to pursue higher studies both within and outside the disciplinary boundaries

PEO6: Graduates will acquire the knowledge of English studies in the global as well their local contexts.

Programme Specific Outcomes(PSOs): After completion of the programme the following outcomes are expected:

PSO1: Graduates will develop an understanding of the different ages of the history of English literature from the medieval to the present age.

PSO2: Graduates will be engaged in learning beyond the textbooks and pursue a critical scrutiny of the socio-cultural milieu.

PSO3: Graduates will exhibit interpersonal communication skills within and outside the classroom.

PSO4: Graduates will apply the skills of translation, creative writing and soft skills.

PSO5: Demonstrate competencies required for preparing one for the prospects of diverse professions.

Programme Outcomes (POs): An undergraduate student of English should be able to:

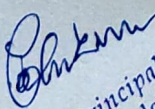
PO 1. Develop an understanding of the major concepts, theoretical perspectives and recent areas of studies in English literature.

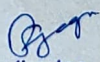
PO 2. Use critical thinking ability in both understanding a text and in analyzing real life situations.

PO 3. Develop a critical approach towards the socio-political and cultural milieu of a society through the study of literary texts.

PO 4. Apply effective communicative skills in and outside the classroom.

PO 5. Apply the professional competencies such as digital learning, creative writing, translation.

  
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PO 6. Demonstrate the abilities to pursue higher studies in English and cultural studies.

PO 7. Demonstrate competencies in learning to update knowledge and practice targeted to improve professional knowledge and practice.

### **Course outcome(FYUGP):**

**C-1:** This paper entitled 'British Poetry and Drama: 14th to 17th Century', Course Code : ENGC-1 is for the B.A. 1<sup>ST</sup> semester students of Major course under FYUGP. The Objectives of this course are to acquaint learners with British poetry and drama from Chaucer to Shakespeare, to familiarize learners with the historical context of the period – Chaucer, PreElizabethan, and Elizabethan, to discuss William Shakespeare's prescribed plays and sonnets in a detailed manner, Marlowe's play encapsulates the spirit of the Renaissance Understand the spirit of the Renaissance era encapsulated through Christopher Marlowe's play, etc.

### **The expected Course Outcomes (COs) and the corresponding Learning Outcomes (LOs) are that Students will be able to:**

**CO1: Evaluate the Age of Chaucer.**

LO1: Understand the cultural and social norms of the Age of Chaucer, including them feudal system and the role of the Church.

LO2: Evaluate the importance of Chaucer's works in the context of the literary scene of his time.

LO3: Assess the characteristics of medieval poetry with special reference to Chaucer's The Nun Priest's Tale.

**CO2: Examine the genre of Elizabethan drama and the ethos of Renaissance Humanism with respect to the works of Shakespeare and Christopher Marlowe:**

LO1: Analyze the key characteristics of Elizabethan drama, including its themes, theatrical conventions, and historical context, to understand its significance in the development of English literature.

LO2: Discuss how the core principles of Renaissance Humanism such as 'individualism' and classical revival are reflected in the prescribed works of Shakespeare and Marlowe.

LO3: Discuss the significance of the stage, court, city in Elizabethan dramas by examining their roles in shaping plot, character interactions, and thematic development.

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LO4: Assess the complexities of religious and political thought in Elizabethan England by analysing primary texts.

**CO3: Trace the development of Romantic comedy during the Elizabethan age:**

LO1: Analyse the defining elements of Romantic comedy in Elizabethan literature, such as love and marriage, humor, mistaken identities, complex plots etc.

LO2: Compare and contrast the role of gender and class in the romantic comedies of the Elizabethan period.

**CO4: Describe Metaphysical Poetry and its thematic complexity:**

LO1: Analyse and interpret the thematic complexity of Metaphysical poetry, identifying its key characteristics such as paradox, irony, and the use of metaphysical conceits.

LO2: Apply knowledge of identifying the metaphysical elements in the poetry of John Donne.

LO3: Critique John Donne's contribution to Metaphysical poetry, comparing his work with that of his contemporaries to evaluate his influence on the genre.

**MINOR-1:** This paper entitled 'British Poetry and Drama: 14th to 17th Century', Course Code : MINENG-1 is for the B.A. 1<sup>ST</sup> semester students of Minor course under FYUGP. The Objectives of this course are to acquaint learners with British poetry and drama from Chaucer to Shakespeare, to familiarize learners with the historical context of the period – Chaucer, PreElizabethan, and Elizabethan, to discuss William Shakespeare's prescribed plays and sonnets in a detailed manner, Marlowe's play encapsulates the spirit of the Renaissance Understand the spirit of the Renaissance era encapsulated through Christopher Marlowe's play, etc.

**The expected Course Outcomes (COs) and the corresponding Learning Outcomes (LOs) are that Students will be able to:**

**CO1: Evaluate the Age of Chaucer.**

LO1: Understand the cultural and social norms of the Age of Chaucer, including them feudal system and the role of the Church.

LO2: Evaluate the importance of Chaucer's works in the context of the literary scene of his time.

LO3: Assess the characteristics of medieval poetry with special reference to Chaucer's The Nun Priest's Tale.

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**CO2: Examine the genre of Elizabethan drama and the ethos of Renaissance Humanism with respect to the works of Shakespeare and Christopher Marlowe:**

LO1: Analyze the key characteristics of Elizabethan drama, including its themes, theatrical conventions, and historical context, to understand its significance in the development of English literature.

LO2: Discuss how the core principles of Renaissance Humanism such as 'individualism' and classical revival are reflected in the prescribed works of Shakespeare and Marlowe.

LO3: Discuss the significance of the stage, court, city in Elizabethan dramas by examining their roles in shaping plot, character interactions, and thematic development.

LO4: Assess the complexities of religious and political thought in Elizabethan England by analysing primary texts.

**CO3: Trace the development of Romantic comedy during the Elizabethan age:**

LO1: Analyse the defining elements of Romantic comedy in Elizabethan literature, such as love and marriage, humor, mistaken identities, complex plots etc.

LO2: Compare and contrast the role of gender and class in the romantic comedies of the Elizabethan period.

**CO4: Describe Metaphysical Poetry and its thematic complexity:**

LO1: Analyse and interpret the thematic complexity of Metaphysical poetry, identifying its key characteristics such as paradox, irony, and the use of metaphysical conceits.

LO2: Apply knowledge of identifying the metaphysical elements in the poetry of John Donne.

LO3: Critique John Donne's contribution to Metaphysical poetry, comparing his work with that of his contemporaries to evaluate his influence on the genre.

GEC-1: This paper entitled 'Introducing English Poetry', Course Code : GEC-1 is for the B.A. 1<sup>ST</sup> semester students of Generic Elective Course under FYUGP. The Objectives of this course are to acquaint learners with English poetry and to provide the definition, major movements of poetry from English literary history, to enable learners to understand the different kinds of poetry that have been composed from the sixteenth century to the twenty-first century, to introduce learners to the different elements of poetry, like figurative language, symbol, allegory etc., things which add to the aesthetic value and beauty of poetry, to discuss certain theories of poetry which have had a tremendous influence on readers and practitioners of this craft.

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**The expected Course Outcomes (COs) and the corresponding Learning Outcomes (LOs) are that Students will be able to:**

**CO1: State the fundamental definition and nature of poetry, and its types:**

LO1: Identify and differentiate between various types of poetry.

LO2: Analyse the structural and thematic elements of different poetic forms.

LO3: Appreciate the historical and cultural contexts of various poetic types.

**CO2: Demonstrate a comprehensive understanding of the elements of poetry and analyse their use in various poems:**

LO1: Identify the key elements of poetry such as allegory, paradox, zeugma etc.

LO2: Apply the understanding of poetic techniques like meter, rhyme, imagery in the practices of poetry composition.

**CO3 Evaluate the key characteristics and themes of Metaphysical, Romantic, Victorian, Modern, and Postmodern movements:**

LO1: Distinguish and highlight similarities and differences between the different movements.

LO2: Identify literary works and authors associated with each movement.

**CO4: Develop a comprehensive understanding of the theoretical underpinning of poetry as discussed by Coleridge, Wordsworth, and T.S. Eliot:**

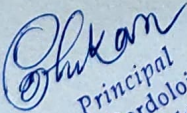
LO1: Discuss Coleridge's concept of Fancy and Imagination.


LO2: Outline Wordsworth's views on poetry.

LO3: Illustrate Eliot's concept of 'Tradition' and Theory of Impersonality.

**C-2:** This paper entitled 'British Poetry and Drama: 17th to 18th Century', Course Code : ENGC-2 is for the B.A. 2nd semester students of Major course under FYUGP. The Objectives of this course are to acquaint learners with British poetry, especially epic and the mock-epic, to study Jacobean drama to familiarize learners with the historical context of the period – from the Puritan, and to know Interregnum to the Restoration of Charles II.

**The expected Course Outcomes (COs) and the corresponding Learning Outcomes (LOs) are that Students will be able to:**

  
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**CO1: Evaluate the socio-political and cultural contexts of the 17th century and their impact on different literary works:**

LO1: Outline an understanding of the Puritan period, the Interregnum, and the Restoration period via the reading of different works produced during the time period.

LO2: Analyse the interplay between religious and secular dimensions, and how it shaped different literary expressions.

LO3: Critically assess the influence of socio-political upheavals, including the English Civil war and the Glorious Revolution, on the narratives of 17th century.

**CO2: Develop an understanding of the diverse literary movements, forms and genres of the 17th century:**

LO1: Analyse the characteristics of mock-epic and satire along with examples.

LO2: Critique the role and representation of women in the 17th century.

LO3: Discuss the development of Comedy of manners and its key characteristics

**CO3: Prepare in-depth analyses of the major 17th century texts:**

LO1: Assess the themes, epic structure, and theological implications of Milton's Paradise Lost Book I.

LO2: Analyse the playful dynamics of power and corruption, the representation of women in Webster's The Duchess of Malfi.

LO3: Interpret John Dryden's Mac Flecknoe with respect to its characteristics of neoclassical mock epic and satire.

**CO4: Synthesise ideas from the prescribed 17th century texts to create new interpretations and critical perspectives:**

LO1: Apply new critical perspectives that would contribute to the ongoing debates and discourses on 17th century literature.

LO2: Formulate innovative research questions that would push the boundaries of traditional literary analysis Cognitive Mapping of Course Outcomes with Bloom's Taxonomy Knowledge dimension Remember Understand Apply Analyse Evaluate Create.

