

## 2.6.1

## Course Outcomes of All the Courses

## Digboi Mahila Mahavidyalaya

## ASSAMESE



SEMESTER	NO OF PAPERS	PAPER CODE	PAPER NAME	OUTCOME
SEM 1	3	C-1	<b>HISTORY OF ASSAMESE LITERATURE</b>	Through the paper of <i>History of Assamese literature</i> (C-1), the students were learn the general identity of the entire Assamese literature through the era of Assamese literature and the overall motion nature of Assamese literature written from folklore to the post- Shankara era.
		C-2	<b>HISTORY OF ASSAMESE LITERATURE</b>	Through the paper of <i>History of Assamese literature</i> (C-2), students will get to know the dynamics of Assamese literature from the Arunodoya era to contemporary times.
		AECC-2	<b>COMMUNICATIVE ASSAMESE</b>	Through the <i>Communicative Assamese</i> (AECC-2), students will be taught to enhance communication skills in Assamese language.
SEM 2	2	C-3	<b>INTRODUCTION TO LINGUISTICS</b>	Through this course of <i>Introduction to linguistics</i> (C-3), students will get to know the history of the thinking about the languages of the east and the west and the various aspects related to language and linguistics.
		C-4	<b>POETICS</b>	The paper of <i>Poetics</i> (C-4), will provide basic knowledge of Indian and western literary theory for theoretical study of literature.
SEM 3	3	C-5	<b>LITERARY CRITICISM</b>	The paper of <i>Selection from Assamese poetry</i> (C-5) captures the history and speed of Assamese poetry through a few selected poems from folk poetry to modern.
		C-6	<b>SELECTION FROM ASSAMESE POETRY</b>	The course of <i>Literary Criticism</i> (C-6) will give an idea of the identity, method symbolite and nature of different types of literature.
		C-7	<b>STUDIES ON THE CULTURAL OF ASSAM</b>	The purpose of the paper of <i>Studies on the Culture of Assam</i> (C-7), is to impart knowledge of ethnic group and cultures of Assam including the concept of culture.

SEM 4	3	C-8	<b>THEORY AND PRACTICE OF COMPARATIVE LITERATURE</b>	Through the paper of <i>Theory and practice of Comparative literature</i> (C-8), students will get to know an indication of the general concept of comparative literature and the need and system of comparative literary studies in the context of Indian literature and Assamese literature.
		C-9	<b>INDO- ARYAN LANGUAGE AND ASSAMESE</b>	The paper of <i>Indo-Aryan Languages and Assamese</i> (C-9), outlines the evolution of Indian Aryan Languages, the characteristics, forms and identity of Sanskrit, Pali and Prakrit grammar.
		C-10	<b>SELECTION FROM ASSAMESE PROSE</b>	The paper of <i>Selection from Assamese prose</i> (C-10), introduces the origin and development of as, prose liter through selected prose.
SEM 5	4	C-11	<b>ASSAMESE DRAMA</b>	Through the paper of <i>Assamese drama</i> (C-11), will tell the brief history and dynamics of Assamese drama from ancient times to modern dramas with western signs through selected plays.
		C-12	<b>STUDIES ON ASSAMESE LINGUISTICS</b>	The paper of <i>Studies on Assamese Linguistics</i> (C-12), introduces theoretical knowledge of phonetics, morphology and sinology of Assamese language.
		DSE-1	<b>ASSAMESE GRAMMAR, LEXICON AND IDIOMATIC USAGES</b>	The paper of <i>Assamese grammar lexicon and idiomatic usages</i> (DSE-1) introduce correct pronunciation of Assamese language, correct letter combination, application of gambling and phrases, application of terminology, various aspects of Assamese grammar and Assamese dictionary.
		DSE-2	<b>INTRODUCTION TO INDIAN LITERATURE</b>	Through the paper of <i>Introduction of Indian Literature</i> (DSE-2), will give a glimpse of the singular form of Indian literature through selected composition.
SEM 6	4	C-13	<b>SELECTION FROM ASSAMESE PROSE</b>	Through the paper of <b>Selection from Assamese prose</b> (C-13), will show the diversity and speed nature of modern day creative prose literature through selected prose.
		C-14	<b>LANGUAGE AND SCRIPT OF ASSAM</b>	Through the <i>Language and Script of Assam</i> (C-14), the paper will introduce linguistics features of Assamese language, introduction to dialect, exchange of Assamese language and non-aryan languages.
		DSE-3	<b>INTRODUCTION TO</b>	Through the Introduction to <i>World literature</i> (DSE-3) the paper will give an

			<b>WORLD LITERATURE</b>	overview of the concept, creation, breadth and importance of world literature through selected pieces of world literature.
		<b>DSE-4</b>	<b>SPECIAL AUTHOR</b>	Through the <i>Special Author</i> (DSE-4/A), the paper will facilitate the study of the life and literary work of a prominent Assamese selected

### BENGALI

SEMESTER	NO OF PAPERS	PAPER CODE	PAPER NAME	OUTCOME
1 <sup>ST</sup> SEM	3	C1	<b>Bangla sahityer Itihas</b>	On completion of the course, the students will be able to comprehend and historicize the evolution and systematic development of Bengali literature.
		C2	<b>Bangla Bhasar Itihas O Bhasatatwa</b>	On the completion of the course, the students will be able to explain the concepts, approaches and theories of Bengali Literature.
		AECC-2	<b>MIL (Bengali) BNL Bangla sahityer Itihas (Adhunik Youg)</b>	On the completion of the course the students will be able to explain the concept, approaches and theories of Modern history of Bengali Literature.
2 <sup>ND</sup> SEM	2	C3	<b>Bangla Kabya: Prachin, Madhya O Adhunik</b>	On the completion of this course, the students will be able to explain the influence of Bengali poetry.
		C4	<b>Padaboli Sahitya: Baishnav Padaboli O Shakta Padaboli</b>	On completion of this course, the students will be able to critically analyze the impact of Neo-Vaishnavism.
3 <sup>RD</sup> SEM	1	GEC-3	<b>Bangla Sanskriti Ebong Anubad Sahitya</b>	On completion of this course, the students will be able to explain and critically engage with the importance of Bengali culture as well as translation studies
4 <sup>TH</sup> SEM	1	GEC-4	<b>Bangla Bhasay Kalpa-Biggan Sahitya</b>	On completion of this course, the students are expected to relate and cultivate the skill of imagining short stories and relating the same to our mundane life.

