



INTERNAL QUALITY ASSURANCE CELL (IQAC)

Katahgun College

Tuktuki, Nagaon, Assam- PIN-782123

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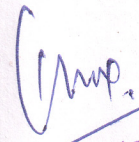
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CRITERIA-2

TEACHING-LEARNING AND EVALUTION.

2.6: Student Performance and Learning Outcome.

2.6.1. Programme Outcomes (POs) and Course Outcome (Cos)
for all Programmes offered by the institution.


Coordinator, IQAC
Katahgun College



OFFICE OF THE PRINCIPAL

KATAHGURI COLLEGE

Tuktuki, Nagaon : Assam, Pin- 782123



Dr. Khairul Islam, M.A, M.Phil, Ph.D
Principal & Secretary

Phone No. (03672) 262018
Mob. : 94351-61275, 91014-38469

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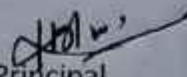
Date :

KATAHGURI COLLEGE

PROGRAMME OUTCOMES (B.A.)

The Katahguri College offers one program Bachelor of Arts (B.A.). The Programme outcomes are achieved through curriculum that offers number of courses. Arts stream plays a significant role in the current educational system in building the career of the students. The course gives the basic and advanced knowledge pertaining to the subjects optional and compulsory papers for each semester gives the students the wider knowledge about various concepts. After completion of the programme:

1. The programme enables the students to acquire knowledge with human values framing the base to ideal with various problems in life with courage and humanity.
2. The students will be acquainted with the social, economic, historical, political, geographical, ideological and philosophical tradition and thinking.
3. The programme provides the base to be a responsible citizen.
4. The students will be able to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.
5. The programme offers to build up the career like civil Service, Law, Teaching, Masters and to Journalism opt for Arts stream and also fetch their career in various Govt. Sectors.
6. Most of the competitive examinations national and state level such as TET, NET, SLET, IAS, IPS, etc. are based on current events and are in the mode of multiple-choice questions, so student can be benefitted to acquire the knowledge and shape their career by taking up their programme.
7. The programme also helpful to take up entrance examination. B.A. graduate can pursue B.Ed. course and opt teaching career. They can also do higher studies like M.A., M.Phil, Ph.D. and take teaching career in Colleges and Universities.
8. The student acquires knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.


Principal

Katahguri College

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**PROGRAMME OUTCOME,
PROGRAMME SPECIFIC OUTCOME
& COURSE OUTCOME**



**DEPARTMENT OF EDUCATION
KATAHGURI COLLEGE,
NAGAON::ASSAM**

Department of Education
Katahguri College



Programme Outcomes (POs)

1. *Foundational Knowledge in Education:*

- Graduates will gain a thorough understanding of the fundamental concepts, principles, and theories in education. They will be able to contextualize and apply this theoretical knowledge to real-world educational settings.

2. *Educational Psychology:*

- Graduates will develop an in-depth understanding of psychological theories related to learning, development, and motivation. They will apply these theories to create supportive and effective learning environments.

3. *Curriculum Development and Instructional Strategies:*

- Graduates will be proficient in the principles and practices of curriculum design and instructional strategies. They will design, implement, and evaluate educational programs and lesson plans that cater to diverse learning needs.

4. *Educational Research and Methodology:*

- Graduates will acquire skills in educational research, including understanding various research methodologies and data analysis techniques. They will be capable of conducting independent research projects and critically evaluating educational research to inform practice.

5. *Integration of Technology in Education:*

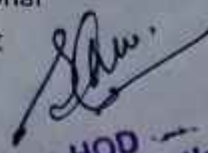
Graduates will be adept at using educational technology to enhance teaching and learning processes. They will understand the role and impact of digital tools and resources in modern education.

6. *Assessment and Evaluation Techniques:*

Graduates will master the design, implementation, and interpretation of various assessment and evaluation methods. They will utilize assessment data to improve instructional methods and student outcomes.

7. *Inclusivity and Diversity in Education:*

- Graduates will understand the importance of inclusivity and diversity in the educational landscape. They will be able to create and manage inclusive learning environments that accommodate and respect diverse student populations.


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8. *Professional Ethics and Conduct:*

- Graduates will demonstrate a commitment to ethical behavior and professionalism in all educational contexts. They will adhere to established professional standards and practices in the education sector.

9. *Effective Communication Skills:*

- Graduates will develop strong communication skills, both verbal and written.
- They will be able to effectively engage with students, parents, colleagues, and other educational stakeholders.

10. *Reflective and Lifelong Learning:*

- Graduates will engage in reflective practices to continually improve their teaching and professional skills. They will adopt a mindset of lifelong learning to keep abreast of advancements in the field of education.

11. *Educational Leadership and Policy Understanding:*

- Graduates will understand the principles of educational leadership and policy-making. They will be equipped to analyze and influence educational policies and practices at various levels.

12. *Global and Local Educational Perspectives:*

- Graduates will gain insights into global educational trends and issues. They will apply these perspectives to enhance local educational practices and policies.

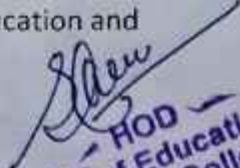

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DEPARTMENT OF EDUCATION

Katahguri College

PROGRAMME SPECIFIC OUTCOME (PSOs):

- 1- Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education.
- 2- Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system.
- 3- Students develop knowledge about basic of Indian as well as Western Philosophy. They also develop knowledge about the importance of different schools of philosophy in the field of Education.
- 4- Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.
- 5- Students develop knowledge about the details history of Ancient and Modern Indian Education system.
- 6- Students develop knowledge about the details history of Ancient and Modern Indian Education system get acquainted with the instructional techniques, different models of teaching and teaching practice.
- 7- Students understand the concept of value and peace education, and its importance in human life. They also identify the strategies and skills in building a value-based society and promoting peace education at institutional level national and international level.
- 8- Students develop the concept of statistics and to develop skill in analyzing descriptive measures, concept of Normal Probability Curve and its uses in education, measures of relationship and organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.
- 9- Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance.
- 10- Students develop the concept of an ideal organization in educational institutions, the essential functions of educational management and they understand the different aspects of planning.
- 11- Students develop understanding of the concepts of measurement and evaluation in education, process of Evaluation, types of measuring instruments and their uses, concepts of validity and reliability and their importance in educational measurement and principles of test construction. They also understand the criteria of constructing standardized tests and administration, scoring and interpretation of the psychological test- behaviour.
- 12- Learners understand the concept of adjustment, maladjustment and some commonly found problems, mental disorders, different coping strategies for stressful situation.
- 13 - Students develop a concept of educational research, various steps to be followed for conducting a research and write a research report.
- 14- The learners develop knowledge about Open and Distance Learning, Human Right Education and women Education.


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Course Offers:

COURSE OUTCOME

Undergraduate: B.A (Honours)

CBCS Course


Semester: 1st Semester

Name of the Paper: PRINCIPLES OF EDUCATION

Paper Code: EDU-HC-1016


Marks-100 (External-80 Internal-20)

Unit	Contents	Outcomes
Unit-1	Meaning and Concept of Education	Acquaint the students with the sound principles of education
Unit-2	Aims of education	Develop knowledge about different Aims of Education,
Unit-3	Curriculum	Develop Various types of curriculum, Correlation of studies.
Unit-4	Discipline and Freedom	Acquaint the student with Discipline and freedom.
Unit-5	Democracy and Education	Familiarise the students with democratic idea of modern education.


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EDU-HC-1026
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Unit	Contents	Outcomes
Unit-1	<p>Psychology and Education:</p> <ul style="list-style-type: none"> • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychology-Nature, Scope, Methods— Observation, Experimentation, Case study method • Importance of Educational Psychology in teaching –learning 	<ul style="list-style-type: none"> • Make the students understand the relationship between education and psychology. • Explain the need of educational psychology in teaching learning process.
Unit-2	<p>process Learning and Motivation:</p> <ul style="list-style-type: none"> • Learning -Meaning and nature • Theories of learning—Connectionism, Classical conditioning, Operant conditioning and Theory of Insightful learning • Laws of learning—law of readiness, law of exercise, law of effect • Factors affecting learning • Motivation-meaning, role in learning 	<ul style="list-style-type: none"> • Describe the nature and theories of learning and role of motivation in learning.
Unit-3	<p>Memory, Attention and Interest:</p> <ul style="list-style-type: none"> • Memory—Meaning, nature and types • Economy in memorization • Forgetting—meaning and causes • Attention-concept, characteristics, determinants and types • Interest-Meaning, relation between Attention and Interest • Role of attention and Interest in learning 	<ul style="list-style-type: none"> • Understand the concept of memory, forgetting, attention and interest.
Unit-4	<p>Intelligence, Creativity and personality</p> <ul style="list-style-type: none"> • Intelligence-Meaning, nature and theories :Two-factor theory, Group factor theory • Creativity-concept, characteristics • Personality—meaning and nature • Theories of personality-Type and trait theory 	<ul style="list-style-type: none"> • Understand intelligence, its theories and measurement
Unit-5	<p>Laboratory Practical Recall and Recognition, Trial and Error learning, Span of attention (The three practical will be done in Psychological laboratory, there will be 2 credits for practical class)</p>	<ul style="list-style-type: none"> • Acquaint with different types of personality and the adjustment mechanism.


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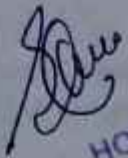
2nd SEMESTER (HONOURS)

EDU-HC-2016

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

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

Unit	Contents	Outcomes
Unit-1	Philosophy and Education <ul style="list-style-type: none">• Philosophy: Meaning, Nature and Scope• Philosophy of Education: Meaning and Scope• Relationship between education and philosophy• Impact of philosophy on education.	<ul style="list-style-type: none">• Know the concept of philosophy and its relationship with education.
Unit-2	Various Indian Schools of Philosophy and Education <ul style="list-style-type: none">• Vedic Philosophy: Different concepts of Vedic philosophy, Implication in education• Yoga and Philosophy: Different types, Astangika Yoga, Implication in education• Buddhist Philosophy: Four principles, Implication in education	<ul style="list-style-type: none">• Understand the educational implications of different Indian schools of philosophy.
Unit-3	Various Western Schools of Philosophy and Education <ul style="list-style-type: none">• Idealism: Meaning, Principles, Implication in education• Naturalism: Meaning, Principles, Implication in education• Pragmatism: Meaning, Principles, Implication in education	<ul style="list-style-type: none">• Understand the educational implications of different Western schools of philosophy.
Unit-4	Sociology and Education <ul style="list-style-type: none">• Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups• Concept of socialization, Education as a socialisation process	<ul style="list-style-type: none">• Know the concept of sociology and its relationship with education.
Unit-5	Socio-cultural Context of Education <ul style="list-style-type: none">• Social Change: Meaning, Nature and Factors• Education as an instrument of Social Change• Culture: Meaning, Nature, Cultural change and Cultural Lag• Relation between education and culture• Social Organisation: Meaning and Types• Social Disorganisation: Meaning, Causes and Remedies	<ul style="list-style-type: none">• Develop understanding about the concept of educational sociology, social groups and socialisation.


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EDU-HC-2026

DEVELOPMENT OF EDUCATION IN INDIA-I
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit-1	<p>Education in Ancient and Medieval India</p> <ul style="list-style-type: none"> • Education in Ancient India - The Vedic System of Education: Concept and Salient Features - Education in the Arthashastra of Kautilya • Education during Buddhist Period - General Features of Buddhist Education - Ancient Universities and Centres of Education: Taxila, Nalanda, Vikramshila, Varanasi, Education in Medieval India • The Islamic System of Education - General Features of Muslim Education - Defects of Muslim Education 	<ul style="list-style-type: none"> • Recount the concept of Ancient Indian education system • Describe the education system in Ancient India, particularly Vedic Education
Unit-2	<p>Education in British India: The Beginning</p> <ul style="list-style-type: none"> • Indigenous Education at the Beginning of British Rule • Educational Activities of Missionaries in Assam • The East India Company's Role • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay's Minute, 1835 • Downward Filtration Theory 	<ul style="list-style-type: none"> • Analyse the education system during British Period
Unit-3	<p>Education in British India: In 19th Century</p> <ul style="list-style-type: none"> • Wood's Despatch of 1854 <ul style="list-style-type: none"> - Background of the Despatch - Recommendations - Implementation of the Despatch • Indian Education Commission-1882 <ul style="list-style-type: none"> - Appointment of Indian Education Commission - Its Terms of Reference - Major Recommendations - Criticism of the Commission 	<ul style="list-style-type: none"> • Analyse the education system during British Period
Unit-4	<p>Rise of Nationalism and its impact on education</p> <ul style="list-style-type: none"> • Indian University Commission- 1902, Major Recommendations <ul style="list-style-type: none"> - Lord Curzon's Education policy on Primary, Secondary and Higher Education - Government of India's Resolution on Educational Policy -1904, The University Act of 1904 • Gokhale's Bill for Compulsory Primary Education <ul style="list-style-type: none"> - 1910-1912 - Impact of Compulsory Primary Education Movement in Assam: Assam Elementary Education Act -1926 • Calcutta University Commission-1917, Major Recommendations 	<ul style="list-style-type: none"> • Examine the education system in Medieval India.
Unit-5	<p>Education in British India: A Period of Experiment</p> <ul style="list-style-type: none"> • Hartog Committee Report-1929, Major Recommendations • Basic Education-1937, Background <ul style="list-style-type: none"> - Wardha Education Conference-1937 - Salient Features of Basic Education - Criticism of the Basic Education • The Sargent Report- 1944 	<ul style="list-style-type: none"> • Analyse the education system during British Period



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EDU-HG-2016

PSYCHOLOGY OF ADOLESCENTS

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

Unit	Contents	Outcomes
Unit-1	Introduction to adolescent psychology <ul style="list-style-type: none">• Meaning and definition of adolescence• Need and importance of studying adolescent psychology• Adolescence – age of transition• Is adolescence a period of storm and stress?	<ul style="list-style-type: none">• Enable the students to understand the period of adolescence
Unit-2	Physical and mental development <ul style="list-style-type: none">• Characteristics of physical development• Characteristics of mental development• Educational implications of physical and mental development	<ul style="list-style-type: none">• Enable the students to understand the significance of the adolescence period in human life
Unit-3	Social development <ul style="list-style-type: none">• Characteristics of social development• Influence of peers in social development• Factors affecting social adjustment	<ul style="list-style-type: none">• Enable the students to know about various problems associated with this stage
Unit-4	Emotional and personality development <ul style="list-style-type: none">• Characteristics of emotional development• Personality changes during adolescence• Adjustment problems of adolescence	<ul style="list-style-type: none">• Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.
Unit-5	Delinquency <ul style="list-style-type: none">• Meaning, Nature and types of delinquency• Causes of delinquency – biological, psychological and sociological• Role of school, family and society in preventing delinquency• Prevention and control of drug addiction	


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3rd SEMESTER (HONOURS)

EDU-HC-3016

DEVELOPMENT OF EDUCATION IN INDIA-II

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

Unit	Contents	Outcomes
Unit-1	Development of Indian Education the post-independence period <ul style="list-style-type: none">• Educational Provisions of the Indian Constitution and their Implementation• University Education Commission – 1948<ul style="list-style-type: none">- Appointment of University Education Commission- Aims and Recommendations of the Commission- Evaluation of the Recommendations	<ul style="list-style-type: none">• Understand the Educational situation during the time of Independence
Unit-2	Development of Secondary Education in the Post-Independent Period <ul style="list-style-type: none">• Dr. Tara Chand Committee-1948<ul style="list-style-type: none">- Major Recommendations• Secondary Education Commission-1952-53<ul style="list-style-type: none">- Terms and Condition- Aims and Objectives of Secondary Education- Defects of Secondary Education- Recommendations of the Commission- Evaluation of the Recommendations of the Commission	<ul style="list-style-type: none">• Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India• Analyse the National Policy on Education in different tomes
Unit-3	Education Commission-1964-66 <ul style="list-style-type: none">• Reasons for appointing Education Commission• Major Recommendations of Education Commission on:<ul style="list-style-type: none">- National Objectives of Education- National Pattern of Education- National Curriculum- Text Book- Method of Teaching- Teaching Personnel and Teacher Status- Teacher Education - Guidance and Counselling- Examination and Evaluation• Critical assessment and Relevance of the recommendations in Present Education System	<ul style="list-style-type: none">• Accustom with the recent Educational Development in India
Unit-4	National Policies on Education in Post Independent India <ul style="list-style-type: none">• National Policy on Education-1968• National Policy on Education-1986: Recommendations, National System of Education• Review of National Policy of Education<ul style="list-style-type: none">- Ramamurthy Review Committee, 1990- Janardan Reddy Committee Report, 1991• Revised National Policy of Education-1992	
Unit-5	Recent Developments and programmes in Indian Education <ul style="list-style-type: none">• The National Knowledge Commission Report<ul style="list-style-type: none">- Background and Recommendations	


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- Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education - Recommendations
- National Curriculum Framework, 2005
- Government Programmes of Education: SSA, RMSA, RUSA
- Right to Education (RTE)
- Quality Control of Higher Education: NAAC - Its Objectives and Roles

EDU-HC-3026

EDUCATIONAL TECHNOLOGY AND TEACHING METHODS

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

Unit	Contents	Outcomes
Unit:1	Educational technology: <ul style="list-style-type: none"> • Meaning and nature of Educational technology • Components of Educational Technology- Hardware and Software and Systems Approach • Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction 	<ul style="list-style-type: none"> • Make the students understand the objective of educational technology in teaching learning process
Unit:2	Information and Communication Technology in teaching-learning <ul style="list-style-type: none"> • Concept, nature and components of communication technology • Marks of effective classroom communication • Barriers of effective classroom communication • Application of ICT in teaching-learning • Resources of learning- Projected and Non-projected resources, Internet, Elearning, EDUSAT, INFLIBNET and Social media 	<ul style="list-style-type: none"> • Acquaint the students with innovations in the field of education through technology
Unit:3	Models of teaching <ul style="list-style-type: none"> • Concept, nature and characteristics • Inquiry model • Personalized system of instruction • Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning 	<ul style="list-style-type: none"> • Make the students understand about various methods and devices of teaching
Unit:4	Methods and techniques of teaching: <ul style="list-style-type: none"> • Teaching learning process- Meaning and Nature of teaching and learning • Criteria of good teaching • Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method • Teaching techniques- Maxims of teaching, devices of teaching- Narration, Illustration, Questioning 	<ul style="list-style-type: none"> • Acquaint students with levels, effectiveness of teaching and classroom management
Unit:5	Lesson Planning and Micro Teaching <ul style="list-style-type: none"> • Lesson plan -Its meaning and Importance • Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson • Herbartian Steps of Lesson Planning • Criteria of a good lesson plan • Micro teaching- meaning and components 	<ul style="list-style-type: none"> • Make the students understand the strategies of effective teaching as a profession.


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EDU-HC-3036

VALUE AND PEACE EDUCATION

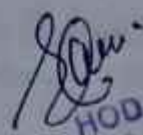
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	Value <ul style="list-style-type: none"> • Concept and characteristics of value. • Sources of values • Impact of globalization on culture and values. • Importance of values in human life 	<ul style="list-style-type: none"> • Understand the concept and meaning of value.
Unit:2	Types of values, their characteristics, functions and educational significance <ul style="list-style-type: none"> • Core values. • Social values • Moral values • Religious and spiritual values. • Aesthetic values. • Personal values 	<ul style="list-style-type: none"> • Become aware about the role of educational institutions in building a value based society.
Unit:3	Value education <ul style="list-style-type: none"> • Concept, characteristics, Objectives and Importance of value education. • Value education at different stages – <ul style="list-style-type: none"> - Primary - Secondary - Higher education. • Role of teacher and family in imparting value education. 	<ul style="list-style-type: none"> • Understand the meaning and concept of peace and its importance in human life.
Unit:4	Peace education <ul style="list-style-type: none"> • Meaning, definition and characteristics of peace. • Importance of peace in human life. • Teacher's role in promoting peace. • Concept, need and characteristics of peace education • Curricular contents of peace education at different levels – Primary, Secondary and Higher Education • Strategies and skills in promoting peace education • Relevance of peace education in national and international context 	<ul style="list-style-type: none"> • Understand the meaning and importance of peace education and its relevance at national and international level.
Unit:5	Challenges of Peace education and Role of Different Organisations <ul style="list-style-type: none"> • Challenges of peace education • Role of national and international organizations for promoting peace education – <ul style="list-style-type: none"> - International Institute for Peace(IIP), - UNESCO, - International Peace Bureau (IBP), - UNO - UNICEF, - Global Peace Foundation(GPF), - Mahatma Gandhi Institute of Education for Peace and Sustainable Development. 	<ul style="list-style-type: none"> • Identify the different issues/ challenges in imparting peace education. • Identify the strategies and skills in promoting peace education at institutional level.


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EDU-HG-3016
GUIDANCE AND COUNSELLING
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	Introduction to Guidance <ul style="list-style-type: none"> • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance 	<ul style="list-style-type: none"> • Help the students to understand the concept, need and importance of Guidance and Counselling
Unit:2	Introduction to Counselling <ul style="list-style-type: none"> • Meaning, objectives and scope of counselling • Need and principles of counselling • Types of counselling : Directive, Non-directive and Eclectic counselling • Relation between Guidance and Counselling 	<ul style="list-style-type: none"> • Enable the students to know the different types and approaches to Guidance and Counselling
Unit:3	Organization of guidance service <ul style="list-style-type: none"> • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counsellor 	<ul style="list-style-type: none"> • Acquaint the students with the organization of guidance service and school guidance clinic
Unit:4	Guidance needs of students <ul style="list-style-type: none"> • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN • School Guidance Clinic 	<ul style="list-style-type: none"> • Enable the learners to understand the challenges faced by the teacher as guidance worker.
Unit:5	School guidance programme <ul style="list-style-type: none"> • Importance of guidance and counselling cells in educational institutions • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counsellor 	


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EDU-SEC- 3014
PUBLIC SPEAKING SKILL
Total Marks-60 (External-30 Internal-30)

Unit	Contents	Outcomes
Unit:1	Public Speaking and Communication Skill <ul style="list-style-type: none"> • Meaning and Importance of Public Speaking • Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation • Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption • Ways of becoming Better Public Speaker • Concept and Nature of Communication • Types of Communication: Verbal and non-Verbal • Barriers of Communication • Ways of Effective Communication 	<p>After completing this course, students will be able to acquire the capacities of public speaking skill.</p>
Unit:2	Personality Development and Motivation as Means for Effective Public Speaking <ul style="list-style-type: none"> • Concept and Nature of Personality • Types of Personality: Extrovert and Introvert • Role of Personality in Effective Communication • Concept of Balanced Personality • Meaning and Nature of Motivation • Ways or means of motivating audience 	

4th SEMESTER (HONOURS)
EDU-HC-4016
GREAT EDUCATIONAL THINKERS
Total Marks: 100 (External: 80 and Internal: 20)


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Unit	Contents	Outcomes
Unit:1	Educational Thoughts of Srimanta Sankardeva <ul style="list-style-type: none"> - Brief Life Sketch and Philosophy of Life - Views of Sankardeva on Education and practices. - Educational system of Satras and Namgharas and their relevance in modern era 	<ul style="list-style-type: none"> • Enable the students to learn the Philosophy of life of different Educational Thinkers and their works. • Enable the students to learn about the views of thinkers in educational context. • Enable the students to learn about relevance of some of their thoughts
Unit:2	Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore <ul style="list-style-type: none"> • Mahatma Gandhi <ul style="list-style-type: none"> - Brief Life Sketch and Philosophy of Life - Views of Gandhiji on Educational Philosophy and practices - Gandhiji's Nai Talim. • Rabindranath Tagore <ul style="list-style-type: none"> - Brief Life Sketch and Philosophy of Life - Views of Tagore on Educational Philosophy and practices - Tagore's Vishvabharati 	

Unit:3	Educational Thoughts of A.P.J. Abdul Kalam - Brief Life Sketch and Philosophy of Life - Views of Kalam on Educational Philosophy and practices - Kalam's Education Model for the 21st Century	at present day context.
Unit:4	Educational Thoughts of Rousseau and Froebel • Jean Jacques Rousseau - Brief Life Sketch and Philosophy of Life - Views of Rousseau on Educational Philosophy and practices - Rousseau's Negative Education • Fredric Wilhelm August Froebel - Brief Life Sketch and Philosophy of Life - Views of Froebel on Educational Philosophy and practices - Froebel's Kindergarten.	
Unit:5	Educational Thoughts of John Dewey and Madam Maria Montessori • John Dewey - Brief Life Sketch and Philosophy of Life - Views of Dewey on Educational Philosophy and practices - Dewey's Concept of Democratic Education • Madam Maria Montessori - Brief Life Sketch and Philosophy of Life - Views of Montessori on Educational Philosophy and practices - Montessori's Children House.	

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

Unit	Contents	Outcomes
Unit:1	Basics of Educational Statistics • Statistics- Meaning, Nature and Functions • Need of statistics in Education • Measures of central tendency and their uses • Mean, Median and Mode from ungrouped and grouped data • Measures of variability –Concept, Types and their uses, merits and demerits • Quartile Deviation, Average Deviation, Standard deviation- (grouped and ungrouped data-short method), Combined SD	• Develop the basic concept of Statistics, • Be acquainted with different statistical procedures used in Education. • Develop the ability to represent educational data through graphs. • Familiarize the students about the Normal Probability Curve and its applications in Education.
Unit:2	Graphical presentations of data • Usefulness of Graphical presentations of data, • Basic principle of constructing a graph, • Different types of graph –histogram, frequency polygon, • Cumulative frequency percentage curve (Ogive), Smoothed graph.	
Unit:3	Co-efficient of Correlation and Percentiles • Coefficient of correlation – Meaning and types, • Computation of, co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result • Calculation of Percentile and Percentile Rank	


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Unit:4	Normal Probability Curve and Its Application <ul style="list-style-type: none"> • Normal Probability Curve: Its Meaning, Properties and Uses • Table of Area under NPC • Applications of Normal Probability Curve • Divergence from Normality: Skewness and Kurtosis 	
Unit:5	Statistical Practical <ul style="list-style-type: none"> • To determine the Mean Median and Mode • Graphical Representation – Frequency Polygon, Histogram and Pie diagram 	

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

Unit	Contents	Outcomes
Unit:1	Social Inequality in Education and Constitutional Safeguards <ul style="list-style-type: none"> • Concept of Social Inequality • Constitutional Provision for Ensuring Equality in Education • Education of Socially Disadvantaged Section: SCs, STs and Minorities, Education of people of Char area of Assam • Education for Backward Children, Child Labour, Street Children and Slum Dwellers • Gender Disparity and Rural-Urban Disparity in Education 	<ul style="list-style-type: none"> • Make the students acquaint with major emerging issues national, state, and local • Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system • Address the various problems and challenges of education in India at all levels.
Unit:2	Liberalization, Privatization and Globalization of Education <ul style="list-style-type: none"> • Liberalization: Concept and its impact on education • Privatization: Concept and its impact on education • Globalization: Concept and its impact on education • Public-private Partnership • Education as investment 	
Unit:3	Issues related to Students <ul style="list-style-type: none"> • Youth Unrest: Concept, Causes and Remedies • Campus Disturbance: Concept, Causes and Remedies • Examination Anxiety: Concept, Causes and Remedies • Issues related to Educated Unemployment. 	
Unit:4	Environmental Education and Population Education <ul style="list-style-type: none"> • Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution • Role of Environmental Education for Sustainable Development • Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection • Population Explosion: Its Causes and Consequences • Population Education for Population Control 	
Unit:5	Multi-Cultural Education and Alternative Education <ul style="list-style-type: none"> • Concept, Objectives and Need of Multi-Cultural Education • Curriculum and Instruction of Multi-Cultural Education • Issues related to Multi-Cultural Education • Concept of Alternative Education and its related Issues • Role of NIOS and Sakshar Bharat Mission in Alternative Education • Role of IGNOU and KKHSOU in Alternative Higher Education • MOOC and its related Issues. 	


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EDU-HG-4016
HISTORY OF EDUCATION IN INDIA
Marks: 100 (External: 80 Internal: 20)

Unit	Contents	Outcomes
Unit:1	<p>Education in British India</p> <ul style="list-style-type: none"> • The Beginning - The Charter Act of 1813 - The Anglicists - Orientalists Controversy - Macaulay's Minute, 1835 - Downward Filtration Theory • Wood Despatch of 1854 - Background of the Despatch - Recommendations - Implementation of the Despatch • Indian Education Commission-1882 - Appointment of Indian Education Commission - Background for appointing the Commission - Major Recommendations - Criticism of the Commission 	<ul style="list-style-type: none"> • Analyse the education system during British Period • Understand the Educational situation during the time of Independence • Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India • Analyse the National Policy on Education in different tomes • Accustom with the recent Educational Development in India
Unit:2	<p>Raise of Nationalism and its impact on Education</p> <ul style="list-style-type: none"> • Initiative of Gopalkrishna Gokhle, Gokhale's Bill for Compulsory Primary Education- 1910-1912 • All India Educational Conference, Wardha, 1937 • Gandhiji's Basic Education –Concept , Philosophy and Salient Features, Criticism of the Basic Education 	
Unit:3	<p>Development of Indian Education: Post Independence I</p> <ul style="list-style-type: none"> • University Education Commission-1948 - Appointment of University Education Commission - Aims of University Education - Recommendations of the Commission - Evaluation of the Recommendations • Secondary Education Commission-1952-53 - Appointment of Secondary Education Commission - Aims and Objectives of Secondary Education - Defects of Secondary Education - Recommendations of the Commission - Evaluation of the Recommendations of the Commission 	
Unit:4	<p>Development of Indian Education: Post Independence- II</p> <ul style="list-style-type: none"> • Education Commission-1964-66 - Major Recommendations and its effects on existing Indian education • National Policy of Education -1986 - Background - Major Recommendations - Impact on Indian Education 	
Unit:5	<p>Recent Developments in Indian Education</p> <ul style="list-style-type: none"> • The National Knowledge Commission's Report - Major recommendation and its implementation • National Curriculum Framework, 2005 • Government Programmes of Education: SSA, RMSA and RUSA • The Right to Education Act, 2009 and its implementation. 	