**C-2:** This paper entitled 'British Poetry and Drama: 17th to 18th Century', Course Code : MINENG-2 is for the B.A. 2nd semester students of MINOR course under FYUGP. The Objectives of this course are to acquaint learners with British poetry, especially epic and the mock-epic, to study Jacobean drama to familiarize learners

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with the historical context of the period – from the Puritan, and to know Interregnum to the Restoration of Charles II.

**The expected Course Outcomes (COs) and the corresponding Learning Outcomes (LOs) are that Students will be able to:**

**CO1: Evaluate the socio-political and cultural contexts of the 17th century and their impact on different literary works:**

LO1: Outline an understanding of the Puritan period, the Interregnum, and the Restoration period via the reading of different works produced during the time period.

LO2: Analyse the interplay between religious and secular dimensions, and how it shaped different literary expressions.

LO3: Critically assess the influence of socio-political upheavals, including the English Civil war and the Glorious Revolution, on the narratives of 17th century.

**CO2: Develop an understanding of the diverse literary movements, forms and genres of the 17th century:**

LO1: Analyse the characteristics of mock-epic and satire along with examples.

LO2: Critique the role and representation of women in the 17th century.

LO3: Discuss the development of Comedy of manners and its key characteristics

**CO3: Prepare in-depth analyses of the major 17th century texts:**

LO1: Assess the themes, epic structure, and theological implications of Milton's Paradise Lost Book I.

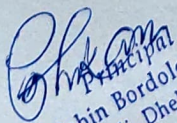
LO2: Analyse the playful dynamics of power and corruption, the representation of women in Webster's The Duchess of Malfi.

LO3: Interpret John Dryden's Mac Flecknoe with respect to its characteristics of neoclassical mock epic and satire.

**CO4: Synthesise ideas from the prescribed 17th century texts to create new interpretations and critical perspectives:**

LO1: Apply new critical perspectives that would contribute to the ongoing debates and discourses on 17th century literature.

LO2: Formulate innovative research questions that would push the boundaries of traditional literary analysis Cognitive Mapping of Course Outcomes with Bloom's Taxonomy Knowledge dimension Remember Understand Apply Analyse Evaluate Create.

  
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GEC-2: This paper entitled 'Introducing English Drama', Course Code :GEC-2 is for the B.A. 2nd semester students of Generic Elective Course under FYUGP. The Objectives of this course are to acquaint learners with a basic understanding of drama as an art form, to acquaint learners with the history of English drama from the beginning to the twentieth century, to introduce learners to different elements and types of drama, so as to enable them with a comprehensive overview of the tools, techniques, and movements of English drama from its origin to the present.

**The expected Course Outcomes (COs) and the corresponding Learning Outcomes (LOs) are that Students will be able to:**

**CO1: Trace the origin and growth of drama in England and its various forms:**

LO1: Analyse the key characteristics of miracle plays, morality plays, and interludes in medieval England.

LO2: Examine the role of the church in shaping the narratives of early English drama

LO3: Distinguish the contribution of key playwrights in the transformation of English drama.

LO4: Demonstrate the social and political context of medieval and Elizabethan England to the content and themes of dramatic works.

**CO2: Evaluate the different types of theatre spaces:**

LO1: Describe and distinguish different types of theatre spaces such as proscenium theatre, arena theatre or island stage, and thrust stage.

LO2: Outline the historical development and significance of various theatre space designs

LO2: Analyse key characteristics of Elizabethan playhouse, including public and private theatres.

LO4: Analyse the role of public and private playhouses, such as the Globe and the Blackfriars respectively.

**CO3: Explain the elements of drama and their significance in theatrical productions:**

LO1: Analyse Gustav Freytag's Pyramid, identifying exposition, rising action, falling action, climax and denouement.

LO2: Analyse the three unities of classical drama (unity of time, unity of place, unity of action).

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LO3: Identify the purpose and function of prologues, epilogues, soliloquies, and asides in drama.

LO4: Describe the role of the plot in a dramatic work.

**CO4: Evaluate Aristotle's Poetics and its significance in the context of theories on drama:**

LO1: Understand the key concepts such as Mimesis, Catharsis, Hamartia, Anagnorisis, Peripeteia as outlined by Aristotle in Poetics.

LO2: Analyse Aristotle's views on Tragedy, Comedy, and Tragic Hero.

LO3: Discuss plot (mythos), character (ethos), thought (dianoia), diction (lexis), melody (melos), and spectacle (opsis) as proposed by Aristotle.

**CO5: Develop a comprehensive understanding of the various types of drama:**

LO1: Analyse the key characteristics of classical Greek tragedies and Senecan or Revenge tragedies.

LO2: Discuss the key characteristics of Romantic comedies, Tragicomedies and Comedy of Manners.

LO3: Outline the key characteristics of Problem play, Epic theatre, Absurd drama, Kitchen sink drama with examples. Cognitive Mapping of Course Outcomes with Bloo

AEC-2 This paper entitled 'English Language and Communication Skills, Paper code-AEC 2 is for the B.A. 2<sup>ND</sup> semester students of honors course. The objective of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skill which should be integral to personal, social and professional interactions, to develop the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal to focus on developing an interactive mode of teaching-learning process to focus on various dimensions of communication skills, for instance, speaking skills, social interactions in professional situations such as interviews, group discussions, reading skills, writing skills etc.

**The expected Course Outcomes (COs) and the corresponding Learning Outcomes (LOs) are that Students will be able to:**

**CO1: Discuss Communication Theory, Types and Modes:**

LO1: Analyse and distinguish between Verbal and Non-Verbal communication.

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LO2: Recognise the barriers to effective communication and develop strategic approaches to overcome those barriers.

LO3: Enhance interpersonal and group communication skills.

**CO2: Engage in advanced speaking skills:**

LO1: Demonstrate the ability to engage in meaningful dialogues, via employing techniques that enhance clarity and prevent miscommunication.

LO2: Evaluate the dynamics of group discussions by identifying the roles of the participants and the required strategies to maintain productive communication.

LO3: Demonstrate effective performance in interviews.

**CO3: Develop the ability to read and understand texts by demonstrating skills in comprehension, summarisation, paraphrasing, analysis and interpretation:**

LO1: Identify and interpret key themes, symbols and motifs in a given text.

LO2: Exhibit comprehension of texts by accurately answering content related questions.

LO3: Paraphrase complex passages from a text and express the ideas in one's own words.

LO4: Analyse and interpret the symbolic meanings of texts.

**CO4: Develop proficiency in diverse writing skills:**

LO1: Analyse and structure information to produce clear, concise and wellorganised reports.

LO2: Develop effective note-taking strategies and synthesise notes to create comprehensive summaries of lectures, readings, and discussions.

LO3: Compose clear and effective letters/ applications.



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A handwritten signature in blue ink, appearing to read "Ankur".

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A handwritten signature in blue ink, appearing to read "Bor".

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### PROGRAMME OUTCOME

#### THREE YEAR DEGREE COURSE

The students graduating in geography will be immensely benefitted with following skills:

- ◆ The programme will enrich and enlighten the students with fundamental geographical understanding to chase higher education in the discipline.
- ◆ The programme will prepare the students with adequate knowledge applicability and problem solving capacities.
- ◆ The programme will provide encouragement among students to pursue a career in Geoinformatics in future.
- ◆ The programme deals with project work and preparation of dissertation which will promote research work and research profession among the students.
- ◆ The programme will build a sound geographical base in the students which will immensely help them while preparing for any competitive exams.
- ◆ The programme deals extensively on environment and man-nature relationship. This will create a sense of awareness and social responsibility among the students towards the environment.
- ◆ Most importantly, the programme will help students to become better and responsible citizens of the nation.

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## COURSE OUTCOME

### THREE YEAR DEGREE: MAJOR COURSE

#### **COURSE C1 (Theory) - GGRH 101T4: GEOMORPHOLOGY AND BIO GEOGRAPHY**

The main objective of this paper is to make the students comprehend the various processes responsible for the development of diverse landforms on the earth surface. The candidate will also learn how the natural surrounding and human activities are responsible for the distribution of plants and animals.

The paper will help the students in exams like NET/SLET/ UPSC and other competitive exams.

#### **COURSE C1-GGRH 101P2: GEOMORPHIC TECHNIQUES (PRACTICAL)**

The main objective of this paper is to make the students understand the various morphometric techniques used in drainage analysis. The students will also about the various slope analysis techniques and uses of different types of scale.


#### **COURSE C2-GGRH 102T4 CLIMATOLOGY (Theory)**


The main objective of this paper is to make the students aware of the composition of atmosphere and various climatic processes. The students will also learn about various factors responsible for the climatic disturbances.


The paper will help the students in exams like NET/SLET/ UPSC and other competitive exams.

#### **COURSE C2-GGRH 102P2: PRACTICALS BASED ON CLIMATIC DATA**

The main objective of this paper is to make the students gain knowledge of the various weather symbols and to prepare graphs based on climatic data. The students will also find out the variability in the distribution of rainfall and the factors responsible for such variation in the pattern of rainfall.

  
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**COURSE C3-GGRH 201T6: HUMAN GEOGRAPHY (Theory)**

The objective of this paper is to introduce the major themes of human geography and its importance in present days. The students will also learn about population growth and factors responsible for uneven distribution of population in the world. The student will also gain knowledge about the population resource relationship and various types of settlement pattern.

**COURSE C4-GGRH 202T4: GEOGRAPHY OF INDIA (Theory)**

The objective of this paper is to make the students familiar with the various aspects of India. The students will learn about the physical, anthropogenic and economic diversity of India and the factors responsible for such diversities.

The paper will provide the students detail knowledge about the regional geography of Asia which will be helpful for the students in many competitive exams.


**COURSE C4-GGRH 202P2: PRACTICAL ON THEMATIC CARTOGRAPHY**


The main objective of this paper is to make the students aware of the various application of thematic mapping and shape index analysis.

**COURSE C5-GGRH 301T4: CARTOGRAPHY (Theory)**

The main objective of this paper is to make the students aware about the history of map projection and uses of different types of map projection. An attempt is also made to enlighten the students about the various surveying methods and the instrument used in it.

The paper will help the students in exams like NET/SLET/ UPSC and other competitive exams.

  
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**COURSE C5-GGRH 302P2: CARTOGRAPHIC TECHNIQUES (PRACTICAL)**

The main objective of this paper is to enlighten the students with the different types of map projection and its uses.