### ECONOMICS

SEMESTER	NO OF PAPERS	PAPER CODE	PAPER NAME	OUTCOME
SEM 1	3	C 1	<b>Introductory microeconomics</b>	In the field of Microeconomics the students can understand the behavior of consumer and producer and also know about the theory of distribution.
		ECNGE1	<b>Introductory Microeconomics</b>	<ul style="list-style-type: none"> <li>•Understand the economic trade-offs and opportunities.</li> <li>•Understand the fundamentals of microeconomics.</li> <li>•Understand the basics of market mechanisms.</li> </ul>
		C2	<b>Mathematical methods for</b>	On successful completion of these course students will be able to use

			<b>microeconomics</b>	mathematical techniques to analyze economic problem.
<b>SEM 2</b>	<b>3</b>	<b>C3</b>	<b>Introductory macroeconomics</b>	In the field of macroeconomics the students can learn about the national income, interprets macroeconomics issues such as money, foreign exchange, inflation, unemployment, etc.
		<b>C4</b>	<b>Mathematical methods for economics-II</b>	Mathematics permits the students to construct precisely defined model from which exact conclusion can be derived with mathematical logic.
		<b>ECNGE2</b>	<b>Introductory Macroeconomics</b>	<ul style="list-style-type: none"> <li>• Understand the basic concepts of macroeconomics.</li> <li>• Understand the determination and measurement of aggregate macroeconomic variable such as saving, investment etc.</li> </ul>
<b>SEM 3</b>	<b>6</b>	<b>C5</b>	<b>Essentials of Microeconomics</b>	The outcome of the paper is to understand the economic behavior of consumers, firms and markets. It is mainly to equip the students in a comprehensive understanding, rigorous and comprehensive understanding of the various aspects of consumer behavior and demand analysis Production theory and behavior of cost, the theory of traditional market and equilibrium of firms.
		<b>C6</b>	<b>Essentials of Macroeconomics</b>	The paper provides elementary theoretical foundation of key issues and policies. The paper attempts to discuss the functional relationship between aggregates. It helps to understand the overall structure of economy in theoretical perspective for the students.
		<b>C7</b>	<b>Statistical Methods for Economics</b>	In the field of statistics the students are acquainted with various methods of collecting data, measurement of central tendency, measures of dispersion, index number and interpolation. Correlation and regression, analysis probability, theoretical distributions.
		<b>ECNGE.3.1</b>	<b>Indian Economy-I</b>	<ul style="list-style-type: none"> <li>• Understand the major trends in economic indicators in India in the post - Independence period.</li> </ul>
		<b>ECNGE.3.2</b>	<b>Money and Financial Markets</b>	<ul style="list-style-type: none"> <li>• Understand the theory and functioning of the monetary and financial sectors of the economy.</li> <li>• Understand the organization, structure and role of financial markets and institutions.</li> <li>• Understand the interest rate, monetary management and instruments of monetary control.</li> </ul>
		<b>ECNGE.3.3</b>	<b>Environmental Economics</b>	<ul style="list-style-type: none"> <li>• Understand the concepts, methods and policy options in managing the environment using tools of economic analysis.</li> <li>• Understand the economic implications of environmental changes.</li> <li>• Understand the impact of economic growth on the environment.</li> <li>• Understand the environmental problems and issues in the context of India and International.</li> </ul>
<b>SEM 4</b>	<b>6</b>	<b>C8</b>	<b>Advanced Microeconomics</b>	The outcome of the paper is to understand the operation of market economy

				and the problem how best to allocate society's scarce resources. The course considers the way in which various decisions making units in the economy make their consumption and production decisions and how these decisions are correlated.
		<b>C9</b>	<b>Advanced Macroeconomics</b>	In the field of macroeconomics, know about the consumption function, investment and various models of economic growth and schools of macroeconomic thought.
		<b>C10</b>	<b>Introductory Economics</b>	Econometrics allows students to convert economic theories into quantifiable metrics. It turns theoretical economical models into useful tools for economy policy making.
		<b>ECNGE4.1</b>	<b>Indian Economy-II</b>	<ul style="list-style-type: none"> <li>• Understand the sector-specific policies and their impact in shaping trends in key economic indicators in India.</li> <li>• Understand different issues related with Indian economy.</li> </ul>
		<b>ECNGE4.2</b>	<b>Economic History of India(1857-1947)</b>	<ul style="list-style-type: none"> <li>• Understand the Indian economic development during second half of British colonial rule.</li> <li>• Understand the India's economic development after Independence.</li> </ul>
		<b>ECNGE4.3</b>	<b>Public Finance</b>	<ul style="list-style-type: none"> <li>• Understand the government finances with special reference to India.</li> <li>• Understand the efficiency and equity aspects of taxation of the centre, states and the logical governments.</li> <li>• Understand the issues of fiscal federalism and decentralization in India</li> </ul>
<b>SEM 5</b>	<b>4</b>	<b>C11</b>	<b>Indian Economy-I</b>	In the field of Indian Economy students can learn about the natural resources with special reference to Assam. Agriculture
		<b>C12</b>	<b>Development Economics</b>	In the field of development economics students can learn about the evolution of development of economics and their justification
		<b>05</b>	<b>Money and Financial Markets</b>	Students can learn about the structure and financial market and institution. Students can also learn about the interest rates
		<b>06</b>	<b>Public Economics</b>	In the field of public economics students can learn about the government taxation and expenditure
<b>SEM 5</b>	<b>4</b>	<b>C13</b>	<b>Indian Economy-II</b>	In the field of Indian economics students can learn macroeconomic policies and their impact on Indian economy
		<b>C14</b>	<b>Development Economics-II</b>	Students can learn about demography and development
		<b>08</b>	<b>Environmental Economics</b>	On successful completion of this course students can learn economic causes of environmental problem
		<b>09</b>	<b>International Economics</b>	In the field of international economics the students can learn about the trade policy and its analysis

## EDUCATION

SEMESTER	NO OF PAPERS	PAPER CODE	PAPER NAME	OUTCOME
SEM 1	2	C1	<b>Philosophical foundation of education</b>	On the completion of the course the students will be able to understand the concept of philosophy, role of philosophy in education and will know about Indian and Western philosophy and their influences in Education.
		C2	<b>Sociological Foundations of education</b>	On the completion of the course the students will be able to explain the concept, approaches and theories of educational sociology, role of education in social change and will know about different political ideologies and their influences in education.
		GEED101	<b>Guidance and Counselling</b>	: On completion of the course the students will be able to, describe meaning, nature purpose and scope of guidance and counseling. To describe characteristics, functions principles, types and areas of guidance and counseling and various tools and techniques of guidance and explain the qualities and role of a counselor.
SEM 2	2	C3	<b>Psychological Foundations of Education</b>	: On the completion of this course, the students will be able to explain the influence of psychology in education. Through this course, the students will understand about the theories of intelligence, creativity, personality and their influence in human life.
		C4	<b>Educational Administration and Management</b>	On completion of this course the students will be able to define the concept of educational management, administration, educational leaders, educational planning, educational supervision and their role and importance in education.
		GEED 202:	<b>Gender and Education :</b>	On the completion of the course the students are expected to be able to explains the meaning and nature of gender and describe the gender biases and gender irregularity in family, school and society. To describe the gender issues related to school education and analyze the laws and policies related to gender equality.
SEM 3	3	C5	<b>Great Educators and Educational Thoughts</b>	On the completion of this course the students will be able to describe the contribution of the given philosophers in the domain of education and explain the relevance of the
		C6	<b>Measurements and Evaluation in Education</b>	Educational thoughts of the given philosophers.
		C7	<b>Experimental Psychology and Laboratory Practical</b>	On completion of this course the students will be able to explain the concept and importance of measurement and evaluation in education. Students will be able to describe different psychological tests, e.g., intelligence, personality, aptitude etc and will know statistic in measurement and evaluation.

