

ENGLISH

SEMESTER 1

COURSE 1: INDIAN CLASSICAL LITERATURE: The objective of this course is to acquaint the students with the rich cultural heritage of ancient Indian literature, especially Sanskrit Literature. Indian classical literature can truly claim the distinction of achieving the highest peak of art form in Sanskrit in its immortal plays.

COURSE 2: EUROPEAN CLASSICAL LITERATURE: The purpose of this course is to acquaint learners with the great heritage of European classical literature, starting from Homer's epic *The Iliad* to the satires of Horace. The importance of this course rests on the fact that English literature is heavily indebted to the classical works of Greece and Rome.

SEMESTER 2

COURSE 3: INDIAN WRITING IN ENGLISH: The aim of this course is to introduce learners to Indian Writing in English from the colonial to the postcolonial period. Issues such as identity politics, gendered differences, home, dislocation, language among others shall be underscored with the intention to understand the diversity of Indian culture and tradition across spatiality.

COURSE 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES: The objective of this course is to acquaint the learners with British poetry and drama from Chaucer to Shakespeare. The texts prescribed relate to the Age of Chaucer, Pre-Elizabethan and Elizabethan periods. Shakespeare figures predominantly in this course, with a tragedy, comedy and two sonnets prescribed.

SEMESTER 3

COURSE 5: AMERICAN LITERATURE: The objective of this course is to introduce the learners to American literature, a field that could be considered as comparatively recent in formulation, when compared to the literature of Britain and Continental Europe.

COURSE 6: POPULAR LITERATURE: The objective of this course is to acquaint learners with popular literature, such as crime thriller, graphic fiction, children's literature and so forth, generally regarded by purists to be „low-brow“ and meant for easy mass consumption.

COURSE 7: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES: English literature of the Seventeenth and the Eighteenth century was dominated by epoch-making political events, such as the Puritan Interregnum and the Restoration. These events were responsible for ushering in changes in the thought-processes of poets like Milton and Pope, dramatists like Webster and Behn, and so forth.

SEMESTER 4

COURSE 8: BRITISH LITERATURE: 18TH CENTURY: The eighteenth-century was an age in which new modes of creative expression were coming to the fore, particular prose narratives of the likes of Swift and Sterne, among others. Irony and satire became important tools to depict society's ills. The age was also characterised by importance given to gender issues. Congreve's play bears enough testimony to this fact. Since, this period is also referred to as the Age of Enlightenment; „reason“ became the locus from which human's actions and cognition issued forth. Therefore, a fundamental philosophical shift ushered in, in the wake of the culture of positivism that set in during this period.

COURSE 9: BRITISH ROMANTIC LITERATURE: The literature of the Romantic period is considered to be the most affective in terms of the ways in which it was able to connect with people across class lines.

Product of the revolutionary zeal precipitated by two great revolutions – the French Revolution and the American War of Independence

COURSE 10: BRITISH LITERATURE: 19TH CENTURY: A reading of nineteenth-century English literature provides a fascinating opportunity to immerse oneself into the fraught historical context determined by contradictory, oppositional drives and processes.

SEMESTER 5

COURSE 11: WOMEN’S WRITING: The objective of this course is to introduce learners to women’s writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women’s writing in a space that transcends or upends the male writing tradition through various (subversive) ways.

COURSE 12: BRITISH LITERATURE: THE EARLY 20TH CENTURY: The early Twentieth-century British literature was characterised by experimentations on the level of both form and content. The imperialistic World War I impacted the minds of the people across Europe to such an extent that they began to suffer from various neurotic symptoms.

DSE 2: LITERATURE OF THE INDIAN DIASPORA: Generally, *diasporic literature* deals with alienation, displacement, existential rootlessness, nostalgia, quest for identity, hybridity and so forth. Indian diaspora writers have contributed immensely to literature, especially those writing in English.

DSE 3: LITERARY CRITICISM: The course presents an overview of major trends in literary criticism from the Romantic period to the present. The critical trajectory comprises of Romantic theory of poetry propounded by Wordsworth and Coleridge, modernist poetics of Woolf and Eliot, New Criticism of Richards and Cleanth Brooks.