**COURSE C6-GGRH 302T6: REGIONAL GEOGRAPHY OF WORLD (Theory)**

The main objective of this course to develop understanding of the learner about climate, soil and topography in different continents of the world. The course also familiarize learner with industrialization and population distribution in developed, developing and underdeveloped nations of the world.

The paper will provide the students detail knowledge about the regional geography of Asia which will be helpful for the students in many competitive exams.

**COURSE C7-GGRH 303T6: STATISTICAL METHODS IN GEOGRAPHY (Theory)**

The main objective of this paper is to make the students aware about the various statistical techniques used in geographical study.

The paper will help the students in exams like NET/SLET/ UPSC and other competitive exams.

**COURSE C8-GGRH 401T6: ECONOMIC GEOGRAPHY (Theory)**

The goal of this course is to enhance the learner with the basic ideas of primary, secondary and tertiary activities and its spatio-temporal pattern. The learners will also acquire the knowledge of some economic development models in relation to agriculture and industry.

The paper will help the students in exams like NET/SLET/ UPSC and other competitive exams.

  
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**COURSE C 9-GGRH 402T6: ENVIRONMENTAL GEOGRAPHY (Theory)**

The objective of this course is to develop conceptual and theoretical ideas of environment as well as relationship between man and environment in different geo climatic regions. The learners will also attain the nature and intensity of some burning environmental issues at local, regional and global level along with mitigation programs and policies.

**COURSE C10-GGRH 403T4: REMOTE SENSING AND GIS (Theory)**

The goal of this course is to enhance of the ability of the learners in the field of latest satellite based technology and data source such as remote sensing.

The paper will help the students in exams like NET/SLET/ UPSC and other competitive exams.

**COURSE C10-GGRH 403P2: REMOTE SENSING AND GIS (PRACTICAL)**

The objective of the course is to develop some practical knowledge and skills in diversified applications of remote sensing data and technology

**COURSE C11-GGRH 501T4: REGIONAL PLANNING AND DEVELOPMENT (Theory)**

The objective of the paper is to improve the understanding of learners about Region, regionalization, Regional planning and development. It will also incorporate models associated with economic growth and development.

**COURSE C11-GGRH 501P2: REGIONAL PLANNING AND DEVELOPMENT (Practical)**

The basic objective of the course is to enhance the learner in the field of demarcation and distribution of resources

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**COURSE C12-GGRH 502T4: POPULATION GEOGRAPHY (Theory)**

The objective of this course is to enhance the learner with the basic ideas of population size, composition, growth and distribution along with its determinants. The course will also incorporate contemporary issues of population.

The paper will help the students in exams like NET/SLET/ UPSC and other competitive exams.

**COURSE C12-GGRH 502P2: POPULATION GEOGRAPHY (Practical)**

The main objective of the course is to develop the cartographic ideas for the representation of major Demographic data.

**DSE 1 GGRH-DSE501AT6: SETTLEMENT GEOGRAPHY**

The objective of this course is to develop understanding of the learner about the concept, types and the classification of settlements. The course also familiarizes learners with the basic theories of market center and settlement evolution.

The paper will help the students in exams like NET/SLET/ UPSC and other competitive exams.

**DSE 2 GGRH DSE502BT6: AGRICULTURAL GEOGRAPHY**

The objective of this course to enhance the concept of agricultural activities, its determinants and types under different geo- environmental condition of the world. The course also introduces learners with some Land use and cropping intensity models

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**COURSE C 13-GGRH 601T6: EVOLUTION OF GEOGRAPHICAL THOUGHT (Theory)**

The objective of the course is familiarizing the learner towards the development of geographic ideas during the era of ancient, pre-modern and modern period. The course will also enlighten the learners with the contemporary issues and approaches of development of the discipline.

The paper will help the students in exams like NET/SLET/ UPSC and other competitive exams.

**COURSE C14-GRH 602T6: DISASTER MANAGEMENT (Theory)**

The main objective of this paper is to make the students aware about the concepts of hazards, disasters, risk and vulnerability. In this paper an attempt has been made to prepare the students about the Do's And Don'ts during and post disaster.

**COURSE C14-GRH 602T6: DISASTER MANAGEMENT BASED PROJECT WORK**


The main objective of the field work is to conduct an extensive survey over an area to evaluate the nature, intensity, frequency and impact of a Hazard/ disaster and suggesting possible mitigation measures


**DSE 3 GGRM DSE 601BT6: POLITICAL GEOGRAPHY**

The objective of the course is to conceptualize learner in the field of political geography, origin of nations and states, concept and theories of Heartland and Rimland, Electoral Geography, Resource Conflicts and politics of Displacements.

**DSE 4 GGRM DSE 602BT6: SOCIAL GEOGRAPHY**

The main objective of this paper is to make the student understand the basic concept of social geography and the impact of technologies in social changes. The student will also know about the different social categories and social problems faced by the society today.

  
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## **GENERIC ELECTIVE PAPERS**

### **GE 1 GEGR 101: DISASTER MANAGEMENT**

The main objective of this paper is to make the students aware about the concepts of hazards, disasters, risk and vulnerability. In this paper an attempt has been made to prepare the students about the Do's And Don'ts during and post disaster.

### **GE 2 GEGR 201: REGIONAL DEVELOPMENT**

The main objective of this paper is to introduce the student about the basic of regions and the need of regional planning in India. The students will also learn about the strategies and models used for regional planning.

### **GE 3 GEGR 301: RURAL DEVELOPMENT**

The main objective of this paper is to make the students understand meaning of rural development and the impact of rural economies on the economy of the country.

### **GE 4 GEGR 401: INDUSTRIAL GEOGRAPHY**

The main objective of this paper is to make the students aware about the nature and scope of industrial geography. The students will also know about the various industrial policies of India and impact of industries in the environment, society and economy of India.

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**Four Year Under-Graduate Programme Subject: Geography****PROGRAMME OUTCOMES (POs) OF UG COURSE (BA/BSC)****GRADUATE ATTRIBUTES OF THE FYUGP IN GEOGRAPHY:**

1. **Disciplinary knowledge:** Graduates of the FYUGP in Geography will possess a deep and comprehensive understanding of the principles, theories, and methodologies of the field of geography, including its sub-disciplines such as physical geography, human geography, and geometrics. They will have a strong foundation in the theoretical and empirical underpinnings of geography, and be able to apply this knowledge to analyse and interpret environmental and social phenomena. They will also be able to articulate the relevance and significance of geography to contemporary environmental and social issues.
2. **Geospatial literacy:** Graduates of the FYUGP in Geography will possess a strong foundation in geospatial literacy, including the ability to analyse and interpret geospatial data, use geographic information systems (GIS), and apply remote sensing techniques. They will have a thorough understanding of the principles of cartography, geodesy, and spatial statistics, and be able to apply these principles to real-world problems.
3. **Critical thinking and problem-solving:** Graduates of the FYUGP in Geography will be skilled critical thinkers and problem-solvers, able to identify and analyze complex environmental, social, and economic issues, and develop innovative and sustainable solutions. They will have experience in using qualitative and quantitative methods to collect and analyse data, and be able to communicate their findings effectively to diverse audiences.
4. **Interdisciplinary perspective:** Graduates of the FYUGP in Geography will have an interdisciplinary perspective on complex issues, drawing on knowledge and methods from diverse fields such as ecology, economics, sociology, and political science. They will be able to integrate this knowledge to develop holistic and nuanced understandings of complex issues, and develop innovative and sustainable solutions.
5. **Global and cultural competence:** Graduates of the FYUGP in Geography will have a global and cultural competence, with an understanding of the diverse cultural, social, and economic contexts in which environmental and social issues occur. They will be able to work effectively with people from different cultural backgrounds, and

  
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have a nuanced understanding of the implications of cultural differences for environmental and social problem-solving.

6. **Ethical and professional practice:** Graduates of the FYUGP in Geography will be committed to ethical and professional practice, with an understanding of the ethical and legal issues involved in environmental and social problem-solving. They will be able to work collaboratively and responsibly with colleagues and stakeholders, and have a commitment to lifelong learning and continuous professional development.

### Programme Specific Outcomes in BA/BSC in Geography

The following table describes the outcomes that graduates of the BA/B.Sc. Geography programs are expected to achieve after the successful completion of their studies:

#### PSO Number Outcome Description

**PSO1** Graduates will adeptly solve a variety of problems and will be able to critically analyse their findings.

**PSO2** Graduates will analyse and interpret results, and foster innovation by developing ideas that reflect broader Geo-environmental contexts.


**PSO3** Graduates will apply their knowledge to design effective methodologies for addressing real-world problems.

**PSO4** Graduates will utilize learned techniques, skills, and modern tools appropriately to address specific challenges.

**PSO5** Graduates will acquire enhanced problem-solving abilities, analytical thinking and creativity, **PSO6** Graduates will be proficient in writing comprehensive reports, creating impactful presentations, and efficiently communicating findings.

**PSO7** Graduates will build the confidence necessary to excel in competitive exams such as NET, SET, UPSC/APSC etc.

  
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**Program Outcomes (POs)**

The following table describes the outcomes that graduates of the B.A/B.Sc. Geography programs are expected to achieve the following upon successful completion of their studies:

**PO Number Outcome Description**

**PO1:** Graduates will comprehend fundamental concepts and be able to expand upon the concepts, theories, methods and techniques in Geography

**PO2:** Graduates will possess advanced knowledge and deep insights in various Geographical domains.

**PO3:** Graduates will master diverse problem-solving methodologies applicable to Socioeconomic and environmental problems.