		<b>GEED302:</b>	<b>Mental Health Issues :</b>	On completion of the course the students will be able to explain the need and importance of understanding the concept of mental health and hygiene in the emerging society and empathize with people having psychological and maladjustment problems. To describe the role of different agencies of society and various components of [positive psychology and integrate Yoga in their day to day lives for holistic health.
		<b>SEC-1.1:</b>	<b>Basics of Teaching in elementary Level:</b>	After completion of this course the students will be able to understand concept of elementary education, human growth and development, curriculum and co-curricular activities, and examination and evaluation process.
<b>SEM 4</b>	<b>4</b>	<b>C8</b>	<b>Education in Pre Independent India</b>	On completion of this course, the students will be able to conduct psychological practical in the area of attention, memory, learning, intelligence, personality etc.
		<b>C9(I,ii)</b>	<b>Techniques of Teaching</b>	On completion of the course, the students are expected to explain the meaning, nature and principles of teaching and learning. Describe the role of teacher at different phases of teaching, teaching skills and stages of microteaching cycles. Explain the importance of planning lessons, objectives of teaching different subjects in elementary and secondary levels.
			<b>Teaching Practice</b>	On completion of this course, the students are expected to be able to explain the concept of education in the context of India, particularly Vedic & Buddhist education. Critically examine the education system in Medieval India. Analyze and evaluate the education system during British period with emphasis on the commission and committees.
		<b>C10</b>	<b>Educational Technology</b>	On completion of the course the students will be able to demonstrate few teaching skills, prepare lesson plans for microteaching and practice teaching.
		<b>GEED401:</b>	<b>Economics of Education:</b>	After completion of this course the students will be able to describe concepts and importance of economics of education. Students are supposed to know about the concept and applicability of different types of cost of education.
		<b>SEC-1.2:</b>	<b>Aspects of Teaching-Learning Process:</b>	After completion of this course the students will be able to describe the concept of teaching, maxims of teaching, and different types of teaching methods. Students will also understand the concept of organization and management of elementary school and they will also able to describe education of exceptional children.
<b>SEM 5</b>	<b>4</b>	<b>C11</b>	<b>Education in Post Independent India</b>	On completion of the course, the students are expected to be able to describe the educational scenario at the time of independence, roles of various commissions and committees in the development of post-independent India as well as recent educational developments in India.
		<b>C12</b>	<b>Education in World Perspective</b>	On completion of the course, the students are expected to be able to explain the meaning and definition, nature, scope and purpose of comparative education

				and describe the factors influencing the national system of education. To explain the organization, administration, objectives, vocational and teacher education of different countries, especially U.K, U.S.A, India and Japan.
		<b>DSE-1 (I)</b>	<b>Guidance and Counseling</b>	On completion of the course the students will be able to, describe meaning, nature purpose and scope of guidance and counseling. To describe characteristics, functions principles, types and areas of guidance and counseling and various tools and techniques of guidance and explain the qualities and role of a counselor.
		<b>DSE-4(Iv)</b>	<b>Mental Health Issues</b>	On completion of the course the students will be able to explain the need and importance of understanding the concept of mental health and hygiene in the emerging society and empathize with people having psychological and maladjustment problems. To describe the role of different agencies of society and various components of [positive psychology and integrate Yoga in their day to day lives for holistic health.
<b>SEM 6</b>	<b>4</b>	<b>C13</b>	<b>Emerging trends in Indian Education</b>	On the completion of the course, the students are expected to be able to explain the significance of study of childhood and adolescence today and describe the developmental changes, to summaries the effect of family and role of society in their proper development
		<b>C 14</b>	<b>Child Psychology and Adolescence Psychology</b>	On the completion of the course the students are expected to be able to explains the meaning and nature of gender and describe the gender biases and gender irregularity in family, school and society. To describe the gender issues related to school education and analyze the laws and policies related to gender equality.
		<b>DSE-3</b>	<b>Gender and Education</b>	On the completion of the course, the students are expected to be able to explain the process of conducting a project. To identify the problems and solved problems faced in educational field and prepare a project report.
		<b>DSE- 4</b>	<b>Project Report</b>	On completion of the course, the students are expected to be able to describe the educational scenario at the time of independence, roles of various commissions and committees in the development of post-independent India as well as recent educational developments in India.



## ENGLISH

SEMESTER	NO OF PAPERS	PAPER CODE	PAPER NAME	OUTCOME
SEM 1	5	C 1	<b>Indian Classical Literature</b>	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.
		C 2	<b>European Classical Literature</b>	The purpose of this course is to acquaint learners with the great heritage of European classical literature, starting from Homer's epic <i>The Iliad</i> 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.
		AECC 1	<b>English Communication</b>	The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal.
		AECC 2	<b>Alternative English</b>	This course is part of the 'Alternative English' section under the new CBCS system. The primary objective of this course is to familiarize students with the literary works of various authors, social reformers and historians. This course brings together a mélange of works by Shashi Tharoor, Ismat Chughtai and Ramachandra Guha to look at the project of nation building and various social reformers and litterateurs who have had significant influence over Indian culture. This course also introduces a few academic essays on Gandhi, Tagore and Ishwar Chandra Vidyasagar to dissect the how their works in various sectors have eventually contributed to the building of modern India
SEM 2	2	C 3	<b>Indian Writing in English</b>	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.
		C 4	<b>British Poetry and Drama 14th to 17th Century</b>	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.
SEM 3	3	C 5	<b>American Literature</b>	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.
		C 6	<b>Popular Literature</b>	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.
		<b>C 7</b>	<b>British Poetry and Drama 17th and 18th Century</b>	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.
<b>SEM 4</b>	<b>4</b>	<b>C 8</b>	<b>British Literature: 18th Century</b>	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 characterized 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.
		<b>C 9</b>	<b>British Romantic Literature</b>	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
		<b>C 10</b>	<b>British Literature: 19th Century</b>	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.
		<b>Sec II</b>	<b>TTMG</b>	This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favorable outside the firm environment, as well as an effective internal communications program. It teaches the fundamentals of good business writing, including protocols for business letters, memoranda, electronic mail, good and bad messages, persuasive messages and formal reports and proposals.
<b>SEM 5</b>	<b>4</b>	<b>C 11</b>	<b>Women's Writing</b>	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.
		<b>C 12</b>	<b>British Literature: Early 20th Century</b>	The early Twentieth-century British literature was characterized 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.

		<b>DSE 2</b>	<b>Literature of the Indian Diaspora</b>	Generally, <i>diasporic literature</i> deals with alienation, displacement, existential rootlessness, nostalgia, quest for identity, hybridity and so forth. Indian diaspora writers have contributed immensely to literature, especially those writing in English.
		<b>DSE 3</b>	<b>Literary Criticism</b>	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.
<b>SEM 6</b>	<b>4</b>	<b>C 13</b>	<b>Modern European Drama</b>	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.
		<b>C14</b>	<b>Postcolonial Literature</b>	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.
		<b>DSE 5</b>	<b>Literary Theory</b>	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.
		<b>DSE 7</b>	<b>Partition Literature</b>	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.

### HISTORY

SEMESTER	NO OF PAPERS	PAPER CODE	PAPER NAME	OUTCOME
<b>SEM 1</b>	<b>3</b>	<b>HISHC101</b>	<b>History of India-I</b>	The students will be able to analyze the various source materials for the reconstruction of Ancient Indian History and the approaches of historical reconstruction. The students will be acquainted the various ancient cultures, the technological, economic, political and religious development of the period concerned
		<b>HISHC102</b>	<b>Social Formations and Cultural Patterns of the Ancient World</b>	The students will be acquainted with the evolution of humankind, the beginning of food production, the Bronze Age., advent of iron, the slave society in ancient Greece, the economy and the Political culture of the ancient Greece