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EDU-SEC-4014**WRITING BIODATA AND FACING AN INTERVIEW**
Total Marks-60 (External-30 Internal-30)

Unit	Contents	Outcomes
Unit:1	Bio-data <ul style="list-style-type: none"> • Meaning, Purpose and Types of Bio-data • Components of Bio-data • Bio-data: Do's and Donot's • Meaning of Resume and Curriculum Vitae • Differences among Bio-data, Resume and Curriculum Vitae • How to write a Good Academic Bio-data 	After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.
Unit:2	Interview <ul style="list-style-type: none"> • Meaning and objectives of Interview • Different types of Interview: Structured interview, Unstructured interview, Job-related interview • Characteristics of good interview • Importance of interview • Skills of facing interview 	

5th SEMESTER (HONOURS)

EDU-HC-5016

MEASUREMENT AND EVALUATION IN EDUCATION & PRACTICAL

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

Unit	Contents	Outcomes
Unit:1	Measurement and Evaluation in Education <ul style="list-style-type: none"> • Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement • Evaluation -Its meaning, basic principles • Relationship and difference between Measurement and Evaluation • Examination and Evaluation • Formative and Summative evaluation • Role of evaluation in education 	<ul style="list-style-type: none"> • Enable the students to understand the concept of measurement and evaluation in education. • Acquaint the students with the general procedure of test construction and characteristics of a good test. • Develop an understanding of different types of educational tests and their uses. • Acquaint the students about personality test, and aptitude tests.
Unit:2	Test Construction <ul style="list-style-type: none"> • General procedure of Test Construction and Standardization • Item Analysis • Characteristics of a good test • Validity, Reliability, Objectivity and Norms 	
Unit:3	Educational Achievement Test <ul style="list-style-type: none"> • Meaning and objectives of Achievement Test • Difference between Achievement test and Intelligence Test • Construction of Educational Achievement Test 	



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Unit:4	<ul style="list-style-type: none"> • Different types of Educational Achievement Test <p>Personality Test</p> <ul style="list-style-type: none"> • Personality Test- Meaning and Nature • Types of Personality Measurement - Subjective Technique (Personality Inventory or Questionnaire -MMPI) - Objective Technique (Rating Scale) - Projective Technique (Thematic Apperception Test, Ink-Blot-Test) - Situational Technique (Psycho Drama) 	
Unit:5	<p>Laboratory Practical</p> <ul style="list-style-type: none"> • Ink Blot Test • Free Association Test, Control Association Test • Personality Test for Introversion-Extroversion 	

EDU-HC-5026

GUIDANCE AND COUNSELLING


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

Unit	Contents	Outcomes
Unit:1	<p>Introduction to Guidance</p> <ul style="list-style-type: none"> • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance 	<ul style="list-style-type: none"> • Help the students to understand the concept, need and importance of Guidance and Counselling • Enable the students to know the different types and approaches to Guidance and Counselling • Acquaint the students with the organization of guidance service and school guidance clinic • Enable the learners to understand the challenges faced by the teacher as guidance worker.
Unit:2	<p>Introduction to Counselling</p> <ul style="list-style-type: none"> • Meaning, objectives and scope of counselling • Need and principles of counselling • Types of counselling : Directive, Non-directive and Eclectic counselling • Relation between Guidance and Counselling 	
Unit:3	<p>Organization of guidance service</p> <ul style="list-style-type: none"> • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counsellor 	
Unit:4	<p>Guidance needs of students</p> <ul style="list-style-type: none"> • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN 	


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Unit:5	<ul style="list-style-type: none"> • School Guidance Clinic <p>School guidance programme</p> <ul style="list-style-type: none"> • Importance of guidance and counselling cells in educational institutions • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counsellor 	
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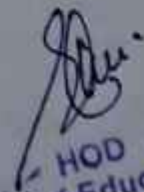
EDU-HE-5026
DEVELOPMENTAL PSYCHOLOGY
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	<p>Introduction to Developmental Psychology</p> <ul style="list-style-type: none"> • Meaning, definition, nature and scope of developmental psychology • Different methods of studying developmental psychology • Hereditary and other factors that affect pre-natal development • Periods of pre-natal development • Characteristics of pre-natal development • Precautionary measures to be taken in pre-natal development 	<ul style="list-style-type: none"> • Enable the students to understand the basic concepts relating to development • Acquaint the students about heredity and environmental factors affecting pre-natal development • Enable the students to understand the development aspects during infancy and childhood
Unit:2	<p>Infancy</p> <ul style="list-style-type: none"> • Characteristics of infancy • Different developmental aspects during infancy - Physical development - Cognitive development - Motor development - Language development - Emotional development • Conditions that affect parental attitude towards the infant • Role of family in the development of infants 	<ul style="list-style-type: none"> • Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.
Unit:3	<p>Childhood</p> <ul style="list-style-type: none"> • Characteristics of childhood • Developmental tasks of childhood - Physical development of early and late childhood - Emotional development of early and late childhood • Influence of family and school in social and personality development in childhood 	
Unit:4	<p>Adolescence</p> <ul style="list-style-type: none"> • Meaning and definition of adolescence • Need and importance of studying adolescence • Characteristics of adolescence • Developmental tasks of adolescent period • Adolescence – age of transition • Physical changes during adolescence • Intellectual development during adolescence 	<p style="text-align: right;"> HOD Deptt. of Education Katahguri College Nagaon (Assam)</p>

Unit:5

Social, Emotional and Personality Development of Adolescence

- Social development during adolescence
- Role of family, school and peers in the development of adolescence
- Emotionality during adolescence
- Personality development during adolescence
- Adjustment problems and juvenile delinquency

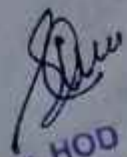

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Unit	Contents	Outcomes
Unit:1	Conceptual Framework and Historical Perspectives of Teacher Education in India <ul style="list-style-type: none"> • Teacher Education-Concept, scope and aims and objectives • Need and Significance of Teacher Education in 21st Century • Types of Teacher Education-Pre-service and In-service • Development of Teacher Education in India • Shifting focus from Teacher Training to Teacher Education 	<ul style="list-style-type: none"> • Explain the Concept, Scope, Aims & Objectives and Significance of teacher education • Acquaint with the development of Teacher Education in India • Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education • Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India • Understand and conceive the qualities, responsibilities and professional ethics of teachers
Unit:2	Teacher Education For Different Levels of Education <ul style="list-style-type: none"> • Preparation of Teachers for Pre-Primary Level of education • Preparation of Teachers for Primary Level of education • Preparation of Teachers for Secondary Level of education • Preparation of Teachers for Higher Level of education 	
Unit:3	Structure and Organisations of Teacher Education in India <ul style="list-style-type: none"> • Basic Training Centre (BTC) • District Institute for Education and Training (DIET) • State Council for Educational Research and Training (SCERT) • National Council for Educational Research and Training (NCERT) • National Council for Teacher Education (NCTE) • National University of Educational Training and Administration (NUEPA) • Regional Colleges of Education 	
Unit:4	Status of Teacher Education in India: Trends, Issues and Challenges <ul style="list-style-type: none"> • Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST) • National Curriculum Framework for Teacher Education (NCFTE), 2009 • NCTE Regulations, 2014 • Present problems of Teacher Education in India and their solution • Quality Assurance in Teacher Education and its challenges 	
Unit:5	Quality, Responsibility and Professional Ethics of Teachers <ul style="list-style-type: none"> • Qualities and responsibilities of a teacher • Teacher as a Facilitator, Counsellor and Practitioner-Researcher • Role expectations of Teachers in twenty first century • Professional ethics and accountability of teachers 	


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6 th SEMESTER (HONOURS)
EDU-HC-6016
EDUCATION AND DEVELOPMENT
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	<p>Basic Concepts of Education and Development</p> <ul style="list-style-type: none"> • Indicators of educational development • Role of education in national development • Growth and development of education in India in the post globalization era • Concept of modernization- Role of education in modernization 	<ul style="list-style-type: none"> • Relation between education and development • Educational development in the post globalization era • Role of education in community development
Unit:2	<p>Education and Community Development</p> <ul style="list-style-type: none"> • Community: Meaning, Definition, Nature. • Relationship between School and Community. • Role of Teachers in Community Development. • Participation of Community people in Educational Institutions. • Role of Education in Community Development. • Problems of Educational Institutions in Community Development. 	<ul style="list-style-type: none"> • Education for human resource development • Economic and political awareness through education
Unit:3	<p>Education and Human Resource Development</p> <ul style="list-style-type: none"> • Human Resource Development: Meaning, Definition and Characteristics. • Objectives and Need of Human Resource Development. • Factors of Human Resource Development. • Role of education in Human Resource Development. • Organisations of Human Resource Development: MHRD, UGC, NCERT, CBSE. 	
Unit:4	<p>Education and Economic Development</p> <ul style="list-style-type: none"> • Meaning of Economic Development and National Development. • Relationship between education and Economics. • Impact of Economics on Education. • Role of Education in Economic Development. • Education as an Investment. 	
Unit:5	<p>Education and Developing Political Awareness</p> <ul style="list-style-type: none"> • Education and democracy • Role of education in creating political awareness • Politics among the student • Importance of students unions 	


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Contents	Outcomes
<p>Guideline: Each student is required to complete anyone project related to any area of the syllabus to be evaluated by Internal and External Examiners jointly through viva-voce test.</p> <p>work will be completed according to following heads:</p> <ul style="list-style-type: none"> • Title of the Project • Introduction • Importance of the Study • Objectives of the Study • Review of related literature (if any) • Methods and Procedure • Data Analysis and Discussion • Conclusion 	<ul style="list-style-type: none"> • Explain the process of conducting a Project. • Prepare a Project Report.

Internal Assessment (20 Marks):

Home Assignment/Group Discussion related to Project: 10 Marks

Library Works: 6 Marks

Attendance: 4 Marks

External Assessment (80 Marks):

Project Report: 60 Marks

Viva Voce: 20 Marks



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EDU-HE-6016
MENTAL HEALTH AND HYGIENE
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	Fundamentals of Mental Health <ul style="list-style-type: none"> • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health • Characteristics of a mentally healthy person • History of development of Mental Health 	<ul style="list-style-type: none"> • Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person. • Understand the concept and importance of mental hygiene and its relationship with mental health. • Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health. • Learn the meaning and problem of adjustment and also the different adjustment mechanisms. • Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.
Unit:2	Mental Hygiene – Meaning and Definitions <ul style="list-style-type: none"> • Mental Hygiene – Meaning and Definitions • Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental hygiene • Relationship between Mental health and hygiene 	
Unit:3	Education and Mental Health <ul style="list-style-type: none"> • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Mental Health of Students -Role of Home -Role of School -Role of Society • Mental Health of Teachers 	
Unit:4	Preservation of Mental Health and Hygiene <ul style="list-style-type: none"> • Positive Psychology – Meaning and Nature • Importance of Positive Psychology • Contribution of WHO on Mental Health • Stress management • Mental Health Care Act, 2017 	
Unit:5	Mental Health and Yoga <ul style="list-style-type: none"> • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health 	


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EDU-HE-6046
WOMEN AND SOCIETY
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	<p>Status and role of women</p> <ul style="list-style-type: none"> • Women in ancient and medieval India • Changing role of Women in India • Women's health and related issues • Role of women in family , school and society • Women's role in social and environmental movement 	<ul style="list-style-type: none"> • Know the changing role of women in India • Understand gender discrimination in Indian society • Make the students understand the constitutional provisions for women and their rights.
Unit:2	<p>Constitutional provisions and Rights of women</p> <ul style="list-style-type: none"> • Constitutional Provision for equality of Women (Educational and Legal Provisions) • National Policy on Education (1986) on women education • National Council for Women Education • Property Right • National Policy for Empowerment of Women, 2001 	<ul style="list-style-type: none"> • Make the students understand women empowerment • Develop an awareness and sensitivity towards women
Unit:3	<p>Gender inequalities in School and society</p> <ul style="list-style-type: none"> • Family attitude • Gender bias in Textbook • Curricular Choices • Teachers' attitude • Classroom Interaction • Peer Culture • Gender inequality in workplace 	
Unit:4	<p>Women Empowerment</p> <ul style="list-style-type: none"> • Concept of women empowerment, importance • Types of women empowerment- Economic, political, Educational , legal • Women entrepreneurship • Barriers of women empowerment • Role of education in women empowerment 	
Unit:5	<p>The new roles of men and women and its Implications</p> <ul style="list-style-type: none"> • Changes in family patterns • Gender roles in transition • New gender roles • Factor influencing gender role • Women as peace builder • Gender sensitivity- new gender roles and its implications for family and society 	


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COURSE OUTCOME
Undergraduate: B.A (Regular)
CBCS Course

Semester: 1st Semester
 Name of the Paper: Foundation of Education
 Paper Code: EDU-RC-1016

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

Unit No. & Contents	Outcomes
Unit-1 Concept of Education Unit-2 Philosophy and Education Unit-3 Psychology and Education Unit-4 Education for National Integration and International understanding. Unit-5 Sociology and Education	After completion of this course the learner will be able to <ul style="list-style-type: none"> • Acquaint with the principles of education • Gain knowledge about different various Forms and Aims of Education • Understand the concept and importance of Discipline and Freedom. • Acquire knowledge about the concept of Emotional and National Integration and • International Understanding.

Undergraduate: B.A (Regular)
CBCS Course

Semester: 2nd Semester
 Name of the Paper: Psychology of Adolescents
 Paper Code: EDU-RC-2016

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

Unit No. & Contents	Outcomes
Unit-1 Introduction to adolescent psychology Unit-2 Physical and mental development Unit-3 Social development Unit-5 Delinquency	After completion of this course the learner will be able to: <ul style="list-style-type: none"> • Enable the students to understand the period of adolescence • Enable the students to understand the significance of the adolescence period in human life • Enable the students to know about various problems associated with this stage • Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.


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Undergraduate: B.A (Regular)

CBCS Course

Semester: 3rd Semester

Name of the Paper: Guidance and Counseling

Paper Code: EDU-RC-3016

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

Unit No. & Contents	Outcomes
Unit-1 Introduction to Guidance Unit-2 Introduction to Counselling Unit-3 Organization of guidance service Unit-4 Guidance needs of students	After completion of this course the learner will be able to: • Help the students to understand the concept, need and importance of Guidance and Counseling • Enable the students to know the different types and approaches to Guidance and Counseling • Acquaint the students with the organization of guidance service and school guidance clinic • Enable the learners to understand the challenges faced by the teacher as guidance worker.

Undergraduate: B.A (Regular)

CBCS Course

Semester: 3rd Semester

Name of the Paper: Public Speaking Skill

Paper Code: SEC-3014

Total Marks-100 (Theory-50, Practical-50)

Credit-4

Unit No. & Contents	Outcomes
Unit-1 Public Speaking and Communication Skill Unit-2 Personality Development and Motivation as Means for Effective Public b. Practical (2 Credits) Students shall prepare a write-up based on topic selected for speech.	After completing this course, students will be able to acquire the capacities of public speaking skill.

Undergraduate: B.A (Regular)


CBCS Course

Semester: 4th Semester

Name of the Paper: History of Education in India

Paper Code: EDU-RC-4016

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


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Unit No. & Contents	Outcomes
Unit-1 Education in British India Unit-2 Raise of Nationalism and its impact on Education Unit-3 Development of Indian Education: Post Independence I Unit-4 Development of Indian Education: Post Independence- II Unit -5 Recent Developments in Indian Education	After completion of this course the learner will be able to: • Analyse the education system during British Period • Understand the Educational situation during the time of Independence • Explain the recommendations and educational importance of different Education • Commission and Committees in post Independent India • Analyse the National Policy on Education in different times • Accustom with the recent Educational Development in India.

Undergraduate: B.A (Regular)

CBCS Course

Semester: 4th Semester

Name of the Paper: Writing Bio-data and Facing an Interview

Paper Code: EDU-SEC-4014

Total Marks-100 (Theory-50, Practical-50)

Unit No. & Contents	Outcomes
Unit-1 Bio-data Unit-2 Interview • Meaning and objectives of Interview • Different types of Interview: Structured interview, Unstructured interview, Job-related interview • Characteristics of good interview • Importance of interview • Skills of facing interview b. Practical (2 credits): Students shall write a bio-data to face interview.	After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.

Undergraduate: B.A (Regular)

CBCS Course

Semester: 5th Semester


Name of the Paper: Developmental Psychology

Paper Code: EDU-DSE-5026

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

Credit-6

Unit No. & Contents	Outcomes
Unit-1 Introduction to Developmental Psychology Unit-2 Infancy Unit-3 Childhood Unit-4 Adolescence Unit-5 Social, Emotional and Personality Development of Adolescence	After completion of this course the learner will be able to: • Enable the students to understand the basic concepts relating to development • Acquaint the students about heredity and environmental factors affecting pre-natal development • Enable the students to understand the development aspects during infancy and childhood • Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.


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Undergraduate: B.A (Regular)

CBCS Course

Semester: 5th Semester

Name of the Paper: Distance Education

Paper Code: EDU-RG-5016

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

Credit-6

Unit No. & Contents	Outcomes
Unit-1 Distance Education Unit-2 Development of Distance Education in India Unit-3 Distinction among Conventional, Correspondence and Distance education Unit-4 Methodologies in Distance education Unit-5 Programmes of distance education with special reference to-	After completion of this course the learner will be able to: • Enable the students to understand the concept of distance education and its growth in India and Assam. • Acquaint the students with the growing need and importance of distance education • Acquaint the students with the different forms and methodologies applied in distance education • Enable the students to understand different programmes of distance education • Acquaint the students with different instructional strategies of distance education

Undergraduate: B.A (Regular)

CBCS Course


Semester: 5th Semester

Name of the Paper: Extension Activities

Paper Code: EDU-SEC-5014

Total Marks-100 (Theory-50 Practical-50)

Unit No. & Contents	Outcomes
Unit-1 Extension Activities Unit-2 Extension Methods and Swachha Bharat Mission Extension Methods with particular reference to – Home visit, Group Discussion, Exhibition, Campaigning Swachha Bharat Mission- Its objectives and components	After completing this course, students will be able to do extension activities.


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Nagaon (Assam)

Undergraduate: B.A (Regular)
CBCS Course

Semester: 6th Semester

Name of the Paper: Mental Health and Hygiene

Paper Code: EDU-DSE-6016

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

Unit No. & Contents	Outcomes
Unit-1 Fundamentals of Mental Health Unit-2 Mental Hygiene – Meaning and Definitions Unit-3 Education and Mental Health Unit-4 Preservation of Mental Health and Hygiene Unit-5 Mental Health and Yoga	After completion of this course the learner will be able to: <ul style="list-style-type: none">• Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.• Understand the concept and importance of mental hygiene and its relationship with mental health.• Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.• Learn the meaning and problem of adjustment and also the different adjustment mechanisms.• Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

Undergraduate: B.A (Regular)
CBCS Course

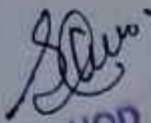
Semester: 6th Semester

Name of the Paper: Mental Health and Hygiene

Paper Code: EDU-RG-6016

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

Unit No. & Contents	Outcomes
Unit-1 Fundamentals of Mental Health Unit-2 Mental Hygiene – Meaning and Definitions Unit-3 Education and Mental Health Unit-4 Preservation of Mental Health and Hygiene Unit-5 Mental Health and Yoga	Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person. <ul style="list-style-type: none">• Understand the concept and importance of mental hygiene and its relationship with mental health.• Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.• Learn the meaning and problem of adjustment and also the different adjustment mechanisms.• Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.


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Nagarn (Assam)

Undergraduate: B.A (Regular)

CBCS Course


Semester: 6th Semester

Name of the Paper: Developing Teaching Skill

Paper Code: EDU-SEC-6014

Total Marks-100 (Theory -50, Practical-50)

Unit No. & Contents	Outcomes
Unit-1 Teaching Skill Unit-2 Concept and Preparation of Lesson Plan/td>	After completing this course, students will be able to develop understanding about different teaching skills which are used in classroom transaction.


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**PROGRAMME OUTCOME,
PROGRAMME SPECIFIC OUTCOME
& COURSE OUTCOME**



**DEPARTMENT OF ASSAMESE
KATAHGURI COLLEGE,
NAGAON::ASSAM**



Katahguri College
Department of Assamese
Program Outcome

1. অসমীয়া বিভাগে অসমীয়া ভাষা-সাহিত্যৰ চহকী আৰু বৈচিত্ৰ্যপূৰ্ণ সম্ভাৰ আৰু পৰম্পৰাৰ লগতে ৰাজ্যৰ সংস্কৃতি আৰু লোককথাক ছাত্ৰ-ছাত্ৰীৰ মাজত উন্মোচন কৰিবলৈ চেষ্টা কৰে।
2. ছাত্ৰ-ছাত্ৰীসকলে অসমীয়া ভাষা-সাহিত্য আৰু ইয়াৰ উৎপত্তি আৰু বিকাশৰ জ্ঞান লাভ কৰিব পাৰে।
3. ছাত্ৰ-ছাত্ৰীসকলে পাঠ্যক্ৰমৰ জৰিয়তে নিজৰ লিখন আৰু কথন দক্ষতা বৃদ্ধি কৰিব পাৰে।
4. তুলনামূলক অধ্যয়নৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে বিশ্ব সাহিত্যৰ জ্ঞান লাভ কৰিব পাৰে।
5. ছাত্ৰ-ছাত্ৰীসকলে অসমীয়া ভাষা, সাহিত্য-সংস্কৃতি আৰু বৰ্তমান সময়ত ইয়াৰ গুৰুত্ব আৰু প্ৰভাৱ কৰিব পাৰে।

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Katahguri College
Tuktuki, Nagaon (Assam)
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Undergraduate: B.A Regular
CBCS Course
Semester: 1st
Paper Name: Yogayugmulok Asomiya
Paper Code - ASM-AE-1014
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.1st Semester (General)	ASM-AE-1014	I: Kothongoto Dokhyta	Bhasa Gyan, Joty Gyan, Uchcharan	<i>Al pathyar joriyote satra satri sokole Asomiya bhasha jugajugor madhyam hisape byaboher koriboloi proujoniya kothon aru lekhon dokhata arjonor Tattik aru prayugik gyan lav koribo</i>
		II: Kormakhetrar Asomiya	Abedon, Bigyapon, Nibida lekhon dokhyta	
		III: Samajik madhyam aru asomiya bhasa	Internet, Face book, Tuitur	
		IV: Computer aru Asomiya bhasa	Asomiya mudran, Asomiya bhasar softwearor byaboher	

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Tukhri Nagaon (Assam)
Date.....

Undergraduate : B.A Regular
CBCS Course
Semester : 1st
Paper Name : Yogayugmulok Asomiya
Paper Code - ASM-AE-1014
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.1st Semester (General)	ASM-AE-1014	I: Kothongoto Dokhyta	Bhasa Gyan, Joty Gyan, Uchcharan	<i>Al pathyar joriyote satra satri sakale Asomiya bhasha jugajugor madhyam hisape byaboher koriboloi proujoniya kothon aru lekhan dokhata arjonor Tttik aru prayugik gyan lav koribo</i>
		II: Kormakhetrar Asomiya	Abedon, Bigyapon, Nibida lekhan dokhyta	
		III: Samajik madhyam aru asomiya bhasa ;	Internet, Face book, Tuitter	
		IV: Computer aru Asomiya bhasa	Asomiya mudran, Asomiya bhasar softwearor byabohar	

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Date.....

Undergraduate : B.A Honours

CBCS Course


Semester : 1st

Paper Name : Asomiya Sahityar Buronji (Choryapodo—Sankari jug)/

Asomiya Sahityar Buronji (Uttar-Sankari jog-Arunodoi jug)

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.1st Semester (Honours)	ASM-HC-1016	Unit -1 : Asomiya Sahityar Yug Bivag	Debendra Nath Bezbarua, Hemchandra Goswami, Banikanta Kakoti, Moheswar Neog, Satendranath Sarma krit Asomiya Sahityar Yogbivajan	Ai pathyar joriate satra satri sokole Asomiya sahityar yug bivajon somporkot ponditsokolor mota mot, umoihotiya sahityar dharona aru eyar gurutwapurno nidorson, praksankari aru sankari yugor pradhan sahiryiksokolor rochonar boisistya somporke janibo paribo.
		Unit – II : Aromvoni Kalor Asomiya Sahitya	Umoihotiya Sahitya : Sarjyapod, Dakor Boson, Shri Krisna Kirton aru Sunya Puran	
		Unit –III : Praksangkari Yog :	Potovumi, Sadharan Boisista, kobisakal aru teulokor sahityaraji (Madhab Kondoli, Hemsaraswati, Horibor Bipra	
		Unit – IV : Sangkari Yog	Potovumi, Sadharan Boisista, Boisnab aru Pasali (Sangkardev, Mdhabdev, Bhattadev, Durgabor, Sukobi Narayandev) kobisakal aru teulokor sahityakriti	
	ASM-HC-1026	Unit –I : Uttar-Sangkari Yog (Saptados aru Astadosh sotika):	Oitahasik aru sahityik potovumi aru boisista	Ai Pathyar Joriyate satra satri sokolok Uttar Sankari yugo, Prak Arunodoi, Aronudo i yugor potovumi gyan lavor loge loge sei somoysuwar gurutwapurno sahityikor rochonar hoite porichit hobo
		Unit –II : Uttar Sangkari yugor Sahitya :	: Chorit Sahitya, Byaboharik sahitya aru buronji sahitya	
		Unit – III : Prak – Aronudoy aru Aronudoy yogo (unabingso sotika):	Oitihashik aru Sahityik Potovumi aru Boisista	
		Unit –IV : Prak-Aronudoy aru Aronudoy yugor Sahitya :	Moniram Dewan, Kashinath Tamuli Phukon aru Bisweswar Boïdydhip, Nathan Brown, Anandaram Dhekiyal Phukon, Hemchandra Barua Sahityakriti	

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Undergraduate : B.A (Regular/Honours)
CBCS Course
Semester : 2nd
Paper Name : Bhashabigyan Porichoy/Sahitya Somaluchona

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.2nd Semester (Honours)	ASM-HC-2016	Unit –I : Bhasabigyanor Sadharon Porichoy :	Bhasabigyanor songya, bhasabigyanor logot bhasatatta aru byakoronor samparko	<i>Ai pathyar joriyate satra satriye bhasha bigyanor adharat bhasha bishlesonar bivinna sakha, stor aru dhoronor logote bhasha adhyantar etihashor soite porichito habo.</i>
		Unit –II : Bhasabigyanor sakha- prosakha :	Bornanamulok Bhasabigyan, Tulonamulok Bhasabigyan, Birudhmulok Bhasabigyan, Somaj Bhasabigyan, Monu Bhasabigyan, Upobhasabigyan	
		Unit – III : Bhasabigyanor Adhyantor Stor :	Dhwanitatta, Rupotatta, Sobdarthatatta, Bakyatatta	
		Unit – IV : Bhasa Samporkiya chinta-charcha aru adhayanor Itihas :	Paniniya dhara, Greek dhara	
B.A.2nd Semester (Honours)	ASM-HC-2026	Unit – I : Ros, Dhwani, Gun, Reeti :	Songa aru Swarup	<i>Air pathyai Prachya aru Paschaty sahityatottwar ketbur chorchito dish notunkoi chuwat satra satrisokolok sohay koribo.</i>
		Unit – II :	Kabitat kolpanar sthan, Chitrakolpobad, Protikbad	
		Unit – III :	Trejedi, Abchard aru brokhteeya natya dhara	
		Unit – IV : Chutigalpa aru Uponyas :	Rup - Boichitra	

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Undergraduate : B.A (Regular/Honours)
CBCS Course
Semester : 3rd
Paper Name : Prachin Asomiya Sahitya/Asomiya Sahitya-Probesh

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.3 rd Semester (General)	ASM-CC-3016	Unit – I : Geet – Pod : Sangkardev : Sukabi Narayan Dev :	Joy Joy Yadaw (Borgeet) O Ki Beula Jago O (Pachali Geet)	<i>Ai Pathyar joriyate satra satrisokol prachin asomiya sahityar Geet-Pod, Kabya, Nat aru Katha Sahityar bishaye awagoto hobo paribo'</i>
		Unit – II : Kabya : Haribor Bipra : Ananta Kondoli :	Bobrubahanor Judha Kumar Horon	
		Unit – III : Natak : Madhab :	Arjun Vanjan	
		Unit – IV : Kotha- Sahitya : Boikunthanath Bhattacharya : Roghunath Mahanta :	Arjunor Sonkhya Yog (Srhimodbhagowatgeetar Asomiya Anubador Pratham Adhay) Ramar Bon-Gaman	
B.A.3 rd Semester (Honours)	ASM-HC-3016	Unit – I : Sadhukotha, Kabita, aru Galpa :	Lakhminath Bezbarua (Songrahok): Chompawotir Sadhu Debokanta Barua : Lachit Borphukon Hem Barua : Momotar Chithi Nabakanta Barua : Ata Premor Podyo Hiren Bhattacharjya : Sor Sandhan Soyod Abdul Malik : Dukhon Bhori Mohim Bora : Tup	Asomiya sahityar ane kisushongkhyak srijonimulok lekha eyat sonnibisto kora hoise, ji sahityar rosaswadonor bat satra satrisokolor babe mukoli koribo.
		Unit – II : Probondho aru Somaluchona	Sotyanath Bora : Jeebonor Amiya Benudhar Sarma : Mokora Peskar Hiren Gohain : Manuh Sangkardev	
		Unit – III : Atmojeevani, jeewni aru Uponyas	Bhabendra Nath Saikia : Jeewan Britta (Protham Adhyay) Krishnakanta Handiq (Abdus Sattar Pronit Grantha): Vyaktigot Puthivoral	

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Date

			Homen Borgohain : Saudor PutekeNau Meli Jay (Dwitiyo Adhyay)	
		Unit – IV : Bhraman Sahitya aru Byaktigot Rosona	Birinchi Kumar Barua : Kotha Sohoki Markin Dekar Songosukh Hem Barua : Mekon Noi Dekhilu (Prothom Adhyay) Devabrat Das : Asa aru Santnar Kotha	

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Undergraduate : B.A (Regular/Honours)
CBCS Course
Semester : 3rd
Paper Name : Asomiya Kabitar Chaneki / Asomor Sangskriti
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes	
B.A.3 rd Semester (Honours)	ASM- HC- 3026	Unit – I : Madhab Kondoli : Durgabor :	Chitrakutor Chitra (Ramayanar Pora) Maya Ayudhyar sristri aru chitrawali choturdosir mMut Khela	<i>Ai pathyai Praksankari, Sankari, Romonyashik aru adhunik kabya/kobitar solte satra-satrisokolak porichit korab.</i>	
		Unit – II : Sangkardev : Ram Sarswati :	Sorot Bornona (Dosomskondh vagowator pora) Droupodir Bilap		
		Unit –III : Chandrakumar Agorwala : Raghunath Choudary : Debakanta Barua :	Prokity Antim Jyoti Monuroma		
		Unit – IV: Nabakanta Barua : Ajit Barua : Neelomoni Phukon :	Polosh Aji Akou Mejangkorir Angachula Pindhi Brahmaputrat Shurjyasta		
	ASM- HC- 3036	Unit – I :	Songskrityr Songya aru Swarup aru Brihottor Asomiya Jati Gothan Prokriya		<i>Ai pathyar Joriate Asomor sonskritir Lukachar, Dharmiya Porompورا, Utsav-Parvan, Poribeshya kola, Stapoty- Vaskarja-Chitrakolar gyan lovar logote brihottar asomiya jati gothon prokriyar avash pabo.</i>
		Unit – II : Samajik Lukachar, Darimiya Porompورا aru Utsov- Parvon :	(Lukachar : Janma, Mritu aru Bibahor Logot Jorito Dharmiya Porompara: Soibo,Sakta aru Boisnob;Utsav Parvon:Krisir logot jorit)		
		Unit – III :	Asomiya Poribesya Kola aru Poromporagoto Khel- Dhemali		
		Unit – IV :	Sthapotya, Bhaskorjy aru Chiyrakola		

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Date.....

