

**PROGRAMME OUTCOME (PO) FOR FOURTH YEAR
UNDERGRADUATE PROGRAMME (FYUGP) IN DIFFERENT
DEPARTMENT AS PER NATIONAL EDUCATION POLICY (NEP)-2020**

Assamese Department

Program Outcomes (POs)

PEO Number

OutcomeDescription

PO1	স্নাতকসকলে অসমীয়া ভাষা-সাহিত্যৰ ইতিহাসৰ প্ৰণালীবদ্ধ অধ্যয়নৰ জৰিয়তে ভাষা-সাহিত্যৰ বিভিন্ন বিধা, যুগ আৰু ধাৰা চিনাক্ত কৰাৰ সামৰ্থ আহৰণ কৰাৰ লগতে বিভিন্ন ভাষা-সাহিত্যৰ বিশ্লেষণাত্মক ধাৰণাৰ জৰিয়তে বিভিন্ন তত্ত্ব আৰু প্ৰেক্ষাপটৰ আধাৰত ভাষা-সাহিত্যৰ বিচাৰ-বিশ্লেষণ আৰু গৱেষণাৰ যোগ্যতা আহৰণ কৰিব।
PO2	স্নাতকসকলে অসমীয়া ভাষাত কথন, লিখনৰ দক্ষতা বিকাশ তথা অভিব্যক্তি ক্ষমতাৰ বিকাশ সাধন কৰিব আৰু অসমীয়া ভাষাৰ কথিত, লিখিত প্ৰয়োগ তথা প্ৰযুক্তিগত প্ৰয়োগ সম্পৰ্কীয় সমস্যা সমাধানৰ প্ৰয়াস কৰিব।
PO3	ভাষা-সাহিত্য-সংস্কৃতিৰ প্ৰণালীবদ্ধ অধ্যয়নৰ জৰিয়তে অসমৰ ভাষিক-সাহিত্যিক-সাংস্কৃতিক বৈচিত্ৰ্য আৰু ভাষিক-সাংস্কৃতিক দিশত বিবিধ আদান-প্ৰদানৰ জ্ঞান প্ৰদান কৰা আৰু ভাষা-সাহিত্য-সংস্কৃতি অধ্যয়ন সম্পৰ্কীয় তুলনামূলক দৃষ্টিভংগী বিকাশ সাধন কৰিব।
PO4	স্নাতকসকলে বিভিন্ন প্ৰকাৰৰ সাহিত্য আৰু সিবিলাকৰ সমালোচনা সম্পৰ্কীয় প্ৰাথমিক ধাৰণা লাভ কৰি জাতিটোৰ শৈক্ষিক প্ৰয়োজনীয়তাসমূহ পূৰণৰ বাবে উন্নত অধ্যয়ন আৰু গৱেষণামূলক কাৰ্যকলাপত সক্ৰিয়ভাৱে অংশগ্ৰহণ কৰিব।
PO5	স্নাতকসকলে ভাৰতীয় সাহিত্যৰ অধ্যয়নৰ জৰিয়তে ভাৰতীয় সাহিত্যৰ বিচিত্ৰতা আৰু অখণ্ডতাৰ জ্ঞান লাভ কৰিব।
PO6	অসমৰ বহুসাংস্কৃতিক ক্ষেত্ৰৰ জ্ঞান লাভ কৰাৰ উপৰিও ভাৰতীয় সাহিত্যৰ মাধ্যমেৰে ভাৰতৰ বিভিন্ন আঞ্চলিক সংস্কৃতিৰ ধাৰণা লাভ কৰিব।
PO7	স্নাতকসকলে আধুনিক তথা-প্ৰযুক্তিৰ লগত অসমীয়া ভাষাক সংযুক্ত কৰি অসমীয়া ভাষাৰ প্ৰযুক্তিগত বিকাশ সম্পৰ্কীয় শিক্ষা লাভ কৰিব আৰু অসমীয়া ভাষাত ই-পেজ, ই-মেগাজিন আৰু ই-কন্টেন্ট নিৰ্মাণ কৰি প্ৰযুক্তিগত দিশত অসমীয়া ভাষা-সাহিত্যৰ সমৃদ্ধি আৰু বিকাশ সাধন কৰিব।
PO8	স্নাতকসকলে পেছাদাৰী সততা, নৈতিক আচৰণ আৰু নিজৰ শৈক্ষিক ক্ষেত্ৰত বৃত্তিমুখী ব্যৱহাৰিক প্ৰশিক্ষণ লাভৰ জৰিয়তে নতুন দক্ষতা, কৌশল আয়ত্ত্ব কৰিব।
PO9	স্নাতকসকলে ভাষা-সাহিত্যৰ লগত সম্পৰ্কিত বিভিন্ন বৃত্তিগত অৰ্হতা (যেনে- বৃত্তিগত লেখক-সমালোচনা, সম্পাদক, অনুবাদক আদি) অৰ্জন কৰিব।

PROGRAMME OUTCOME (PO) FOR FOURTH YEAR UNDER GRADUATE PROGRAMME (FYUGP) IN COMMERCE AS PER NATIONAL EDUCATION POLICY (NEP)-2020

1. Financial Acumen & Accounting Proficiency

Graduates will develop expertise in financial accounting, corporate accounting, and cost accounting, enabling them to analyze financial statements, assess financial performance, and make informed business decisions.