		<b>HISGE 1</b>	<b>History of Assam (1228-1826)</b>	The objective of this paper is to give a general outline of the history of Assam from the 13th century to the occupation of Assam by the English East India Company in the first quarter of the 19th century. It aims to acquaint the students with major stages of developments in the political, social and cultural history of the state during the most important formative period.
<b>SEM 2</b>	<b>3</b>	<b>HISHC103</b>	<b>History of India-II</b>	(i)The objective of this course is to acquaints the students with agrarian economy, the growth of urban centres in northern and central India and the Deccan as well as craft production, trade routes and coinage (ii) Process of state formation and the Mauryan and post-Mauryan polities with special reference to the Kushnas, Satavahanas and Gana-Sanghas. (iii) Land grants, land rights and peasantry, urban decline and religious traditions of early India
		<b>HISHC104</b>	<b>Social Formations and Cultural Patterns of the Medieval World</b>	(i) The learners will be acquainted with the Roman Empire, slave society, the cultural and trade. (ii) The learners will be acquainted with the crisis and disintegration of the Roman Empire (iii) The learners will be exposed to Economic development in Europe from 7th to 14th centuries covering production, technological developments, growth of towns and trade and feudal crisis.
		<b>HISGE 2</b>	<b>History of India from the earliest times to 1526</b>	The objective of this paper is to acquaint the students with the general outline of the history of India from the known earliest times to the coming of the Mughals to India in the first quarter of the 16th century. It is aimed at giving them a comprehensive idea of the developments in all spheres of life during this period
<b>SEM 3</b>	<b>4</b>	<b>HISHC105</b>	<b>History of India-III (c. 750-1206)</b>	The 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. They will have specific understanding on rise of regional power, economic history, regional art and architecture, literature and language of the period.
		<b>HISHC106</b>	<b>Rise of the Modern West-I</b>	On completion of this course, the students will be able to explain the major trends and developments in the Western world between the 14th to the 16th century CE. 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.
		<b>HISHC107</b>	<b>History of India IV (c.1206-1550)</b>	After completion of this course students will be able to explain the political, economic and administrative history of medieval 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.
		<b>HISGE 3</b>	<b>History of India (1526-1947)</b>	Upon completion of this course, students will be able to analyse the political and social developments in India between 1526-1947. 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 16 <sup>th</sup> to mid-18th century period.
<b>SEM 4</b>	<b>4</b>	<b>HISHC108</b>	<b>Rise of the Modern West II</b>	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 tolerate the

				circumstances and causal factors of the intellectual and revolutionary currents of both Europe and America at the beginning of the Modern age
		<b>HISHC109</b>	<b>History of India-V (c. 1550-1605)</b>	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.
		<b>HISHC1010</b>	<b>History of India-VI (c. 1605-1750)</b>	After the completion of this course, the students will be able to explain and reconstruct the linkages of the history of India under the Mughal Rule. As a whole, this course will enable them to relate to the socio-economic and religious orientation of the people of Medieval period in India.
		<b>HISGE 4.1</b>	<b>History of Modern Assam (1826-1947)</b>	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.
<b>SEM 5</b>	<b>4</b>	<b>HISHC1011</b>	<b>History of Modern Europe- I (c. 1780-1939)</b>	After the completion of this course the students will be able to evaluate the historical evolution and political developments that occurred in Europe in the period between 1780 to 1919. They will also be able to critically analyse the evolution of social Classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period.
		<b>HISHC1012</b>	<b>History of India-VII (c. 1750-1857)</b>	After the completion of this course, the students will be able to relate the circumstances leading to the consolidation of colonial rule over India and their consequences. They will also be able to explain the orientation of the indigenous population and the masses towards resistance to the colonial exploitation. The course will also enable the students to analyse popular uprisings among the tribal, peasant and common people against the British policies.
		<b>HISHDSE 501</b>	<b>Early and Medieval Assam till 1826</b>	On completion of this paper, students will be able to identify major stages of developments in the political, social and cultural history of Assam during the medieval times. This paper will enable the student to explain the history of Assam from the 13th century to the occupation of Assam by the English East India Company in the first quarter of the 19th century.
		<b>HISHDSE 502</b>	<b>History of Modern Assam (1826-1947)</b>	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.
<b>SEM 6</b>	<b>4</b>	<b>HISHC1013</b>	<b>History of India-VIII (c. 1857-1950)</b>	At the completion of this course, the learners will be able to analyse the course of British colonial exploitation, the social mobilizations during the period between c.1857 to 1950 and also the techniques of Indian resistance to British policies. It will also enable the students to explain the circumstances leading to de-colonization and also the initial period of nation building in India.

		<b>HISHC1014</b>	<b>History of Modern Europe- II (1780-1939)</b>	After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working-class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the Period.
		<b>HISHDSE-1</b>	<b>Social and Economic History of Assam</b>	Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations.
		<b>HISHDSE 602</b>	<b>Historiography</b>	After the completion of the course, the students will have an overview of the concepts and sources in history. They will have comprehensive idea of the historiography of the West as well as critical understanding of the historical writings in India in different phases.
		<b>HISHDSE 603</b>	<b>History of United States of America c.1776- 1945</b>	

### HINDI

SEMESTER	NO OF PAPERS	PAPER CODE	PAPER NAME	OUTCOME
<b>SEM 1</b>	<b>3</b>	<b>C1</b>	<b>हिंदी साहित्य का इतिहास : (रीतिकाल तक)</b>	<ul style="list-style-type: none"> <li>हिंदी साहित्य के क्रमिक विकास द्वारा हमें हमारी मध्यकालीन सांस्कृतिक विरासत की दिशा, दशा और साहित्यिक गतिविधियों का पता चलता है , जिसे तीन कालखण्डों में बांटकर उसे अध्ययन की व्यवस्था की गई है ।</li> <li>हिंदी की साहित्यिक गतिविधियों की विकास-यात्रा में विभिन्न पड़ावों को जानें बिना उसका मूल्यांकन संभव नहीं है । इसे ध्यान में रखते हुये पाठ्यक्रम बनाया गया है । ताकि छात्रों को हिंदी की सही दिशा, दशा का पता चल सके और वे उसका लाभ उठाते हुये अपने लक्ष्य की ओर बढ़ सके ।</li> </ul>
		<b>C2</b>	<b>हिंदी साहित्य का इतिहास : (आधुनिक काल)</b>	आधुनिक काल में हिंदी साहित्य में कई नई विधाओं का जन्म हुआ । इस काल ने एक नए मूल्यबोध को जन्म दिया, जिसकी उपादेयता आज भी है । परिवर्तन का नित्यत्व एक नई दिशा की ओर इशारा करती है । छात्र उससे प्रभावित हुये बगैर रह जाते । इस बात को ध्यान में रखते हुये इसे पाठ्यक्रम में रखा गया है ।
		<b>AECC 2</b>	<b>हिंदी काव्य एवं गद्य साहित्य</b>	<ul style="list-style-type: none"> <li>प्रस्तुत पाठ्यक्रम के माध्यम से विद्यार्थियों को साहित्य की हर विधा से परिचित</li> </ul>