Undergraduate : B.A (Regular/Honours)
CBCS Course
Semester :3rd
Paper Name :Byaboharik Asomiya/Asomiya Natok aru Monsokola
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.3 rd Semester (Skill)	ASM- SE- 3014	Unit – I : Arhi Path :	Podhoti aru Kousol	<i>Asomiya bisoyar gyanere akugoraki satra satrir porobarti jibonor brittirupe grohon koribo pora bishes bisoyar prathomik aru prayugrik gyan ai pathyat thakibo</i>
		Unit – II :	Sopa aru Boldyutin Madhyamor babe Bigyapon Lekhon, Ingraji Hindi Bigyaponor Asomiya Anubad	
		Unit – III : Anubad :	Sangbad, Probondho, Sakhyatkar	
		Unit – IV : Chitra Natya Nirman :	Sahityar Chitryayan	
B.A.3 rd (General)	ASM- RE- 3016	Unit – I : Poromporagot Asomiya Moncha aru Natyareeti :	Lukonatya aru iear poribeshon- Putola Nach, Ujapali, Kushan Gaan, Bhauna(Lukoa natya manr ki, lukojiwanor soite lukonatyar samporko, lukonatyar bisoybostu, Uposthapon koushol, Moncha aru Avinoy- Aaharya, Sattik,Bachik, Angik)	Ai pathyar joriate Lukonatya, Procheniyam, Bicolpo Manchar swarup somporke awagoto huwar logote Moncho aru Avinoyr anusongik dishsamuhor gyanu lav koribo
		Unit – II : Samajik Lukachar, Darmiya Porompora aru Utsov- Parvon :	Aomor Procheniyam moncha aru iyar itihis (Aromvonir pora 1947 loike)	
		Unit – III : : Adhunik Asomiya Natakor Poribeson	Adhunik Asomiya Natokor Poribeshon Monchasojsa, Sajsojsa aru Angosojsa, Alukpat, Awohsangit, Avinoy.	
		Unit – IV : : Asomor Bicolpa Moncha aru Poriweson :	Asomor bicolpo Moncha aru Poribeshon Bator Nat, Anatar Nat	

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Undergraduate : B.A (Regular/Honours)

CBCS Course

Semester :3rd

Paper Name :Byaboharik Asomiya/Asomiya Natok aru Monsokola

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.4 th Semester (Honours)	ASM- HC- 4016	Unit – I : Tulonamulok Sahityar Porichay	Songya, Utsov aru Bikash, Adhyayan Khetra, bivinna sakha (School) Adhyanar Tatprjya, Sehotiya dhara	<i>Ai pathyar joriyate Adhunik asomiya sahityar bocha-bocha kobita, chutigalpo, probondh aru natokar soite satra sattrir antorongota sthaponor dishot gurutwa diya hoise.</i>
		Unit – II : Tulonamulok Bharatiya Sahityar Porichy	Bharatiya dharana aru itihash, Tulonamulok Bharatiya Sahityar vittir aru bikash, Adhyayan Khetra aru Prasongikota	
		Unit – III : Chutigalpa :	Avagir swarga : Saratchandra Chattupodhyay Wapchi : Usha Priyamboda Gadhi : Besgahalli Rama	
		Unit – IV : Uponyas	Nirmola : Munshi Premchand Pother Pachali : Bibhutivushan Bondupodhyay	
B.A. 4 th Semester (Honours)	ASM- HC- 4026	Unit – I : Tulonamulok Sahityar Porichay	Songya, Utsov aru Bikash, Adhyayan Khetra, bivinna sakha (School) Adhyanar Tatprjya, Sehotiya dhara	<i>Air pathyor joriyote Sonkskrit, Prakrit, Bangla, Uriya adi Arjyabhashar soite asomiya bhashar somporko nirupon koribo pora hobo. Seidore asomiya bhashat Tai-ahom, Boro, Rabha, Kachi etyadi Arjyo-vinna bhashar provab aru upadanor bisoye eyat aluchona kora hobo.</i>
		Unit – II : Tulonamulok Bharatiya Sahityar Porichy	Bharatiya dharana aru itihash, Tulonamulok Bharatiya Sahityar vittir aru bikash, Adhyayan Khetra aru Prasongikota	
		Unit – III : Chutigalpa :	Avagir swarga : Saratchandra Chattupodhyay Wapchi : Usha Priyamboda Gadhi : Besgahalli Rama	
		Unit – IV : Uponyas	Nirmola : Munshi Premchand Pother Pachali : Bibhutivushan Bondupodhyay	

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Tuktuki, Nagaon (Assam)
Date.....

Undergraduate : B.A (Regular/Honours)

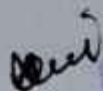
CBCS Course

Semester : 4th

Paper Name : Asomiya Godya Sahitya

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.4 th Semester (Honours)	ASM- HC- 4036	Unit -I :	Sangkardevor "Rukminihoron" Nator Antorgoto Rukminir Prempotra Madhavdevor "Arjun Bhanjan" Nator Antorgoto Nada- Yshudar Koloh Borkoroti Puthir Bayukoroti Montra	<i>Satra satrir monot asomiya godya sahityar somporke spasto dharona gorhi tulibor babe Sankardevor nator godyar pora buronjir godyaloike path eyat sonnibista kora hoise.</i>
		Unit II :	Arjunor Bishad Yug Guru- Sewa Mahatmya Ramar Bon Gomon	
		Unit - III :	Guru-Shichyar Monikanchan Sangyug	
		Unit - IV :	Asomor Ronudyam Hatir Lokhyon Soptodosh shotikar Samdhora Goror Ronjoyar Silor Foli Bodon Chandra Borphukonoloi Chandrakanta Sinho Sorgodeur Guponoya Potro	


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Tuktuki, Nagaon (Assam)
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Undergraduate : B.A (Regular/Honours)

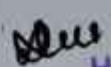
CBCS Course

Semester : 4th

Paper Name : Adhunik Asomiya Sahitya/Adhunik Asomiya Geeti Sahitya

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.4 th Semester (General)	ASM- CC- 4016	Unit - I	Hiren Gohain : Subhayatrat Nihotojanar Kobita Nirmal Prava Bordoiloi : Mormantik Ram Gogoi : Pother	<i>Ai pathyar joriyote Adhunik asomiya sahityar bocha bocha Kobita, Chutigolpo, Probandha aru Natakor soite satra satrir antorangata sthaponor dishot gurutwa diya hoise.</i>
		Unit --	Sourav Kumar Choliha :Beena Kutir Bhabendranath Saikia:Banoprastha Arupa Patangiya Kolita : Deupaharor Bhignistupot	
		Unit -- III	Benudhar Sarma : Moniram Dewanor Fasi Dimbeswar Neog :Bonghusa-Bonoriya Geet	
		Unit -- IV	Jyotiprashad Agowala: Lobhita	
B.A.4 th Semester (General)	ASM- HG- 4016	Unit -I :	Asomiya Adhunik Geeti Sahityar Itihas	<i>Air pathyar joriyote Adhunik asomiya giti sahityar bivinna porbor jugomiya geetor soite satra satrir porichoy aru antorongota sthapon korar kotha chinta kora hoise.</i>
		Unit -II :	Hera Amar Janmabhumi Lakhminath Bezbarua : Mur Gaanot Jwale Shata Yugor Koto Abhiman Jyotiprashad Agorwala : Puju Aha Aai Matri Parvotiprashad Barua : O Asomiya Deka Dol Bishnuprashad Rabha :	
		Unit - III :	Niyorore Ful Apah Fulil He Dula Nabakanta Barua: Hoyera Jetuki Bhupen Hazarika : Kauri Pore Rudra Barua : Keshab Mahanta:	


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Undergraduate : B.A (Regular/Honours)
CBCS Course
Semester : 4th
Paper Name : Srijonimulok Sahitya
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.4 th Semester (General)	ASM- SEC- 4014	Unit – I :	Kolponar Songya aru Porishar Kolponar Korshan Srijonimulok Sahitya Rachanar Proujoniya Jugyata	<i>Al pathyar joriyote Kobita aru Golpo likhar prathomik aru byaboharik gyan prodhan kora hobo.</i>
		Unit – II : Adhunik Kabitat:	Sangya aru Boisisto Adhunik Kabitar Potobhumi Adhunik Kabitar Bhasa	
		Unit – III :	Galpar Bij Rupon Galpa Rochonar Babe Khetra Adhayan Golpor Nirman	
		Unit – IV :	Kabita aru Galpor Arhi Prostutkoron	

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Undergraduate : B.A (Regular/Honours)

CBCS Course

Semester : 5th

Paper Name : Asomiya Natok aru Poribeshon soili/Asomiya Byakoron

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5 th Semester (Honours)	ASM- HC- 5016	Unit – I Asomiya Natokor Chamu Itihas	Lukonatya; Angkiya Nat aru Jhumura Uttar Swadhinota Yugor Natok (Mohakabya Natok, Abshard Natok, Lukokolar Samal Antarbhukto Natok) Asomiya Natokor Poriveshon Soilir Itihas : Bivinna Dharanar Moncha (Poriveshonor Sthan), Drishya Sajja, Monchasoja Natokor Aaharjya, Abhinoy Soili Adir Swarup aru Bikash	<i>Ai pathyar joriyote satra satisokole asomiya natokor etihashar bishoye awagato huwar lagote protinidhittamulok natok bishesor poribeshon soilir bisoyeu janibo paribo.</i>
		Unit – II : Angkiya Nat aru Poriveshan	Rukmini Horon : Sangkardev (Angkiya Nator Aaharjy, Mukhya, Gayan-Bayan Samparke Bisheshkoi Janibo Lagibo)	
		Unit – III : Prak Swadhinota Yugor Asomiya Natok aru Poriveshon	Neelambor : Prosonnalal Choudhuri (Manchasoja, Aaluksompat, Abhinoyreeti Somporme Bisheshkoi Janibo Lagibo)	
		Unit – IV : Uttar- Swadhinota Yugor Asomiya Natok aru Poriveshon	Arun Sarma : Aahar Koruna Deka : Urukha (Monchareeti, Abhinoyreeti, Uposthapon Soili Samporme Bisheshkoi Janibo Lagibo	
B.A.5 th Semester (Honours)	ASM- HC- 5026	Unit – I : Asomoya Byakoronor Itihas, Byakoronor Srenibivag, Byakoronor Upadan;	Dhwani, Rup, Sabda aru Bakya	Air pathyat Uchcha byakoronor riti anujayi bhashar boiyakoronik bisleson kora hobo
		Unit – II : Asomiya Bhasar Dhwani tatta : Abibhajya Dhwani :	Bivajya Dhwani : Swara Dhwani, Bya njyan Dhwani Swashaghat, Sondhi, Anunashikota, Sur- Lohor	
		Unit – III : Asomiya Bhasar Rupertatta :	Boson, Lingo, Nam Bivakti, Kriya Bivakti	
		Unit – IV : Asomiya Bhasar Bakyatatta :	Asomiya bakyar Sreni Bibhajon, Asomiya Bakyar Gathonik Bisleshan – Nikotostho Ango Bishar, Khondobakya Gothonor Niyom	


Undergraduate : B.A (Regular/Honours)
CBCS Course
Semester : 5th
Paper Name : Asomiya Romonyasbadi Kobita/Sankardev
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes	
B.A.5 th Semester (Honours)	ASM- HE- 5026	Unit - I : Lakhminath Bezbarua : Chandrakumar Agorwala : Mofijuddin Ahmed Hazarika : Hemchandra Goswami :	Bhram Niyor Aatmon Proyotomar Chithi	<i>Unobingsho satikar hesar fale asomiya kobitat ji romonyasikotar suchona hoisil, ai pathyar joriyote tar bivinna porbo satra satisokole anudhawan koribo paribo.</i>	
		Unit - II: Roghunath Choudhari : Ambikagiri Raychoudhary: Rotnokanta Borkakati: Jotindranath Duwara:	Keteki (Prathom Torongo) Manovayton Biswahoron Sunuwali Desh		
		Unit - III: Soilodhor Rajkhuwa : Nolinibala Devi : Jyotiprashad Agorwala :	Biday Porot Poroshmoni Biswasilpi		
		Unit -IV : Dimbeswar Neog : Binanda Chandra Barua : Atul Chandra Hazarika :	Sapmukta He Jononi Bharatbarso Lalkilla		
	ASM- HE- 5036	Unit - I :	Sangkardevor Sahityar Porichoy aru Potobhumi		Asomiya sahityar jugosondhir paotiva Sankardevor Borgeet, Kirtonghusha, Kabya ari nat somporke satra satisokole gyan lav koribo.
		Unit -II : Borgeet :	Narayan Kahe Vokoti Saranga Pani He		
		Kirton :	Gojendra Upakhyan Shishu Lila		
		Unit - III :	Horichandra Upakhyan		
		Unit - IV :	Parijat-Horon Nat		

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Undergraduate : B.A (Regular/Honours)
CBCS Course
Semester : 5th
Paper Name : Abritti kola/Sankardev
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5 th Semester (General)	ASM- SEC- 5016	Unit – I : Abrittyr Itihash aru Porompõra ;	Abrittyr Uposthapo	<i>Ai pathyar joriyote Kobita Abrittir tattwik aru prayugik gyan prodanor proyash kora hobo..</i>
		Unit –II : Abrittyr Prostuti :	Kabya Budh, CHanda aru Jotir Dharana, Kabya Goti(pace) Smritikoron(memorization)	
		Unit – III : Abrittyr Koushol :	Swar Khepon, Swar Kompon(modulation),Sothik Uchcharon, Shur aru Loyor Proyug	
		Unit – IV : Byawaharik Porikhya :	Jyotiproshad Agorwala /Nabakanta Barua/Hiren Bhatacharjyar jikunu ata Kabitar Abritty	
B.A.5 th Semester (General)	ASM- RE- 5016	Unit – I :	Sangkardevor Sahityar Porichoy aru Potobhumi	<i>Air pathyar joriyote Kobita Abrittir tattwik aru pryugik gyan prodanor proyash kora hobo.</i>
		Unit –II : Borgeet :	Narayan Kahe Vokoti Saranga Pani He	
		Kirton :	Gojendra Upakhyan Shishu Lila	
		Unit – III :	Horichandra Upakhyan	
		Unit – IV :	Parijat-Horon Nat	


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Undergraduate : B.A (Regular/Honours)
CBCS Course
Semester : 5th
Paper Name : Sankardev
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5 th Semester (General)	ASM- RG- 5016	Unit - I :	Sankardevor Sahityar Porichoy aru Potobhumi	<i>Asamiya sahityor Jugondhar protiva Sankardevor Borgeet, Kirtonghusha, Kabya aru Nat somporke satra satrisokole gyan lav korib.</i>
		Unit -II : Borgeet :	Narayan Kahe Vokoti Saranga Pani He	
		Kirton :	Gojendra Upakhyan Shishu Lila	
		Unit - III :	Horichandra Upakhyan	
		Unit - IV :	Parijat-Horon Nat	


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Undergraduate : B.A (Regular/Honours)

CBCS Course

Semester : 6th

Paper Name : Asomiya Chutigolpo aru Uponyas/Asomiya Lipir Etahas

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6 th Semester (Honours)	ASM- HC- 6016	Unit – I :	Asomiya Chutigalpar Dhara	<i>Ai pathyar joriyate satra satrisokole Asomiya Chutigolpo aru Uponyasor dhara soparke awahito huwar loge loge asomiya bhashar gurutwapurna golpo aru uponyashor roshaswadonor logote eyar bidyaatonik gurutwa upolobdhi koribo.</i>
		Unit –II :	Asomiya Uponyashar Dhara	
		Unit –III : Chutigalpa :	Lakshmidhar Sarma : Nina Jugesh Das : Bordeuta Purabi Bormudoi : Rajneeti Nubuja Manuh	
		Unit – IV : Uponyas :	MamoniRoysham Goswami : Dotal Hatir Uye Khuwa Hauda	
B.A. 6th Semester (Honours)	ASM- HC- 6026	Unit – I : Lipir Porichoy aru Bharatiya Lipi; Asomiya Lipir Udvaw aru Bikash :	Adiyug, Modhya aru Adhunik	Air pathyor joriyote satra-satrisokole asomiya lipir etihashor avash puwar logote asomor silalipi, asomor tamrolili somporkeu gyan lav koribo.
		Unit – II : Asomor Silalipi : Porichoymulok Adhyayn	Surendra Bormar Umachal Lipi, Vuty Bormar Borganga Lipi, Horjar Bormar TejpurLipi, Kanai Boroshihuwa Lipi, Samudrapalor Ambari Lipi, Gostolor Lipi	
		Unit – III : Asomor Tamralipi : Porichoymulok Adhayan	Bhaskar Barmar Dubi aru Nidhanpur Sashan, Horjor Barmar Hayungthal Sashan, Bonomal Barmar Tejpur aru Parbotiya Sashan, Bolobarmar Nagaon aru Hauraghat Sashan	
		Unit – IV : Asomiya Hatelikha Puthir Lipi :	Gargaya Lipi, Bamuniya Lipi, Kaytheli Lipi; Hatelikha Puthir Likhan Kola aru Lekhan Samogri	

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CBCS Course

Semester : 6th

Paper Name : Lakhminath Bezbarua Asomiya Shishu aru Kishur Sahitya

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6 th Semester (Honours)	ASM- HE- 6016	Unit – I : Kabita :	Kabita, Malotee, Beenboragee 1m Taranga	<i>Ai pathyar joriyate satra satisokole sahityarathi Lakhminath Bejbaruar sristisil aru sintamulok lekhar avash pabo.</i>
		Unit –II : Surabhi :	Bapiram, Laukhula, Molok Guin Guin	
		Unit –III : Atmajeevnee:	Mur Jeevan Suwaran (Prothom Bhag)	
		Unit – IV : Tattwakotha :	Geeta-Tattwa Kripabor Barbarua Uil	
		Loghu Rachana :		
B.A. 6th Semester (Honours)	ASM- HE- 6036	Unit – I : Lipir Porichoy aru Bharatiya Lipi; Asomiya Lipir Udvaw aru Bikash :	Adiyug, Modhya aru Adhunik	<i>Air pathyor joriyote satra- satisokole Shishu- Kishur upojugi Podya, Kabya, Sadhukotha, Natok, Probondha aru Mohakabyar soite porichit hobo paribo.</i>
		Unit – II : Asomor Silalipi : Porichoymulok Adhyayn	Surendra Bormar Umachal Lipi, Vuty Bormar Borganga Lipi, Horjar Bormar Tejpur Lipi, Kanai Boroshihuwa Lipi, Samudrapalor Ambari Lipi, Gostolor Lipi	
		Unit – III : Asomor Tamralipi : Porichoymulok Adhayan	Bhaskar Barmar Dubi aru Nidhanpur Sashan, Horjar Barmar Hayungthal Sashan, Bonomal Barmar Tejpur aru Parbotiya Sashan, Boibarmar Nagaon aru Hauraghat Sashan	
		Unit – IV : Asomiya Hatelikha Puthir Lipi :	Gargaya Lipi, Bamuniya Lipi, Kaytheli Lipi; Hatelikha Puthir Likhan Kola aru Lekhan Samogri	

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Undergraduate : B.A (Regular/Honours)
CBCS Course
Semester : 6th
Paper Name : Asomiya Akhor- Juton/Sondo aru Alankari
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6th Semester (General)	ASM-SEC-6016	Unit – I : Barnasudhir Karon :	Swaradwanigoto Barosudhi – Swardhwani aru Akharar Samparko, Swarachihna	<i>Asomiya Bhasha brittigotovabe byabohar kotiboloi shudho akhor jutonir gyan aporiharjya. Ai pathyat asomiya akhor jutonir niyam aru koushal somporkiya gyan sonnibisto hoise.</i>
		Unit – II : Byanjyandhwanigoto Barnasudhi :	Byanjyandhwani aru Akharor Samparka, Juktakhyar	
		Unit – III : Bhul Proyug :	Bivokti, Pratyay, Chandrabindu, Jotichihno, Totshama Sobdar Banan, Thalua Sabdar Banan	
		Unit IV :	Lipyantar Podhati aru Proyug	
B.A.6th Semester (General)	ASM-RE-6016	Unit – I :	Akhyar, Matra, Loy, Joti, Charan, Muktak	<i>Ai pathyar joriyote satra satrisokolok asomiyat byabohito sondo aru alonkaror tattwik gyan prodanor proyash kora hoise.</i>
		Unit – II : Nirbachit Chanda :	Pod, Duloree, Shobi, Lechari, Akawalee, Jhumuri, Kushummala	
		Unit – III : Alangkar :	Sangya, Alongkaror Proujoniyota Alongkaror Prokarbhed	
		Unit – IV : Nirbachita Alongkar	Anuprash, Jomok, Sles, Brokrukti, Punoruktiwdabhash, Upama, Rupak, Vrantiman, Utprekhyia, Byajstuti	

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Undergraduate : B.A (Regular/Honours)
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Semester : 6th
Paper Name : Sondo aru Alankar
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6 th Semester (General)	ASM- RG- 6016	Unit - I :	Akhyar, Matra, Loy, Joti, Charan, Muktak	Ai pathyar joriyote satra satrisokolok asomiyat byabohito sondo aru alonkaror tattwik gyan prodanor proyash kora hojse. ---
		Unit - II : Nirbachit Chanda :	Pod, Duloree, Shobi, Lechari, Akawalee, Jhumuri, Kushummala	
		Unit - III : Alangkar :	Sangya, Alongkaror Proujoniyota Alongkaror Prokarbhed	
		Unit - IV : Nirbachita Alongkar	Anuprash, Jomok, Sles, Brokrukti, Punoruktiwdabhash, Upama, Rupak, Vrantiman, Utprekhya, Byajstuti	

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Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A. 1 st Semester (General)	E-103	I	Sankardev: Sharat Bornona Madhabdev: Tejore Kamalapoti	Ai pathyai Sankari, Ramanyasik aru Adhunik Kabitar soite satra sattrisokoiook porichito korabo.
		II	Kamala Kanto Bhattacharya: Pahoroni Chandrakumar Agorwala:Niyar	
		III	Lakhminath Bejbarua: Maloti Ambikagiri Ray Choudhuri: Gorha Kori Muk Zarudar	
		IV	Amulya Barua: Biplobi Hiren Bhattacharya: Mur Desh	
B.A 2 nd Semester (General)	E-203	I	Kothaguru Charit : Guru- Shisya Moni Kanchan Sonjug Boikunthonath Bhattacharya: Songkhepe Krishnalila	Satra Sattrir monot Asomiya Godya Sahitya Somporme sposto dharona gorhi tulibor babe proyas kora hoise.
		II	Nidhi Libay Faruwel : Nagoya Druhi Lukor Charitra Bornan Lombudar Bora : Sodanandar Kola Ghumoti	
		III	Satyanath Bora : Jiwana Amiya Banikanta Kakoti : Namghusa	
		IV	Benudhar Sarma ; Moniram Dewanor Fachi Maheswar Neog : Sahityar Sadhona : Art aru Rusi	

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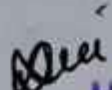
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Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A. 3rd Semester (General)	E-308	I	Sankardev: Kaliyo Daman	Ai pathyai Sankari, aru Adhunik Natokor soite satra satrisokolok porichito korabo.
		II	Durga Prasad Mazumder Barua : Mohori	
		III	Mohendra Bora : Shoraguri Chapori	
		IV	Ali Haidar : Ati Chular Kahini	
B.A 4th Semester (General)	E-408	I	Chutigalpo- Lakhminath Bejbarua : Dhuwa Khuwa Nogendra Narayan Choudhuri : Bhagbatoruwa	Ai Pathyar Joriyote Adhunik Chutigolpo aru Uponyasor bisoye gyan lav koribo.
		II	Chutigalpo - Lakhminath Phukon : Daktor Anima Dutta : Awagahon	
		III	Uponyas - Rajanikanto Bordoloi : Nirmal Bhakat	
		IV	Rachana	


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Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A. 1 st Semester (General) Advance Assamese	E-101	I	Luko- Sahitya	Ai pathyar joriyote Satra Sattrisokole Praksankori, Sankori, Lipi aru Luko sahityar bisoye gyan lav koribo
		II	Praksankari Yugor Sahitya	
		III	Sankari Yugor Sahitya	
		IV	Asomiya Lipir Udvab aru Kromobikash	
B.A 2 nd Semester (General) Advance Assamese	E-201	I	Bharat-lurupiyo Bhasha- Poriyalor sadharon porichoy	Ai pathyar joriyote Satra sattrisokole Bharat lurupiyo Bhasha Poriyalo aru Asomiya Bhashar Upobhashar bisoye somyok gyan labh koribo
		II	Prachin Bharatiyo Arya Bhashar pora Pali-Prakit- Apobhronso adi bhashar bikashor dharona aru tar logot Asomiya bhashar somporko	
		III	Asomiya Bhashar Janmokotha, Chuburiya Rajyat procholito Aryo- Binna Bhasha poriyalor porichoy aru Asomiya bhashaloi ehotor borongoni	
		IV	Asomiya Bhashar Upobhasha aru Asomiyar Sobdobhandar	