SEMESTER 6

COURSE 13: MODERN EUROPEAN DRAMA: It was in Europe, particularly the plays of the Norwegian playwright Henrik Ibsen, the German playwright Bertolt Brecht and French playwright Samuel Beckett that drama became an important vehicle for representing the political, social, individual, economic conditions the post-war Europe, with all its attendant ills and trauma. This course intends to read the plays by placing the epochal events of the period as the backdrop.

COURSE 14: POSTCOLONIAL LITERATURES: This course introduces postcolonial literature to the learners. The importance of postcolonial studies in a globalised world in which more than three-quarters of the people living in the world today have had their lives shaped by the experience of colonialism, cannot be overestimated.

DSE 5: LITERARY THEORY: It involves reading texts by deploying discourse/s. These discourses have political, social, economic, gendered, cultural values, and when one reads literature through such discursive lenses, interpretation of texts tend to be multiple and heterogeneous.

DSE 7: PARTITION LITERATURE: The Partition was perhaps the most horrific event of the twentieth-century subcontinent’s history. Thousands of innocent people across the divided nation (India and Pakistan) lost their lives, millions lost their homes, and migrations of unimaginable magnitude took place. It is important to understand the backgrounds and reason for the partition, but also to consider its effects on the lives of the people involved.

ECONOMICS

Department of Economics is one of the oldest departments of Digboi Mahila Mahavidyalaya. From 2019 onwards the department has adopted Choice Based Credit System as per the instruction of the parent university. The department offers both Honours and Generic courses under three years degree courses for BA in Economics. The fundamental objective of economics program is to teach students a method of reasoning and to demonstrate its application in the various economic fields.

- * In the field of micro economics students can understand the behaviour of consumer and producer know about the theory of distribution.
- * In the field of public finance student can learn about the public revenue, public expenditure and public debt, budget system and fiscal policy.
- * In field of Indian economy students can learn about the natural resources with special reference to Assam. Agriculture, Industry and Tertiary sectors in national level and in Assam. Students can also learn about economic planning and economic reforms.
- * In the field of statistics students acquainted with various method of collecting data, measurement of central tendency, measure of dispersion, Index number and Interpolation. Correlation and regression analysis, probability, theoretical distributions .
- * In the field of macro economics know about the National Income ,money, employment and income , Banking, International trade and balance of payment,
- * Development economics acquainted the learners with the measurement of development with the help of theories along with the help of theories along with the conceptual issues of poverty and inequalities.
- * Mathematics for economics acquainted the students with some basic mathematical methods that can be applied in economics,
- * Knowledge of Development of Economic ideas propounded by different schools and authors.
- * Econometrics will help the students to know about certain techniques and tools for analysis and inference in the field of economics.

PHILOSOPHY

PSO1. Understand the basic issues and problems of Philosophy from

the perspective of different Indian philosophical systems.

PSO2. Understand metaphysical, epistemological and axiological problems like theory of knowledge, theories of truth, categories of knowledge and some contemporary issues from western perspective.

PSO3. Understand the concepts of world, evolution, liberation in detail from the perspective of Indian thought along with Bhagavadgita.

PSO4. Understand the concept of creation and evolution of the world, God and His relation to the world, values its kind from the perspective of western thinkers.

PSO5. Understand ethical views of Indian philosophical systems along with the ethics of Bhagavadgita.

PSO6. Understand the moral aspects of human existence and its application in professions and environment.

PSO7. Understand the basic elements of Indian logic.

PSO8. Understand the basic elements of Western logic, techniques of decision procedure and deductive proof.

PSO9. Analyze the philosophy of some classical and modern western thinkers.

PSO10. Analyze the necessity and value of comparative religion including possibility of universal religion.

PSO11. Understand the contemporary philosophy of Indian thought with basic features of contemporary Indian thinkers.

PSO12. Understand the contemporary philosophy of western thought- Foundation and development of major philosophical orientation of some western thinkers.

PSO13. Analyze different philosophical aspects of society and politics.

PSO14. Understand psychological aspects of human life, methods and problems of psychology.

POLITICAL SCIENCE

The fundamental objective of Political Science is to teach students a method of reasoning and analysis of political scenario of the world.