				<p>कराने का प्रयास किया गया है। इस पाठ्यक्रम का मुख्य उद्देश्य विद्यार्थियों को भक्तिकालीन उच्चादर्श की ओर ध्यान दिलाना है। इसके साथ ही छायावादी, रहस्यवादी कविताओं के सौन्दर्य के अलावा प्रगतिवाद के समर्थक कवि केदारनाथ अग्रवाल और प्रयोगवाद के जनक अज्ञेय के व्यक्तिवादी व्यक्तित्व को समझने का प्रयास है।</p> <ul style="list-style-type: none"> <li>बीसवीं शती में जन्म लेकर और कुछ ही समय में विकसित होकर साहित्य के एक महत्वपूर्ण विधा के रूप में स्थान बनाने वाली 'कहानी' और गद्य की कसौटी 'निबंध' को भी स्थान दिया गया है। भारतीय संस्कृति, सांस्कृतिक एकता और व्यंग्य निबंधों का मुख्य विषय है।</li> </ul>
SEM 2	2	C3	आदिकालीन एवं मध्यकालीन हिंदी कविता	आदिकालीन और मध्यकालीन कवियों ने अपनी कविताओं के माध्यम से उसे दर्शाने का प्रयास किया है। अतः उनकी रचनाओं को जाने वगैर उस युग का मूल्यांकन संभव नहीं है। अतः इस काल की कविताओं में सम्यक अध्ययन इस पत्र का प्रमुख उद्देश्य रहा है।
		C4	आधुनिक हिंदी कविता (छायावाद तक)	हिंदी साहित्य का आधुनिक काल का प्रारम्भ 1850 ई से माना जाता है जिसका मूल कारण पाश्चात्य प्रभाव रहा है। पाश्चात्य संसाधनों से रूबरू होने के कारण हमारी सोच में परिवर्तन होने लगा। इस काल में भारत में राष्ट्रीय बीज अंकुरित हुये। छापेखाने का आविष्कार हुआ जिसका प्रभाव हिंदी काव्य पर भी पड़ा। इसकी झलक इस काल की कविताओं में भी दिखाई पड़ता है। अतएव इस काल के विषय में सम्यक अनुशीलन करने तथा जानकारी हासिल करना ही इस पत्र का मुख्य उद्देश्य है।
SEM 3	3	C5	छायावादोत्तर कविता	बीसवीं शताब्दी भारत के लिए उथल-पुथल वाला काल रहा है। इस काल में भारत को आजाद कराने की छटपटाहट और आजादी के बाद राजनीति से बहुत जल्द ही मोहभंग होने लगा। जिसके प्रति एक विद्रोही स्वर इस छायावादोत्तर कविताओं में देखने को मिलती है। भारतीय मानसिकता, साहित्य और कविता में होने वाले परिवर्तनों की ओर ध्यान दिलाना इस पत्र का मुख्य उद्देश्य है।
		C6	भारतीय काव्यशास्त्र	काव्यशास्त्र की परंपरा, काव्य लक्षण, काव्य हेतु, काव्य प्रयोजन, विभिन्न साहित्यशास्त्रीय सिद्धान्त को इस पाठ्यक्रम में रखा गया है, जो काव्यशास्त्र की महत्वपूर्ण उपलब्धि है। इसके अध्ययन से छात्रों में समीक्षात्मक शक्ति बढ़ेगी।
		C7	पाश्चात्य काव्यशास्त्र एवं नई समीक्षा	पश्चिम में साहित्य चिंतन की सुदीर्घ परंपरा को विद्यार्थियों के लिए सहज, ग्राह्य रूप से सुलभ कराने की दिशा में प्रस्तुत पाठ्यक्रम एक महत्वपूर्ण प्रयास है। विश्लेषण पद्धति, नई समीक्षा, विभिन्न वाद इस पाठ्यक्रम का प्रमुख आकर्षण है।
SEM 4	3	C8	भाषा विज्ञान और हिंदी भाषा	विद्यार्थी इस पाठ्यक्रम के अध्ययन के पश्चात भाषा एवं भाषा की प्रकृति के साथ-साथ मानव जीवन में भाषा के महत्व को समझने में सक्षम होंगे। इसके अलावा भाषाविज्ञान के अंगों एवं शाखाओं से परिचित होंगे। भाषाविज्ञान के सैद्धांतिक पक्ष, भारतीय आर्य भाषाओं का ऐतिहासिक विकास, लिपि के उद्भव और विकास, देवनागरी लिपि की

				जानकारी भी प्राप्त कर सकेंगे ।
		<b>C9</b>	<b>हिंदी उपन्यास</b>	इस पत्र में गद्य साहित्य की महत्वपूर्ण विधा उपन्यास को लिया गया है । उपन्यास के अंतर्गत गोदान, त्यागपत्र, मानस का हंस, महाभोज आदि को शामिल किया गया है ।
		<b>C 10</b>	<b>हिंदी कहानी</b>	इस पत्र के अंतर्गत कहानी के विकास से छात्रों को परिचय कराया जाएगा । इस पाठ्यक्रम में कहानी की विकास यात्रा की जानकारी इन कहानियों के माध्यम से जान पाएंगे ।
<b>SEM 5</b>	<b>2</b>	<b>C 11</b>	<b>हिंदी नाटक एवं एकांकी</b>	यह पाठ्यक्रम नाट्य विधा से संबन्धित है । इस पत्र का प्रमुख उद्देश्य साहित्य की सर्वाधिक सशक्त एवं प्रभावशाली विधा के रूप में प्रचलित नाटक की उपादेयता की ओर ध्यान आकर्षित कराना है ।
		<b>C 12</b>	<b>हिंदी निबंध एवं अन्य गद्य विधाएँ</b>	प्रस्तुत पाठ्यक्रम में हिंदी साहित्य के ऐसे चुनिंदा निबंधों को रखा गया है जिससे विद्यार्थियों को ज्ञान वर्धन होगा । यहाँ निबंध के साथ ललित निबंध तथा व्यंग्य निबंध आदि का संयोजन किया गया है ।
<b>SEM 6</b>	<b>2</b>	<b>C 13</b>	<b>हिंदी की साहित्यिक पत्रकारिता</b>	हिंदी की साहित्यिक पत्रकारिता का हिंदी साहित्य में महत्वपूर्ण योगदान रहा है । इसी को मद्देनजर रखते हुये इसे अनिवार्य पाठ्यक्रम में रखा गया है । प्रस्तुत पाठ्यक्रम के माध्यम से हिंदी पत्रकारिता का परिचय प्राप्त होने के साथ-साथ हिंदी साहित्य जगत में इन पत्र-पत्रिकाओं के योगदान के बारे में जानकारी प्राप्त होगी ।
		<b>C 14</b>	<b>प्रयोजनमूलक हिंदी</b>	इस पाठ्यक्रम के अध्ययन से विद्यार्थियों को हिंदी की शैलियों हिंदी, उर्दू और हिंदुस्तानी का ज्ञान प्राप्त होगा तथा हिंदी की संवैधानिक स्थिति के बारे में जानकारी होगी । यहाँ विविध प्रकार के सरकारी पत्राचारों का अध्ययन होगा साथ ही हिंदी की पारिभाषिक शब्दाबलियों का अनुशीलन कराया जाएगा ।

### HOME SCIENCE

SEMESTER	NO OF PAPERS	PAPER CODE	PAPER NAME	OUTCOME
<b>SEM 1</b>	<b>4</b>	<b>C-1:</b>	<b>FUNDAMENTALS OF COMMUNITY SCIENCE</b>	This course will enable the students to acquire the knowledge and skills required for a holistic understanding of the field of Community Science and to develop knowledge regarding different branches of Community Science. To make the students understand the role of computers in Community Science.
		<b>C2</b>	<b>FUNDAMENTALS OF COMMUNITY SCIENCE</b>	This course enables the students to acquire the knowledge and skills required for a holistic understanding of the field of Community Science and to develop knowledge regarding different branches of Community