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
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Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A. 3 rd Semester (General) Advance Assamese	E-304	I	Uttor Sankari Yogar Sahityar	Ai pathyai satra satrisokole Sankardevor pisor, Aronodoi, Jonaki aru Awahon Yogar Sahityar bisoye gyan lav koribo
		II	Aronodoi Yogar Sahitya	
		III	Jonaki Yogar Sahitya	
		IV	Awahon Yogar Sahitya	
B.A 4 th Semester (General) Advance Assamese	E-403	I	Asomiya Byakoronor Itihas	Ai Pathyar Joriyote satra satrisokole Asomiya Byakoronor bisoye gyan lav koribo.
		II	Asomiya Bhashar Dwanitattwa	
		III	Asomiya Bhashar Rupotattwa	
		IV	Asomiya sobdo Bhandar aru Asomiya Bakyatattar chomu abhas	

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Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A. 5 th Semester (General) Advance Assamese	E-503	I	Chryapodo No 1 (Luipadanom-Ka Aa Toruboro) Sankardev : Nandutsav Sridhar Kandoli : Kankhuwa	Ai pathyai satra satrisokole Pauranik aru Adhunik Kabitar bisoye gyan lav koribo
		II	Pitambar : Chitralkhar Pot Nirman Ram Sarswati : Dhritorasta- Bidur Sanbad Bisheshwar Boidyadhip : Rongpur Nagaror Bornana	
		III	Raghunath Choudhuri : Keteki Jatindra Nath Duwara : Sunuwali Desh Nalinibala Devi : Poromtrishna	
		IV	Devakanta Barua : Ami Duwar Mukoli Koru Navakanta Barua : Polos Nirmalprova Bordoloi : Droupodi	
	E-504	I	Sankardev : Rambijay	Ai Pathyar Joriyote satra satrisokole Prachin Asomiya Natok aru Adhunik Natokor bisoye samyak gyan lav koribo.
		II	Jyotiprasad Agarwala : Lobhita	
		III	Ram Guswami : Madol	
		IV	Munin Bhuyan : Hati aru Fandi	


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Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A 6 th Semester (General) Advance Assamese	E-603	I	Sankardev : Srikrishnar Purbo-rag Boikunthonath Bhattacharya : bishwarup Darshan	Ai pathyai satra sattrisokole Asomiya Godya Sahityar bisoye gyan lav koribo
		II	Rghunath Mahanta : Ramor Ban Gaman Ratnakor Kandoli aru Arjun Das Boiragi : Tripurat Madan Pujar Arombor aru Mut Khelar Koutuk	
		III	Hemchandra Barua : Atma Jiban Charit Lakhminath Bejbarua : Barbaruar Biman Bihar	
		IV	Banikanta Kakoti : Sahityat Karun Ras Satyandra Nath Sarma : Ankiya Nator Ras Bichar	

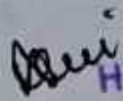
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Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A. 1st Semester (Major)	M-104	I	Luko- Sahitya	Ai pathyar joriyote Satra Satrisokole Praksankori, Sankori, Lipi aru Luko sahityar bisoye gyan lav koribo
		II	Praksankari Yugor Sahitya	
		III	Sankari Yugor Sahitya	
		IV	Asomiya Lipir Udvab aru Kromobikash	
	M-105	I	Prachin Asomiya (Dhrupodi) Kabitar Udvab, Bikash aru Boisista	Ai Pathyar Joriyote satra satrisokole Prachin Asomiya Kabita aru Charyapodor bisoye gyan lav koribo.
		II	Chryapodo No 1 (Luipadanom-Ka Aa Toruboro) Madhab Kandoli : Chitrakutor Chitro Sankardev : Nandutsav Sridhar Kandoli : Kankhuwa	
		III	Sankardev : Nandutsav Sridhar Kandoli : Kankhuwa	
		IV	Durgabor : Maya Ayudhyar Sristi aru Choitrawali Choturdoshi Mut Khela Pitambar : Chitralkhar Pot Nirman	


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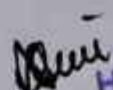
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Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.2 nd Semester (Major)	204	I	Uttor Sankari Jugor Sahitya	Ai Pathyar Joriyate satra satri sokole asomiya natakor etihashor bisoye janibo paribo.
		II	Aronudoi (Michoneri) Jugor Sahitya	
		III	Junaki Jugor Sahitya	
		IV	Aawahon Jugor Sahitya	
	205	I	Hiteshwar Borborua : Kobi Roghunath Choudhari : Keteki (Prothom Torongo) Jotindro Nath Duwara : Sunuwali Desh	Ai pathyar joriate satra satri sokolor monot asomiya godya sahityor uporot sadharon dharona diboloi jatna kora hoise.
		II	Ambikagiri Raychoudhuri : Bishwadulon Nolinibala Devi : Poromtrisna Ratnokanto Borkakoti: Bishwaharan	
		III	Devokanto Barua : Ami duwar Mukoli Koru Hem Barua: Momotar Chithi Nabakanta Baruwa: Polosh	
		IV	Nirmalprova Bordoloi: Droupodi Nilomoni Phukan: Muthi Muthi Koi Kati Dhekiar Anguli Ram Gogoi: Nodi	

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DEPARTMENT OF ASAAMESE
COURSE OUTCOME
NON CBCS

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.3 rd Semester (Major)	304	I	Bharat Eurupiya Bhasha Poriyalor Chomu Porichoy	Ai Pathyar Joriyate satra satri sokole bhasha bigyanor udharot bhasha bislesonor bivinna Sikha, Pali Praktit Apovrongsor logot asomiya bhashar somporko, asomiya bhashar janma kotia, asomiya bhashar sobdo vander adir bisoye janibo paribo.
		II	Prachin Bharotiya Arjya Bhashar pora Pli-Prakrit- Aprovongso adi bhashar bikashor dharona aru Prakrit- Aprovongsor logot asomiya bhashar somporko.	
		III	Asomiya Bhashar Janma- kotha, Asom aru uchor chuburiya rajya procholit Arjya vinna bhashasomuhor chomu porichya aru Asomiya bhashaloi siburor borongoni.	
		IV	Asomiya bhashar Upobhasha aru Asomiya bhashar Sobdavander	
	305	I	Kirton (Ajamil Upakhyan, Prohlad Choritro, Rshkriya)	Ai pathyar joriate satra satri sokoloe asomiya sahityor jugondhar protiva Sankardevor Borgeet, Kirtonghusa, Kabya Aru Nat Somporko gyan lav koribo.
		II	Rukmini Haran Kabya	
		III	Borgeet (Modhur Moruti Muraru, Suno Suno Re Suro, Gopale Ki Goti Koile, Narayan kahe vokoti, Sarongo Pani Pahe.)	
		IV	Parijat Haran Nat	


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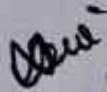
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DEPARTMENT OF ASAAMESE
COURSE OUTCOME
NON CBCS

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A. 4th Semester (Major)	401	I	Asomiya Byakaranor Etihas, Byakaranor Sreni bivag.	Ai Pathyar Joriyate satra satri sokole asomiya Byakaranor Riti anijayi Asomiya Bhashar Boiyakoronik Bisleshonor bisoye abogot hobo.
		II	Byakaranor Upadan - Dhwanitatta (Swara dhvani Byanjan Dhvani) aru Bakyatatta.	
		III	Byakaran Upadan - Rupatta (Bason, Lingo, Pratay, Karok, Ritu)	
	402	I	Asomiya Jati gothanot Projatiya Upadan.	Ai pathyar joriate Asomor Sanskritir Lukachar, Dharmiya porompora, Utshav-Parbon, Poribeshya kola adir bisoye gyan lav koribo.
		II	Sanskritir Sangya, Asomor luko-Sanskriti—Eyar Upadan, Lukasar, Jonobiswas, Utshab Parbon	
		III	Asomot Sakto, Saibo aru Boisnab Dharmar Parampora	

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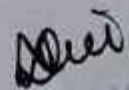
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COURSE OUTCOME
NON CBCS

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5 th Semester (Major)	M-501	I	Sankardev : Rukminiharan Nat	Satra Satrisokole Ankiya Nat somuhor bisoye gyan lav koribo paribo.
		II	Madhabdev : Arjun Vanjan Nat	
		III	SriRam Aata : Subhadra Haran	
		IV	Gopaldev : Janmayatra	
	M-502	I	Kotha Geeta (1 st aru 2 nd Adhyay)	Satra Satrisokole Kotha Geeta aru Asomiya Godya Sahityar Bisoye gyan lav koribo.
		II	Sankardev : SriKrishnar purborag Gopalcharan Dwij : Guru-Sewa- Mahatmya	
		III	Raghunath Mahanta : Ramor Ban Gamon Ratnakor Kandoli aru Arjun Das Boiragi : Tripurat Madan Pujar Arombor	
		IV	SriNath Duwara Borbarua : Swardew Rudra Sinha Nathan Braun Sahabor Potro	


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COURSE OUTCOME
NON CBCS

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5 th Semester (Major)	M-503	I	Brojabuli aru Brojawli Bhashar Utpotti, Bikash aru Boisista	Satra Satrisokole Brojawli Bhashar logote Sankari aru Uttar Sankari yogar Kabi sakolor rachonawli somuhor bisoye gyan lav koribo
		II	Sankardev : Mathur Biroh (1,2,3,4) Madhabdev : Chironton Matri	
		III	Bidyapoti : Radhar Biroh, Mathur Biroh, Borsat Biroh Biroh Ray Ramanada : Mathur Biroh	
		IV	Gyan Das : Kolohantorita Nayika, Prusitavorti Nayika Gobinda Das : Abhisarika Nayika, Monantar Milon, Borsavisar	
	M-504	I	Pali-Prakit Sahityar Udvab aru Bikash	Satra Satrisokole Prakit Sahitya aru Pali Prakit Apobhrangso Bhasha aru Sahityar bisoye janibo paribo.
		II	'Dhammapod' r Appopomad(1- 8 Sluk) Karpuro Monjurir Prathom ankar prothom dohta sluk	
		III	Sokuntola Natokor sastho ankar Dhibor aru Rokhisokolor Kothupokothon, Sandeshrakhak Prathom Prokoron (1-8)	
		IV	Ditiyo aru Tritiyo Gutor Antorgoto pathor adharat Pali- Prakit Apobhangso-Awohottho Bhashar Bhashatattik Adhyayn	


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
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COURSE OUTCOME
NON CBCS

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5 th Semester (Major)	M-505	I	Prachya-Somaluchona : Rasbad (Rasar sutra, Bivajon aru Protibidh Rasor sadharon porichoy	Ai Pathyar Joriyote Satra satri sokole Paschatya Sahityar Kabita, Natok, Uponyas, Chutigolpo adir bisoye janjbo paribo.
		II	Paschatya Somaluchona : Dhrubobad, Romonyasbad aru Adhunikatabadør sadharon porichoy	
		III	Paschatya Somaluchona :Kabita, Natok	
		IV	Pschatya Somaluchona : Uponyas, Chutigolpo	
	M-506	I	Bhashar Borgikoron : Prithibir Bhasha-Poriyalor Chomu porichoy	Ai Pathyar Joriyote satra satri sokole Prithibir Bhasha poriyalor bisoye janibo paribo.
		II	Bhasha-Jati-Somaj aru Songskritir parosporik somporko	
		III	Bhashar bivinna rup : Sadhubhasha, Upobhasha, Mishrabhasha, Rajyabhasha, Antohrastriyo Bhasha	
		IV	Bhasha Poribertonor Dish : Somivawan, Bisomivawan, Alpopranivawan, Mohapranivawan, Soghusivawan, Murdhonivawan, Anunasikivawan, Agom(Swar aru Byanjan), Apinihity(

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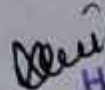
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DEPARTMENT OF ASAAMESE
COURSE OUTCOME
NON CBCS

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6 th Semester (Major)	601	I	Adhunik Asomiya Natokor dhara.	Ai Pathyar Joriyate satra satri sokole Adhunik asomiya natokor dharar logote Moniram Dewanor bisoye gyan lav koribo.
		II	Jyotiprasad Agorwala: Rupalim.	
		III	Probin Phukan : Moniram Dewan	
		IV	Uttam Barua : Hengdng	
	602	I	Hem Barua : Atma-jiwan chorit. Gunaviram Barua : Soumar-Vraman.	Ai pathyar joriate satra satri sokoloe Asomiya Probondha Sahityar uporot rosaswadon koribo paribo.
		II	Lombudor Bora : Anandaram Borua : Patini Lakhminath Bezbarua : Srikrishna tatta	
		III	Hemchandra Goswami : Shikhar etihash aru satra Nilomoni Phukon : Soundrjabudh	
		IV	Banikanta Kakoti : Panditor Vumaspriha. Trithonath Sarma : Ram Nabomi natik	


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 Assamese Department
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KATAHGURI COLLEGE
DEPARTMENT OF ASAAMESE
COURSE OUTCOME
NON CBCS

Class	Paper Code	Unit No.	Unit Name	Outcomes	
B.A.6 th Semester (Major)	603	I	Adhunik Bharatiya Sahitya dharar sadharon porichya (Asomiya, Bangla, Hindi sahityar bishes ullikhonsoho)	Ai Pathyar Joriyate satra satri sokole Tulonamulok Sahityar logote Adhunik jugor Sahityar logot porichit hobo.	
		II	Galpo : Rabindranath Tagor: Post Mastor Munsi Premchand: Kaphan.		
		III	Uponyas: Manik Bondupadhyay: Podma Nodir Mazi.		
		IV	Uponyas : Fonishwar Nath Renu: Moyla Asol.		
	604	604	I	Asomiya Choti Galpor dhara	Ai pathyar joriate satra satri sokoloe Asomiya Chotigalpa aru Uponyasor dhara somporke rosswadon koribo paribo.
			II	Asomiya Uponyasor dhara	
			III	Choti Galpo: Lakhidhar Sarma: Byarathoter Dan Lokhinandan Bora: Sakha Damodar Probina Saikia: Abinashi Swapna.	
			IV	Uponyas: Mamoni Raysom Goswam	


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DEPARTMENT OF ASAAMESE
COURSE OUTCOME
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Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6 th Semester (Major)	605	I	Sandar sadharan porichay: Akhor, Matra, Joti, Pad ba Charan, Antyamil.	Ai Pathyar Joriyate satra satri sokolok asomiyat byabahita sanda aru alankarar tattik gyan prodanor proyas kora hoise.
		II	Asomiya bivinna Sandar porichay (Sangya): Poyar, Dulori, Sobi, Lesari, Zumur, Zuna, Kusummala, Muktak sanda.	
		III	Kabyat Alonkarar proyujoniyata aru eyar sreni bivajon.	
		IV	Nirdista Sabdalankar: Anupras, Jamak, Sles, Brokukti, Upoma, Rupak, Vrantiman, Utprekha.	
	606	I	Bhasha Bigyanor bivinna sakha: Oitihasic, Tulonamulok, Birudhmulok, Barnonamulok.	Ai pathyar joriate satra satri sokoloe Bhasha Bigyanar adharot bhasha bislesonor bivinna sakha, stor aru dharanor logote bhasha adhyanay etihisor hoite porichit hobo..
		II	Dhwani Bigyan, Prakiti Bigyan.	
		III	Sabdartha Bigyan, Bakyatatta.	
		IV	Upobhasha Bigyan aru Somaj Bhasa Bigyan.	


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**PROGRAMME OUTCOME,
PROGRAMME SPECIFIC OUTCOME
& COURSE OUTCOME**



**DEPARTMENT OF ARABIC
KATAHGURI COLLEGE,
NAGAON::ASSAM**



Department of Arabic

B. A

Programme Outcome:

Today the Arabic language is the 5th most spoken language in the world. Arabic is one of the official languages among the six official languages of the United Nations Organization (U.N.O.). It is spoken by well over 400 million people spread across more than 24 countries of the world.

The scope of learning the Arabic language programme put the students in a better light of interacting and blending positively into the Arabic culture, relating easily with millions of Arabs across the globe. Students' abilities to understand and speak Arabic open doors to countless opportunities for students. Presently there is a lot of demand for Arabic language speakers. For instance, many companies are on the lookout for Arabic speakers in the KPO, BPO, Aviation, Tourism sectors all over India. The reason is that most of the companies are involved in colossal business dealing with the Gulf region. After learning Arabic Bachelor degree programme. Students can work as a professional faculty, Teacher, Professor, Researcher, Tutor, Trainer, Translator, Interpreter, Proof Readers, Content writer either on Government or at any non-government organizations. Arabic was introduced in Indian Civil Service Examination in 1963 for the first time. And it became an optional subject to be taken at the preliminary stage of the test from there onwards.

Learning the Arabic language programme helps the students in their academic pursuits. By studying Arabic, students gain complete knowledge of reading formal classical as well as modern Arabic, which will undoubtedly assist students in their academic research and career. They can produce well written researched written works using appropriate evidence-based arguments, logical structure, correct grammar and proper references. Our explicit objective is to promote higher education and learning in the field and with successive batches of students regularly attending the classes and completing the course, this target has been satisfactorily achieved by the department.

Our students attend different universities and earn Master degrees in Arabic. Arabic is being taught in more than 50 universities like Gauhati University, Assam university, JNU, University of Delhi, BHU, Jamia Millia Islamia, Calcutta University, Mumbai University, Madras University, Bangalore University, Osmania University, Allahabad University, Aliah University etc. The Department is committed to the vision and mission of the college and takes care to teach students Arabic language and literature through Bachelor Degree Programme in Arabic language and literature in Katahguri College, Tuktuki, Nagaon under Gauhati University.

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HOD, Arabic



Undergraduate: B.A Regular
CBCS Course
Semester: 1st
Paper Name: Contemporary arab world-I
Paper Code - ARA-RC-1016
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.1st Semester (General)	ARA-RC-1016	Unit-I	Introduction to the arab world	1: To introduce the studets with Arab World.
		Unit-II	Gulf Co-operation Council(GCC)and oil and Petroleum Exporting Countries(OPEC)	2: To Introduce the students with Gulf Petroleum Exporting Countries. 3: To Introduce the students with Arab League.
		Unit-III	The Arab League	4: To Introduce the students with Indo-Arab relations: Commercal , Socio-Cultural, Political and Educational Relations
		Unit- IV	Indo-Arab relations: Commercel, Socio-Cultural, Political and Educational Relations.	

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Deptt. of Arabic

Undergraduate: B.A Regular

Semester: 2nd

Paper Name: Contemporary arab world-II

Paper Code - ARA-RC-2016

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.2nd Semester (General)	ARA-RC-2016	Unit-I	A brief Introduction to the kingdom of Saudi Arabia and united Arab Emirates(UAE) .	1. To Introduce the studets with about the kingdom of Saudi Arabia and united Arab Emirates(UAE). To Introduce the studets with the admiistrative trails of kingdom of Saudi Arabia and united Arab Emirates(UAE).
		Unit-II	Geography and Economy of the kingdom of Saudi Arabia and united Arab Emirates(UAE)	
		Unit-III	Contemporary political developments of the kingdom of Saudi Arabia and united Arab Emirates(UAE)	
		Unit- IV	Education and culture of the kingdom of Saudi Arabia and united Arab Emirates(UAE)	



Undergraduate: B.A (Regular/Honours)
CBCS Course
Semester: 3rd
Paper Name:
Contemporary arab world-III
Paper Code - ARA-RC-3016
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.3rd Semester (General)	ARA-RC-3016	Unit-I	A brief Introduction to the State of Kuwait and Syrian Arab Republic .	To Introduce about the of Kuwait and Syrian Arab Republic
		Unit-II	Geography and Economy of Kuwait and Syrian Arab Republic	
		Unit-III	Political developments Of Kuwait and Syrian Arab Republic	
		Unit- IV	Education and culture of Kuwait and Syrian Arab Republic	

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Undergraduate: B.A (Regular/Honours)
CBCS Course
Semester: 4th
Paper Name:
Contemporary arab world-IV
(Repulic of Iraq and State of Qater)
Paper Code - ARA-RC-4016
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A. 4th Semester (General)	ARA-RC-4016	Unit-I	A brief Introduction to Republic of Iraq and State of Qatar.	To Introduce about the Republic of Iraq and State of Qatar
		Unit-II	Geography and Economy of Republic of Iraq and State of Qatar.	
		Unit-III	Contemporary Political developments of Republic of Iraq and State of Qatar.	
		Unit- IV	Education and culture of Republic of Iraq and State of Qatar.	



Undergraduate: B.A (Regular/Honours)

CBCS Course

Semester: 5th

Paper Name: Arabic Prose, Poetry And History of Arabic literature-1

Paper Code - ARA-RE-5016

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5th Semester (General)	ARA-RE-5016	Unit-I	Background of Arabic Language and literature.	To Introduce about Arabic literature (prose and Poetry).
		Unit-II	Growth, development and characteristics of pre-Islamic Arabic prose and poetry.	
		Unit-III	Prominent figures of pre-Islamic Arabic prose like Sahba Bin Wael, Quss Bin Saidah al iyaadi, Hatim tai Etc.	
		Unit-IV	Prominent figures of pre-Islamic Arabic prose like Imrul Qais, Zuhair Bin Abi Salma, Tarafa Etc.	

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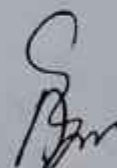
Undergraduate: B.A (Regular/Honours)
CBCS Course
Semester: 6th
Paper Name: Arabic Prose,Poetry And History of Arabic literature-II
Paper Code - ARA-RE-6016
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6th Semester (General)	ARA-RE-6016	Unit-I	Sources of early Islamic Arabic literature (Quran and Hadith)	To introduce about Arabic literature (prose and Poetry) and Sources of early Islamic Arabic literature (Quran and Hadith)
		Unit-II	Development and characteristics of Arabic prose and poetry during early Islamic period.	
		Unit-III	Prominent figures of Arabic prose literature during early Islamic period like Hazrat Abu Bakkar, Hazrat Umar, Hazrat Ali Etc.	
		Unit-IV	Prominent figures of Arabic poetry literature during early Islamic period like Hasan Bin Thabit, Kaab Bin Zuhair, Khansa Etc.	



Undergraduate: B.A (Regular/Honours)
CBCS Course
Semester: 3rd
Paper Name: Spoken Arabic-I
Paper Code - ARA-SE-3014
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.3rd Semester (General)	ARA - SE-3014	Unit-I	Fundamentals of Arabic Language.	To Introduce about the basic knowledge of Arabic Language.
		Unit-II	Development of Reading and writing Skill.	
		Unit-III	Vocabulary Enrichment.	
		Unit-IV	Basic Grammar and conversation practices.	



Undergraduate: B.A (Regular/Honours)
CBCS Course
Semester: 4th
Paper Name: Spoken Arabic-II
Paper Code - ARA-SE-4014
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.4th Semester (General)	ARA-SE-4014	Unit-I	Basic Arabic Grammar.	To introduce about the basic knowledge of Arabic Language. To introduce how to compose sentences and the fundamental knowledge of Arabic grammar.
		Unit-II	Development of reading and writing skill.	
		Unit-III	Vocabulary Enrichment.	
		Unit-IV	Conversation practice.	

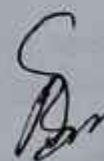


Undergraduate: B.A (Regular/Honours)
 CBCS Course
 Semester: 5th
 Paper Name: Spoken Arabic-II
 Paper Code - ARA-SE-5014
 Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5th Semester (General)	ARA-SE-5014	Unit-I	Vocabulary Enrichment.	To introduce about the basic knowledge of Arabic Language. To introduce how to compose sentences and the fundamental knowledge of Arabic grammar.
		Unit-II	Basic Grammar.	
		Unit-III	Conversation practice	
		Unit-IV	Conversation practice.	

Undergraduate: B.A (Regular/Honours)
CBCS Course
Semester: 6th
Paper Name: Spoken Arabic-IV
Paper Code - ARA-SE-6014
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6th Semester (General)	ARA-SE-6014	Unit-I	Basic Grammar.	To introduce about the basic knowledge of Arabic Language. To introduce how to compose sentences and the fundamental knowledge of Arabic grammar.
		Unit-II	Vocabulary Enrichment.	
		Unit-III	Conversation practice.	
		Unit-IV	Usage of Audio-visual tools.	



Undergraduate: B.A Regular/ Honours
CBCS Course
Semester: 1st
Paper Name: Arabic Prose and poetry-I
Paper Code – ARA-HC-1016
Marks – (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.1st Semester (Honours)	ARA-HC-1016	Unit-I (Prose)	Tahiat wal Tarif Al Ummun Aasraty Filmatam	1. To use Arabic literature to instill moral and ethical principles learners. 2. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
		Unit-II (Prose)	Firsauk Filmajarat Fi faslayl Dars Alwakt	
		Unit-III (Poetry)	sarrun w khairun Tarbiatul Ummuhat Daaae	3. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature. 4. To introduce the Arabic literature (prose and Poetry).
		Unit- IV (Poetry)	Akbara min kullel kamate Nashidas saban al muslimin	



Undergraduate: B.A Regular/ Honours
CBCS Course
Semester: 1st
Paper Name: Political History of Arabs-I
Paper Code - ARA-HC-1026
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.1st Semester (Honours)	ARA-HC-1026	Unit-I	Early life of the prophet Muhammad (PBUH)	<p>1. To introduce the students with the culture and history of the Arabs.</p> <p>2. To comprehend historical and cultural context of the evolution of Islam and its expansion.</p> <p>3. To assess the evolution of Islam throughout the period of the Prophet and just Caliphs.</p> <p>4. To acquaint the students with trails of life and works of Prophet (PBUH).</p>
		Unit-II	The Prophet at Makkah	
		Unit-III	The Prophet at Madinah	
		Unit- IV	Administration under the Prophet	



Undergraduate: B.A Regular/ Honours
CBCS Course
Semester: 2nd
Paper Name: Arabic Prose and poetry-II
Paper Code – ARA-HC-2016
Marks – (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.2nd Semester (Honours)	ARA-HC-2016	Unit-I (Prose)	1. Al Hurryat Wal mashat wal Ekhae Filislam. 2. Baladhi 3. Kaifa talamul Lugatn ziddan	<p>1. To acquaint the reader with Arabic business jargon.</p> <p>2. To use Arabic literature to instill moral and ethical principles learners.</p> <p>3. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.</p> <p>4. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.</p> <p>5. To introduce the Arabic literature (prose and Poetry).</p>
		Unit-II (Prose)	1. Abu Bakkar Siddique 2. As sahat w tamm 3. Al etahadul quatun.	
		Unit-III (Poetry)	1. Lau kanat usfuraa 2. Nashidatuz zakat 3. Aagaru alihaylinabuwate khatem	
		Unit- IV (Poetry)	1. Allahu Maulaye deenaray wa maulaye 2. Aiuahal hubbe anta sharul balae 3. Lugatul Arabia	



Undergraduate: B.A Regular/ (Honours)
CBCS Course
Semester: 2nd
Paper Name: Applied Grammar-I
Paper Code – ARA-HC-2026
Marks – (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.2nd Semester (Honours)	ARA-HC-2026	Unit-I	1.Introduce Failee and its kind 2. Failee Majhi and its kind	1. The course will assist the students in learning correct use of written Arabic applying fundamental morphological and syntactic elements of Arabic.
		Unit-II	1. Faile Mujarahand its kinds. 2. takid	2. To familiarize the students with the distinctive feature and purposes of various Arabic structures.
		Unit-III	1. faile amar, 2. faile nahai 3. Ismay Fayle 4. Ismay maful	3. To comprehend Arabic grammar through practices.
		Unit- IV	1. Ismay Tafjil, 2. Sefatay mushabah 3. Ismay Mubalega 4. Ismay Ala w Ismay zarf	4. The course will acquaint the students with the morphological thought of learning Arabic Grammar.



Undergraduate: B.A Regular/ Honours
CBCS Course
Semester: 3rd
Paper Name: Classical Arabic Prose and poetry-I
Paper Code - ARA-HC-3016
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.3rd Semester (Honours)	ARA-HC-3016	Unit-I (Prose)	1. Al Hurryat Wal mashat wal Ekhae Filislam. 2. Baladhi 3. Kaifatalamul Lugatn ziddan	1. To acquaint the reader with Arabic business jargon. 2. To use Arabic literature to instill moral and ethical principles learners.
		Unit-II (Prose)	1. Abu Bakkar Siddique 2. As sahat w tamm 3. Al etahadul quatun.	3. To present the learner with opportunity to appreciate modern and contemporary Arabic literature.
		Unit-III (Poetry)	1. Lau kanat usfuraa 2. Nashidatuz zakat 3. Aagaru alihaylinabuwate khatem	4. To give the learner the ability to understand the concepts expressed by contemporary poets and authors and their contribution to Arabic literature.
		Unit- IV (Poetry)	1. Allahu Maulaye deenaray wa maulaye 2. Aiuahal hubbe anta sharul balae 3. Lugatul Arabia	5. To introduce the Arabic literature (prose and Poetry).



**Undergraduate: B.A Regular/Honours
CBCS Course
Semester: 3rd**

**Paper Name: Arabic Prose and poetry-I
Paper Code – ARA-HC-3026
Marks – (External- 80, Internal- 20)**

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.3rd Semester (Honours)	ARA-HC-3026	Unit-I	Abu Bakkar(R.A) Early life of Abu Bakkar	1. To introduce the students with the culture and history of the Arabs.
		Unit-II	Battle in the time of Abu Bakkar, His Formation, His Administration.	2. To comprehend historical and cultural context of the evolution of islam and its expansion.
		Unit-III	Umar Faruk(R.A) early life of Umar Faruk	3. To assess the evolution of islam throughout the period of the Prophet and just Caliphs.
		Unit- IV	Administration of Umar And conquest .	4. To acquaint the students with trails of the pious Caliphs.