- * Course of Western Political Thought acquaint the students with the thoughts of western political thinkers.
- * The course on Indian Govt. and Politics acquaint the learners with valuable insight into the process of governance and its working in democratic politics.
- * The course on Public Administration covers whole area of administration from recruitment, promotion, training to public participation.
- * The course deals with the theory and practices of international relations/politics and helps the students to understand the nature and scope of international relations.
- * The course on Comparative Politics acquaint the students with the constitutional structure and political system of different countries.
- * The course on North East Politics deals with the emergence ,demography and heterogeneous character of the region with special reference to Assam.
- * The paper on Political Theory deals with various issues and prospects of Political Science .The students learn about the concepts of democracy,sovereignty,socialism etc.
- * The course of Indian Political Thought acquaint the learners with a comprehensive knowledge of political thoughts of great Indian thinkers reflecting diverse ideologies.
- * The course of the paper Indian Foreign Policy deals with the important aspects of India's relation with other countries.
- * Course of International Law helps students to develop insight into global legal systems and their influence on both national and international policies.

* Course of Human Rights makes students aware of their rights and different international covenants, conventions, rights of the weaker sections and also helps them to play a constructive role in the community.

* Introduction to Women Studies sensitizes the students about gender equality, discrimination ,gender socialization etc. and also helps them to look at these problems from a feminist perspective.

* Students gain an insight into the causes and condition of the problems faced by the rural communities in India and the steps taken by the Govt. to improve their conditions.

* The course of the paper Indian Administration makes students aware of the functioning of bureaucracy in India.

BENGALI

The Department of Bengali provides the courses of MIL (Bengali) and Generic Elective to the students. The expected course outcomes are as follows:

A) Students are expected to learn important aspects of modern poetry, Drama, Short Story and Culture of Bengali literature and society

B) The department teaches functional Bengali, usage of official Bengali and its different forms, translation, terminology etc to enable students regarding its practical application

C) Basic outlines of the history of Bengali literature are imparted to introduce the students about the organic structure of Bengali literature.

D) Knowledge of comparative literature is imparted to broaden the perspectives of students regarding literature as a discipline.

E) Through Bengali literature students are expected to learn Bengali language, culture, arts, moral values, humanism, as well as political, economic, religious and cultural aspects and their reflection in literature.

F)Media, journalism, script editing, proof reading, technical knowledge of translation helps them to get job opportunity

EDUCATION

PSO1-Learn about educational philosophy and educational sociology and its influence on their social life.

PSO2-Educational psychology helps in their learning field.

PSO3-Educational Technology influenced on their ICT Field.

PSO4-Comparative Education helps in their comparative studies of higher education.

PSO5-child psychology is effective on their Montessori training programme.

PSO6-Students have got specific training on practice-teaching and this specialisation is more effective on their professional life.

PSO7-Educational history helps to know the influence of different committee report on the modern education system.

PS08 - Project report helps students identify and solve problems faced in different fields through project. And it help students in conducting future research.

HISTORY

The Department of History of Digboi Mahila Mahavidyalaya offers history as a subject to Honours/Major as well as Generic/Non-major students pursuing three years degree course. In addition, it undertakes Tourism and Travel Management teaching programme of Skilled Based Course for the students of BA Third Semesters across disciplines. The Programme Specific Outcomes of the Department of History are:

- a) Students are expected to be acquainted with the basics of the discipline of history and its sources in various forms.
- b) A detailed regional history of Assam is taught by the Department.
- c) The history of India from pre-colonial to the end of colonialism is taught by the department.
- d) Environmental History and women in Indian History are also taught throughout the semesters.
- e) A brief introduction to the main events of History the West from 1453-1815 and 1815-1945 is also given to its students.
- f) Some newly introduced papers on World history and civilizational patterns within Honours course give new insights to history to the students.
- g) The department teaches Fundamentals of Tourism and Travel Management as Skill Enhancement Course (SEC) among the students to promote entrepreneurship.

SOCIOLOGY

PSO 1. Understand the origin of Sociology in India and in the west also. Students can earn knowledge about different institutions and associations which are essential for the smooth functioning of the society. They also learn about the ascribed status and achieved status and also different factors responsible for social change and social mobility

PSO2. Know geo-physical characteristics of Indian society and also different types of Indian society, tribal, rural, urban, industrial. Marriage, family, religious and kinship system of different communities- Hindu, Islam, Christian and to know cause of family disorganization. caste system in India and also the status of women in vedic, medieval, British and modern period and contribution of eminent Indian sociologists.