**PO4:** Graduates will be adept at communicating geographical ideas with precision and clarity.

**PO5:** Graduates will enhance their professional skills and gain expertise in specialized areas of geography.

**PO6:** Graduates will acquire skills necessary for engaging in independent research.

**PO7:** Graduates will become professionals capable of addressing real-life problems.

**PO8:** Graduates will be trained to prepare reports such as field reports, dissertation, thesis, etc. with clarity.

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**Course Outcomes (COs) and Intended Learning Outcomes (ILOs):**

B.A. /B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 1ST SEMESTER

TITLE OF THE COURSE: **GEOMORPHOLOGY**COURSE CODE: **GGRC1**NATURE OF THE COURSE: **MAJOR**

Heads	Sub-heads	Outcomes
Course Objective		<ul style="list-style-type: none"> <li>• Enhance understanding of geomorphology and its fundamental concepts.</li> <li>• Acquire knowledge about the earth's interior and its movements.</li> <li>• Understand diverse geomorphic processes and their impact on landform development under various geo-climatic conditions.</li> <li>• Comprehend the processes responsible for the development of diverse landforms on the earth's surface.</li> </ul>
CO 1		Understand key concepts and terminologies in geomorphology.
	ILO	1.1: Recall definitions of geomorphological terms. 1.2: Identify different geomorphic processes. 1.3: List various landforms created by geomorphic processes.
CO 2		Explain the earth's interior structure and geomorphic processes.
	ILO	2.1: Describe the structure of the earth's interior. 2.2: Explain the concepts of isostasy, plate tectonics, and geosynclines. 2.3: Discuss the processes of weathering and mass wasting.
CO 3		Apply geomorphic knowledge to analyse and interpret landscapes and landforms.
	ILO	3.1: Use topographical maps to interpret landforms. 3.2: Perform morphometric and slope analysis on various terrains. 3.3: Analyse fluvial, karst, aeolian, glacial, and coastal landforms.

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Heads	Sub-heads	Outcomes
CO 4		Differentiate between erosional and depositional processes.
	ILO	4.1: Compare and contrast different types of erosional landforms. 4.2: Identify depositional features in various environments. 4.3: Assess the impact of climatic conditions on geomorphic processes.
CO 5		Integrate geomorphic principles to solve complex geomorphological problems.
	ILO	5.1: Combine knowledge of endogenetic and exogenetic processes to explain landform evolution. 5.2: Create models representing different geomorphic processes. 5.3: Propose solutions to geomorphological issues in environmental management.
CO 6		Critically evaluate geomorphic processes and their implications on landform development.
	ILO	6.1: Judge the effectiveness of different geomorphic theories. 6.2: Evaluate the role of geomorphic processes in landscape modification. 6.3: Appraise the implications of human activities on geomorphic processes.

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B.A. /B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 1ST SEMESTER  
TITLE OF THE COURSE: **GEOMORPHOLOGY AND OCEANOGRAPHY**  
COURSE CODE: **MINGGR1**  
NATURE OF THE COURSE: **MINOR**

Heads	Sub-heads	Outcomes
Course Objective		<ul style="list-style-type: none"><li>• To introduce students to the fundamental concepts of geomorphology and oceanography.</li><li>• To develop an understanding of the processes shaping the Earth's surface and oceanic dynamics.</li><li>• To enhance students' analytical skills in interpreting topographic maps and bathymetric data.</li><li>• To cultivate an appreciation for the interconnectedness of geological and oceanic systems.</li><li>• To provide practical experience in applying theoretical knowledge to real-world scenarios.</li><li>• To prepare students for further studies or careers in Earth sciences, environmental science, or related fields.</li></ul>
CO 1		Describe the nature and scope of geomorphology and oceanography.
	ILO	1.1: Define and differentiate between geomorphology and oceanography. 1.2: Explain the significance of geomorphic and oceanographic processes in shaping the Earth's surface. 1.3: Analyse geomorphological and oceanographic concepts to understand real world landscapes and marine environments.
CO 2		Analyse the processes and landforms associated with endogenetic and exogenetic forces.
	ILO	2.1: Analyse the causes and effects of endogenetic forces such as tectonic movements and exogenetic forces like weathering and erosion. 2.2: Integrate knowledge of Earth's interior structure and surface processes to explain the formation of specific landforms. 2.3: Critically evaluate the impact of geological processes on human activities and the environment.

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Heads	Sub-heads	Outcomes
CO 3		Evaluate the factors influencing ocean salinity, temperature, waves, tides, and currents.
	ILO	3.1: Understand the factors influencing ocean salinity, temperature variations, and oceanic circulation patterns. 3.2: Apply knowledge of oceanographic processes to interpret regional variations in marine environments. 3.3: Analyse the relationships between oceanic phenomena such as waves, tides, and currents.
CO 4		Apply practical techniques for interpreting topographical maps and geomorphic data.
	ILO	4.1: Apply practical skills to interpret topographical maps and analyse geomorphic data. 4.2: Synthesize information from multiple sources, including topographical maps and field observations, to draw conclusions about landscape evolution. 4.3: Evaluate the accuracy and reliability of data obtained through practical techniques.
CO 5		Critically analyse the interplay between geological processes and environmental dynamics.
	ILO	5.1: Analyse the interactions between geological processes and environmental factors such as climate change and land use. 5.2: Evaluate the sustainability of human activities in geomorphologically and oceanographically sensitive areas. 5.3: Develop strategies for mitigating the impact of geological hazards on human populations and ecosystems.
CO 6		Demonstrate effective communication of geomorphological and oceanographic concepts.
	ILO	6.1: Communicate geomorphological and oceanographic concepts effectively through written reports, presentations, and discussions. 6.2: Present complex geological information in a clear and accessible manner to diverse audiences. 6.3: Collaborate with peers to develop interdisciplinary solutions to geomorphological and oceanographic challenges.

  
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DETAILED SYLLABUS OF 1ST SEMESTER

TITLE OF THE COURSE: **HUMAN GEOGRAPHY**

COURSE CODE: **GECGGR1**

NATURE OF THE COURSE: **GENERIC ELECTIVE COURSE (GEC)**

Heads	Sub-heads	Outcomes
Course Objective		<ul style="list-style-type: none"><li>• To understand the fundamental concepts and theories in Human Geography and their contemporary relevance.</li><li>• To analyse the factors influencing population growth and distribution, and comprehend the theories explaining population dynamics.</li><li>• To explore the relationship between space and society, including the concept of social space and cultural regions.</li><li>• To gain insights into the diversity and dynamics of tribal life in India, focusing on major tribes and their socio-cultural characteristics.</li></ul>
CO 1		Recall and define key concepts in Human Geography, including environmental determinism, demographic transition theory, and cultural regions.
	ILO	1.1: Identify and define key terms and concepts in Human Geography. 1.2: Recall and explain the theories of environmental determinism and demographic transition. 1.3: Describe the characteristics of different cultural regions.
CO 2		Demonstrate an understanding of the factors influencing population growth and distribution, and the relationship between space and society.
	ILO	2.1: Explain the factors affecting population growth and distribution. 2.2: Interpret the relationship between space and society. 2.3: Summarize the main characteristics of social space and cultural regions.

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Heads	Sub-heads	Outcomes
CO 3		Apply theoretical frameworks to analyse real-world examples of population dynamics and cultural landscapes.
	ILO	3.1: Apply demographic transition theory to analyse population trends in different regions. 3.2: Apply concepts of social space and cultural regions to analyse cultural landscapes. 3.2: Analyse case studies of population distribution using geographical methods and tools.
CO 4		Analyse and evaluate the complexities of tribal life in India, including the sociocultural characteristics of major tribes.
	ILO	4.1: Analyse the socio-cultural characteristics of major tribes in India. 4.2: Evaluate the impact of socio-economic factors on tribal communities. 4.3: Compare and contrast the lifestyles of different tribes in India.
CO 5		Synthesize information from various sources to propose solutions to challenges faced by tribal communities.
	ILO	5.1: Synthesize information to propose strategies for sustainable development in tribal areas. 5.2: Develop recommendations for policies aimed at improving the socio-economic conditions of tribal communities. 5.3: Create a comprehensive understanding of the complexities of tribal life through interdisciplinary approaches.
CO 6		Critically evaluate the relevance and applicability of theories and concepts in understanding contemporary human geographical phenomena.
	ILO	6.1: Critically justify the strengths and limitations of demographic transition theory. 6.2: Assess the relevance of environmental determinism and possibilism in explaining human-environment interactions. 6.3: Critique the representation of cultural regions and human groups in geographical literature and discourse.

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DETAILED SYLLABUS OF 2ND SEMESTER

COURSE TITLE: **CLIMATOLOGY**

COURSE CODE: **GGRC2**

NATURE OF THE COURSE: **MAJOR**

Heads	Sub-heads	Outcomes
Course Objective		<ul style="list-style-type: none"><li>• To develop a scientific understanding of the physical aspects of Earth's climate system and the factors influencing climate change.</li><li>• To explore the global balance of energy and transfer of radiation in the atmosphere through in-depth quantitative analysis and the study of general circulation of winds.</li><li>• To highlight important atmospheric phenomena and their direct impact on human activities, emphasizing the understanding of weather phenomena and its implications on day-to-day life.</li></ul>
CO 1		Understand the fundamental concepts and principles of climatology.
	ILO	1.1: Identify the components and structure of the atmosphere. 1.2: Explain the factors influencing atmospheric temperature distribution. 1.3: Define insolation and its role in the Earth's heat budget.
CO 2		Interpret and explain various atmospheric phenomena and climatic patterns.
	ILO	2.1: Interpret weather symbols and analyse weather maps effectively. 2.2: Describe the characteristics of pressure belts and planetary winds. 2.3: Explain the concept of airmass, fronts, cyclones, and anticyclones.
CO 3		Apply climatological knowledge to analyse and interpret real-world climatic data.
	ILO	3.1: Utilize Climograph, hythergraphs, and ergographs to represent climatic data. 3.2: Analyse rainfall distribution maps to identify regional climatic patterns. 3.3: Apply climatic classification systems to categorize climates.

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Heads	Sub-heads	Outcomes
CO 4		Analyse the relationships between atmospheric variables and their impacts.
	ILO	4.1: Analyse the relationship between evaporation, humidity, and condensation processes. 4.2: Evaluate the influence of atmospheric pressure systems and wind patterns. 4.3: Assess the role of oceanic and atmospheric circulation patterns in regional climate variations.
CO 5		Propose solutions for climate-related challenges.
	ILO	5.1: Develop strategies to mitigate the impact of extreme weather events. 5.2: Propose adaptation measures to address the challenges posed by climate change. 5.3: Synthesize interdisciplinary perspectives to address complex climate-related issues.
CO 6		Critically evaluate climatic data and climate change theories.
	ILO	6.1: Critically evaluate the reliability and limitations of climatic data sources. 6.2: Assess the validity of climate change theories and predictions. 6.3: Formulate well-reasoned arguments and recommendations for addressing climate change challenges in policy and practice.