Undergraduate: B.A Regular/ Honours
CBCS Course
Semester: 3rd
Paper Name: Applied Grammar-II
Paper Code - ARA-HC-3036
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.3rd Semester (Honours)	ARA-HC-3036	Unit-I	1.Introduce Failee and its kind 2. Failee Majhi and its kind	1. The course will assist the students in learning correct use of written Arabic applying fundamental morphological and syntactic elements of Arabic. 2. To familiarize the students with the distinctive feature and purposes of various Arabic structures. 3. To comprehend Arabic grammar through practices. 4. The course will acquaint the students with the morphological thought of learning Arabic Grammar.
		Unit-II	1. Faile Mujarahand its kinds. 2. takid	
		Unit-III	1. faile amar, 2. faile nahai 3. Ismay Fayle 4. Ismay maful	
		Unit- IV	1. Ismay Tafjil, 2. Sifaatay mushabah 3. Ismay Mubalega 4. Ismay Ala w Ismay zarf	



Undergraduate: B.A Regular/ Honours

CBCS Course

Semester: 4th

Paper Name: Modern Arabic Prose and poetry-I

Paper Code - ARA-HC-4016

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.4th Semester (Honours)	ARA-HC-4016	Unit-I (Prose)	1.Sulhul Hudaibia. 2.Maafhumul Islam 3.SAlamatul Sair	1.To acquaint the reader with Arabic business jargon.
		Unit-II (Prose)	1.Hukukul Imratun Wa wajabatuha Fil Islam 2. Usman Bin Affan(r) 3. Arnaaumu Nasafi Seahatu WallJamal.	2.To use Arabic literature to instill moral and ethical principles learners. 3.To present the learner with opportunity to appereciate modern and contemporary Arabic literature.
		Unit-III (Poetry)	1. Elas Saban 2. Anshaudatis Shitaae 3.Urusu Firshate Lahal Ardhun Bil Zahrn. 4.Nabajatuun Hayattul Muwlifin.	4.To give the learner the ability to understand the concepts expressby contemporary poets and authors and their contribution to Arabic literature.
		Unit- IV (Poetry)	1. Resaul Adab Mastufa Lutfi Mafaluti. 2. Dawatu ilal Ahlam 3.Al Aeesh. 4.Nabajatuun Hayattul Muwlifin.	5.To introduce the Arabic literature(prose and Poetry).

Undergraduate: B.A Regular/Honours
CBCS Course
Semester: 4th
Paper Name: Political History of the Arab-III
Paper Code – ARA-HC-4026
Marks – (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.4th Semester (Honours)	ARA-HC-4026	Unit-I	Caliph Uthman(R) > Early life of Uthman and his emigration to Abyssinia. > His Services to islam before his accession. > Accession of Uthman and revolt in Persia. > Roman invasion in Egypt.	1. To introduce the students with the culture and history of the Arabs. 2. To comprehend historical and cultural context of the evolution of islam and its expansion. 3. To assess the evolution of islam throughout the period of the Prophet and khulafa e rashidin pious Caliphs. 4. To acquaint the students with trails of the pious Caliphs.
		Unit-II	>Charges brought against Uthman. > Causes of various revolts during the reign of Uthman. > Martyrdom of Uthman. > Administration, character and achievements Uthman.	
		Unit-III	Caliph Ali (R) > Early life of Ali(R). > His Services to islam before his accession of Ali. > Battle of Camel, Battle of Siffin. > Causes of civil war during reign of Ali.	
		Unit- IV	> Emergence of Khawarij > Causes of failure of Ali. > Causes of civil war during reign of Ali. > Martyrdom of Ali. > Administration, character and achievements of Ali.	


Undergraduate: B.A Regular/ Honours
CBCS Course
Semester: 4th
Paper Name: Applied Grammar-III
Paper Code – ARA-HC-4036
Marks – (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.4th Semester (Honours)	ARA-HC-4036	Unit-I	<ul style="list-style-type: none"> > Kalima-Al Ism,Al Fail,Al Haraf. > Al Muzzakor, Muwannas, Mafrud, Masni, Zamma. > Zamir Almutasallat. > Murakkaba Tam Wa Nakis 	<ol style="list-style-type: none"> 1. The course will assist the students in learning correct use of written Arabic applying fundamental morphological and syntactic elements of Arabic. 2. To familiarize the students with the distinctive feature and purposes of various Arabic structures. 3. To comprehend Arabic grammar through practices. 4. The course will acquaint the students with the morphological thought of learning Arabic Grammar.
		Unit-II	<ul style="list-style-type: none"> > Muftada Wa Khabar. > Harfel Istafaham > Adwatur Shart > Harfay Nadah. 	
		Unit-III	<ul style="list-style-type: none"> > Harful Aat'f > Ismay Al Mansub > Ismay Tasgir > Zama Muzzakar al Salim,Zama Muwannas al Salim wa Earahma. 	
		Unit- IV	<ul style="list-style-type: none"> > Muzara al Mansub, > Muzara al mazz'um. > Inna wa Ekhwatuha. > Kaana wa Ekhwatuha 	



Undergraduate: B.A Regular/ Honours
CBCS Course
Semester: 5th
Paper Name: Classical Arabic Prose and poetry-II
Paper Code - ARA-HC-5016
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5th Semester (Honours)	ARA-HC-5016	Unit-I (Prose)	1. Kaifa Hajara N' abi Sallailahu Alahiwasalam. 2. Fi sabili Assaadat Wa Yakin 3. Al birrun waladun	1. To acquaint the reader with Arabic business jargon. 2. To use Arabic literature to instill moral and ethical principles learners.
		Unit-II (Prose)	1. Akhlak al Mumin 2. Khutbat al Nabbi Fi Hajjal Weda. 3. Resalat Min Makkah Al Mukkarama.	3. To present the learner with opportunity to appreciate modern and contemporary Arabic literature. 4. To give the learner the ability to understand the concepts expressby contemporary poets and authors and their contribution to Arabic literature.
		Unit-III (Poetry)	1. Kala Abu Alal Marri Eakha wa Khama fi Khaliat. 2. Wa maa ana Bisaye vi fajle. 3. Takhafa Minal Dunia lallakha Tafalat. 4. Nabajatuun Hayattul Muwlifin.	5. To introduce the Arabic literature (prose and Poetry).
		Unit- IV (Poetry)	1. Dewan al Quais Bin Al Khatim. 2. Ars Rasul min ahuahi lahualala . 4. Ija al Amarae lam yadnesu minal laume arajah..	



Undergraduate: B.A Regular/Honours
CBCS Course
Semester: 5th
Paper Name: History of Arabic Literature-I
Paper Code – ARA-HC-5026
Marks – (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5th Semester (Honours)	ARA-HC-5026	Unit-I	Background of Arabic Language and literature	1. To comprehend the unique qualities of Arabic literature through the ages.
		Unit-II	Growth and development of pre-Islamic Arabic prose and poetry.	2. To comprehend Arab literary traditions to get analytical and comprehensive understanding of literary works, writers, trends, etc.
		Unit-III	Sources And characteristics of pre-Islamic Arabic prose and poetry.	3. To assess the evolution of connection between Beduin life in Arabia and arabic literature from pre-islamic period.
		Unit- IV	Prominent figures of pre-Islamic Arabic prose and poetry.	4. To acquaint the students with trails of the aesthetic ,cultural and social facts of arabic literature during the chosen eras.



Undergraduate: B.A Regular/ Honours
CBCS Course
Semester: 5th
Paper Name: Functional Arabic-I
Paper Code - ARA-HE-5016
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5th Semester (Honours)	ARA-HE-5016	Unit-I (Prose)	1. Al Hurryat Wal mashat wal Ekhae Filislam. 2. Baladhi 3. Kaifatalamul Lugatn ziddan	1. To acquaint the reader with Arabic business jargon. 2. To use Arabic literature to instill moral and ethical principles learners.
		Unit-II (Prose)	1. Abu Bakkar Siddique 2. As sahat w tamm 3. Al etahadul quatun.	3. To present the learner with opportunity to appereciate modern and contemporary Arabic literature.
		Unit-III (Poetry)	1. Lau kanat usfuraa 2. Nashidatuz zakat 3. Aagaru alihaylinabuwate khatem	4. Togive the learner the ability to understand the concepts expressby contemporary poets and authors and their contribution to Arabic literature.
		Unit- IV (Poetry)	1. Allahu Maulaye deenaray wa maulaye 2. Aiuahal hubbe anta sharul balae 3. Lugatul Arabia	5. To introduce the Arabic literature(prose and Poetry).



Undergraduate: B.A Regular/ Honours
CBCS Course
Semester: 5th
Paper Name: Applied Grammar-IV
Paper Code - ARA-HE-5026
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.5th Semester (Honours)	ARA-HE-5026	Unit-I	<ul style="list-style-type: none"> > Kalima-Al Ism,Al Fail,Al Haraf. > Al Muzzakor, Muwannas, Mafrud, Masni, Zamma. > Zamir Almutasallat. > Murakkaba Tam Wa Nakis 	<p>1. The course will assist the students in learning correct use of written Arabic applying fundamental morphological and syntactic elements of Arabic.</p> <p>2. To familiarize the students with the distinctive feature and purposes of various Arabic structures.</p> <p>3. To comprehend Arabic grammar through practices.</p> <p>4. The course will acquaint the students with the morphological thought of learning Arabic Grammar.</p>
		Unit-II	<ul style="list-style-type: none"> > Muftada Wa Khabar. > Harfel Istafaham > Adwatur Shart > Harfay Nadah. 	
		Unit-III	<ul style="list-style-type: none"> > Harful Aat'f > Ismay Al Mansub > Ismay Tasgir > Zama Muzzakar al Salim,Zama Muwannas al Salim wa Earahma. 	
		Unit- IV	<ul style="list-style-type: none"> > Muzara al Mansub, > Muzara al mazz'um. > Inna wa Ekhwatuha. > Kaana wa Ekhwatuha 	



Undergraduate: B.A Regular/ Honours
CBCS Course
Semester: 6th
Paper Name: Modern Arabic Prose and poetry-II
Paper Code - ARA-HC-6016
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6th Semester (Honours)	ARA-HC-6016	Unit-I (Prose)	1. Al quas Alooka. 2. Rabbi Liman Khalakta Haja An naeeam. 3. Martal Bania	1. To acquaint the reader with Arabic business jargon. 2. To use Arabic literature to instill moral and ethical principles learners.
		Unit-II (Prose)	1. Shiekh Al Hind 2. Kamijuul Ahmar 3. ulul Hammat	3. To present the learner with opportunity to appereciate modern and contemporary Arabic literature.
		Unit-III (Poetry)	1. Al Isan Wa Al Gurrur 2. Ela Umme 3. Al Elmu Saratu Ammatu Wa Yasara 4. Nabajatuun Hayattul Muwlifin.	4. To give the learner the ability to understand the concepts expressby contemporary poets and authors and their contribution to Arabic literature.
		Unit- IV (Poetry)	1. Awajibul wajibat Ikramu Amee. 2. Aana 3. Ar Rasada AjmalaSsiaratu Ya Ahmad. 4. Nabajatuun Hayattul Muwlifin.	5. To introduce the Arabic literature (prose and Poetry).



Undergraduate: B.A Regular/Honours
CBCS Course
Semester: 6th
Paper Name: History of Arabic Literature-II
Paper Code - ARA-HC-6026
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6th Semester (Honours)	ARA-HC-6026	Unit-I	Sources of Early Islamic Arabic Literature (Qura ad Hadith)	1. To comprehend the unique qualities of Arabic literature through the ages.
		Unit-II	Development of early Islamic Araic Prose ad poetry..	2. To comprehend Arab literary traditions to to get analytical and comprehensive understanding of literary works, writers, trends, etc.
		Unit-III	Characteristics of pre - Islamic Arabic prose and poetry.	3. To assess the evolution of connection between Beduin life in Arabia and arabic literature from pre-islamic period.
		Unit- IV	Prominent figures of Araic literature during early Islamic period.	4. To acquaint the students with trails of the aesthetic ,cultural and social facts of arabic literature during the chosen eras.



Undergraduate: B.A Regular/ Honours

CBCS Course

Semester: 6th

Paper Name: Functional Arabic-II

Paper Code - ARA-HE-6016

Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6th Semester (Honours)	ARA-HE-6016	Unit-I (Prose)	1.Al Muddaris 2.Sehatul baiienatu 3.Sayadalatu	1.To acquaint the reader with Arabic business jargon. 2.To use Arabic literature to instill moral and ethical principles learners.
		Unit-II (Prose)	1.Sajaratun jaitun 2. An Nimal 3. Zakaul Tiflun.	3.To present the learner with opportunity to appereciate modern and contemporary Arabic literature.
		Unit-III (Poetry)	1. Nasahatut Tabi 2. Fil Yadatnn 3.Tannjamul Wakt	4.Togive the learner the ability to understand the concepts expressby contemporary poets and authors and their contribution to Arabic literature.
		Unit- IV (Poetry)	1. Fil Atalat 2. Al Hurriat 3. At Talibbul Zakay	5.To introduce the Arabic literature(prose and Poetry).



Undergraduate: B.A Regular/ Honours
CBCS Course
Semester: 6th
Paper Name: Teanslationn, Comperehension,
And Composition
Paper Code - ARA-HE-6026
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6th Semester (Honours)	ARA-HE-6016	Unit-I (Prose)	1.Translation from Arabic to English (Seen) 3.Translation from English to Arabic (Seen)	1.To acquaint the reader to make comperehend and participate ibasic conversational forms durning the social occasion
		Unit-II (Prose)	1.Translation in to Arabic (Unseen) 2. Translation in to English (Unseen).	2.To improve LSRW of Arabic in Students. 3.To improve advanced knowledge in Arabic to English translation.
		Unit-III (Poetry)	Comprehensiv Text	4.To teach the students how to translate simple docoments.
		Unit- IV (Poetry)	Essay	5.To devolop in the learner the capacity to comperehend contomoarory essays and to prepare them articles on current themes. 5.To introduce the Arabic literature(prose and Poetry).



Undergraduate: B.A (Regular/Honours)
CBCS Course
Semester: 6th
Paper Name: Spoken Arabic-IV
Paper Code - ARA-SE-6014
Marks - (External- 80, Internal- 20)

Class	Paper Code	Unit No.	Unit Name	Outcomes
B.A.6th Semester (General)	ARA-SE-6014	Unit-I	Basic Grammar.	To introduce about the basic knowledge of Arabic Language. To introduce how to compose sentences and the fundamental knowledge of Arabic grammar.
		Unit-II	Vocabulary Enrichment	
		Unit-III	Conversation practice	
		Unit-IV	Usage of Audio-visual tools.	





**PROGRAMME OUTCOME,
PROGRAMME SPECIFIC OUTCOME
& COURSE OUTCOME**



**DEPARTMENT OF ECONOMICS
KATAHGURI COLLEGE,
NAGAON::ASSAM**



DEPARTMENT OF ECONOMICS

B.A.

Programme Outcomes

- a. **Responsible Citizen-** The Study of economics helps people understand the world around them. It enables people to understand people, businesses, markets and governments, and therefore better respond to the threats and opportunities that emerge when things change.
- b. **Critical Knowledge-** Study of economics enlightens the students in critical thinking of the assumptions related to the economic theories, that frame our actions and checking out the levels to which these assumptions are adjusted, accurate and valid for decision making for different intellectuals, organizations and personalities.
- c. **Communication skill-** the program enables the learners to speak, read, write and listen clearly from the teachers, electronic media in English and Assamese toward the program which communicate the world through books, media, technology and people.
- d. **Social interaction-** It increases interacting skills of the learners to different persons and social groups.

Program Specific Outcome

- a. **Mathematical and Statistical Skill-** It communicates the knowledge of basic mathematics to study the economic theories at undergraduate level, specifically the courses of microeconomic theories, macroeconomic theories. It helps the means of illustrating the methods of applying mathematical techniques to economic theories in general. In statistical part we discuss the basic concepts of statistics its terminologies that are fundamental for statistical analysis like the process of sampling for data collection, Probability, probability distribution of discrete and continuous random variables and sampling and statistical errors.
- b. **Theoretical Knowledge-** It increase the ability to understand the different micro and macro-economic theories and their functioning in economic system.

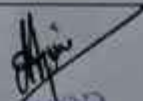

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Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 1st
 Subject- Economics
 Name of the Paper : M 104 MICROECONOMICS
 Paper Code: M 104
 Marks- 100

Unit	Contents	Outcomes
1.	Introduction	This course is designed to provide a sound training in microeconomic theory to formally analyse the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters. Mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour to the consumer and the producer and also covers the behaviour of a competitive firm.
2.	Consumer Behaviour and demand	
3.	Theory of production and cost	
4.	Output decisions and profit maximization	

Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 1st
 Subject- Economics
 Name of the Paper: M 105 MACROECONOMICS I
 Paper Code: M 105
 Marks-100

Unit	Contents	Outcomes
1.	NATIONAL INCOME ACCOUNTING	This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and employment.
2.	THEORIES OF OUTPUT AND EMPLOYMENT	
3.	CONSUMPTION FUNCTION	
4.	INVESTMENT FUNCTION	


 HOD
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Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 2nd
 Subject- Economics
 Name of the Paper: M 204 MICROECONOMICS II
 Paper Code: M 204
 Marks-100

Unit	Contents	Outcomes
1.	NATIONAL INCOME ACCOUNTING	The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.
2.	THEORIES OF OUTPUT AND EMPLOYMENT	
3.	CONSUMPTION FUNCTION	
4.	INVESTMENT FUNCTION	

Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 2nd
 Subject- Economics
 Name of the Paper: M 205 MACROECONOMICS II
 Paper Code: M 205
 Marks-100

Unit	Contents	Outcomes
1.	GOODS AND MONEY MARKET EQUILIBRIUM	This is a sequel to principles macroeconomics. It analyses various theories of determination of national income, business cycle and inflation.
2.	BUSINESS CYCLE	
3.	QUANTITY THEORY OF MONEY	
4.	INFLATION	

Ami
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 Date.....

Undergraduate: B.A (Major)

Non CBCS Course

Session 2018-19

Semester: 3rd

Subject- Economics

Name of the Paper: M 304 Elementary Mathematics for Economics

Paper Code: M 304

Marks-100

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

Undergraduate: B.A (Major)

Non CBCS Course

Session 2018-19

Semester: 3rd

Subject- Economics

Name of the Paper: M 305 Elementary Mathematics for Economics

Paper Code: M 305

Marks-100

Unit	Contents	Outcomes
1.	MONEY: BASIC CONCEPTS	This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.
2.	COMMERCIAL BANKING	
3.	CENTRAL BANKING	
4.	THE FINANCIAL SYSTEM	


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Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 4th
 Subject- Economics
 Name of the Paper: M 404 MATHEMATICAL APPLICATIONS IN ECONOMICS
 Paper Code: M 404
 Marks-100

Unit	Contents	Outcomes
1.	Calculus in Economics Applications	This is course on mathematical application in economics. It begins with some basic concept and mathematical application with the use of mathematical tools. It covers consumers and producer's surplus, revenue maximization, tax revenue maximization, profit maximization and game theory.
2.	MAXIMA AND MINIMA	
3.	ELEMENTS OF LINEAR PROGRAMMING	
4.	INTRODUCTION TO GAME THEORY	

Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 4th
 Subject- Economics
 Name of the Paper: M 405 INTRODUCTIONS TO DEVELOPMENT ECONOMICS
 Paper Code: M 405
 Marks-100

Unit	Contents	Outcomes
1.	Development	Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually
2.	Economic Growth	
3.	Development Theories	


 HO
 Deptt, Economics
 Katakuri College
 Date.....

Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 5th
 Subject- Economics
 Name of the Paper: M 501 ELEMENTS OF PUBLIC FINANCE
 Paper Code: M 501
 Marks-100

Unit	Contents	Outcomes
1.	NATURE AND SCOPE OF PUBLIC FINANCE	This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.
2.	PUBLIC REVENUE	
3.	PUBLIC EXPENDITURE	
4.	PUBLIC DEBT	

Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 5th
 Subject- Economics
 Name of the Paper: M 502 BASIC STATISTICS FOR ECONOMICS
 Paper Code: M 502
 Marks-100

Unit	Contents	Outcomes
1.	CENTRAL TENDENCY AND DISPERSION	This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation.
2.	CORRELATION AND REGRESSION	
3.	PROBABILITY	

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 Katakuri College

Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 5th
 Subject- Economics
 Name of the Paper: M 503 INTRODUCTION TO ENVIRONMENTAL ECONOMICS
 Paper Code: M 503
 Marks-100

Unit	Contents	Outcomes
1.	Nature and scope of environmental economics	This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.
2.	Market failure	
3.	Environmental Kuznets's Curve	
4.	Global Environmental Issues	

Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 5th
 Subject- Economics
 Name of the Paper: M 504 INTERNATIONAL TRADE: THEORY AND POLICY
 Paper Code: M 504
 Marks-100

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Unit	Contents	Outcomes
1.	THEORIES OF INTERNATIONAL TRADE	This course develops a systematic exposition of models that try to explain the composition, direction and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics developed in courses 08 and 12, focusing on national policies as well as international monetary systems. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.
2.	TERMS OF TRADE AND GAINS FROM TRADE	
3.	INTERNATIONAL TRADE POLICY	


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Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 5th
 Subject- Economics
 Name of the Paper: M 505 HISTORY OF ECONOMIC THOUGHT I
 Paper Code: M 505
 Marks-100

Unit	Contents	Outcomes
1.	EARLY PERIOD	This course introduces to the basic concept of early period, classical period and socialist thoughts of economists
2.	CLASSICAL PERIOD	
3.	SOCIALIST THOUGHTS	

Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 5th
 Subject- Economics
 Name of the Paper: M 506 DEVELOPMENT POLICY AND THE INDIAN ECONOMY
 Paper Code: M 506
 Marks-100

Unit	Contents	Outcomes
1.	Basic Features of Indian economy	This course provides basic ideas to the students of Indian economy, poverty levels, Inequality and Unemployment and Role of Agriculture in Economic Development.
2.	Poverty, Inequality and Unemployment	
3.	Role of Agriculture in Economic Development	



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Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 6th
 Subject- Economics
 Name of the Paper: M 601 PUBLIC ECONOMICS
 Paper Code: M 601
 Marks-100

Unit	Contents	Outcomes
1.	TAXATION	This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.
2.	GOVERNMENT BUDGET	
3.	FISCAL POLICY	
4.	FEDERAL FINANCE	

Undergraduate: B.A (Major)
 Non CBCS Course
 Session 2018-19
 Semester: 6th
 Subject- Economics
 Name of the Paper: M 602 APPLIED STATISTICS
 Paper Code: M 602
 Marks-100

Unit	Contents	Outcomes
1.	INDEX NUMBERS	This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. This is followed by a discussion on sampling techniques used to collect survey data. The semester concludes with some topics in statistical inference that include point and interval estimation.
2.	TIME SERIES ANALYSIS	
3.	VITAL STATISTICS	
4.	SAMPLE SURVEY	


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Undergraduate: B.A (Major)

Non CBCS Course

Session 2018-19

Semester: 6th

Subject- Economics

Name of the Paper: M 603 ECONOMICS OF NATURAL RESOURCES AND SUSTAINABLE DEVELOPMENT

Paper Code: M 603

Marks-100

Unit	Contents	Outcomes
1.	Natural Resources	This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.
2.	Economics of Non-renewable Resources	
3.	Economics of Renewable Resources	
4.	Development-environment Trade-off	

Undergraduate: B.A (Major)

Non CBCS Course

Session 2018-19

Semester: 6th

Subject- Economics

Name of the Paper: M 604 INTERNATIONAL ECONOMICS

Paper Code: M 604

Marks-100

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Unit	Contents	Outcomes
1.	INTRODUCTION	This is a sequel to Principles of Macroeconomics-I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.
2.	BALANCE OF PAYMENTS	
3.	FOREIGN EXCHANGE MARKET AND EXCHANGE RATES	
4.	ECONOMIC INTEGRATION	
5.	INTERNATIONAL INSTITUTIONS	

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Undergraduate: B.A (Major)

Non CBCS Course

Session 2018-19

Semester: 6th

Subject- Economics

Name of the Paper: M 605 HISTORY OF ECONOMIC THOUGHT II

Paper Code: M 605

Marks-100

Unit	Contents	Outcomes
1.	SOME FAMOUS SCHOOLS OF THOUGHT	This course introduces to the basic concept of early period, Keynesian economics and Indian economic thought.
2.	KEYNESIAN ECONOMICS	
3.	INDIAN ECONOMIC THOUGHT	

Undergraduate: B.A (Major)

Non CBCS Course

Session 2018-19

Semester: 6th

Subject- Economics

Name of the Paper: M 606 PLANNING FOR DEVELOPMENT: INDIA AND THE NORTHEAST

Paper Code: M 606

Marks-100

Unit	Contents	Outcomes
1.	Planning	Help students to know the status of Assam economy in some development indicators since independence. To enhance knowledge about the linkage between human capital formation and different sectors of an economy. Built up an analytical thought among students to see relevance of policies effects on different sectors.
2.	India in the Global Economy	
3.	Economic Problems of North-East India	


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Undergraduate: B.A (Elective)

Non CBCS Course

Session 2018-19

Semester: 1st

Subject- Economics

Name of the Paper: E 101 ELEMENTARY MICROECONOMICS

Paper Code: E 101

Marks-100

Unit	Contents	Outcomes
1.	Concept of Equilibrium	The course is designed to provide a sound training in microeconomic theory to formally analyse the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.
2.	CONSUMER BEHAVIOUR	
3.	Production and Cost	
4.	Product Pricing	
5.	Factor Pricing	

Undergraduate: B.A (Elective)

Non CBCS Course

Session 2018-19

Semester: 2nd

Subject- Economics

Name of the Paper: E 201 Introductory Macroeconomics

Paper Code: E 201

Marks-100

Unit	Contents	Outcomes
1.	National Income	This course introduces the students to formal modelling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.
2.	Theories of Output and Employment	
3.	Inflation: Demand	


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Undergraduate: B.A (Elective)

Non CBCS Course

Session 2018-19

Semester: 3rd

Subject- Economics

Name of the Paper: E 303 Money, Banking and Finance

Paper Code: E 303

Marks-100

Unit	Contents	Outcomes
1.	Quantity Theory of Money	This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.
2.	Commercial Banking	
3.	Central Banking	
4.	Business Cycle	
5.	Monetary Policy	
6.	Financial System	

Undergraduate: B.A (Elective)

Non CBCS Course

Session 2018-19

Semester: 4th

Subject- Economics

Name of the Paper: E 403 Indian Economy with Issues of North-East

Paper Code: E 403

Marks-100

Unit	Contents	Outcomes
1.	Trend and composition of National Income	Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy-I, this course examines sector-specific trends in key indicators and their implications in the post-Independence period.
2.	Role of Agriculture in the Economic development	
3.	Industrial progress and Industrial development strategy	
4.	I Natural resources of Assam, Demographic features of Assam	
5.	Role, Problems and Development of Transport	


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Undergraduate: B.A (Elective)
 Non CBCS Course
 Session 2018-19
 Semester: 5th
 Subject- Economics
 Name of the Paper: E 503 Public Finance
 Paper Code: E 503
 Marks-100

Unit	Contents	Outcomes
1.	INTRODUCTION: DISTINCTION BETWEEN PUBLIC FINANCE AND PRIVATE FINANCE	This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.
2.	Public Revenue: Tax and non-tax revenue	
3.	Public Expenditure	
4.	Public Debt	
5.	Fiscal Policy	
6.	Government Budget	

Undergraduate: B.A (Elective)
 Non CBCS Course
 Session 2018-19
 Semester: 5th
 Subject- Economics
 Name of the Paper: E 504 Introductions to Growth and Development Economics
 Paper Code: E 504
 Marks-100

Unit	Contents	Outcomes
1.	Growth	This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic.
2.	Development and Underdevelopment	
3.	Development Theories	
4.	Sectorial Development	


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Undergraduate: B.A (Elective)
 Non CBCS Course
 Session 2018-19
 Semester: 6th
 Subject- Economics
 Name of the Paper: E 603 International Economics
 Paper Code: E 603
 Marks-100

Unit	Contents	Outcomes
1.	Introduction	This course develops a systematic exposition of models that try to explain the composition, direction and consequences of international trade, and the determinants and effects of trade policy. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.
2.	Terms of Trade	
3.	Balance of Payment	
4.	Foreign Exchange Rates	
5.	International Institutions	

Undergraduate: B.A (Elective)
 Non CBCS Course
 Session 2018-19
 Semester: 6th
 Subject- Economics
 Name of the Paper: E 604 Planning and Development in India
 Paper Code: E 604
 Marks-100

Unit	Contents	Outcomes
1.	Basic Features of Indian Economy as a Developing Economy	This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.
2.	Features and Consequences of Economic globalization	
3.	DECENTRALIZED PLANNING IN ASSAM	
4.	POVERTY ALLEVIATION PROGRAMMES IN INDIA	


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Undergraduate: B.A (REGULAR)

CBCS Course

Semester : 1st

Name of the Paper : Principles of Microeconomics-I

Paper Code: ECO-RC-1016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Introduction Problem of scarcity and choice Demand and supply	This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.
2.	Consumer Theory	
3.	Production and Costs	
4.	Perfect Competition	

Undergraduate: B.A (REGULAR)

CBCS Course

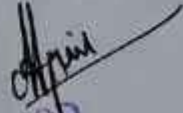
Semester : 2nd

Name of the Paper : Principles of Microeconomics-II

Paper Code: ECO-RC-2016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Market Structures Theory of a Monopoly Firm, Imperfect Competition.	This is a sequel to Fundamentals of Microeconomics covered in the first semester.
2.	Factor pricing	
3.	Market Failure	
4.		
5.		