PSO 3. An analytical and cognitive approach to acquaint with classical, modern and Indian sociologists

PSO4. This paper provides theoretical knowledge on social change and development. This paper enable the students to understand the process, factors and obstacles of change and development in society.

PSO5 Helps to understand the basic premises of Social Research including the various steps for formulation of research plan, techniques of data collection, data analysis and finalization of research report

PSO6. To understand the fundamentals and the emerging issues of social problems, social welfare and security from the sociological perspective

PSO7. To know the meaning of sociology of Development and changing conception of development. Understanding the basic knowledge of theories, changing conception of development, economic growth,

human development, path and agencies of development along with Indian experience of development, different measures of five year plans.

PSO8 Understanding historical background of the North-East Frontier Region as an unique sociological spot of observation occupied by different ethnic groups of people

PSO9 Understanding of social psychology

PSO10 To acquaint with sociological understanding of Mass Communication

PSO11.To understand the characteristics and the issues relating to globalization nature and dynamics of globalization.To know the various agencies involved in the process and examines its socio-economic and cultural impact and the Indian experience of globalization .

PSO12:To know sociological understanding of science and technology and to learn the impact of science and technology in the society.

PSO13. A theoretical knowledge on Sociology of Industry and enabling to understand the social structure of industry and its practical aspect.

PSO14: Understand inter relationship between society and health; the problems of health in India in its dimensions and also the relationships between political, economy and health at national and international levels.

HOME SCIENCE

PSO1.To enable the students to acquire the knowledge and competence to teach and practice Home Science in relevant setting.

PSO2. To enable students to acquaint with the different Textiles and their performances.

PSO3. Enable the students to application of traditional and contemporary art, architecture and interior design.

PSO4.To enable the students in various field textile designing/ Fashion designing

PSO5.The students are able to understand about Meal Planning, gain knowledge of different nutrients health related issues etc.

PSO6. To gain Knowledge about diet, Meal Planning for different age group community Nutrition etc

PSO7.Provide dietary consultancy, responsibilities of dietician, Therapeutic diet etc

PSO8.To gain knowledge on development throughout the lifespan, including processes of growth and change in children and adolescents

PSO9.To enable the students to application of traditional and contemporary art, architecture and interior design.

PSO10.Students are able to develop the role of successful financial management in satisfying family living

PSO11. To develop skills in dress making, fashion designing

PSO12. To gain insight into the causes of disability and disorders in children and into their prevention and treatment.

PSO13. To acquaint the students with different extension programme, community programme etc.

HINDI

Hindi is taught as Modern Indian Language(MIL) and Advance Hindi is taught as a core Subject

a) As literature, following courses are taught-

* Ancient and Medieval Poetry

* Drama

* Novel

* Short Story

* Essay

* History of Hindi literature

* History of Assamese literature

As language, following languages are taught

* Grammar

* Functional Hindi

* Hindi as official language and its different functional and official forms.

* Translation

* Journalism (Media & Mass Communication)

* History of Hindi Language

b) PSOs

* Through Hindi literature and history of Hindi Literature students learn about the culture, arts, high moral values as well as humanism. Different social, gender political, economical, religious, cultural problems are learnt by the students they being awarded.

* Learning of Hindi as official language functional Hindi makes them able for employment and self earning.

Translation course makes them able to work as a translator and interpreter

The learning of Journalism, Media, and Mass Communication help them for self earning and employment

ASSAMESE.

Assamese is taught as Modern Indian Language(MIL) and also as a major subject.

PSO1. The knowledge of ancient, medieval and modern poetry, Drama, Short-Story, History and culture of Assamese literature and society.

PSO2:The knowledge of History of Assamese language ,functional Assamese,as a official language and its different, official forms, Translation,Get acquaintance with different types of language in the world PSO3:To know about comparative literature ,world literature, translated version of western literature like poetry, drama, story .

PSO3:To know about comparative literature ,world literature, translated version of western literature like poetry, drama, story .

PSO4:Through Assamese literature students learn about their language ,culture, arts, high moral values as well as humanism, political, economical ,religious and cultural problems ,its reflection in literature ,development of Assamese literature and language from early stage till today, contribution of eminent Assamese authors .