  
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B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 2ND SEMESTER  
COURSE TITLE: **CLIMATOLOGY AND BIOGEOGRAPHY**  
COURSE CODE: **MINGGR2**  
NATURE OF THE COURSE: **MINOR**

Heads	Sub-heads	Outcomes
Course Objective		<ul style="list-style-type: none"><li>• To foster a scientific understanding of the Earth's climate system and the factors influencing climate change.</li><li>• To analyse the global energy balance and the transfer of radiation in the atmosphere through quantitative methods, elucidating the general circulation of winds.</li><li>• To emphasize the relevance of atmospheric phenomena to human activities, focusing on the impact of weather on daily life.</li></ul>
CO 1		Analyse the components and dynamics of Earth's climate system.
	ILO	1.1: Identify the key elements of Earth's atmosphere and their role in climate regulation. 1.2: Interpret temperature distribution patterns and the mechanisms driving heat exchange within the atmosphere. 1.3: Analyse the causes and implications of temperature inversions.
CO 2		Evaluate the influence of atmospheric pressure and wind patterns on global climate.
	ILO	2.1: Examine the concept of pressure belts and their role in shaping global atmospheric circulation. 2.2: Evaluate the impact of jet streams and monsoons on regional climate variability. 2.3: Assess the significance of cyclones, anticyclones, and local wind systems in atmospheric circulation.
CO 3		Assess the bio geographical patterns and their significance in biodiversity conservation.
	ILO	3.1: Define biogeography and its relevance in understanding the distribution of species. 3.2: Analyse the major zoogeographical and phytogeographical regions of the world. 3.3: Evaluate the causes and consequences of biodiversity loss and conservation.

  
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Heads	Sub-heads	Outcomes
CO 4		Apply quantitative methods to interpret weather data and climatic classifications.
	ILO	4.1: Interpret weather symbols depicted on maps to analyse atmospheric conditions. 4.2: Utilize rainfall-temperature graphs, hythergraphs, and Climograph to represent climatic data. 4.3: Demonstrate proficiency in mapping protected areas and biodiversity hotspots.
CO 5		Synthesize information to understand the interactions between climate, geography, and human activities.
	ILO	5.1: Analyse climatic patterns and their impact on agriculture, economy, and society. 5.2: Cite examples illustrating the interplay between climate change and human livelihoods. 5.3: Evaluate strategies for mitigating and adapting to climate change at different levels.
CO 6		Demonstrate proficiency in critical thinking and problem-solving related to climatic and bio-geographical issues.
	ILO	6.1: Critically analyse debates on climate change and biodiversity conservation. 6.2: Apply theoretical concepts to real-world scenarios to propose sustainable solutions. 6.3: Interpret biodiversity mapping and address complex environmental challenges.

  
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B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 2ND SEMESTER  
COURSE TITLE: **FUNDAMENTALS OF ECONOMIC GEOGRAPHY**  
COURSE CODE: **GECGGR2B**  
NATURE OF THE COURSE: **GENERIC ELECTIVE COURSE (GEC)**

Heads	Sub-heads	Outcomes
Course Objective		<ul style="list-style-type: none"><li>• To convey an understanding of the fundamental concepts of economic geography.</li><li>• To understand the dynamics of economic activities, resource utilization, and population pressure on resource bases.</li><li>• To comprehend the rationale for the spatial distribution of industries and agricultural activities through locational theories.</li></ul>
CO 1		Demonstrate comprehension of the fundamental concepts of economic geography and its relevance in analysing spatial patterns of economic activities.
	ILO	1.1: Define key terms and concepts in economic geography. 1.2: Explain the significance of economic geography in understanding regional development patterns. 1.3: Interpret spatial data to analyse economic trends and patterns.
CO 2		Apply theoretical frameworks to analyse the impact of natural resources on economic activities and assess locational factors influencing industrial and agricultural locations.
	ILO	2.1: Utilize theoretical models to analyse resource distribution and its impact on economic development. 2.2: Evaluate the suitability of locations for different economic activities based on locational theories. 2.3: Apply spatial analysis techniques to understand the spatial distribution of economic activities.
CO 3		Analyse the dynamics of economic activities and their relationship with the natural environment, identifying patterns of resource utilization and their implications.
	ILO	3.1: Analyse the impact of environmental factors on economic decision-making and resource utilization. 3.2: Compare and contrast different types of economic activities in terms of their environmental impacts. 3.3: Evaluate the sustainability of economic activities based on their environmental footprint.

  
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Heads	Sub-heads	Outcomes
CO 4		Evaluate the significance of international trade and examine its role in shaping global economic networks.
	ILO	4.1: Assess the role of international trade in influencing regional economic development. 4.2: Evaluate the impacts of globalization on economic landscapes and spatial patterns. 4.3: Critically analyse trade policies and their implications for economic geography.
CO 5		Synthesize knowledge of locational theories to propose solutions for optimizing industrial and agricultural locations.
	ILO	5.1: Design strategies for sustainable industrial and agricultural development. 5.2: Develop a comparison for spatial models to optimize resource utilization and minimize environmental impacts. 5.3: Propose policy recommendations for promoting balanced regional development
CO 6		Demonstrate an understanding of the historical development and contemporary theories in economic geography
	ILO	6.1: Trace the historical evolution of locational theories in economic geography. 6.2: Analyse case studies the application of locational theories in real-world contexts. 6.3: Evaluate the relevance of traditional and contemporary locational theories.

  
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DETAILED SYLLABUS OF **2ND SEMESTER**  
TITLE OF THE COURSE: **ENVIRONMENTAL SCIENCE**  
COURSE CODE: **VAC3**  
NATURE OF THE COURSE: **VALUE ADDED COURSE**

Heads	Sub-heads	Outcomes
Course Objective		<ol style="list-style-type: none"><li>1. To understand the various environmental challenges faced by world</li><li>2. 2. To create a sense of how to be more responsible towards the environment.</li><li>3. 3. To provide fundamental knowledge of environmental science and its importance in present day context.</li><li>4. 4. To develop strategies for the development of environmental degradation</li></ol>
CO	ILO	After successful completion of this course students will be able to understand: to come up with using ethical reasoning for decision making and frame ethical issues as well as operationalize ethical choices. The course integrates various facets of human values and environment.

  
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DETAILED SYLLABUS OF 3RD SEMESTER  
TITLE OF THE COURSE: **ENVIRONMENTAL GEOGRAPHY**  
COURSE CODE: **GGRC3**  
NATURE OF THE COURSE: **MAJOR**

Heads	Sub-heads	Outcomes
Course Objective		<ul style="list-style-type: none"><li>• Understand the fundamental concepts, scope, and developments in environmental geography.</li><li>• Analyse the structure, functions, and dynamics of ecosystems, along with their distribution patterns.</li><li>• Explore the intricate relationship between human activities and the environment across various biomes.</li><li>• Examine the causes, impacts, and measures for mitigating environmental degradation.</li></ul>
CO 1		Demonstrate a comprehensive understanding of environmental geography principles and concepts
	ILO	1.1: Identify key concepts in environmental geography. 1.2: Define the scope and nature of environmental geography. 1.3: Recall the developments in the field of environmental geography.
CO 2		Interpret the principles of ecology and their application in understanding ecosystems.
	ILO	2.1: Explain the principles governing ecological systems. 2.2: Interpret the structure and function of ecosystems. 2.3: Discuss the significance of ecological dynamics in environmental studies.
CO 3		Apply ecological concepts to analyse the relationships between human activities and the environment.
	ILO	3.1: Apply ecological principles to analyse human-environment interactions. 3.2: Evaluate the impact of human activities on different biomes. 3.3: Propose adaptive strategies for sustainable human-environment coexistence.

  
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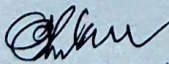
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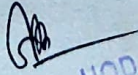
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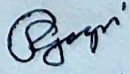
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Heads	Sub-heads	Outcomes
CO 4		Analyse environmental degradation processes and evaluate conservation strategies.
	ILO	4.1: Analyse the causes and consequences of environmental degradation. 4.2: Evaluate conservation efforts for water, soil, forests, and marine ecosystems. 4.3: Critically assess environmental policies and their effectiveness.
CO 5		Integrate knowledge from field observations to propose solutions for environmental challenges.
	ILO	5.1: Synthesize field observations to identify environmental issues. 5.2: Generate hypotheses for addressing environmental problems. 5.3: Develop action plans for environmental conservation based on collected data.
CO 6		Evaluate the effectiveness of environmental protection policies and practices.
	ILO	6.1: Critique environmental protection policies for their efficacy. 6.2: Assess the impact of environmental impact assessments (EIA). 6.3: Formulate recommendations for promoting sustainable development practices.

  
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B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)


DETAILED SYLLABUS OF 3RD SEMESTER


TITLE OF THE COURSE: **REMOTE SENSING AND GIS IN GEOGRAPHY**

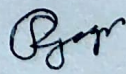
COURSE CODE: **GGRC4**

NATURE OF THE COURSE: **MAJOR**

Heads	Sub-heads	Outcomes
Course Objective		<ul style="list-style-type: none"><li>• Understand Remote Sensing Principles: Comprehend the principles of remote sensing, including the properties of electromagnetic radiation, sensors, and platforms.</li><li>• Analyse Remote Sensing Data: Utilize image processing techniques to enhance, classify, and interpret remote sensing data.</li><li>• Understand GIS Principles: Grasp the fundamentals of GIS, including data management, spatial analysis, and cartography.</li><li>• Apply GIS Software: Employ GIS software to manage, analyse, and visualize spatial data, integrating remote sensing information.</li><li>• Solve Geographic Problems: Apply remote sensing and GIS techniques to address geographic issues such as land-use change, resource management, and urban planning.</li></ul>
CO 1		Describe the fundamental concepts, components and historical development of remote sensing
	ILO	1.1: Define remote sensing and explain its significance in geographic studies. 1.2: Identify key components and platforms used in remote sensing. 1.3: Outline the historical milestones in the development of remote sensing technology.
CO 2		Analyse and interpret remote sensing data using digital image processing techniques.
	ILO	2.1: Differentiate between types of digital images and their characteristics. 2.2: Explain the steps involved in digital image processing. 2.3: Perform image enhancement and classification using appropriate software tools.