				Science. To make the students understand the role of computers in Community Science.
		<b>GE-1</b>	<b>HUMAN NUTRITION</b>	The objectives of the course are to obtain knowledge of different food groups, their compositions and nutrients present in food and to understand the relationship between food, nutrition and health.
		<b>SEC-149:</b>	<b>MUSHROOM CULTIVATION</b>	This course will provide knowledge to the students on Mushroom Cultivation, production and processing techniques.
<b>SEM 2</b>		<b>C-2</b>	<b>HUMAN DEVELOPMENT-I THE CHILDHOOD YEARS</b>	Human Development course will help the students to learn about the different domains of growth and development at different age level (from conception to childhood) and to analyze or identify the basic maternal and child health care.
		<b>MINOR-2</b>	<b>FUNDAMENTALS OF TEXTILES</b>	Fundamentals of Textiles will enable the students to develop an understanding of the properties and characteristics of different types of fibres and fabrics and learn about the different methods used to produce textiles. To develop an understanding of wet processing in textiles.
		<b>GE-2:</b>	<b>GENDER AND SOCIAL JUSTICE</b>	This will enable the students to understand the gender issues and to know the gender laws, media and perpetuation of gender stereotypes. To know the policies and programs for female children and women.
<b>SEM 3</b>		<b>CC-5:</b>	<b>INTRODUCTION TO TEXTILES</b>	Introduction to Textiles will help students to gain knowledge regarding clothing and acquaint with the different textiles and their performances. To recognize their true potential and develop their aptitude in their area of expertise.
		<b>CC-6:</b>	<b>COMMUNICATION SYSTEMS AND MASS MEDIA</b>	Communication system and mass media course will help the students to gain knowledge regarding communication systems and understand concept, significance, functions and elements of mass communication.
		<b>CC-7:</b>	<b>PERSONAL FINANCE &amp; CONSUMER STUDIES</b>	Develop an appreciation of role of successful financial management in satisfying family living and gain knowledge on consumer education, consumer rights and responsibilities and consumer problems in India.
		<b>GE-3:</b>	<b>INTERIOR DESIGN</b>	Enable to develop an understanding to the application of colour and art principles in design, composition of traditional and contemporary art,

				and architecture of interior design.
<b>SEM 4</b>		<b>CC-8:</b>	<b>HUMAN DEVELOPMENT II: DEVELOPMENT IN ADOLESCENCE AND ADULTHOOD</b>	This course enables the students to understand human development and family studies with a life –span approach and analyse the socio emotional and cognitive changes throughout adulthood.
		<b>CC-9:</b>	<b>NUTRITION: A LIFE CYCLE APPROACH</b>	This course helps the students to understand the functions and sources of nutrients and know about the importance of nutrition during different stages of life and Gain knowledge about nutrition for some social conditions.
		<b>CC-10:</b>	<b>FASHION DESIGN CONCEPTS</b>	The outcomes of the course will help the gain knowledge regarding specific skills related to fashion designing and enable to acquaint with the different fashion illustrations, pattern drafting, fashion styling, design and garment construction.
		<b>GE-4:</b>	<b>FASHION: DESIGN AND DEVELOPMENT</b>	This course will help the students to gain knowledge regarding fashion study and to Gain knowledge regarding specific skills related to garment designing. To acquaint with the development of fashion details.
<b>SEM 5</b>		<b>CC-11:</b>	<b>LIFE SCIENCE</b>	This course will help the students to gain knowledge on biotechnological applications and understand the propagations of plants and economic botany. To appraise the significance of genetics and biotechnology to humans.
		<b>CC-12:</b>	<b>PHYSICAL SCIENCE</b>	This course will help the students to gain basic knowledge of chemistry in different fields like carbohydrates, lipids, protein and polymers and familiarize with the basic development of physics involved in day to day life and have depth in each branch like units and measurements, sound and light and biophysics techniques.
		<b>DSE-1:</b>	<b>THERAPEUTIC NUTRITION</b>	Therapeutic Nutrition will help the students to receive the train to provide dietary consultancy in various settings and enable to plan and prepare therapeutic diet.
		<b>DSE-2:</b>	<b>INDIAN TEXTILE HERITAGE</b>	Indian textile heritage will help the students to gain knowledge about traditional Indian woven textiles and costumes, to know about traditional Indian embroidered and dyed textiles and gain knowledge on different techniques of care and storage of traditional textiles.
<b>SEM 6</b>		<b>CC-13:</b>	<b>RESEARCH METHODOLOGY IN HOME SCIENCE</b>	This course will help the students to orient about concept, purpose and approaches of research and qualitative techniques applied to Home Science and also to understand the research process.

		<b>CC-14:</b>	<b>SOCIO ECONOMIC ENVIRONMENT</b>	This course will help in establishing value to make individual, family and social life meaningful and develop an individual within family, community and culture. To acquaint with current economic issues for analyze the Indian economic environment.
		<b>DSE-3:</b>	<b>ADVERTISING AND PUBLIC RELATIONS</b>	This course will help the students to acquaint with public relation tools and techniques in advertising and to develop knowledge on media planning and advertising.
		<b>DSE-4:</b>	<b>BASICS OF INTERIOR DESIGN AND HOSPITALITY MANAGEMENT</b>	This course will enable the students to develop an understanding to the application of colours and art of principles in design, composition of traditional and contemporary art, and architecture of interior design.

### PHIOSOPHY

SEMESTER	NO OF PAPERS	PAPER CODE	PAPER NAME	OUTCOME
<b>B.A1<sup>st</sup> Sem Hons.</b>		<b>C1</b>	<b>CLASSICAL INDIAN PHILOSOPHY</b>	In the course of Classical Indian Philosophy students can understand the basic problem of Epistemology and Metaphysics
		<b>C2</b>	<b>WESTERN LOGIC</b>	In the course of Western Logic students acquaint themselves with logical reasoning and testing of them in Aristotelian and Modern Symbolic Logic.
<b>B.A1<sup>st</sup> Sem Gec</b>		<b>GE-1</b>	<b>INTRODUCTION TO PHILOSOPHY</b>	In the course of Introduction to Philosophy, students can understand basic ideas of philosophy, concerning theories, categories of knowledge and truth.
<b>B.A2<sup>nd</sup> Sem Hons.</b>		<b>C3</b>	<b>ANCIENT GREEK PHILOSOPHY</b>	In the course of Ancient Greek Philosophy students can go through the problems of Epistemology and Metaphysics of Greek Philosophy.
		<b>C4</b>	<b>INDIAN LOGIC</b>	In the course of Indian Logic students acquaint themselves with the development of critical understanding and logical reasoning.
<b>B.A2<sup>nd</sup> Sem Gec</b>		<b>GE-2</b>	<b>ARISTOTELIAN</b>	This paper attempt to make the students the familiar with the basic ideas of Aristotelian and symbolic logic.
<b>BA 3<sup>rd</sup> Sem Hons.</b>		<b>C5</b>	<b>MODERN WESTERN PHILOSOPHY</b>	In this course students can learn the Epistemological and Metaphysical problems of Modern Western Philosophy especially in Descartes, Spinoza, Leibnitz, Locke Berkeley and Hume
		<b>C6</b>	<b>INDIAN ETHICS</b>	In the course of Indian Ethics students acquaint themselves with the basic ethical concepts of Classical Indian Philosophy.
		<b>C7</b>	<b>WESTERN ETHICS</b>	In the course of Western Ethics students acquaint themselves with different ethical concepts and theories.
<b>B.A3<sup>rd</sup> Sem Gec</b>		<b>GE-3</b>	<b>CLASSICAL INDIAN PHILOSOPHY</b>	This paper intends to acquaint with the students basic problems of Epistemology and metaphysics in classical Indian philosophy.