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Undergraduate: B.A (REGULAR)

CBCS Course

Semester : 3rd

Name of the Paper : Principles of Macroeconomics-I

Paper Code: ECO-RC-3016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Introduction What is macroeconomics? Macroeconomic issues in an economy.	This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.
2.	National Income Accounting	
3.	Determination of GDP	
4.	National Income Determination with Government Intervention and Foreign Trade	
5.	Money in a Modern Economy	

Undergraduate: B.A (REGULAR)

CBCS Course


Semester : 4th

Name of the Paper : Principles of Macroeconomics-II

Paper Code: ECO-RC-4016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	IS-LM Analysis	This is a sequel to Principles of Macroeconomics-I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.
2.	GDP and Price Level in Short Run and Long Run	
3.	Inflation and Unemployment	
4.	Balance of Payments and Exchange Rate	
5.		


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Undergraduate: B.A (REGULAR)

CBCS Course

Semester :5th

Name of the Paper : Economic Development and Policy in India-I

Paper Code: ECO-RE-5016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Issues in Growth, Development and Sustainability	This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.
2.	Factors in Development	
3.	Population and Economic Development Demographic trends; urbanisation.	
4.	Employment	
5.	Indian Development Experience	

Undergraduate: B.A (REGULAR)

CBCS Course


Semester :6th

Name of the Paper : Economic Development and Policy in India-II

Paper Code: ECO-RE-6016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Agriculture: Policies and Performance	Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy-I, this course examines sector-specific trends in key indicators and their implications in the post-Independence period..
2.	Industry: Policies and Performance	
3.	Foreign Trade: Trends and Policies	


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Undergraduate: B.A (Honours)
CBCS Course
Semester : 1st
Name of the Paper : MICROECONOMICS
Paper Code: ECO-HC-1016
Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Exploring the subject matter of Economics	This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.
2.	Supply and Demand	
3.	The Households	
4.	The Firm and Perfect Market Structure	
5.	Imperfect Market Structure	
6.	Input Markets	

Undergraduate: B.A (Honours)
CBCS Course
Semester : 1st
Name of the Paper : MATHEMATICAL METHODS IN ECONOMICS-I
Paper Code: ECO-HC-1026
Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Preliminaries	This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.
2.	Functions of one real variable	
3.	Differential calculus	
4.	Single variable optimization	
5.	Integration of functions	


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Undergraduate: B.A (Honours)

CBCS Course

Semester : 2nd

Name of the Paper : INTRODUCTORY MACROECONOMICS

Paper Code: ECO-HC-2016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Introduction to Macroeconomics and National Income Accounting	This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.
2.	Money	
3.	Inflation	
4.	The Closed Economy in the Short Run	

Undergraduate: B.A (Honours)

CBCS Course

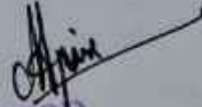
Semester : 2nd

Name of the Paper : MATHEMATICAL METHODS IN ECONOMICS - II

Paper Code: ECO-HC-2026

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Linear algebra	This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.
2.	Functions of several real variables	
3.	Multi-variable optimization	
4.	Differential equation	
5.	Difference equation	


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Undergraduate: B.A (Honours)

CBCS Course

Semester : 3rd

Name of the Paper : INTERMEDIATE MICROECONOMICS - I

Paper Code: ECO-HC-3016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Consumer Theory	The course is designed to provide a sound training in microeconomic theory to formally analyse the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.
2.	Production, Costs and Perfect Competition	
3.		
4.		


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Undergraduate: B.A (Honours)

CBCS Course

Semester :3rd

Name of the Paper : INTERMEDIATE MACROECONOMICS - I

Paper Code: ECO-HC-3026

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Aggregate Demand and Aggregate Supply Curves	This course introduces the students to formal modelling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.
2.	Inflation, Unemployment and Expectations	
3.	Open Economy Models	
4.		
5.		

Undergraduate: B.A (Honours)

CBCS Course

Semester :3rd

Name of the Paper : STATISTICAL METHODS FOR ECONOMICS

Paper Code: ECO-HC-3036

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Introduction and Overview	This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation.
2.	Elementary Probability Theory	
3.	Random Variables and Probability Distributions	
4.	Random Sampling and Jointly Distributed Random Variables	
5.	Sampling	


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Undergraduate: B.A (Honours)

CBCS Course

Semester : 4th

Name of the Paper : INTERMEDIATE MICROECONOMICS - II

Paper Code: ECO-HC-4016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	General Equilibrium, Efficiency and Welfare	This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.
2.	Market Structure and Game Theory	
3.	Markets with Asymmetric Information	
4.		

Undergraduate: B.A (Honours)

CBCS Course

Semester : 4th

Name of the Paper : INTERMEDIATE MACROECONOMICS - II

Paper Code: ECO-HC-4026

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Economic Growth	This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.
2.	Microeconomic Foundations	
3.	Fiscal and Monetary Policy	
4.	Schools of Macroeconomic Thoughts	
5.		

Undergraduate: B.A (Honours)

CBCS Course

Semester : 4th

Name of the Paper : INTRODUCTORY ECONOMETRICS

Paper Code: ECO-HC-4036

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Statistical Background	This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models.
2.	Simple Linear Regression Model: Two Variable Case	
3.	Multiple Linear Regression Model	
4.	Violations of Classical Assumptions: Consequences, Detection and Remedies	
5.	Specification Analysis	

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Undergraduate: B.A (Honours)

CBCS Course

Semester : 5th

Name of the Paper : INDIAN ECONOMY-I

Paper Code: ECO-HC-5016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Economic Development since Independence	Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.
2.	Population and Human Development	
3.	Growth and Distribution	
4.	International Comparisons	

Undergraduate: B.A (Honours)

CBCS Course


Semester : 5th

Name of the Paper : DEVELOPMENT ECONOMICS-I

Paper Code: ECO-HC-5026

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Conceptions of Development	This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.
2.	Growth Models and Empirics	
3.	Poverty and Inequality	
4.	Political Institutions and the Functioning of the State	


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Undergraduate: B.A (Honours)

CBCS Course

Semester : 5th (DSE)

Name of the Paper : MONEY AND FINANCIAL MARKETS

Paper Code: ECO-HE-5026

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Money	This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.
2.	Financial Institutions, Markets, Instruments and Financial Innovations	
3.	Interest Rates	
4.	Banking System	
	Central Banking and Monetary Policy	

Undergraduate: B.A (Honours)

CBCS Course

Semester : 5th (DSE)

Name of the Paper : PUBLIC FINANCE

Paper Code: ECO-HE-5036

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Theory	This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.
2.	Issues from Indian Public Finance	

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Undergraduate: B.A (Honours)

CBCS Course

Semester : 6th

Name of the Paper : INDIAN ECONOMY-II

Paper Code: ECO-HC-6016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Macroeconomic Policies and Their Impact	This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.
2.	Policies and Performance in Agriculture	
3.	Policies and Performance in Industry	
4.	Trends and Performance in Services	

Undergraduate: B.A (Honours)

CBCS Course

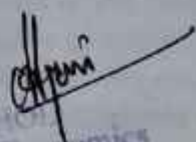
Semester : 6th

Name of the Paper : DEVELOPMENT ECONOMICS-II

Paper Code: ECO-HC-6026

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Demography and Development	This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.
2.	Land, Labour and Credit Markets	
3.	Individuals, Communities and Collective Outcomes	
4.	Environment and Sustainable Development	
5.	Globalization	


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Undergraduate: B.A (Honours)
CBCS Course
Semester : 6th (DSE)
Name of the Paper : ENVIRONMENTAL ECONOMICS
Paper Code: ECO-HE-6016
Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Introduction	This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.
2.	The Theory of Externalities	
3.	The Design and Implementation of Environmental Policy	
4.	International Environmental Problems	
5.	Measuring the Benefits of Environmental Improvements	
6.	Sustainable Development	

Undergraduate: B.A (Honours)
CBCS Course
Semester : 6th (DSE)
Name of the Paper : INTERNATIONAL ECONOMICS
Paper Code: ECO-HE-6026
Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Introduction	This course develops a systematic exposition of models that try to explain the composition, direction and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics developed in courses 08 and 12, focusing on national policies as well as international monetary systems. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.
2.	Theories of International Trade	
3.	Trade Policy	
4.	International Macroeconomic Policy	


 Deptt. Economics
 Katakuri College
 Date.....

Undergraduate: B.A
CBCS Course
Semester : 3rd
Name of the Paper : Data Collection and Presentation
Paper Code: ECO-SE-3014
Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Use of Data	This course helps students in understanding use of data, presentation of data using computer software's like MS-Excel. Students will be involved practically to preparation of questionnaires/interview schedules, collection of both primary and secondary data and its presentation. Students will also be asked to prepare a report on collected data and will be evaluated accordingly.
2.	Questionnaires and Schedules	
3.	Presentation of Data	
4.		

Undergraduate: B.A
CBCS Course
Semester : 4th
Name of the Paper : Data Analysis
Paper Code: ECO-SE-4014
Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Data entry in software's like MS-Excel, SPSS/PSPP	This course discusses how data can be summarized and analysed for drawing statistical inferences. The students will be introduced to important data sources that are available and will also be trained in the use of statistical software's like SPSS/PSPP to analyse data.
2.	Univariate frequency distributions. Measures of central tendency: mean, median and mode; arithmetic, geometric and harmonic mean. Measures of dispersion: range, mean deviation and standard deviation, skewness and kurtosis.	
3.	Bivariate frequency distribution. Correlation and regression. Rank correlation.	
4.	Estimation of population parameters from sample data. Unbiased estimators for population mean and variance.	
5.		


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Undergraduate: B.A (GENERIC)

CBCS Course

Semester :5th

Name of the Paper : Economic Development and Policy in India-I

Paper Code: ECO-RG-5016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Issues in Growth, Development and Sustainability	This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.
2.	Factors in Development: Capital formation (Physical and Human); technology; institutions.	
3.	Population and Economic Development Demographic trends; urbanisation.	
4.	Employment	
5.	Indian Development Experience	

Undergraduate: B.A (GENERIC)

CBCS Course

Semester :6th

Name of the Paper : Economic Development and Policy in India-II

Paper Code: ECO-RG-6016

Marks- (External-80 Internal-20)

Unit	Contents	Outcomes
1.	Agriculture: Policies and Performance	Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy-I, this course examines sector-specific trends in key indicators and their implications in the post-Independence period.
2.	Industry: Policies and Performance	
3.	Foreign Trade: Trends and Policies	


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Deptt, Economics
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Date.....



**PROGRAMME OUTCOME,
PROGRAMME SPECIFIC OUTCOME
& COURSE OUTCOME**



**DEPARTMENT OF HISTORY
KATAHGURI COLLEGE,
NAGAON::ASSAM**



KATAHGURI COLLEGE
DEPARTMENT OF HISTORY

B.A.

Programme Outcome (PO):

- a. Approach wider specialised and professional arenas.
- b. Create systematic historical timeline and present the past and present.
- c. Argue on transition phase.
- d. Categorise and examine the sources of historical knowledge and writing.
- e. Show and tell the historical significance of historical tourist places.
- f. Identify and define important terms and develop significant theoretical concepts.

Programme Specific Outcome (PSO):

- a. Students gain ethical and moral values.
- b. After gaining specialised knowledge of history subject. They can pursue higher studies in MA, Ph D and work as professional historians. Other specific professional opportunities to pursue are M.A in Archaeology, Museology and Gender studies.
- c. Students are skilled with social science environmental knowledge.
- d. Skilled with identification of historical sources and research methodology.

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HOD.
Deptt. of History

Course Outcome
B.A (Honours) Programme in History, (UG CBCS)
Semester I

Paper Name: HIS-HC-1016: HISTORY OF INDIA- I

Course Outcome: After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history. The course will also train the students to analyse the various stages of evolution of human cultures and the belief systems in the proto- history period.

Paper Name: HIS-HC-1026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Course Outcome: after the completion of this paper, the students will be able to explain the processes and stages of the evolution of the variety of cultural pattern throughout antiquarian periods in History. They will be able to relate the connections between the various Bronze Age civilizations in the ancient world as well as development of slave and polis societies in ancient Greece.

SEMESTER II
HIS-HC-2016: HISTORY OF INDIA- II


Course Outcome: On successful completion of this course the students will be able to explain the economic and socio-cultural connections, transitions and stratifications during the ruling houses, empires and the politico-administrative nuances of early Indian History from 300 BCE to 300 CE.

Paper Name: HIS-HC-2026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

Course Outcome: After the completion of this course, the students will be able to analyse and explain the historical socio-political, administrative and economic patterns of the medieval world. They will be able to describe the emergence, growth and decline of various politico-administrative and economic patterns and the resultant changes therein.

SEMESTER III
HIS-HC-3016: HISTORY OF INDIA III (c. 750 -1206)

Course Outcome: The completion of this paper will enable the students to relate and explain the developments in India in its political and economic fields and its relation to the social and cultural patterns therein in the historical time period between c.700 to 1206. They will also be able to analyse India's interaction with another wave of foreign influence and the changes brought in its wake in the period.


HOD,
Deptt. of History

Paper Name: HIS-HC-3026: RISE OF THE MODERN WEST – I

Course Outcome: On completion of this course, the students will be able to explain the major trends and developments in the Western world between the 14th to the 16th century CE. They will be able to explore and analyse the significant historical shifts and events and the resultant effects on the civilizations of Europe in the period.

Paper Name: HIS-HC-3036: HISTORY OF INDIA IV (c.1206 - 1550)

Course Outcome: After completion of this course students will be able to explain the political and administrative history of medieval period of India from 1206 to 1550 AD. They will also be able to analyse the sources of history, regional variations, social, cultural and economic set up of the period.

Semester: IV

Paper Name: HIS-HC-4016 : RISE OF THE MODERN WEST – II

Course Outcome: After the completion of this course, the student will be able to explain the political and intellectual currents in Europe in the Modern Age. They will also be able to relate the circumstances and causal factors of the intellectual and revolutionary currents of both Europe and America at the beginning of the Modern age.

Paper Name: HIS-HC-4026 : HISTORY OF INDIA V (c. 1550 - 1605)

Course Outcome: At the completion of this course, the students will be able to analyse the circumstances and historical shifts and foundations of a variety of administrative and political setup in India between c.1550-1605. They will also be able to describe the inter relationships between the economy, culture and religious practices of the period.

Paper Name: HIS-HC-4036 : HISTORY OF INDIA VI (c. 1605 - 1750)

Course Outcome: after the completion of this course, the students will be able to explain and reconstruct the linkages of the history of India under the Mughal Rule. As a whole, this course will enable them to relate to the socio-economic and religious orientation of the people of Medieval period in India.

Semester: V

Paper Name: HIS-HC-5016: History of Modern Europe- I (c. 1780-1939)

Course Outcome: After the completion of this course the students will be able to evaluate the historical evolution and political developments that occurred in Europe in the period between 1780 to 1939. They will also be able to critically analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period.

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Dept. of History

Paper Name: HIS-HC-5026 : HISTORY OF INDIA VII (c. 1780 - 1857)

Course Outcome: After the completion of this course, the students will be able to relate the circumstances leading to the consolidation of colonial rule over India and their consequences. They will also be able to explain the orientation of the indigenous population and the masses towards resistance to the colonial exploitation. The course will also enable the students to analyse popular uprisings among the tribal, peasant and common people against the British policies.

Semester: VI

Paper Name: HIS-HC-6016 : HISTORY OF INDIA VIII (c. 1857 - 1950)

Course Outcome: At the completion of this course, the learners will be able to analyse the course of British colonial exploitation, the social mobilizations during the period between c.1857 to 1950 and also the techniques of Indian resistance to British policies. It will also enable the students to explain the circumstances leading to de-colonization and also the initial period of nation building in India.

Paper Name: HIS-HC-6026: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

Course Outcome: After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the period.

Semester-5th

Paper Name: HIS -HE-5016: HISTORY OF ASSAM (UPTO c. 1228)

Course Outcome: This paper will give a general outline of the history of Assam from the earliest times to the advent of the Ahoms in the 13th century. Upon completion, students will be acquainted with major stages of developments in the political, social and cultural history of Assam during the early times.

Paper Name: HIS -HE-5026 : HISTORY OF ASSAM (c. 1228 -1826)

Course Outcome: On completion of this paper, students will be able to identify major stages of developments in the political, social and cultural history of Assam during the medieval times. This paper will enable the student to explain the history of Assam from the 13th century to the occupation of Assam by the English East India Company in the first quarter of the 19th century.

Dr. S. S. Saha
HOD,
Deptt. of History

Semester 6th

Paper Name: HIS –HE-6016 : HISTORY OF ASSAM (c. 1826 – 1947)

Course Outcome: Upon completion of this course, students will be able to describe the period of British rule in Assam after its annexation by the imperialist forces. They will also be able to situate the development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyse the main currents of the political and socio-economic developments in Assam during the colonial period. analyse the main currents of the political and socio-economic developments in Assam during the colonial period.

Paper Name: HIS –HE-6026 : ASSAM SINCE INDEPENDENCE

Course Outcome: Students will be able to assess the aftermath of Partition and other socioeconomic developments in post-independence Assam upon completion of this course. They will also be able to identify the main currents of political and socio-economic development in Assam after India's independence and the causes and impact of various struggles and movements in contemporary Assam.

Semester 1st

Paper Name: HIS –HG-1016: HISTORY OF INDIA (FROM THE EARLIEST TIMES UP TO c. 1206)

Course Outcome: Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world.

Semester 2nd

HIS –HG-2016 : HISTORY OF INDIA (c.1206 to 1757)

Course Outcome: Upon completion of this course, students will be able to analyse the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period.

Semester 3rd

Paper Name: HIS –HG-3016 :HISTORY OF INDIA (c. 1757 to 1947)

Course Outcome: Upon completion of this course, students will be able to understand the major factors that led to the establishment and consolidation of British rule in India. They will also be able to identify the process of growth of resistance against British colonial rule and the eventual growth of Indian nationalist movement, which ultimately led to the end of the British rule in the country.

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Semester 4th

Paper Name: HIS –HG-4016 : SOCIAL AND ECONOMIC HISTORY OF ASSAM

Course Outcome: Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations.

Skill Enhancement Elective Courses

Semester 3rd

Paper Name: HIS –SE-3014: Historical Tourism in North East India

Course Outcome: After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth. In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

Semester 4th

HIS –SE-4014: Oral Culture and Oral History

Course Outcome: After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through 'public memory' and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use 'Public memory' as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology. In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this course.

Mr.
HOD
Dept. of History

B.A. (REGULAR) PROGRAMME IN HISTORY (UG CBCS)
Semester 1st

Paper Name: HIS –RC-1016: HISTORY OF INDIA (FROM THE EARLIEST TIMES UP TO c. 1206)

Course Outcome: Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world.

Semester 2nd

Paper Name: HIS –RC-2016 : HISTORY OF INDIA (c.1206 to 1757)

Course Outcome: Upon completion of this course, students will be able to analyse the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period.

Semester 3rd

Paper Name: HIS –RC-3016 :HISTORY OF INDIA (c. 1757 to 1947)

Course Outcome: Upon completion of this course, students will be able to understand the major factors that led to the establishment and consolidation of British rule in India. They will also be able to identify the process of growth of resistance against British colonial rule and the eventual growth of Indian nationalist movement, which ultimately led to the end of the British rule in the country.

Semester 4th

Paper Name: HIS –RC-4016 : SOCIAL AND ECONOMIC HISTORY OF ASSAM

Course Outcome: Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations.

Semester 5th

Paper Name: HIS –RE-5016: HISTORY OF ASSAM (From earliest times up to 1826 CE)

Course Outcome: This paper will give a general outline of the history of Assam from the earliest times to the advent of the British. On completion of this paper, students will be able to identify major stages of developments in the political history of Assam from the earliest times to the occupation of Assam by the English East India Company in the first quarter of the 19th century.

*Dr. Anil
Head Dept. of History*

Semester 6th

Paper Name: HIS –RE-6016: HISTORY OF ASSAM (c. 1826 – 1947)

Course Outcome: Upon completion of this course, students will be able to describe the period of British rule in Assam after its annexation by the imperialist forces. They will also be able to situate the development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyse the main currents of the political and socioeconomic developments in Assam during the colonial period.

Semester 5th

Paper Name: HIS –RG-5016 : HISTORY OF EUROPE (c. 1648-1870)

Course Outcome: After completing the course the students will be able to explain the emergence of state system in Europe and the rise of modernity. They will also be able to analyse the revolutionary upheavals of Europe that finally shaped the world.

Semester 6th


Paper Name: HIS –RG-6016 :HISTORY OF EUROPE (c. 1870 – 1939)

Course Outcome: After completing the course the students will be able to explain the major political developments in Europe from 1870 to 1939. The students will be able to delineate how the rise of two unified nations of Germany and Italy gave rise of intense imperialist contest the world over. The course would also enable the students to analyse the causes and consequences of World War I and the developments leading to World War II.

Semester 3rd

Paper Name: HIS –SE-3014: HISTORICAL TOURISM IN NORTH EAST INDIA

Course Outcome: After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth. In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.


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Semester 4th

Paper Name: HIS -SE-4014: Oral Culture and Oral History

Course Outcome: After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through 'public memory' and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use 'Public memory' as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology. In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this paper.

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Dept. of History



**PROGRAMME OUTCOME,
PROGRAMME SPECIFIC OUTCOME
& COURSE OUTCOME**



**DEPARTMENT OF ENGLISH
KATAHGURI COLLEGE,
NAGAON::ASSAM**

KATAHGURI COLLEGE
Department of English



B.A.

Programme Outcomes

After completing B.A., the students are expected to acquire:

- Develop various communication skills such as reading, listening, speaking, etc., which will be helpful in expressing ideas and views clearly and effectively.
- Understand the basic concepts, fundamental principles, and various theories in their concerned subjects.
- Able to the importance of literature in terms of aesthetic, mental, moral, intellectual development of an individual as well as of the society.
- Gain the analytical ability to analyse the literature and social issues to appreciate the strength and to suggest the improvements for better results.
- Convince himself/herself that the study of literature and social sciences are not only helpful to evolve better individual and better society but also helpful to make the life of an individual happier and more meaningful.
- Participate in various social and cultural activities voluntarily.
- Written articles, novels, stories to spread the messages of equality, nationality, social harmony and other human values.
- Able to realize that the pursuit of knowledge is a lifelong process and one can achieve the success only with untiring efforts and positive attitude.

PROGRAMME SPECIFIC OUTCOME

- They will acquire knowledge and understanding to go for higher studies.
- The texts and ideas included in the papers covering Modern and Post-Modern English Literature will help the students know and understand the issues and ideas prevailing in the contemporary society. This will help them develop an international outlook.
- Students will understand and have knowledge about the Indian Classical and European Classical traditions through their reading of a selection of translated texts across genres such as poetry and drama. Their knowledge will encourage them to think about world literatures and the possibility of cultural exchanges.
- Students will acquire knowledge about diverse societies and cultures, political and literary movements as the prescribed texts are contextualized in different socio-cultural events and movements.
- Students will understand and develop knowledge about the interrelation of life with literature through their study of a wide variety of texts and genres of literature.


HOD
Dept. English
Katahguri College

Undergraduate B.A (Honours)

CBCS Course

Semester: 1st

Name of the paper: Indian classical literature

Paper Code: ENG-HC-1016

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	Abhijnana Shakuntaam	This paper introduces students to a selection of literates of India in English translation. Given that Indian classical literature offers a rich and diverse canvas that spans across genres like dhama, poetry, the epic narrative as well as short fictional tables. It is essential that students studying English literature are familiar with at least a few of these. This paper encourages students to think laterally about literature of the world.
2.	The dicing, the sequel to dicing, the book of the Assembly hall, the temptation of Karna, The book of Effort	
3.	Nrcchakatika	
4.	The Book Banci	


HOD
Dept. English
Katahguni College

Undergraduate B.A (Honours)

CBCS Course

Semester: 1st

Name of the paper: European Classical Literature

Paper Code: ENG-HC-1026

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	The Odyssey	Classical writing in Europe saw the emergence of traditions that cut across many Genres, which included poetry, theatre, and general discourses.
2.	Oedipus the King	
3.	Pot of Gold	
4.	Selections from Metamorphoses 'Bacchus', 'Pyramus and Thisbe' Philomela'	

Undergraduate B.A (Honours)

CBCS Course

Semester: 2nd

Name of the paper: Indian Writing in English

Paper Code: ENG-HC-2016

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	Freedom to the Slave, The Orphan Girl.	This paper on Indian Writing in English introduces students to the historical development of this body of writing- the challenges faced by early writers, the Growing sense of accomplishment in the writing of different forms. This paper is divided into three units each dealing with a specific literary form.
2.	Introduction, My Grandmother's House.	
3.	Enterprise, Night of the Scorpion, Very Indian Poem in English.	
4.	Two Lady Rams.	
5.	Swami and Friends Salman Rushdie, 'The Free Radio.	
6.	In Custody.	
7.	The Intrusion.	
8.	Lights Out.	
9.	Tara.	

Undergraduate B.A (Honours)

CBCS Course

Semester: 2nd

Name of the paper: British Poetry and Drama: 14th to 17th Centuries

Paper Code: ENG-HC-2026

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	The Wife of Bath's Prologue.	This paper aims to familiarize the students with the two major forms in British literature from the 14th to the 17th centuries – poetry and drama It will also highlight the seminal issues and preoccupations of the writers and their ages as Reflected in these texts.
2.	Selections from Amoretti: Sonnet LXVII 'Like as a huntsman...	
3.	'The Sunne Rising'; 'Batter My Heart'; 'Valediction: Forbidding Mourning	
4.	Doctor Faustus.	
5.	Macbeth.	
6.	Twelfth Night	

Undergraduate B.A (Honours)

CBCS Course

Semester: 3rd

Name of the paper: History of English Literature and Forms

Paper Code: ENG-HC-3016

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	<p>Unit 1. Poetry from Chaucer to the Present</p> <ul style="list-style-type: none">. Chaucer and narrative poetry. Spenser, Shakespeare, Milton. John Donne and metaphysical poetry. Dryden, Pope and the heroic couplet. Romantic Poetry• Tennyson, Browning, Hopkins• Modern and postmodern Poetry and its international associations• Walcott, Ramanujan and Postcolonial poetry	<p>This paper introduces students to the History and to prepare the ground for the detailed study of the literature featured in subsequent papers and give a strong historical sense of literary Deployment gain understanding of the contexts in which literary forms and individual texts emerge.</p>
2.	<p>Unit 2: Drama from Everyman to the Present</p> <ul style="list-style-type: none">• Miracles, Moralities and Interludes• Marlowe and the University Wits• Elizabethan Stage, Shakespeare and Jonson• Jacobean Drama, Webster• Restoration, Wycherley and Congreve• Goldsmith, Sheridan and the sentimental drama• The Irish drama• Modern and postmodern Drama• Postcolonial drama	
3.	<p>Unit 3: Fiction</p> <ul style="list-style-type: none">• Narrative precursors• The Eighteenth century• The Gothic novel• Walter Scott and the historical novel• The nineteenth century women novelists• The Victorian novel• Modernism and the novel• Postmodernism and the Novel• Postcolonialism and the novel	

4.

Unit 4: Non Fictional

- 16th century prose
- 17th and 18th century prose
- Thomas Browne, Jeremy Taylor, Milton, Izaak Walton, Dryden
- Hobbes, Locke and Swift
- Addison and Steele
- Berkeley, Hume, Gibbon
- Johnson, Boswell, Burke
- 19th Century Prose
- Lamb, Hazlitt, de Quincey,
- Wollstonecraft, Godwin
- Coleridge, Wordsworth
- Darwin
- Carlyle, Ruskin, Pater, Arnold
- Lytton Strachey
- 20th and 21st century prose
- Literary Criticism and Theory
- Nationalist movements and polemical writing
- Letters, Autobiographies, Biographies
- Travel writing
- Journalistic prose

Undergraduate B.A (Honours)

CBCS Course

Semester: 3rd

Name of the paper: American Literature

Paper Code: ENG-HC-3026

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	•The Glass Menagerie	This paper seeks to acquaint the students with the main currents of American literature in its social and cultural contexts. The texts incorporated in the paper are a historical reflection of the growth of American society and of the way the literary imagination has grappled with such growth and change.
2.	• The Adventures of Huckleberry Finn	
3.	• 'The Purloined Letter'	
4.	• 'The Crack-up'	
5.	• 'The Prologue'	
6.	• 'A Bird Came Down the Walk'; 'Because I Could not Stop for Death'	
7.	• Selections from Leaves of Grass: 'O Captain, My Captain, Passage to India'	
8.	• 'I too'	
9.	• 'Mending Wall'	
10.	• 'Crow Testament, Evolution.	