  
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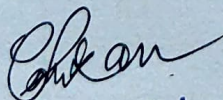
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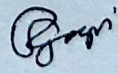
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Heads	Sub-heads	Outcomes
CO 3		Explain the principles of GIS, including the management and analysis of spatial and non-spatial data.
	ILO	3.1: Define GIS and discuss its core components and functions. 3.2: Differentiate between raster and vector data structures and their applications. 3.3: Describe methods for collecting and geo-referencing spatial data.
CO 4		Utilize GIS software to create, manage, and analyse spatial data, including the integration of remote sensing data.
	ILO	4.1: Import and manipulate raster and vector data within a GIS interface, 4.2: Create and edit shapefiles, and perform spatial analysis such as buffering. 4.3: Conduct GIS-based data visualization and interpretation.
CO 5		Apply remote sensing and GIS techniques to practical geographic problems, such as land-use change detection.
	ILO	5.1: Identify appropriate remote sensing and GIS methods for specific geographic problems. 5.2: Analyse and interpret satellite images for landform and land-use analysis; 5.3: Develop GIS-based solutions for resource management and urban planning challenges.
CO 6		Critically evaluate and communicate remote sensing and GIS research and findings effectively.
	ILO	6.1: Review and critique recent literature on remote sensing and GIS methodologies. 6.2: Prepare and present research findings clearly and concisely. 6.3: Write comprehensive reports and papers on remote sensing and GIS applications.

  
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B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 3rd SEMESTER

TITLE OF THE COURSE: **HUMAN, SOCIAL AND CULTURAL GEOGRAPHY**

**COURSE CODE: MINGGR3**

NATURE OF THE COURSE: **MINOR**

Heads	Sub-heads	Outcomes
Course Objective		<ul style="list-style-type: none"><li>• To introduce fundamental concepts in Human, Social, and Cultural Geography.</li><li>• To explore various approaches and schools of thought in geographical studies and their significance.</li><li>• To comprehend spatial distribution and address social issues related to key components of geography.</li><li>• To develop practical skills in using statistical and graphical techniques for geographical analysis.</li></ul>
CO 1		Analyse fundamental concepts and contemporary relevance of human geography to recognize its scope and importance in understanding human-environment interactions.
	ILO	1.1: Describe key concepts in human geography. 1.2: Identify the relevance of human geography in modern contexts. 1.3: Students will be able to relate human geography theories to real-world examples.
CO 2		Evaluate the principles and theories of determinism, possibilism, and neo-determinism to distinguish their applications and implications in human geography studies.
	ILO	2.1: Differentiate between determinism, possibilism, and neo-determinism. 2.2: Assess the implications of each school of thought on human geography. 2.3: Apply these principles to case studies.
CO 3		Assess the Human Development Index across various regions to understand development disparities and associated challenges.
	ILO	3.1: Calculate and interpret the Human Development Index. 3.2: Compare the development status of different countries. 3.3: Discuss the problems and prospects related to development in these regions.

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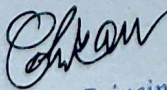
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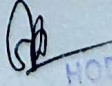
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Heads	Sub-heads	Outcomes
CO 4		Examine the scope and types of space in social geography to understand the relationships between society, space, and the environment in addressing social issues.
	ILO	4.1: Define the concept of space in social geography. 4.2: Categorize different types of space and their significance. 4.3: Analyse social issues within the context of space and environment interactions.
CO 5		Explore cultural regions and diffusion to understand cultural dynamics and the factors influencing cultural change and diversity.
	ILO	5.1: Identify and map cultural regions of the world. 5.2: Explain the concept and process of cultural diffusion. 5.3: Analyse factors that affect cultural diffusion and its outcomes.
CO 6		Apply practical skills in creating age–sex pyramids and disparity maps to evaluate demographic and social disparities in developed and developing regions.
	ILO	6.1: Construct and interpret age–sex pyramids for different regions. 6.2: Create sex disparity maps with regional focus. 6.3: Utilize histograms, line graphs, and pie diagrams to represent human development data effectively.

  
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 DETAILED SYLLABUS OF 3RD SEMESTER  
 TITLE OF THE COURSE: **SETTLEMENT GEOGRAPHY**  
 COURSE CODE: **GECGGR3B**  
 NATURE OF THE COURSE: **GENERIC ELECTIVE COURSE (GEC)**

Heads	Sub-heads	Outcomes
Course Objective		<ul style="list-style-type: none"> <li>• Introduce settlement geography, its nature, scope, and classification.</li> <li>• Understand the concept of rural and urban settlements along with their development processes.</li> <li>• Learn the fundamentals of settlement theory including central place theory and ruralurban continuum.</li> </ul>
CO 1		Analyse settlement patterns and their impact on land use planning.
	ILO	1.1: Identify different types of settlements based on their morphology and distribution. 1.2: Evaluate the factors influencing the growth and spatial organization of settlements. 1.3: Interpret settlement dynamics within the context of regional development.
CO 2		Demonstrate comprehension of rural settlement dynamics and challenges.
	ILO	2.1: Describe the historical evolution of rural settlements and their typologies. 2.1: Assess the socio-economic factors shaping rural settlement patterns. 2.3: Propose solutions to mitigate rural settlement problems, particularly in the Indian context.
CO 3		Evaluate the characteristics and complexities of urban settlements.
	ILO	3.1: Examine the factors contributing to the rise and growth of urban settlements. 3.2: Classify urban settlements based on their functions and hierarchies. 3.3: Critically analyse urban settlement issues prevalent in India and suggest sustainable urban planning strategies.

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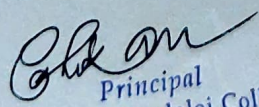
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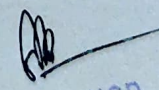
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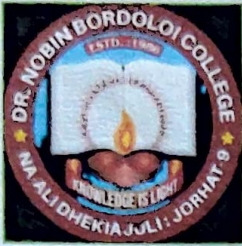
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Heads	Sub-heads	Outcomes
CO 4		Application of central place theory to understand spatial organization and service provision.
	ILO	4.1: Interpret Christaller's central place theory in relation to urban hierarchy. 4.2: Utilize central place theory to analyse the distribution and accessibility of goods and services. 4.3: Illustrate the spatial arrangement of central places in various settlement systems.
CO 5		Investigate the rural-urban continuum and its implications on settlement dynamics.
	ILO	5.1: Describe the interdependencies and interactions between rural and urban areas. 5.2: Analyse the transitional zones along the rural-urban gradient. 5.3: Evaluate policies and interventions aimed at managing the rural-urban interface.
CO 6		Synthesize theoretical frameworks to propose sustainable settlement planning solutions.
	ILO	6.1: Integrate settlement theories with contemporary urban and regional planning approaches. 6.2: Develop comprehensive strategies for balanced rural and urban development. 6.3: Advocate for inclusive and environmentally sustainable settlement planning practices.

  
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**Course outcome – FTUGP**

PSCCI: (1) To introduce the student to the idea of political theory its history and apposes, and assessment of its critical and contemporary trends.

(2) To reconcile political theory and practice through reflections on the ideas and practices related to state, citizenship and democracy.

Min PSCI: (1) To introduce certain key as peach of conceptual analysis in political Theory.

(2) To introduce the skills recruited to engage in debates surrounding the applications of the concepts.

**PSCC 2:**

(1) To acquaint the student with the constitutional design of student structure and in tuitions and this actual working overtime.

(2) To study how the constitution of India accommodates conflicting impulses (of liberty and justices, Territorial decentralization, and a strong union for instance) within itself in political Practice.

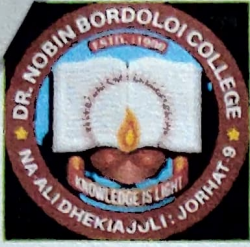
**MINPSC 2**

1) To acquaints the students with the various approaches of Indian Politics.

2) To the study of Indian Politics, the constitutional structure, working of political party etc.

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**Second Sem CBCS:**

2.1. The course helps the students familiarize with the basic normative concept of political theory. Each concept is related to a crucial political issue. That requires analysis with the aid of our conceptual understanding.

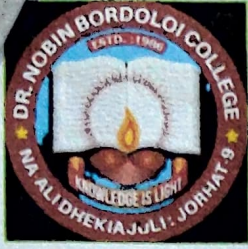
2.2. An understanding of the political process calls for a different mode of analysis that offered by political sociology. This course maps the working of modern instructions, premised on the existence of on individuated society in a contest marked by communitarian solidarities.

**GE- 2A.**

The aim of the courses is to explain contemporary debits on feminism and the History feminist struggles. The course begins with a discussion on constriction a gander and an understating of complexity of patriarchy and goes on to analyse theoretical debits within in feminism.

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**Third Sem (CBCS)**

3.1 This is a foundational Course in comparative Politics. The Purpose is to familiarized students with the basic concept and approaches to the study of comparative politics.

3.2. The Course Provides an introduction to the discipline of public administration. This paper encompasses public administration in its historic context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends including feminism and ecological management.

3.3 This paper seeks to equip students with the basic intellectual tools for understanding international Relations. It introduces students to some of the most important theoretical approaches for studying international relations.

GE- 3A. This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class questions, sociological interpretations on religion, gender caste and culture issues.

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**4<sup>th</sup> Sem (CBCS)**

4.1. In this course students will be trained in the application of comparative methods to the study of Politics. The course is comparative in both what we study and how we study. In the process in the course aims to introduce undergraduate student to some of the range of issues, literature, and methods that cover comparative political.

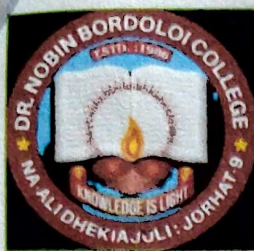
4.2. The paper seeks to provides an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community Living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

4.3. This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic ,social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and restances offered by global social movements while analysing the changing nature of relationship between the state and trans-national actors and networks.

GE-4A. The object of this generic elective paper is to make students from divers background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis oof the various anchors and dimensions of globalization.

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**5<sup>th</sup> Sem (CBCS)**

5.1. This course goes back to Greek antiquity and familiarizes student with the manner in which the political question were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

5.2. This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic of study is on individual thinkers whose ideas are however farmed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian through while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

5.3. This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to from a broader comparative frame. Student will be expected to use a range of resources, including films biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

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**SIX SEM CBCS**

6.1. Philosophy and political are closely intertwined. We explore this convergence by identifying five main tendency here. Students will be exposed to the manner in which the questions of politics have been posed in term that have implications for larger questions of through and existence.

6.2. Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian Political through. The object is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original text are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

DSE 4A: This course's object is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the "domestic" and the 'international' aspects of Indian's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level.