<b>BA 4<sup>th</sup> Sem Hons.</b>		<b>C8</b>	<b>CONTEMPORARY INDIAN PHILOSOPHY- 1</b>	In the Contemporary Indian Philosophy- 1 students can get different interpretations given by different Contemporary Indian Thinkers on various issues.
		<b>C9</b>	<b>SOCIAL AND POLITICAL PHILOSOPHY</b>	In the course of Social and Political Philosophy students acquaint themselves with the Social and Political ideas and theories.
		<b>C10</b>	<b>PHILOSOPHY OF RELIGION</b>	In the Philosophy of Religion students can learn Philosophical issues and Theories about religion.
<b>B.A 4thSem Gec</b>		<b>GE-4</b>	<b>APPLIED ETHICS</b>	This paper aims at acquainting to students with basic ideas of Applied ethics-concerning values of life, environmental ethics and professional ethics.
<b>BA 5<sup>th</sup> Sem Hons.</b>		<b>C11</b>	<b>CONTEMPORARY INDIAN PHILOSOPHY - II</b>	In the course of Contemporary Indian Philosophy - II students acquaint themselves with the Key Concepts of Contemporary Indian thinkers like Freedom, Education, Humanism, Subjectivity etc.
		<b>C12</b>	<b>PHENOMENOLOGY AND EXISTENTIALISM</b>	In the course of Phenomenology and Existentialism students acquaint themselves with some very important movements and positions of Western Philosophy like Phenomenology and Existentialism.
		<b>DSE-1 (I)</b>	<b>VEDA AND UPANISADS</b>	In the course of Veda and Upanisads students can learn the origin and history of Indian Philosophy.
		<b>DSE-2 (II)</b>	<b>META-ETHICS</b>	In the course of Meta-Ethics students are acquainted with status, foundations, and scope of moral values.
<b>BA 6<sup>th</sup> Sem Hons.</b>	<b>C13</b>	<b>COMPARATIVE RELIGION</b>	In the course of Comparative religion students can acquaint themselves with characteristics and comparative study of different aspects of world religions.	
	<b>C 14</b>	<b>ANALYTIC PHILOSOPHY</b>	In the course of Analytic Philosophy students acquaint themselves with the analytic trends in Western Philosophy and its different dimensions leading to critical analysis.	
	<b>DSE-3 (I)</b>	<b>PSYCHOLOGY</b>	In the course Psychology students can learn about human-organism - sensation, perception, memory, intelligence, personality traits etc.	
	<b>DSE-4 (I)</b>	<b>APPLIED ETHICS</b>	In the course of Applied Ethics students can acquaint themselves with treatment of moral problems, practices and policies in personal life, professions, technology, and government.	

### POLITICAL SCENCE

SEMESTER	NO OF PAPERS	PAPER CODE	PAPER NAME	OUTCOME
<b>SEM 1</b>		<b>C1</b>	<b>PAPER: UNDERSTANDING POLITICAL THEORY.</b>	To introduce the students with the idea of Political theory, its history and approaches and an assessment of its critical and contemporary trends. To reconcile political theory and practice through reflections on the ideas and

				practices related to state, citizenship, and democracy.
		<b>C2</b>	<b>CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA.</b>	The course acquaints students with the constitutional design of states structures and institutions and their working overtime. The Indian constitutional accommodates conflicting impulses within itself. The course traces the embodiment of some of these conflicts in constitutional provisions and shows how these have played out in political practices.
		<b>GE 1A</b>	<b>NATIONALISM IN INDIA</b>	The course helps students to understand the struggle of Indian people against colonial rule. It seeks to achieve this understanding by looking at this struggle from different theoretical perspective that highlights its different dimensions. It highlights its various conflicts and contradictions by focusing on its different dimensions, communalism, class struggle, caste, and gender questions.
<b>SEM 2</b>		<b>C3</b>	<b>POLITICAL THEORY CONCEPTS AND DEBATES</b>	The course helps the students to familiarize with the basic normative concepts of political theory. Each concept discussed is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. it encourages critical and reflective analysis and interpretation of social practices through the conceptual toolkit. This course introduces the students with important debates in the topic.
		<b>C4</b>	<b>POLITICAL PROCESS IN INDIA</b>	An understanding of the political process in India calls for a mode of analysis, which takes into consideration social and economic relations in society, and the way they impact upon and are shaped by the institutional frameworks of politics. This course equips students with the tools of studying the political process in India by looking at the relationship between the components of the political system, the social and economic contexts in which they unfold, and the democratic values that they seek to achieve.
		<b>GE 2A</b>	<b>FEMENISM THEORY AND PRACTICE</b>	This course on gender studies will open the structural and institutional basis of patriarchy as well as establish that gender identity and gender injustice cannot be understood in isolation, but only with reference to caste, class, and religious community identities. Understand the history of feminism and its origins in different parts of the world Appreciate the Indian Women's Movement and its role in foregrounding important issues relating to women's position in the society, economy, and polity.
<b>SEM 3</b>		<b>C5</b>	<b>INTRODUCTION TO COMPARATIVE GOVERNMENT</b>	This course aims to familiarize students to basic concepts, methods and scope of comparative politics, different approaches their strengths and weaknesses. The objective is to provide deeper understanding of structures and functions of

				institutions in comparative perspective. The course will examine politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. Studying different political systems from different continents across the world will introduce students to a range of political regimes, culture, and their political economy. Students will learn to delineate ways to understand how state relates to the economy and how culture shapes the political discourse in a particular context.
		<b>C6</b>	<b>PERSPECTIVE ON PUBLIC ADMINISTRATION</b>	The course introduces the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.
		<b>C7</b>	<b>PERSPECTIVE ON INTERNATIONAL RELATIONS AND WORLD HISTORY.</b>	The paper seeks to equip students with the basic tools for understanding of IR. It introduces students with most theoretical approaches for studying IR. It contextualizes the evolution of international state system before addressing the structural problem through the levels of analysis approach. It makes aware of the implicit euro – centrism of IR. It also highlights certain specific perspective from the global south.
		<b>GE 3A</b>	<b>: UNDERSTANDING AMBEDKAR</b>	To analyse Ambedkar’s views on caste, class, religion, nationalism, gender, and constitutional democracy. To understand contribution of Ambedkar to political thought in modern India. To evaluate political ideas of Ambedkar and assess its relevance in context of contemporary politics.
<b>SEM 4</b>		<b>C8</b>	<b>POLITICAL PROCESSES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE.</b>	In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics. The paper will equip students with an in-depth understanding of different political systems and regime types. Students would be able to contrast unitary and federal, democratic, and authoritarian systems. It will help students to develop analytical skills to reflect institutional structures and their functioning such as party systems, electoral systems. It will provide insight into the process of evolution of nation state in the context of West and post-colonial societies. Students will develop insights into the

				process of democratization in post-colonial, post authoritarian and post-communist societies.
		<b>C9</b>	<b>PUBLIC POLICY AND ADMINISTRATION IN INDIA</b>	The paper seeks to introduce 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. This is a paper devoted specially to the Indian context, so the student will become familiar with details of public policy adopted in India.
		<b>C10</b>	<b>GLOBAL POLITICS</b>	The course introduces the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural, and technological dimensions. It imparts and 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 states and transnational actors and networks. Contemporary issues such as nuclear weapon proliferation, ecological issues, international terrorism, migration, and human security are discussed.
		<b>GE 4A</b>	<b>UNITED NATIONS AND GLOBAL CONFLICT.</b>	To make students learn the importance of United Nations as an organization. To enable students to have a basic understanding of the political processes of the United Nations. To make students to learn the relevance of United Nations and its intervention in global conflicts critically.
<b>SEM 5</b>		<b>C11</b>	<b>CLASSICAL POLITICAL PHILOSOPHY.</b>	The course goes back to Greek antiquity and familiarizes students with the way the political questions were first posed. Machiavelli comes as interlude inaugurating modern politics followed by Hobbes and Locke.
		<b>C12</b>	<b>INDIAN POLITICAL THOUGHT -I</b>	The primary objective of the course is to make students familiar with the works and studies related to Indian Political Thought. This course introduces the specific elements and diverse spectrum of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes and facilitated sociopolitical transformation. The course is meant to provide a sense of the broad streams of Indian thought, while encouraging a specific knowledge of individual thinkers and texts