Undergraduate B.A (Honours)

CBCS Course

Semester: 3rd

Name of the paper: **British Poetry and Drama: 17th and 18th Centuries**

Paper Code: ENG-HC-3036

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	Paradise Lost: Book I	The paper also seeks to familiarize the students with the larger contexts that generated such literatures as well as the possible impacts of the literature on society. This period may also be studied in relation to the literary productions.
2.	The Duchess of Malfi	
3.	The Rover	
4.	Mac Flecknoe	
5.	The Rape of the Lock	

Undergraduate B.A (Honours)

CBCS Course

Semester: 4th

Name of the paper: **British Literature: The 18th Century**

Paper Code: ENG-HC-4016

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	Gulliver's Travels	The paper familiarize the students with British literature in the 18 th century. The text in the course are representative of the age and to some extent represent active of the forms as well.
2.	London	
3.	Elegy Written in a Country Churchyard'	
4.	Moll Flanders	
5.	Pleasures of the Imagination, The Spectator	
6.	She Stoops to Conquer	

Undergraduate B.A (Honours)

CBCS Course

Semester: 4th

Name of the paper: British Romantic Literature

Paper Code: ENG-HC-4026

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	The Lamb, The Chimney Sweeper Introduction	This paper includes selections from works of major Romantic poets which address these issues, enabling students to appreciate the essence of the Romantic vision.
2.	A Bard's Epitaph, Scots Wha Hae'	
3.	'Tintern Abbey, Upon Westminster Bridge'	
4.	Kubla Khan, Dejection: An Ode'	
5.	Ode to the West Wind Hymn to Intellectual Beauty, The Cenci	
6.	To Autumn, On First Looking into Chapman's Homer'	
7.	Frankenstein	

Undergraduate B.A (Honours)

CBCS Course

Semester: 4th

Name of the paper: British Literature: The 19th Century

Paper Code: ENG-HC-4036

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	Pride and Prejudice	The texts chosen will expose the students to the ground-breaking efforts of the poets as well to the works of fiction writers who manage to consolidate and refine upon the achievements of the novelists of the previous era
2.	Jane Eyre	
3.	The Pickwick Papers	
4.	The Three Strangers	
5.	The defence lucknow	
6.	Love among the Ruins	
7.	Goblin Market	

Undergraduate B.A (Honours)

CBCS Course

Semester: 5th

Name of the paper: British Literature: The 20th Century

Paper Code: ENG-HC-5016

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	Heart of Darkness	This paper is an introduction to the spirit of modernism, its urgent desire to break with the codes and conventions of the past, experiment with new forms and idioms, and its cosmopolitan willingness goes beyond the High Modern period of the early century.
2.	Mrs Dalloway	
3.	'The Second Coming'; 'Sailing to Byzantium'	
4.	'The Love Song of J. Alfred Prufrock', 'Journey of the Magi'	
5.	'In Memory of W.B. Yeats'	
6.	'My Beautiful Launderette'	
7.	'Church Going'	
8.	'Hawk Roosting'	
9.	'Casualty'	

Undergraduate B.A (Honours)

CBCS Course

Semester: 5th

Name of the paper: Women's Writing

Paper Code: ENG-HC-5026

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	A Vindication of the Rights of Woman	This paper seeks to direct the students' attention to 19 th and century writings by women living a different geographical and socio cultural settings.
2.	Excerpts from <i>Amar</i>	
3.	Bliss	
4.	Lady Lazarus	
5.	The Colour Purple	
6.	Draupadi	
7.	Celebration	
8.	Advice to Women'; 'Bequest	
9.		

Undergraduate B.A (Honours)

CBCS Course

Semester: 6th

Name of the paper: Modern European Drama

Paper Code: ENG-HC-6016

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	Ghosts	The selected plays would allow an understanding of the emergence of avant garde movements and trends and dramatic devices and techniques during the period of modernism which eventually influenced theatrical practices in other nations of the world.
2.	The Cherry Orchard	
3.	The Caucasian Chalk Circle	
4.	Waiting for Godot	

Undergraduate B.A (Honours)

CBCS Course

Semester: 6th

Name of the paper: Postcolonial Literatures

Paper Code: ENG-HC-6026

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	Things Fall Apart	This paper gives the students an opportunity to acquaint themselves with some of the novels, short stories and poems from postcolonial literatures across the world, with the texts showcasing the many regional, cultural differences and peculiarities, as well as common and shared experiences of the postcolonial condition.
2.	Chronicle of a Death Foretold	
3.	The Collector of Treasures, The Girl who can'	
4.	The Green Leaves'	
5.	Funny Boy	
6.	Tonight I can Write'; 'The Way Spain Was'	
7.	A Far Cry from Africa'; 'Names'	
8.	Revolving Days'; 'Wild Lemons'	
9.	When the River Sleeps	

Undergraduate B.A (Honours)

CBCS Course

Semester: 1st

Compulsory core: English I

Name of the paper: Individual and Society

Paper Code: ENG-CC-1016

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	All my Sons	The aim of this course is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative.
2.	Shooting an Elephant'	
3.	The Woman Who Rode Away'	
4.	The Misty Hour'	
5.	Krishna Kanta Handiqui'	
6.	Running Water'	
7.	Angulimala'	
8.	Good Advice is Rarer than Rubies'	
	Grammar:	
	1. Make sentences using common phrases and idioms	
	2. Common Errors: To be answered as directed	
	3. Correct use of verbs, tenses, prepositions, etc.	
	4. Comprehension	

Undergraduate B.A (Honours)

CBCS Course

Semester: 2nd

Compulsory core: English II

Name of the paper: Individual and Society

Paper Code: ENG-CC-2016

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	The Lamb'	This paper brings to the student a selection of poetry that is representative of important trends, critical shifts and formal experimentation. Each paper will have a grammar section of 10 marks students having English as this Major subject will have to answer questions on a tact indicated in the syllabus instead of the grammar section.
2.	Christabel'	
3.	Dover Beach'	
4.	Harlem'	
5.	Shillong'	
6.	Telephone Conversation'	
7.	The House'	
8.	The Sleepwalking Ballad'	
9.	Punishment'	
10.	Purdah 1'	

Undergraduate B.A (Honours)

CBCS Course

Semester: 3rd

Compulsory core: English III

Name of the paper: Alternative English I

Paper Code: ALT-CC-3016

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	Sonnet 65	This paper would seek to acquaint students with the major genres of English literature through texts which are landmarks of each genre. The texts have been carefully chosen to effectively represent the distinctive qualities of a particular genre. Moreover, students are encouraged to read the prescribed texts in their social and cultural contexts.
2.	A Valediction: Forbidding Mourning	
	Tintern Abbey	
3.	Tears, Idle Tears	
4.	Scholar Gypsy	
5.	Stopping by Woods on a Snowy Evening	
	Marina	
6.	Among School Children	
	Drama:	
	A Midsummer Night's Dream	
	Look Back in Anger	
	Fiction:	
	Emma	
	Farewell to Arms.	

Undergraduate B.A (Honours)

CBCS Course

Semester: 3rd

Compulsory core: English III

Name of the paper: Alternative English II

Paper Code: ALT-CC-4016

Names (English -80 Internal-20)

Unit	Contents	Outcomes
1.	Section A ESSAYS 1. Two Races of Man 2. Gardiner: 'On Fear' 3. The Spike	The course has been designed to familiarise students with different forms of literature, texts and their contexts. The select texts would enable them to understand literary representations and a writer's engagement with the social, cultural and political milieu.
2.	Section B POETRY 1. 'The Rose' 2. 'Scorn for the Sonnet' 3. 'La Belle Dame sans Merci' 4. 'The Send-off' 5. 'Power' Section C : SHORT STORY 1. 'A Horse and Two Goats' 2. 'Dharma'	


HOD
Dept. English
Kalyani College



**PROGRAMME OUTCOME,
PROGRAMME SPECIFIC OUTCOME
& COURSE OUTCOME**



**DEPARTMENT OF PHILOSOPHY
KATAHGURI COLLEGE,
NAGAON::ASSAM**

Course Outcome
Department of Philosophy
Undergraduate: B.A (Honours/Major and General/ Regular)
CBCS Course



SL	Paper Code & Name	Outcomes
1	PHI HC 1016 Indian Philosophy I	<ul style="list-style-type: none"> • Introduce Indian philosophy and the various stages of its development • Make the students understand the different non vedic schools of Indian Philosophy • Enable the students to judge optimistic elements of Indian Philosophy over pessimistic characteristics
2.	PHI HC 1026 Logic -I	<ul style="list-style-type: none"> • Introduce students with the fundamental concepts of Logic • Understand symbolic logic in a better way • Make the student comprehend mathematical aspects of Logic
3	PHI HC 2016 Greek Philosophy	<ul style="list-style-type: none"> • Make the students acquainted with the growth of Early Greek Philosophy • Identify various basic problems of Greek Philosophy • Appraise the value and influence of Greek Philosophy in the history of Western Philosophy
4	PHI HC 2026 Logic II	<ul style="list-style-type: none"> • Students get the necessary concepts and techniques of Symbolic Logic • Understand how to prove validity using different strategies • Make them grasp key concepts of Propositional and Predicate Logic
5	PHI HC 3016 Western Philosophy (Descartes to Hegel)	To make students aware of basic concepts of Modern Western Philosophy To make students categorize the different philosophical schools To qualify students to have a general estimate of system builders of Modern philosophy
6	PHI HC 3026 Indian Philosophy II	To enable students to learn the basic concepts of Indian Philosophy To develop keen interest in various concepts and issues of different Vedic schools of Indian Philosophy
7	PHI HC 3036 Ethics	To make students understand the key theoretical approaches in the field of Moral philosophy To familiarize students with evolution of different perspectives of Morality To develop deep interest in finding solutions to different prevalent moral issues

8	PHI SE 3014 Philosophical Counselling	To develop skill in addressing dilemmas, predicaments and life issues of persons through philosophical examination To inculcate self confidence in one's own ability to reason To develop flexibility in considering alternatives
9	PHI HC 4016 Contemporary Indian Philosophy	To introduce Contemporary Indian thinkers and their various perspectives To know the reinterpretation of the ancient Indian thoughts in to the need of the present-day society To develop the habit of comparison between ancient and contemporary; Indian and Western
10	PHI HC 4026 Philosophy of Religion	To understand and analyze the complex nature Religion To develop the ability to comprehend philosophical foundation of religion
11	PHI HC 4036 Political & Social Philosophy	To enable students to understand that political and social aspects of human life have philosophical foundation To grow knowledge of the essential theoretical norms of current socio-political ideologies and issues
12	PHI SE 4014 Critical Thinking	To enable the students writing comprehensible, unambiguous language To cultivate analyzing power in a methodic way To develop effective communication skill
13	PHI HC 5016 Analytic Philosophy	To interpret basic ideas of analytical philosophy To understand the important contribution of different analytical philosophers To apprise the relevance of analytical perspective in contemporary issues
14	PHI HC 5026 Phenomenology and Existentialism	To underline themes and issues of Phenomenology and Existentialism To understand the important contributions of different phenomenological and existentialist philosophers To apprise the relevance of phenomenological and existentialist perspectives in contemporary issues
15	PHI HE 5016 Philosophy of Upanishads	To interpret fundamental and prominent ideas of principal Upanishads To develop keen interest in searching origin philosophical literature and books To appraise the relevance of ever-present values of old scriptures in present day world

16	PHI HE 5026 Philosophy of Gita	To help students gain knowledge about fundamental principles of Gita To get a better understanding of human nature and activity To cultivate Gita's teaching for world brotherhood
17	PHI HE 5036 I a Upani ad with Sa kara Bh ya Textual Study)	To explore the treasure house of I a Upani ad To get the monotheistic explanation of ultimate reality
18	PHI HC 6016 Philosophy of Mind	To comprehend the nature of mind and mental states/processes To reflect on the relation of the mind to the body and to the rest of the physical world.
19	PHI HC 6026 Meta Ethics	To focus on underlined themes and issues of Meta Ethics To address the issues commonly bound up with the nature of freedom and its significance To explore different writings of prominent ethical thinkers
20	PHI HE 6016 Western Philosophy (Textual Study)	To explore the treasure house of western philosophy To get the sequential knowledge of different philosophers' trends, thoughts and influence To develop the habit of studying the original writings
21	PHI HE 6026 Philosophy of Language	To inspire to investigate the nature of language, the relations between language, language users, and the world To explore into the nature of meaning, intentionality, reference, the constitution of sentences
22	PHI HE 6036 Applied Ethics	To explain key concepts that offers an understanding of Applied ethics To address important moral issues of the world around To mould student to learn how to perform ethical reasoning and analysis
23		

Programme: B.A. Philosophy CBCS (Regular)

1st Semester- Paper PHI – HG/RC – 1016 (General Philosophy)

1. Realism and Idealism helps students to understand the relation between subject and object, the nature of object and to gain knowledge about how nature behaves and uplift their mental ability to differentiate between object and its true nature.
2. Substance and categories makes student understand about the nature of events. Where and how a particular event take place, what may be the causes of the event.
3. It teaches the basics of Empiricism, Rationalism, Criticism and Scepticism
4. It analyses the theories of truth, Correspondence, Coherence, Pragmatic and Semantic theories.

2nd Semester- Paper PHI – HG/RC – 2026 (Indian Philosophy)

1. Development of Indian Philosophy chapter helps students to know about the different Indian Philosophical schools and their belief in valid sources of knowledge.
2. Buddhism helps students to attain mental peace and to deal with several kinds of suffering and attain liberation.
3. Samkhya chapter helps students to know about the Evolution of the world.
4. Students will be able to learn about Samkara and Ramanuja's concept of Brahman and World.

3rd Semester- Paper PHI – HG/RC – 3016 (Ethics)

1. Here, we learn the nature, scope and utility of moral behaviour. What is moral consciousness, who is the object of moral judgement, what is moral obligation: all are discussed in this chapter. What are the postulates of morality and its impact on moral behaviour are learnt through this chapter
2. Here, we learn the ethical theories of Aristotle, Kant, Bentham and J.S. Mill.
3. Here, we come to know the different theories of punishment and how they can decline the rate of crime in society. The concepts of professional and environmental ethics are discussed here.
4. The Indian way of Varna and Asrama. Dharma, Purusarthas, law of Karma. The ethical teaching of Buddhism and Jainism is also taught here.

4th Semester- Paper PHI – HG/RC – 4016 (Logic)

1. The fundamental concepts of logic, difference between propositional argument, truth and validity, induction and deduction are taught.
2. Different types of proposition translating ordinary proposition, square of opposition are taught. Syllogism, related figures and modes and immediate inference are taught in this unit.
3. Symbolic logic, its features and development, uses of symbols, relation between traditional and symbolic logic and modern classification of proposition are explained in this unit.
4. Various logical connectives 'and' 'or' 'not' etc. symbolization of everyday language. How to construct a truth table, how to test the validity of arguments and how to construct shorter truth table are taught in this unit.

5th Semester- Paper PHI – RC – 5016 (Contemporary Indian Philosophy)

1. It teaches the process of evolution, states of super mind and synthesis of Yoga.
2. The concept of religious consciousness, the difference between intellect and intuition, man and his destiny is analysed.
3. Gandhi's concept of religion, truth, non violence, Satyagraha, Sarvodaya, Swadeshi, critique of industrialisation and trusteeship is studied.
4. It teaches the universal religion, practical Vedanta and philosophy of education.

6th Semester- Paper PHI – RC – 6016 (Philosophy of Religion)

1. It teaches us the concept of religion, nature and its distinction from theory.
2. The ground of religious belief i.e. reason, faith, revelation, freedom of will, immortality of the soul is discussed.
3. The concept of relation of God and the World – Deism, Theism, Pantheism, Panentheism is studied.
4. Different arguments for the existence of God – moral, cosmological, teleological and ontological perspectives are studied.

Programme Specific Outcome

Programme: B.A. Philosophy (CBCS Regular)/ Honours

- To identify fundamental concepts and notional backgrounds necessary for understanding of Philosophical theoretical structure. Students are expected to investigate deep into philosophical opinions.
- To analyze the fundamental concepts, processes, theories and measures vital to develop philosophical outlook. Students are expected to exercise abstract thinking. To solve complicated life problems by demonstrating philosophical and practical knowledge. The topics included in the syllabus intend towards developing the act of philosophizing; so, students are expected to acquire the same.
 - To transmit philosophical knowledge to the young generation for stimulating better perspective about life

and the world. This programme expected to encourage implementation of acquired philosophical knowledge in the everyday life of a student to solve any future upheaval of living circumstances.

1. After passing out TDC course with Philosophy as a Honours/regular course the students can enhance their logical thinking process and scientific temper.
2. Thereby they can do better in different competitive examinations.
3. They can pursue higher studies, can also opt for L.L.B.PGDCA,DOEACC, and any other certificate or vocational courses, such as—copyist, draft-man, stenography, DTP etc
4. They can apply for any non-technical job.
5. Can try for start-up
6. Can open or join NGO
7. Are eligible for any line that an average graduate is eligible for.



Head
Deptt. of Philosophy
Katahguri College
Date.....



**PROGRAMME OUTCOME,
PROGRAMME SPECIFIC OUTCOME
& COURSE OUTCOME**



**DEPARTMENT OF POLITICAL SCIENCE
KATAHGURI COLLEGE,
NAGAON::ASSAM**

KATAHGURI COLLEGE
DEPARTMENT OF POLITICAL SCIENCE

B.A.



PROGRAMME OUTCOMES

1. Students have the opportunity of acquiring vast knowledge on Indian polity which is considered as the stepping stone towards the dream of becoming a civil servant.
2. The students of Political Science Honors have the privilege of undertaking the vast knowledge of the political life of the society, political institutions, political concepts and ideas, state's structure and functions, laws of the land, political philosophies, interstate and intrastate relations, global politics and relations, political economy, non-state actors, environmental issues, etc.
3. They can also pursue research work in various topics through the course in their higher studies.
4. The students are properly informed about the course and its structure at the time of their admissions.
5. The basic idea behind the program is to fully equip the students for their future endeavours with the prospect of fulfilling their ambitions in various services.
6. Again, students also have the opportunity of learning organizational skills through the course.
7. Students acquire the knowledge of Human rights and national and international laws.
8. They also gather the knowledge of Youth and their role towards nation building.
9. Students can always go for various programs in future with this course.
10. Civil services, academics, government jobs, human resources, politics, self-employments, etc are some of the most common choices of career for the students.


HOD/Asstt. Prof.
Department
Political Science
Katahguri College

COURSE OUTCOMES: POLITICAL SCIENCE

Course: B.A. (Honours), CBCS

Semester - I

Name of the Paper- Understanding Political Theory

Paper Code: POL-HC-1016

Marks – 100 (External- 80 & Internal – 20)

Units & Contents:	Objectives & Outcomes
<p>I: Introducing Political Theory (30 Lectures)</p> <ol style="list-style-type: none">1. What is Politics: Theorizing the 'Political'2. Traditions of Political Theory: Liberal, Marxist3. Approaches to Political Theory: Normative, Historical and Empirical4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern <p>II: Political Theory and Practice (30 Lectures)</p> <p>The Grammar of Democracy</p> <ol style="list-style-type: none">1. Democracy: The concept and idea2. Procedural Democracy and its critique3. Deliberative Democracy4. Participation and Representation	<p>Course Objective:</p> <p>This course is divided into two sections. Section A introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.</p> <p>Course Outcomes:</p> <ul style="list-style-type: none">• To introduce the idea of political theory and various approaches• To enable the students to assess the contemporary trends of political theory• To reconcile theory and practice in relation to democracy

SEMESTER- I

POL- HC -1026: Constitutional Government and Democracy in India

Units & Contents:	Objectives & Outcomes
<p>I. The Constituent Assembly and the Constitution (16 lectures)</p> <ol style="list-style-type: none">a. Philosophy of the Constitution, the Preamble, and Features of the Constitution (8 lectures)b. Fundamental Rights and Directive Principles (8 lectures) <p>II. Organs of Government (20 lectures)</p>	<p>Course objective:</p> <p>This course acquaints students with the constitutional design of state structures and institutions, and their actual working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions,</p>

<p>a. The Legislature: Parliament (6 lectures)</p> <p>b. The Executive: President and Prime Minister (8 lectures)</p> <p>c. The Judiciary: Supreme Court (6 lectures)</p> <p>III. Federalism and Decentralization (12 lectures)</p> <p>a. Federalism: Division of Powers, Emergency Provisions (8 lectures)</p> <p>b. Panchayati Raj and Municipalities (4 lectures)</p>	<p>and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> • To acquaint students with constitutional design of state structures and institutions • To understand the conflicts in constitutional provisions • To make them comprehend the state institutions in relation to extra constitutional environment.
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SEMESTER- II

POL- HC -2016: Political Theory-Concepts and Debates

Units & Contents:	Objectives & Outcomes
<p>Section A: Core Concepts</p> <p>I. Importance of Freedom (10 Lectures)</p> <p>a) Negative Freedom: Liberty</p> <p>b) Positive Freedom: Freedom as Emancipation and Development</p> <p>Important Issue: Freedom of belief, expression and dissent</p> <p>II. Significance of Equality (12 lectures)</p> <p>a) Formal Equality: Equality of opportunity</p> <p>b) Political equality</p> <p>c) Egalitarianism: Background inequalities and differential treatment</p> <p>Important Issue: Affirmative action</p> <p>III. Indispensability of Justice (12 Lectures)</p> <p>a) Procedural Justice</p> <p>b) Distributive Justice</p> <p>Important Issue: Capital punishment</p> <p>IV. The Universality of Rights (13 Lectures)</p> <p>a) Natural Rights</p> <p>b) Moral and Legal Rights</p> <p>c) Three Generations of Rights</p> <p>Section B: Major Debates (13 Lectures)</p> <p>I. Why should we obey the state? Issues of political obligation and civil disobedience.</p>	<p>Course Objective:</p> <p>This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides near ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.</p> <p>Course outcomes:</p> <p>After reading the course, the students would</p> <ul style="list-style-type: none"> • Understand the various concepts in political theory and appreciate how they can be helpful to analyse crucial political issues

II. Are human rights universal? Issue of cultural relativism.	• Understand the significance of debates in political theory in exploring multiple perspectives to concepts, ideas and issues.
III. How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.	• Appreciate how these concepts and debates enrich political life and issues surrounding it.

SEMESTER- II

POL -HC -2026: Political Process in India

Units & Contents:	Objectives & Outcomes
<p>I. Political Parties and the Party System (6 lectures) Trends in the Party System; From the Congress System to Multi-Party Coalitions</p> <p>II. Determinants of Voting Behaviour (8 lectures) Caste, Class, Gender and Religion</p> <p>III. Regional Aspirations (8 lectures) The Politics of Secession and Accommodation</p> <p>IV. Religion and Politics (8 lectures) Debates on Secularism; Minority and Majority Communalism</p> <p>V. Caste and Politics (6 lectures) Caste in Politics and the Politicization of Caste</p> <p>VI. Affirmative Action Policies (6 lectures) Women, Caste and Class</p> <p>VII. The Changing Nature of the Indian State (6 lectures) Developmental, Welfare and Coercive Dimensions</p>	<p>Course objective: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis -that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.</p> <p>Course outcomes:</p> <ul style="list-style-type: none"> • Understand the working of major political institutions in India • Understand the major debates in Indian politics along the axes of caste, gender, region and religion • Understand the changing nature of the Indian state and the contradictory dynamics of modern state power

SEMESTER- III

POL- HC- 3016: Introduction to Comparative Government and Politics

Units & Contents:	Objectives & Outcomes:
<p>I. Understanding Comparative Politics (8 lectures)</p> <p>a) Nature and scope</p> <p>b) Going beyond Eurocentrism</p> <p>II. Historical context of modern government (16 lectures)</p> <p>a) Capitalism: meaning and development: globalization</p> <p>b) Socialism: meaning, growth and development</p> <p>c) Colonialism and decolonization: meaning, context, forms of colonialism; anti- colonialism struggles and process of decolonization</p> <p>III. Themes for comparative analysis (24 lectures)</p> <p>A comparative study of constitutional developments in the following countries: Britain, Brazil, Nigeria and China.</p>	<p>Course objective:</p> <p>This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> • To make students understand the basic concepts in comparative politics, • To make students classify the different political systems and historical context of modern governments, • To enable students to have a comparative analysis of countries related to their political institutions and behaviour.

SEMESTER- III

POL -HC-3026: Perspectives on Public Administration

Units & Contents:	Objectives & Outcomes:
<p>I. Public Administration as a Discipline (15 lectures)</p> <ul style="list-style-type: none"> • Meaning, Dimensions and Significance of the Discipline • Public and Private Administration • Evolution of Public Administration <p>II. Theoretical Perspectives (25 lectures)</p> <p>Classical Theories</p> <ul style="list-style-type: none"> ➤ Scientific management (F.W. Taylor) ➤ Administrative Management (Gullick and Urwick) ➤ Ideal-type bureaucracy (Max Weber) <p>Neo-Classical Theory</p> <ul style="list-style-type: none"> ➤ Human relations theory (Elton Mayo) 	<p>Objective:</p> <p>The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive</p>

<p>Contemporary Theory</p> <p>> Ecological approach (Fred Riggs)</p> <p>III. Public Policy (10 lectures)</p> <ul style="list-style-type: none"> • Concept, relevance and approaches • Formulation, implementation and evaluation <p>IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION (20 lectures)</p> <ul style="list-style-type: none"> • New Public Administration • New Public Management • New Public Service Approach • Good Governance 	<p>understanding on contemporary administrative developments.</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> • To enable students to learn the basic concepts related to public administration and its importance, • To make students learn the major theories of public administration, • To enable students to have an understanding of public policy and its formulation, • To familiarize students with the major approaches and recent debates related to field of public administration.
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SEMESTER- III

POL -HC- 3036: Perspectives on International Relations and World History

Units & Contents:	Objectives & Outcomes:
<p>I. Studying International Relations (13 Lectures)</p> <p>i. How do you understand International Relations: Levels of Analysis (3 lectures)</p> <p>ii. History and IR: Emergence of the International State System (5 lectures)</p> <p>iii. Treaty of Westphalia and its impact (5 lectures)</p> <p>II. Theoretical Perspectives (24 Lectures)</p> <p>i. Classical Realism & Neo-Realism (7 lectures)</p> <p>ii. Liberalism & Neo-liberalism (7 lectures)</p> <p>iii. Marxist Approaches (5 lectures)</p> <p>iv. Feminist Perspectives (5 lectures)</p> <p>III. An Overview of Twentieth Century IR History – World War II onwards (23 Lectures)</p> <p>i. World War II: Causes and Consequences (4 lectures)</p> <p>ii. Cold War: Different Phases (4 lectures)</p>	<p>Course Objective:</p> <p>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. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.</p> <p>Course outcomes:</p> <ul style="list-style-type: none"> • To make students understand the key theoretical approaches in international relations,

iii. Emergence of the Third World (3 lectures) iv. Collapse of the USSR and the End of the Cold War (5 lectures) v. Post Cold War Developments and Emergence of Other Centres of Power (7 lectures)	<ul style="list-style-type: none"> • To familiarize students with the evolution of international state systems and its importance. • To make students aware of the key theoretical debates in international relations • To enable students to have an overall understanding of international relations in relation to twentieth century IR history.
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SEMESTER- III

ABILITY ENHANCEMENT- (SKILL BASED)

POL- SE- 3014: Parliamentary Procedures and Practices

Units & Contents:	Objectives & Outcomes:
I. Constitutional Provisions and Kinds of Bills (10 lectures) Constitutional provisions of legislative procedures: Articles 107-22 Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills II. Drafting, Introductions and Readings of the Bills: Procedures and Processes (14 lectures) Drafting of the Bill First Reading and Departmental Standing Committee Second Reading Third Reading Passage of the Bill Consent by the President Gazette Notifications III. Parliamentary Committees: Composition and Functioning (14 lectures) Departmental Standing Committees Select Committees Joint Parliamentary Committees Public Accounts Committee Committee on Privilege Business Advisory Committee Ethics Committee IV. Motions and Hours in the House (10 lectures) Question Hour	Course Objective: The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to enhance proper understanding related to the procedures; practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House. Course outcomes: <ul style="list-style-type: none"> • To help students in understanding the practical approaches to legislative practices and procedures, • To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,

<p>Zero Hour Calling Attention Motion Adjournment Motion Privilege motion, Censure motion, 'No-confidence' motion, Cut motion</p>	<ul style="list-style-type: none"> • To enable students to have an understanding of the importance of Parliamentary Committees, • To make students learn about the basic functioning of Parliament.
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SEMESTER- IV

POL- HC- 4016: Political Processes and Institutions in Comparative Perspective

Units & Contents:	Objectives & Outcomes:
<p>I. Approaches to Studying Comparative Politics (8 lectures) a. Political Culture b. New Institutionalism II. Electoral System (8 lectures) Definition and procedures: Types of election system (First Past the Post and Proportional Representation) III. Party System (8 lectures) Historical contexts of emergence of the party system and types of parties IV. Nation-state (8 lectures) What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates V. Democratization (8 lectures) Process of democratization in postcolonial, post-authoritarian and post-communist Countries VI. Federalism (8 lectures) • Historical context of Federation and Confederation: debates around territorial division of power.</p>	<p>Course objective: In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> • To understand, comprehend and analyse the complex nature and functioning of the political systems, political institutions and corresponding issues to these both in a country specific case of India and cross-country perspectives. • To demonstrate critical thinking about key issues of political system of different forms, political process and public policy. • To use the contents and sub-units of the course as yardsticks for comparing these political systems and processes.