DSE 4B : This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

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## Programme Outcome-FYUGP


Following are the outcome of the Four year under graduate programme:

- The syllabus of the FYUGP is framed according to the guidelines of New Education policy 2020.
- The students in history will gather knowledge of world civilization along with historical knowledge regarding culture, socio-economic development and polities. They will also acquire information on the historical geography of Indian sub-continent and the world.
- The programme will provide broad skills in the discipline of history including manuscript reading, deciphering script, epigraphy and numismatics.
- The programme will help the students to develop competency in various academic writings.
- The programme will provide the adequate knowledge to the students for future, research and teaching in various academic and research institution across disciplines.

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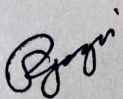
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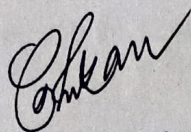
**Programme Outcome**  
**Three years Degree Course (CBCS)**

Following are programme outcome of the department of History:

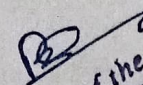
- The programme will enable and enlighten the students with fundamental historical understanding to pursue higher education in the discipline.
- The programme will prepare the students with adequate knowledge applicability and problem solving capabilities.
- The programme will encourage the students to pursue a career in historical studies in future.
- The programme will provide the opportunity to the students to prepare field reports, project works which will help the students to carry out research works in future.
- The programme will provide adequate knowledge to the students to know about the historical things.
- The programme will help the students to become responsible citizens of the nations.



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# Course Outcome—CBCS

**COURSE CODE: HISHC-101**

**Course Title: HISTORY OF INDIA-I**

**Course Objective:** The objective of this course is to analyze the various source materials for the reconstruction of Ancient Indian History and the approaches of historical reconstruction. The students will be acquainted the various ancient cultures, the technological, economic, political and religious development of the period

**Course Code: HISHC102**

**Course Title: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD**

**Course Objective:** The students will acquainted with the evolution of humankind, the beginning of food production, the Bronze Age., advent of iron, the slave society in ancient Greece, the economy and the Political culture of the ancient Greece.

**Course Code: HISHC103**

**Course Title: HISTORY OF INDIA II**

**Course Objective:**

- (i) The objective of this course is to acquaints the students with agrarian economy, the growth of urban centers in northern and central India and the Deccan as well as craft production, trade routes and coinage
- (ii) Process of state formation and the Mauryan and post-Mauryan polity with special reference to the Kushner, Satavahanas and Gana-Sunghas.
- (iii) Land grants, land rights and peasantry, urban decline and religious traditions of early India.

**Course Code: HISHC104**

**Course Title: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD**

**Course Objective:**

- (i)The learners will be acquainted with the Roman Empire, slave society, the cultural and trade.
- (ii) The learners will be acquainted with the crisis and disintegration of the Roman Empire
- (iii)The learners will be exposed to Economic development in Europe from 7th to 14th centuries covering production, technological developments, growth of towns and trade and feudal crisis

**Course Code: HISHC105**

**Course Title: HISTORY OF INDIA III (750 -1206)**

**Course Objective:** The main objective of this course is to discuss about the history of India from 750-1206.

**Course Code: HISHC106**

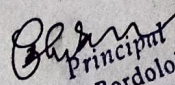
**Course Title: Rise of Modern West - I Course**

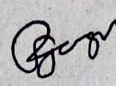
**Objective:** The objective of this paper is to discuss about the history of Europe. Basically from Feudalism to capitalism, Mercantilism etc.

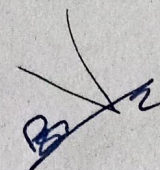
**Course Code: HISHC107**

**Course Title: History of India IV (c. 1206-1550)**

**Course Objective:** The objective of this paper is to deals with the history of Sultanate and the Mughals

  
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**Course Code: HISHC108**

**Course Title: Rise of the Modern West - II**

**Course Objective:** The objective of this paper is to discuss about the agriculture, industry in Europe in the 17<sup>th</sup> century and till the development of Enlightenment. This paper will help the students to know about these developments.

**Course Code: HISHC109**

**Course Title: History of India V (1550-1605)**

**Course Objective:** The objective of this paper is to know about Persian historiography, its modern interpretation, establishment of Mughal Empire, Society, Economy, polity of Mughal Empire.

**Course Code: HISHC1010**

**Course Title: History of India - VI (1650-1750)**

**Course Objective:** The objective of this paper is to discuss about the political, cultural aspect of Jahangir, Shah Jahan, Mughal Empire under Aurangzeb, Trade and Commerce during that time.

**Course Code: HISHC1011**

**Course Title: History of Modern Europe (1780-1919)**

**Course Objective:** The objective of this paper is to make the students to know about the Modern Europe that includes the French Revolution its impact. Besides this the students will also be able to know about the Capitalism, Industrialization social and economic Transformation.

**Course Code: HISHC1012**

**Course Title: History of India VII (1750-1851)**

**Course Objective:** The objective of this paper is to make the students to know about the history of India from the time of the coming of the British to this land and till the time of 1857 Revolt.

**Course Code: HISHDSE 501**

**Course Title: Early and Medieval Assam till 1826**

**Course Objective:** The objective of this paper is to make the students aware of the history of Assam from earliest time to the advent of the British. This will Provide basic information to the students during this period.

**Course Code: HISHDSE 502**

**Course Title: History of Modern Assam (1826-1947)**

**Course Objective:** The objective of this paper is to know about the events happened in Assam during 1826-1947. This makes the students to know about the British colonialism in Assam and how India became Independent in 1947.

**Course Code: HISHC1013**

**Course Title: History of India VIII (1857-1950)**

**Course Objective:** The objective of this paper is to discuss about the detail history of India from 1857 revolt to India's independent and after. It includes culture, society, Religion, Nationalism etc

**Course Code: HISHC1014**

**Course Title: History of Modern Europe (1780-1939)**

**Course Objective:** The main objective of this paper is to provide informations regarding liberal democracy, crisis of Feudalism, Imperialism and political developments after world war - II.

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Course Code: HISHDSE 601

Course Title: Social and Economic History of Assam.

Course Objective: The objective of this paper is to make the students to know about the social, Economic history of Assam in Ancient, Medieval, and Modern Assam.

Course Code: HISHDSE 602

Course Title: Historiography.

Course Objective: The main objective of this paper is to provide informations to the students about the definitions of History, historical trends of ancient Medieval and Modern period.

COURSE CODE: HISGE 1

COURSE TITLE: HISTORY OF ASSAM: 1228 -1826

Course Objective: The objective of this paper is to give a general outline of 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. It aims to acquaint the students with major stages of developments in the political, social and cultural history of the state during the most important formative period.

COURSE CODE: HISGE 2

COURSE TITLE: HISTORY OF INDIA FROM THE EARLIEST TIMES TO 1526

Course Objective: of The the objective history of of this paper is to acquaint the students with the general outline Mughals India from the known earliest times to the coming of the to India in the first quarter of the 16" century. It is aimed at giving them a comprehensive idea of the developments in all spheres of life during this period.

COURSE CODE: HISGE 3

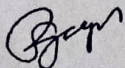
COURSE TITLE: HISTORY OF INDIA 1526-1947

Course Objective: The objective of this paper is to make students to know about the advent of the Mughals and the British rule in India till Independence.

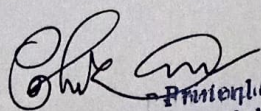
COURSE CODE: HISGE 4

COURSE TITLE: History of Modern Assam 1826-1947

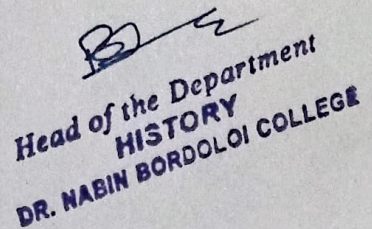
Course Objective: The objective of this paper will enable the students to know about the political condition of Assam from I 826-1947.



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# DEPARTMENT OF SOCIOLOGY



## Dr. Nobin Bordoloi College

### Na-Ali Dhekiajuli, Jorhat-9

Ref.:.....

Date: 24/12/2024

#### Programme Outcome THREE YEAR DEGREE COURSE (CBCS)

The undergraduate CBCS course in Sociology has definite aims and objectives. So, the students will be benefited after graduation in following fields:

- ❖ The curriculum framework for Sociology is intended to help students understand the nature of society around them and acquire skills to view social reality.
- ❖ This framework enables through critical thinking and observation of institutional and social problems of inequality at a national and global level.
- ❖ The programmes also provide the problem solving capacity to the students.
- ❖ The programme introduces the students with sociological concepts and theories and help them a link to actual life experiences.
- ❖ Through this programme students can develop an ability to use social scientific research methods.
- ❖ This programme creates an ability of the students to work effectively and respectfully with different teams, in the interest of common cause.
- ❖ After completion of Sociology Honours Course students will get opportunity to work in specially Social Welfare department, Rural Department, Public Relation Officer in ONGC, IOC, Probation officer etc.
- ❖ This programme keeps the students up to date on modern situations and contributes to making good citizen.

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# DEPARTMENT OF SOCIOLOGY



**Dr. Nobin Bordoloi College**

**Na-Ali Dhekiajuli, Jorhat-9**



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## COURSE OUTCOME

### THREE YEAR DEGREE HONOURS COURSE

#### COURSE C3-SOCHC3: Introduction to Sociology-II

- ❖ Student will be able to convey a general idea about sociological thought
- ❖ Student will be able to familiar with theoretical perspective of sociology.
- ❖ This paper focuses on the central ideas of the founders of sociology.

#### COURSE C4-SOCHC4: Sociology of India-II

- ❖ This paper provides knowledge to students to the verity of ideas and debates about India.
- ❖ Studying this paper student will be benefited by critically analyzing the multiple socio-political forces and ideologies which shape the terrain the nation.

#### COURSE C5-SOCHC5: Political Sociology

- ❖ It interprets some major theoretical debates in Political Sociology.
- ❖ It helps the students to know some political concepts that was previously considered as the domain of Political Science.
- ❖ This paper includes the students different political systems and local power structure.

#### COURSE C6-SOCHC6: Sociology of Religion

- ❖ It provides knowledge about basic ideas to the students.
- ❖ Students can acquire knowledge of religious ethics from different religious perspectives.
- ❖ It provides the value education and also spiritually encourages the students.