		<b>DSE-1A</b>	<b>CONTEMPORARY POLITICS IN ASSAM</b>	The paper aims to acquaint students with the contemporary politics of Assam and its neighboring states. Moreover, being in the north east region it is invariably the concern of the students to have proper understanding of the region.
		<b>DSE-2A</b>	<b>HUMAN RIGHTS IN COMPARATIVE PERSPECTIVE</b>	This course attempts to build an understanding of human rights among through a study of specific issues in a comparative perspective. It is important to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme.
<b>SEM 6</b>		<b>C13</b>	<b>MODERN POLITICAL PHILOSOPHY</b>	This course aims to expose the students to the way the questions of politics have been posed in terms that have implications for larger questions of thought and existence in society and is being solved. By introducing the philosophers from different traditions students will be able to answer few fundamental political questions: Why do we live in political communities? What is the 'best' form of government? How human nature influences political decision making? How and in what circumstances we need to resist bad rulers?
		<b>C14</b>	<b>INDIAN POLITICAL THOUGHT -II</b>	The objective of this course is to study important themes through individual thinkers. The course has been designed to give students a glimpse about the richness and diversity within Indian political thought. The thinkers have been consciously selected to represent a wide spectrum of ideologies and vantage points within the modern Indian thought tradition. Selected extracts from original texts are also given to discuss in the class. This shall help students to have some experience in understanding how these thinkers build up their arguments and developed their views on the respective themes.
		<b>DSE-3A</b>	<b>PUBLIC POLICY IN INDIA</b>	To provide a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. Also, to understand policy as well as understand political as it is shaped by economic changes. The course will seek an integrative link to their understanding of political science, economic theory and practical world of development and social change.
		<b>DSE- 4</b>	<b>INDIA'S FOREIGN POLICY IN THE GLOBALIZING WORLD</b>	The main aim of this paper is to teach the students the domestic sources and the structural constraints on the genesis, evolution, and practice of India's



				foreign policy. India's evolving relations with the superpowers during the cold war and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, terrorism and the UN. changing positions of India since independence as a global player.
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## SOCIOLOGY

SEMESTER	NO OF PAPERS	PAPER CODE	PAPER NAME	OUTCOME
SEM 1		C1	<i>Introduction to Sociology I</i>	The core paper <i>Introduction to Sociology I</i> (Core 1) aims at disciplinary integration of students from diverse background to a sociological way of thinking.
		C2	<i>Sociology of India I</i>	The paper <i>Sociology of India I</i> (Core2) is intended to make students aware of the key concepts and institutions which are pertinent to understand Indian society.
		GE 1	<i>Indian Society: Images and Realities</i>	The paper <i>Indian Society: Images and Realities (Generic Elective 01)</i> seeks to provide an interdisciplinary introduction to Indian society.
SEM 2		C3	<i>Introduction to Sociology II</i>	The core paper <i>Introduction to Sociology II (Core 3)</i> aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.
		C4	<i>Sociology of India II</i>	The paper <i>Sociology of India II</i> (Core 4) aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with multiple socio-political forces and ideologies which shapes the terrain of the nation.
		GE 2	<i>Family and Intimacy</i>	The paper <i>Family and Intimacy (Generic Elective 02)</i> attempts to introduce students to a range of contemporary concerns pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.
SEM 3		C5	<i>Political Sociology</i>	The course of <i>Political Sociology</i> (Core 5) aims at providing a comparative understanding of concepts like power, governance, state-society nexus by placing them in the context of key political issues.
		C6	<i>Sociology of Religion</i>	The core paper <i>Sociology of Religion</i> (Core 6) draws heavily from classical writings and provides an understanding to students how social and religion is interwoven to understand prevailing social structures and processes.
		C7	<i>Sociology of Gender</i>	The course objective of <i>Sociology of Gender</i> (Core 7) encourages students to

				understand gender through the lens of gender, sex and sexuality.
		<b>GE 3</b>	<b><i>Rethinking Development</i></b>	The paper <i>Rethinking Development (Generic Elective 03)</i> examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.
<b>SEM 4</b>		<b>C8</b>	<b><i>Economic Sociology</i></b>	The core paper <i>Economic Sociology (Core 8)</i> provides an understanding of the social and cultural bases of economic activities and highlights the significance of sociological analysis for the study of economic processes in local and global contexts.
		<b>C9</b>	<b><i>Sociology of Kinship</i></b>	The paper <i>Sociology of Kinship (Core 9)</i> aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographics. The course looks at the trajectories and new direction in kinship studies.
		<b>C10</b>	<b><i>Social Stratification</i></b>	The course <i>Social Stratification (Core 10)</i> introduces students to sociological study of social inequalities and student acquire with the principal theoretical perspectives on and diverse forms of social inequalities in articulation with each others.
		<b>GE 4</b>	<b><i>Gender and Violence</i></b>	The paper <i>Gender and Violence (Generic Elective 04)</i> attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically
<b>SEM 5</b>		<b>C11</b>	<b><i>Sociological Thinkers I</i></b>	The paper <i>Sociological Thinkers I (Core 11)</i> introduces students to the classical texts of selected major thinkers that have contributed in the making of the discipline.
		<b>C12</b>	<b><i>Sociological Research Methods I</i></b>	The paper <i>Sociological Research Methods I (Core 12)</i> introduces students to the methodologies of social research. It also introduces students to philosophical underpinnings of social research.
		<b>DSE-1</b>	<b><i>Urban Sociology</i></b>	Course on <i>Urban Sociology (DSE 01)</i> exposes students to key theoretical perspectives and concerns of urban communities through case studies from India and other parts of the world as well.
		<b>DSE-2</b>	<b><i>Agrarian Sociology</i></b>	The paper <i>Agrarian Sociology (DSE 02)</i> illuminates emerging global agrarian concerns by linking it with substantive issues of agrarian sector in India.

<b>SEM 6</b>	<b>C13</b>	<b><i>Sociological Thinkers II</i></b>	The course of <i>Sociological Thinkers II</i> (Core 13) introduces students to post-classical sociological thinking through some original texts.
	<b>C14</b>	<b><i>Sociological Research Methods II</i></b>	The course of <i>Sociological Research Methods II</i> (Core 14) is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.
	<b>DSE-5</b>	<b><i>Sociology of Health and Medicine</i></b>	The paper <i>Sociology of Health and Medicine</i> (DSE 05) introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.
	<b>DSE- 9</b>	<b><i>Societies in North East India</i></b>	The paper <i>Societies in North East India</i> (DSE 09) aims at providing a sociological understanding of societies in North East India. It seeks to provide a multi-dimensional understanding of North East India with respect to social, historical, political and economic dimensions.

  
 Principal  
 Digboi Mahila Mahavidyalaya

(Dr. Sanjita Chetia)

Principal

Digboi Mahila Mahavidyalaya