SEMESTER- IV

POL- HC- 4026: Public Policy and Administration in India

Units & Contents:	Objectives & Outcomes:
<p>I. Public Policy (10 lectures)</p> <p>a. Definition, characteristics and models</p> <p>b. Public Policy Process in India with special reference to NITI Ayog</p> <p>II. Decentralization (10 lectures)</p> <p>a. Meaning, significance, approaches and types</p> <p>b. Local Self Governance: Rural and Urban</p> <p>III. Budget (12 lectures)</p> <p>a. Concept and Significance of Budget</p> <p>b. Budget Cycle in India</p> <p>c. Types of Budgeting</p> <p>i. Performance budgeting</p> <p>ii. Zero based budgeting</p> <p>iii. Gender budgeting</p> <p>IV. Citizen and Administration Interface (15 lectures)</p> <p>a. Public Service Delivery</p> <p>b. Redressal of Public Grievances: RTI, Lokpal and Citizens' Charter</p> <p>V. Social Welfare Administration (20 lectures)</p> <p>a. Concept and Approaches of Social Welfare</p> <p>b. Social Welfare Policies: their objectives, debates and significance</p> <p>➤ Education: Right to Education,</p> <p>➤ Health: National Health Mission,</p> <p>➤ Food: Right to Food Security</p> <p>➤ Employment: MGNREGA</p>	<p>Objectives: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.</p> <p>Course Outcomes:</p> <ul style="list-style-type: none">• Be familiarised with and gain knowledge about the processes of public policy making in India and their significance in administering the state.• Develop the ability to assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.

SEMESTER- IV

POL- HC – 4036: Global Politics

Units & Contents:	Objectives & Outcomes:
<p>I. Globalization: Conceptions and Perspectives (23 lectures)</p> <p>a. Understanding Globalization and its Alternative Perspectives (6 lectures)</p> <p>b. Political debates on Sovereignty and Territoriality (3 lectures)</p> <p>c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs (8 lectures)</p> <p>d. Cultural and Technological Dimension (3 lectures)</p> <p>e. Global Resistances with special reference to World Social Forum (3 lectures)</p> <p>II. Contemporary Global Issues (18 lectures)</p> <p>a. Ecological Issues: Historical overview of International Environmental Agreements, Climate Change, Global Commons Debate (7 lectures)</p> <p>b. Proliferation of nuclear weapons (3 lectures)</p> <p>c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (5 lectures)</p> <p>d. Migration (3 lectures)</p> <p>III. Global Shifts (7 lectures)</p> <p>European Union and ASEAN</p>	<p>Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> • To enable students to understand how to approach a wide range of important global political and economic policy problems and participate in public policy debates on the crucial issues facing the world today. • To have knowledge of the essential theoretical assumptions underlying globalisation's conceptual frameworks and their relationships to policy interventions. • To demonstrate elementary knowledge of major issues and subject-matters surrounding globalisation that decides the international relations- political, economic and security relations- among the nations.

SEMESTER- IV

SEC

POL -SE - 4014: Panchayati Raj in Practice

Units & Contents:	Objectives & Outcomes:
<p>I. Strengthening Democratic Functioning of the Panchayats (16 lectures)</p> <p>a. Participation at village level, action plan and participatory method</p> <p>b. Need assessment and Micro Planning</p> <p>c. Devolution</p> <p>II. Panchayat Finances and Accounting (16 lectures)</p> <p>a. Constitutional Provisions on Panchayat Finances</p> <p>b. Fiscal Decentralisation and Audit system</p> <p>c. Social Audit</p> <p>III. Problems and Needs of Disadvantaged Groups and their Participation (16 lectures)</p> <p>a. Women</p> <p>b. Scheduled Tribes, Scheduled Casts and Minorities</p> <p>c. Panchayat Extension to Scheduled Areas (PESA) Act</p> <p>Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e., visit to Panchayat / local self-bodies, local peoples' participation in the political system etc.</p>	<p>Course objective: This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.</p> <p>Course outcomes:</p> <ul style="list-style-type: none"> • This paper will help students understand the importance of grassroot political institutions in empowering people. • This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

SEMESTER- V

POL- HC- 5016: Classical Political Philosophy

Units & Contents:	Objectives & Outcomes:
<p>I. Text and Interpretation (8 lectures)</p> <p>Significance of Interpretation</p> <p>Interpretation: Different Perspectives</p> <p>i. Marxist Perspective</p> <p>ii. Feminist Perspective</p> <p>iii. Post-modern Perspective</p> <p>II. Antiquity</p> <p>Plato (8 lectures)</p> <p>Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism</p> <p>Presentation theme: Critique of Democracy</p> <p>Aristotle (8 lectures)</p>	<p>Course objective: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.</p> <p>Course Outcomes:</p>

<p>Forms, Virtue, Citizenship, Justice and State Presentation theme: Classification of governments</p> <p>III. Interlude: Machiavelli (8 lectures) Virtu, Religion, Republicanism Presentation themes: morality and statecraft</p> <p>IV. Possessive Individualism Hobbes (8 lectures) Human nature, State of Nature, Social Contract, State Presentation themes: State of nature; social contract</p> <p>Locke (8 lectures) Laws of Nature, Natural Rights, Property, Presentation theme: Natural rights</p>	<ul style="list-style-type: none"> • To interpret ideas underlying traditions in classical political philosophy • To analyze the debates and arguments of leading political philosophers belonging to different traditions of the period • To appraise the relevance of classical political philosophy in understanding contemporary politics
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SEMESTER- V
POL- HC- 5026: Indian Political Thought-I

Units & Contents:	Objectives & Outcomes:
<p>I. Traditions of Pre-colonial Indian Political Thought (8 lectures)</p> <p style="padding-left: 20px;">a. Brahmanic and Shramanic</p> <p style="padding-left: 20px;">b. Islamic and Syncretic.</p> <p>II. Ved Vyasa (Shantiparva): Rajadharma (5 lectures)</p> <p>III. Manu: Social Laws (6 lectures)</p> <p>IV. Kautilya: Theory of State (7 lectures)</p> <p>V. Aggannasutta (Digha Nikaya): Theory of kingship (5 lectures)</p> <p>VI. Barani: Ideal Polity (6 lectures)</p> <p>VII. Abul Fazal: Monarchy (6 lectures)</p> <p>VIII. Kabir: Syncretism (5 lectures)</p>	<p>Course objective: This course introduces the specific elements of Indian Political Thoughts panning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> • To underline themes and issues in political traditions of pre-colonial India. • To compare and contrast positions of different political traditions those were present in pre-colonial India. • To evaluate the relevance of political thought of pre-colonial India for contemporary politics.

SEMESTER- V
DISCIPLINE SPECIFIC ELECTIVE
POL -HE- 5016: Human Rights

Units & Contents:	Outcomes:
<p>Unit I: Introduction to Human Rights (14 lectures)</p> <ul style="list-style-type: none"> • Concept of Human Rights – meaning, nature, importance • Growth and evolution of Human Rights • Classification- three generation of Human Rights <p>Unit II: Approaches and perspectives (13 lectures)</p> <ul style="list-style-type: none"> • Universal Approach • Cultural Relativist Approach • Marxian Perspective <p>Unit III: Human Rights and UNO (16 lectures)</p> <ul style="list-style-type: none"> • International Bill of Rights – UDHR, ICCPR, ICESCR, Optional Protocols • Conventions Convention on Elimination of All Forms of Discrimination Against Women, Convention on Rights of the Child • Human Rights Council <p>Unit IV: Human rights and the role of NGOs (12 lectures)</p> <ul style="list-style-type: none"> • Amnesty International • Human Rights Watch • International Committee of the Red Cross 	<p>Course Outcomes:</p> <ul style="list-style-type: none"> • To describe the basic concepts of human rights • To comprehend different approaches regarding human rights • To familiarise the role of UNO in the growth and development of human rights • To describe different measures taken for the protection of human rights

SEMESTER- V
DISCIPLINE SPECIFIC ELECTIVE
POL HE 5046 Select Constitutions – I

Units & Contents:	Objectives & Outcomes:
<p>Unit I: Constitution and Constitutionalism (12 lectures)</p> <ul style="list-style-type: none"> • Constitution - Meaning and Importance • Classification of Constitutions • Constitutionalism - Concept <p>Unit II: United Kingdom (14 lectures)</p> <ul style="list-style-type: none"> • The British Political Tradition • Parliamentary Government— <ul style="list-style-type: none"> i. Monarchy ii. Cabinet iii. Parliament • Political Parties and Interest Groups • Rule of Law and the Judicial System <p>Unit III: United States of America (14 lectures)</p> <ul style="list-style-type: none"> • Making of the American Constitution • The Federal System 	<p>Course Objective:</p> <p>The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.</p> <p>Course outcomes:</p> <ul style="list-style-type: none"> • Students will be able to understand the importance of constitutions

<ul style="list-style-type: none"> • National Government— <ol style="list-style-type: none"> i. The President ii. Congress iii. Supreme Court • Political Parties and Interest Groups in USA <p>Unit IV: Comparative Study of UK and USA Constitutions (12 lectures)</p> <ul style="list-style-type: none"> • British Prime Minister vs USA President • House of Lords vs Senate • Speaker of House of Commons vs Speaker of House of Representatives 	<ul style="list-style-type: none"> • This paper is an integral part of public services examinations • Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.
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SEMESTER- VI
POL- HC -6016: Modern Political Philosophy

Units & Contents:	Objectives & Outcomes:
<p>I. Modernity and its discourses (8 lectures) Modernity: Concept (3 lectures) Discourses on Modernity (5 lectures)</p> <p>II. Romantics (16 lectures) a. Jean Jacques Rousseau (8 Lectures) Presentation themes: General Will b. Mary Wollstonecraft (8 Lectures) Presentation theme: Women and paternalism</p> <p>III. Liberal socialist (8 lectures) John Stuart Mill Presentation theme: Liberty</p> <p>IV. Radicals (16 lectures) a. Karl Marx (8 Lectures) Presentation theme: Class Struggle b. Alexandra Kollontai (8 Lectures) Presentation theme: Disagreement with Lenin</p>	<p>Course objective: Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> • To interpret ideas underlying traditions in modern political philosophy • To analyze the debates and arguments of leading political philosophers of different philosophical traditions • To appraise the relevance of modern political philosophy in understanding contemporary politics

SEMESTER- VI
POL- HC- 6026: Indian Political Thought-II

Units & Contents:	Objectives & Outcomes:
<p>I. Introduction to Modern Indian Political Thought (4 lectures)</p> <p>II. Rammohan Roy: Rights (4 lectures)</p> <p>III. Pandita Ramabai: Gender (4 lectures)</p> <p>IV. Vivekananda: Ideal Society (5 lectures)</p> <p>V. Gandhi: Swaraj (5 lectures)</p> <p>VI. Ambedkar: Social Justice (5 lectures)</p> <p>VII. Tagore: Critique of Nationalism (4 lectures)</p> <p>VIII. Iqbal: Community (5 lectures)</p> <p>IX. Savarkar: Hindutva (4 lectures)</p> <p>X. Nehru: Secularism (4 lectures)</p> <p>XI. Lohia: Socialism (4 lectures)</p>	<p>Course objective: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> • To underline themes and issues in political thought of modern India. • To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India. • To assess the relevance of political thought of modern India in understanding contemporary politics

SEMESTER- VI
DISCIPLINE SPECIFIC ELECTIVE
POL- HE – 6016: Human Rights in India

Units & Contents:	Outcomes:
<p>Unit I: Origin and Development of Human Rights in India (13 lectures)</p> <ul style="list-style-type: none"> • Ancient, medieval and colonial period • Human rights and the Constitution of India • Protection of Human Rights Act,1993 <p>Unit II: Institutional Mechanisms for Protection of Human Rights (12 lectures)</p> <ul style="list-style-type: none"> • National Human Rights Commission and Assam Human Rights Commission • National Commission for Women • National Commission for S.C and National Commission for S.T <p>Unit III: Emerging issues of human rights (13 lectures)</p> <ul style="list-style-type: none"> • Terrorism in NE India • Rights of Indigenous People 	<p>Course Outcomes:</p> <ul style="list-style-type: none"> • To describe origin and development of human rights in India • To comprehend different measures adopted by India for the protection and development of human rights • To familiarise the emerging issues related to human rights

<ul style="list-style-type: none"> • Environmental Issues – Narmada Bachao movement, Chipko movement <p>Unit IV: Human Rights of vulnerable groups (10 lectures)</p> <ul style="list-style-type: none"> • Women • Children • Minority 	
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SEMESTER- VI
DISCIPLINE SPECIFIC ELECTIVE
POL- HE- 6046: Select Constitutions – II

Units & Contents:	Objectives & Outcomes:
<p>Unit I: Peoples Republic of China- I (14 lectures)</p> <ul style="list-style-type: none"> • Revolutionary Legacy: Communist Revolution and the Cultural Revolution • Structure of Government <ul style="list-style-type: none"> ➤ National Peoples' Congress ➤ The President and the State Council ➤ Peoples courts and Peoples Procuratorates <p>Unit II: Peoples Republic of China- II (11 lectures)</p> <ul style="list-style-type: none"> • Rights and Duties of Citizens • Party System and Role of the Communist Party <p>Unit III: Switzerland- I (14 lectures)</p> <ul style="list-style-type: none"> • Swiss Political Tradition • Swiss Federalism • Structure of Federal Government <ul style="list-style-type: none"> ➤ Legislature ➤ Executive ➤ Judiciary <p>Unit IV: Switzerland- II (9 lectures)</p> <ul style="list-style-type: none"> • Direct Democracy • Political Parties and Interest Groups 	<p>Course Objective: The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.</p> <p>Course outcomes:</p> <ul style="list-style-type: none"> • Students will be able to understand the importance of constitutions; • This paper is an integral part of public services examinations. • Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.


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Department
Political Science
Katahguri College

COURSE OUTCOMES: POLITICAL SCIENCE

Course: B.A. (Regular), CBCS

SEMESTER I

POL- RC- 1016: Introduction to Political Theory

Units & Contents:	Objectives & Outcomes:
<p>1. Theorizing Political (11 lectures)</p> <p>a. What is Politics?</p> <p>b. What is Political Theory and what is its relevance?</p> <p>2. Concepts: Democracy, Rights, Gender, Citizenship and Civil Society (36 lectures)</p> <p>3. Debates in Political Theory: (13 lectures)</p> <p>a. Is democracy compatible with economic growth?</p> <p>b. On what grounds is censorship justified and what are its limits?</p> <p>c. Does protective discrimination violate principles of fairness?</p> <p>d. Should the State intervene in the institution of the family?</p>	<p>Course Objective:</p> <p>This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.</p> <p>Course Outcomes:</p> <ul style="list-style-type: none">• To introduce the key concepts in political theory• To make students understand the aspects of conceptual analysis• To engage in application of concepts and limitations

COURSE OUTCOMES: POLITICAL SCIENCE

Course: B.A. (Regular), CBCS

SEMESTER- II

POL RC 2016 Indian Government and Politics

Units & Contents:	Outcomes:
<p>Unit 1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (9 lectures)</p> <p>Unit 2. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (9 lectures)</p> <p>Unit 3. Institutional Functioning: Prime Minister, Parliament and Judiciary (9 lectures)</p> <p>Unit 4. Power Structure in India: Caste, class and patriarchy (7 lectures)</p> <p>Unit 5. Religion and Politics: debates on secularism and communalism (6 lectures)</p> <p>Unit 6. Parties and Party systems in India (5 lectures)</p> <p>Unit 7. Social Movements: Workers and Peasants (10 lectures)</p>	<p>Course outcomes:</p> <p>After reading the course the student will be able to</p> <ul style="list-style-type: none">• Appreciate the approaches to the study of Indian politics and the changing nature of the state• Understand the basic features of the Indian constitution and its institutional functioning• Examine the changing role of caste, class and patriarchy and their impact on politics• Understand the dynamics of social movements in India.

Unit 8. Strategies of Development in India since Independence: Planned Economy and Neoliberalism (5 lectures)

COURSE OUTCOMES: POLITICAL SCIENCE
 Course: B.A. (Regular), CBCS
 SEMESTER- III
 POL RC 3016 Comparative Government and Politics

Units & Contents:	Outcomes:
<p>Unit 1. The nature, scope and methods of comparative political analysis (10 lectures)</p> <p>Unit 2. Comparing Regimes: Authoritarian and Democratic (6 lectures)</p> <p>Unit 3. Classifications of political systems: (15 lectures)</p> <p style="padding-left: 20px;">a. Parliamentary and Presidential: UK and USA</p> <p style="padding-left: 20px;">b. Federal and Unitary: Canada and China</p> <p>Unit 4. Electoral Systems: First past the post and proportional representation (7 lectures)</p> <p>Unit 5. Party Systems: one-party, two-party and multi-party systems (9 lectures)</p> <p>Unit 6. Contemporary debates on the nature of state: (13 lectures)</p> <p style="padding-left: 20px;">a. Human Security</p> <p style="padding-left: 20px;">b. Changing nature of nation-state in the context of globalization.</p>	<p>Course Outcomes:</p> <ul style="list-style-type: none"> • To make students have a basic understanding of comparative political analysis, • To make students learn the classification of political systems from a comparative politics framework. • To make students learn the classification of governments and the political behaviour of institutions and the changes in the nature of the nation-state.

COURSE OUTCOMES: POLITICAL SCIENCE

Course: B.A. (Regular), CBCS

SEMESTER- III

SEC

POL SE 3014 Parliamentary Procedures and Practices

Units & Contents:	Outcomes:
<p>I. Constitutional Provisions and Kinds of Bills (10 lectures) Constitutional provisions of legislative procedures: Articles 107-22 Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills</p> <p>II. Drafting, Introductions and Readings of the Bills: Procedures and Processes (14 lectures) Drafting of the Bill First Reading and Departmental Standing Committee Second Reading Third Reading Passage of the Bill Consent by the President Gazette Notifications</p> <p>III. Parliamentary Committees: Composition and Functioning (14 lectures) Departmental Standing Committees Select Committees Joint Parliamentary Committees Public Accounts Committee on Privilege Business Advisory Committee Ethics Committee</p> <p>IV. Motions and Hours in the House (10 lectures) Question Hour, Zero Hour, Calling Attention Motion, Adjournment Motion 'No-confidence' motion, cut motion Privilege motion, Censure motion,</p>	<p>Course outcomes:</p> <ul style="list-style-type: none">• To help students in understanding the practical approaches to legislative practices and procedures,• To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,• To enable students to have an understanding of the importance of Parliamentary Committees,• To make students learn about the basic functioning of Parliament.

COURSE OUTCOMES: POLITICAL SCIENCE

Course: B.A. (Regular), CBCS

SEMESTER- IV

POL RC 4016 Introduction to International Relations

Units & Contents:	Outcomes:
<p>1. Approaches to International Relations (27 lectures)</p> <ul style="list-style-type: none">a. Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)b. Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)c. Structural Approach: Dependency School (Andre Gunder Frank)d. Feminist Perspective (J. Ann Tickner) <p>2. Cold War & Post-Cold War Era (20 lectures)</p> <ul style="list-style-type: none">a. Second World War & Origins of Cold Warb. Phases of Cold War:	<p>Course Outcomes:</p> <ul style="list-style-type: none">• To demonstrate basic understanding of scientific methods of inquiry in international relations.• To understand how international relations influence societies.• To demonstrate a basic understanding of the foundational theories and

<ul style="list-style-type: none"> • First Cold War • Rise and Fall of Detente • Second Cold War • End of Cold War and Collapse of the Soviet Union c. Post Cold- War Era and Emerging Centres of Power (European Union, China, Russia and Japan) <p>3. India's Foreign Policy (13 lectures)</p> <ul style="list-style-type: none"> a. Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic) b. India's Policy of Non-alignment c. India: An Emerging Power 	<p>concepts in international relations.</p> <ul style="list-style-type: none"> • To analyse the current world events and their implications on the Indian Foreign policy decision making process by applying prominent theories of international relations and generate substantial research question on the topics.
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COURSE OUTCOMES: POLITICAL SCIENCE

Course: B.A. (Regular), CBCS

SEMESTER- IV

SEC

POL SE 4014: Panchayati Raj in Practice

Units & Contents:	Objectives & Outcomes:
<p>I. Strengthening Democratic Functioning of the Panchayats (16 lectures)</p> <ul style="list-style-type: none"> a. Participation at village level, action plan and participatory method b. Need assessment and Micro Planning c. Devolution <p>II. Panchayat Finances and Accounting (16 lectures)</p> <ul style="list-style-type: none"> a. Constitutional Provisions on Panchayat Finances b. Fiscal Decentralisation and Audit system c. Social Audit <p>III. Problems and Needs of Disadvantaged Groups and Their Participation (16 lectures)</p> <ul style="list-style-type: none"> a. Women b. Scheduled Tribes, Scheduled Casts and Minorities c. Panchayat Extension to Scheduled Areas (PESA) Act 	<p>Course objective: This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.</p> <p>Course outcomes:</p> <ul style="list-style-type: none"> • This paper will help students understand the importance of grassroot political institutions in empowering people. • This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

COURSE OUTCOMES: POLITICAL SCIENCE

Course: B.A. (Regular), CBCS

SEMESTER- V

POL RE 5026 Select Constitutions-I

Units & Contents:	Outcomes:
<p>Unit 1: Constitution and Constitutionalism (15 lectures)</p> <ul style="list-style-type: none">• Constitution - Meaning and Importance• Constitutionalism – Concept <p>Unit 2: United Kingdom (15 lectures)</p> <ul style="list-style-type: none">• The British Political Tradition• Parliamentary Governmenti. Monarchyii. Cabinetiii. Parliament• Rule of Law and the Judicial System <p>Unit 3: United States of America (15 lectures)</p> <ul style="list-style-type: none">• Making of the American Constitution• The Federal System• National Government—i. The Presidentii. Congressiii. Supreme Court <p>Unit 4: Comparative Study of UK and US Constitutions (15 lectures)</p> <ul style="list-style-type: none">• British Prime Minister vs US President• House of Lords vs Senate	<p>Course outcomes:</p> <ul style="list-style-type: none">• Students will be able to understand the importance of constitutions;• This paper is an integral part of public services examinations.• Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

COURSE OUTCOMES: POLITICAL SCIENCE

Course: B.A. (Regular), CBCS

SEMESTER- V (SEC)

POL SE 5014 Public Opinion and Survey Research

Units & Contents:	Outcomes:
<p>I. Introduction to the course (6 lectures)</p> <p>Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll</p> <p>II. Measuring Public Opinion with Surveys: Representation and sampling (7 lectures)</p> <ul style="list-style-type: none">a. Sampling: Meaning and needsb. Sampling errorc. Types of sampling: Non random sampling; random sampling <p>III. Survey Research (3 lectures)</p>	<p>Course Objective: this course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with</p>

<p>a. Interviewing: Interview techniques pitfalls, different types of and forms of interview</p> <p>b. Questionnaire: Question wording; fairness and clarity.</p> <p>IV. Quantitative Data Analysis (4 lectures)</p> <p>a. Quantitative data analysis: Meaning</p> <p>b. Basic concepts: correlational research, causation and prediction</p>	<p>particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.</p>
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COURSE OUTCOMES: POLITICAL SCIENCE
Course: B.A. (Regular), CBCS
SEMESTER- V
POL RG 5016 Public Administration-I

Units & Contents:	Outcomes:
<p>UNIT 1: Introduction (15 lectures)</p> <ul style="list-style-type: none"> ● Concept, Nature and Importance of Public Administration ● Growth and Evolution of Public Administration as a Discipline ● Interaction between Public and Private Administration <p>UNIT 2: Administrative Theories (15 lectures)</p> <ul style="list-style-type: none"> ● Scientific Management Theory ● Bureaucratic Theory <p>UNIT 3: Principles of Organization (15 lectures)</p> <ul style="list-style-type: none"> ● Hierarchy -- Span of control ● Centralization – Decentralization ● Ethics and Values in Public Administration <p>UNIT 4: Structure of Organization (15 lectures)</p> <ul style="list-style-type: none"> ● Line and Staff ● Chief executive – Types and Role ● Department- Public Corporations 	<p>Course outcomes:</p> <ul style="list-style-type: none"> ● Students will be able to understand the basics of public administration; ● This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.

COURSE OUTCOMES: POLITICAL SCIENCE

Course: B.A. (Regular), CBCS

SEMESTER- VI

POL RE 6026 Select Constitutions -II

Units & Contents:	Objectives & Outcomes:
<p>Unit 1: Peoples Republic of China- I (15 lectures)</p> <ul style="list-style-type: none">● Revolutionary Legacy: Communist Revolution● Structure of Government:<ul style="list-style-type: none">➤ National Peoples' Congress➤ The President and the State Council➤ Peoples' Courts and Peoples' Procuratorates <p>Unit 2: Peoples Republic of China- II (15 lectures)</p> <ul style="list-style-type: none">● Rights and Duties of Citizens● Role of the communist Party <p>Unit 3: Switzerland- I (15 lectures)</p> <ul style="list-style-type: none">● Swiss Political Tradition● Structure of Federal Government:<ul style="list-style-type: none">➤ Legislature➤ Executive➤ Judiciary <p>Unit 4: Switzerland- II (15 lectures)</p> <ul style="list-style-type: none">● Swiss Federalism● Direct Democracy	<p>Course Objective: The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.</p> <p>Course outcomes:</p> <ul style="list-style-type: none">● Students will be able to understand the importance of constitutions;● This paper is an integral part of public services examinations.● Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

COURSE OUTCOMES: POLITICAL SCIENCE

Course: B.A. (Regular), CBCS

SEMESTER- VI

POL RE 6026 Select Constitutions -II

Units & Contents:	Objectives & Outcomes:
<p>Unit 1: Peoples Republic of China- I (15 lectures)</p> <ul style="list-style-type: none">● Revolutionary Legacy: Communist Revolution● Structure of Government:<ul style="list-style-type: none">➤ National Peoples' Congress➤ The President and the State Council➤ Peoples' Courts and Peoples' Procuratorates <p>Unit 2: Peoples Republic of China- II (15 lectures)</p> <ul style="list-style-type: none">● Rights and Duties of Citizens● Role of the communist Party <p>Unit 3: Switzerland- I (15 lectures)</p> <ul style="list-style-type: none">● Swiss Political Tradition● Structure of Federal Government:<ul style="list-style-type: none">➤ Legislature➤ Executive➤ Judiciary <p>Unit 4: Switzerland- II (15 lectures)</p> <ul style="list-style-type: none">● Swiss Federalism● Direct Democracy	<p>Course Objective:</p> <p>The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.</p> <p>Course outcomes:</p> <ul style="list-style-type: none">● Students will be able to understand the importance of constitutions;● This paper is an integral part of public services examinations.● Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

COURSE OUTCOMES: POLITICAL SCIENCE
 Course: B.A. (Regular), CBCS
 SEMESTER- VI
 POL RG 6016 Public Administration –II

Units & Contents:	Outcomes:
<p>UNIT-- 1. Personnel Administration (15 lectures)</p> <ul style="list-style-type: none"> ● Importance of Civil Service in modern State ● Recruitment – Promotion ● Public Service Commissions <p>UNIT-- 2. Financial Administration (15 lectures)</p> <ul style="list-style-type: none"> ● Concept of Budgeting ● Principles of Budgeting ● Budgetary Process <p>UNIT-- 3. Development Administration (15 lectures)</p> <ul style="list-style-type: none"> ● Concept of Development Administration ● Contribution of Fred W. Riggs ● Bureaucracy and development <p>UNIT-- 4. Citizen and Administration (15 lectures)</p> <ul style="list-style-type: none"> ● Concept of Accountability ● Control over administration: Legislative, Executive ● Redressal of public grievances 	<p>Course outcomes:</p> <p>After reading this course the students will be in a position to acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc</p>

COURSE OUTCOMES: POLITICAL SCIENCE
 Course: B.A. (Regular), CBCS
 SEMESTER- VI (SEC)
 POL SE 6014 Conflict and Peace Building

Units & Contents:	Outcomes:
<p>I. Conflict and its concepts (6 lectures)</p> <ul style="list-style-type: none"> a. Understanding Conflict b. Conflict Resolution and Peace Building <p>II. Dimensions of Conflict (6 lectures)</p>	<p>This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary</p>

<p>a. Economic/Resource Sharing Conflicts</p> <p>b. Socio-Cultural Conflicts (Ethnic, Religious and Gender Based)</p>	<p>course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels.</p>
<p>III. Conflict Responses: Skills and Techniques I (8 lectures)</p> <p>a. Negotiations: Trust Building</p> <p>b. Mediation: Skill Building; Active Listening</p>	<p>The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students' skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other</p>
<p>IV. Conflict Responses: Skills and Techniques II (10 lectures)</p> <p>a. Track I, Track II & Multi Track Diplomacy</p> <p>b. Gandhian Methods</p>	

HW
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