#### COURSE C7-SOCHC7: Sociology of Gender

- ❖ This paper helps the students to develop an understanding of sex, sexuality and queer terminologies.
- ❖ It provides students an understanding about how faminities and masculinities vary by race.
- ❖ It enhances the ability to apply theoretical perspectives in exploring gender relations.

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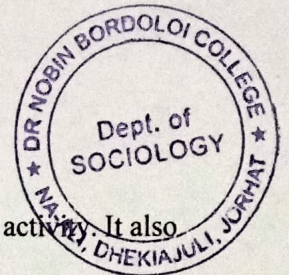
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COURSE C8-SOCHC8: Economic Sociology

- ❖ The paper provides understanding of socio-cultural bases of economic activity. It also provides sociological understanding of economics.
- ❖ Student will get idea about the systems of productions, circulation and consumption of different periods of human history
- ❖ It provides better opportunities to the students in contemporary economic field by concerning contemporary issues.

COURSE C9-SOCHC9: Sociology of Kinship

- ❖ Students will be able to acquire knowledge about various kinship terminologies ethnographically
- ❖ It provides theoretical knowledge of kinship system.
- ❖ Students will be benefited in their practical life also by knowing new reproductive techniques through re-casting kinship.

COURSE C10-SOCHC10: Social Stratification

- ❖ This paper focused on idea of equality and inequality by introducing social stratification.
- ❖ Students can acquire theoretical knowledge of social stratification.
- ❖ Studying this student will be able to prepare themselves and imagine a classless society in the world.

COURSE C11-SOCHC11: Sociological Thinkers-I

- ❖ This paper is to introduce the theory of classical sociologist.
- ❖ It provides the knowledge of the background of sociology i.e. industrial and French Revolution and also contributions of Aguste Comte.
- ❖ Analyze the major works of Karl Marx, Emile Durkheim and Max Weber.

COURSE C12-SOCHC12: Sociological Research Methods -I

- ❖ This paper is a general introduction to the methodologies of sociological research methods.
- ❖ It focuses the applicability of different tools and techniques in social research by sociologist.
- ❖ Student will be benefited by using these methods their research activities.

COURSE DSE1-SOCHDSC1: Urban Sociology

- ❖ This paper focuses on the theoretical perspectives for understanding urban life in theoretical historical and contemporary context.
- ❖ Student will be aware of the complexities of urban life and urban culture.

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COURSE DSE3-SOCHDSE3: Environmental Sociology

- ❖ This paper focuses on to introduce students to the core debates of environmental sociology.
- ❖ It provides different approaches and applicability of their approaches.
- ❖ Students will become aware of environment issues.

COURSE C13-SOCHC13: Sociological Thinkers-II

- ❖ It provides students to familiar with post-classical sociological theories.
- ❖ Student will be benefited by acquiring knowledge about more recent theories of sociology.

COURSE C14-SOCHC14: Sociological Research Methods -II

- ❖ This paper provides students the elementary knowledge of research work.
- ❖ Student will be able to adopt adequate and techniques and statistical measurements of a research work systematically.
- ❖ It provides practical knowledge of research projects.

COURSE DSE6-SOCHDSE6: Indian Sociological Traditions

- ❖ This paper provides perspectives of Indian sociologists in some basic issues.
- ❖ Student will come to know the contributions of G. S. Ghurye, D. P. Mukherjee, M.N. Srinivas etc.

COURSE DSE9-SOCHDSE9: Societies in North East India

- ❖ This paper provides a sociological understanding of societies in N.E. India.
- ❖ Students will come to know a multi-dimensional understanding of North East India with respect to social, historical, political and economic dimensions.
- ❖ It provides a sociological understanding of diverse communities of the region.

COURSE GE2-SOCGE2: Family and Intimacy

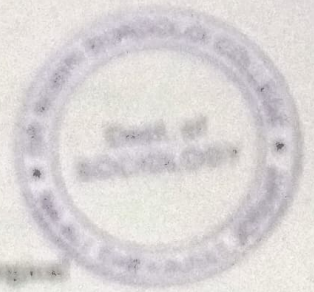
- ❖ Students will be able to leave to a range of contemporary concerns about family from sociological point of view.
- ❖ It also provides opportunity to students through sociological observation on emerging trends of intimacy.

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### COURSE LEARNING OBJECTIVES: Anthropology Development

- Student gets ideas about different approaches of development from sociological perspective.
- It provides the theoretical explanations of development which is very useful for students.
- Students will be benefited by acquiring knowledge about development process in national and post national period.

### COURSE LEARNING OBJECTIVES: Gender and Violence

- This paper provides understanding of the logic of violence sociologically.
- Student gets ideas about different types of violence.
- Student can able to prevent violence by knowing legal preventive measures and they can be able to make aware to society.

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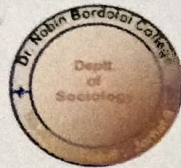
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Chennai

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19/12/19  
2020  
Head of Department  
Dr. Nirmala Bhatnagar  
No. 21, Changanallur

# DEPARTMENT OF SOCIOLOGY

Dr. Nobin Bordoloi College

Na-Ali Dhekiajuli, Jorhat-9



Ref.:.....

Date: 24/12/2024

## Programme Outcome FYUGP (NEP) Course, ODD Sem, 2023(Only 1<sup>st</sup> & 2<sup>nd</sup> Sem) Department of Sociology

After the completion of the programme of B. A. 1<sup>st</sup> Semester and 2<sup>nd</sup> Semester, Session 20023-2024, the students will able to:

- ❖ The students understand the process behind the development of sociology in the West and contribution of social thinkers.
- ❖ Identify the sociological way of thinking. Students learn to observe the relationship between individual and society. They can demonstrate how social institutions and cultural practices shape individual personality.
- ❖ Understand how to use theory to conceptualize a sociological problem.
- ❖ Students learn how to apply sociological concepts to everyday life. The students learn to apply the sociological perspective in understanding how society shapes our individual lives.
- ❖ Identify different sociological perspectives students learn to apply sociological perspective in understanding how society shapes individuals. Students learn influence of social power in everyday life.
- ❖ Students learn the emerging trends of Indian society properly. Institutional practices influences in our society. Through these students are able to understand challenges to society and state
- ❖ Students understand the sociological explanation about India and as a civilization. Students can learn about the concepts of nation and nationalism.

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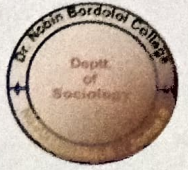
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# DEPARTMENT OF SOCIOLOGY

Dr. Nobin Bordoloi College

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Ref.:.....

Date: 24/12/2024

## Course Outcome

FYUGP (NEP) Course, ODD Sem, 2023(Only 1<sup>st</sup> & 2<sup>nd</sup> Sem)

### COURSE CORE1: SOCC1 (Introduction to Sociology-I)

- ❖ Student will able to understand the sociological way of thinking
- ❖ The course intend to give an idea on the central ideas of the founders of Sociology and why it is emerged
- ❖ Students will able to understand the emergence and development of Social Anthropology

### COURSE CORE2: SOCC2 (Introduction to Sociology-II)

- ❖ Students will get a brief understanding of different sociological perspectives viz. functional, interpretative, conflict, integrationist perspectives etc.
- ❖ Students will be able to develop critical evaluative thinking ability.

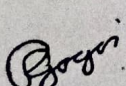
### COURSE: MINOR1 MINSOC1 (Sociological Perspectives)

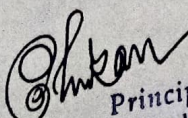
- ❖ Students will get a brief understanding of different sociological perspectives viz. functional, interpretative, conflict, integrationist perspectives etc.
- ❖ Students will be able to develop critical evaluative thinking ability.


### COURSE: MINOR2 MINSOC2: (Sociology of India)

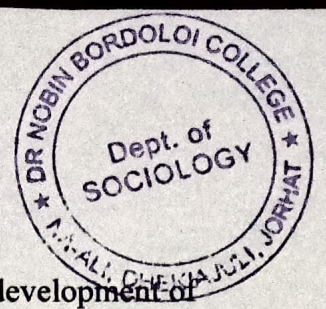
- ❖ Students will able to understand the concept of Indian society as a plural society.
- ❖ Students will able to understand the different social institutions of India and its changing trends, nature and characteristics.
- ❖ It also provides to understand the challenges faced by Indian Society in recent times.

### COURSE: GEC1 GECSOC1 (Introduction to Sociology)

  
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**COURSE: GEC1 GECSOC1 (Introduction to Sociology)**

- ❖ Student will be able to convey a general idea about origin and development of Sociology as a separate discipline.
- ❖ The course provides opportunity to know the relationship between Sociology and other Social Sciences.
- ❖ Students will be able to get knowledge about basic concepts of Sociology.

**COURSE: GEC GECSOC2-(Indian Society: Images and Realities)s**

- ❖ Students can able to understand the sociological explanation about Indian Society including major social institutions and its functions.
- ❖ The course provides opportunity to understand the structure of Indian family including gender bases roles, rights and restrictions
- ❖ Students can able to critically understand the concepts of civilization, colony and nation in Indian context.

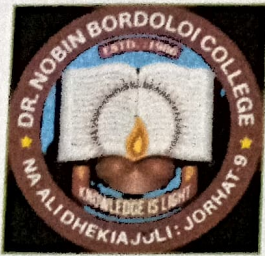
*Bogori*

Co-ordinator, IQAC

*Dr. Nobin*

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**Dept. of Political Science**  
**DR. NOBIN BORDOLOI COLLEGE**  
**Na-Ali Dhekiajuli, Titabor, Jorhat, Assam**

**Course outcome – FTUGP**

**PSSCI:** (1) To introduce the student to the idea of political theory its history and apposes, and assessment of its critical and contemporary trends.

(2) To reconcile political theory and practice through reflections on the ideas and practices related to state, citizenship and democracy.

**Min PSCI:** (1) To introduce certain key as peach of conceptual analysis in political Theory.

(2) To introduce the skills recruited to engage in debates surrounding the applications of the concepts.

**PSCC 2:**

(1) To acquaint the student with the constitutional design of student structure and in tuitions and this actual working overtime.

(2) To study how the constitution of India accommodates conflicting impulses (of liberty and justices, Territorial decentralization, and a strong union for instance) within itself in political Practice.

**MINPSC 2**

1) To acquaints the students with the various approaches of Indian Politics.

2) To the study of Indian Politics, the constitutional structure, working of political party etc.