2. Legal & Regulatory Knowledge

Students will gain a thorough understanding of business law, company law, labor laws, and taxation, equipping them to navigate the legal aspects of business operations and ensure compliance with regulatory requirements.

3. Economic Awareness & Policy Analysis

Graduates will acquire knowledge of micro and macroeconomic principles, enabling them to analyze economic trends, evaluate government policies, and understand their impact on business and trade.

4. Entrepreneurial & Business Management Skills

The program will instill entrepreneurial skills and managerial competencies in students, preparing them for leadership roles through courses like management principles, human resource management, and entrepreneurship.

5. Financial & Investment Decision-Making

Students will develop financial management skills, including capital budgeting, risk assessment, and security analysis, enabling them to make sound financial and investment decisions.

6. Statistical & Analytical Thinking

Graduates will be proficient in business statistics and financial statement analysis, enabling them to interpret data, perform quantitative analysis, and support business decision-making.

7. Technological Adaptability & E-Commerce Competency

The program will equip students with knowledge of computer applications in business and e-commerce, enabling them to leverage technology for efficient business operations and digital transactions.

8. Ethical, Social, and Environmental Responsibility

Graduates will develop a strong sense of ethics and corporate social responsibility, understanding sustainable business practices, environmental conservation, and the importance of ethical decision-making.

9. Communication & Interpersonal Effectiveness

Students will enhance their communication skills through courses like communicative English, business communication, and report writing, enabling them to interact effectively in professional settings.

10. Research & Lifelong Learning

The program will foster a culture of continuous learning, critical thinking, and research skills, preparing students for higher studies, professional certifications, and adaptability in dynamic business environments.

PROGRAMME OUTCOME (PO) FOR FOURTH YEAR UNDER GRADUATE PROGRAMME (FYUGP) IN ECONOMICS AS PER NATIONAL EDUCATION POLICY (NEP)-2020



(Recommended by B.O.S. in Economics, D.U. in its meetings held on 02/04/2024 and approved by UG Board in its meeting and passed by the Academic Council meeting, the programme has been effective from the session August, 2023)

PREAMBLE

As recommended by the University Grants Commission (UGC) and proposed for implementation by Dibrugarh University, the Department of Economics works to implement the relevant components of New Education Policy (NEP), 2020 for Four Year Under Graduate Program (FYUGP). The following facts are taken into consideration when designing the basic structure of the Under Graduate (UG) programme:

- ❖ Flexibility to switch between disciplines of study
- ❖ Opportunity for learners to select the courses of their interest across all disciplines
- ❖ Flexible entry and exit options with UG certificates, UG diplomas, or Bachelor degrees depending on the number of credits earned,
- ❖ Flexibility for students to switch between institutions so they can engage in multi-and/or interdisciplinary learning
- ❖ Flexibility to switch to alternative modes of learning
- ❖ Knowledge required for self-employment initiatives and entrepreneurship mindset
- ❖ Ability for complex critical thinking and real-life problem solving
- ❖ Capability to understand global issues, multicultural competence and digital literacy
- ❖ Capable on research skills, communication skills, community-based engagement, environment awareness, responsibility and accountability.

INTRODUCTION

The Under Graduate (UG) syllabus of Economics in light of New Education Policy (NEP), 2020 consists of Major (Core) disciplines, Minor disciplines, Multi-Disciplinary Generic Elective Courses (MDGEC), Value Added Courses (VAC), Skill Enhancement Courses (SEC), and Discipline Specific Electives (DSE).

AIM

The UG Programme in Economics aims to develop students' analytical, logical, and critical thinking skills so they can apply economic reasoning in practical settings. Students who pursue a UG degree in Economics will be exposed to a wide range of fascinating theoretical and applied concepts that will aid in their preparation for a range of Economics-related jobs in business, government, industry, commerce, finance, and research. A wide range of theoretical and practical topics of Economics are covered in the programme. Enhancing the ability of students to switch between academic disciplines, institutions, and alternative modes of learning is another goal. The programme aims to inculcate economic thinking among the students in economic decision making by comprehending economic theory. It aims to develop analytical view point among the students about the economic behaviour of people. The objective is to nurture among student a view point of a socially responsible and ethical aware citizen.

GRADUATE ATTRIBUTES

Disciplinary Knowledge Being able to demonstrate thorough knowledge and coherent understanding of the theoretical as well as applied aspects of Economics along with the interdisciplinary fields of study that have been chosen in a broad multidisciplinary context; being able to link relevant disciplines and modern innovations with the learning disciplines of choice.

Critical Thinking Ability to identify gaps and logical flaws in arguments; Capability to analyse and synthesise theoretical and applied problems; Capability to acquire knowledge and skills through logical reasoning, analytical thinking, and evaluations; instill a positive outlook on lifelong learning.

Problem Solving Ability to work independently and conduct extensive research to identify how Economics is used in various facets of life; ability to use creative and innovative thinking and interpersonal skills; ability to take on a variety of challenges in both familiar and unfamiliar settings, and apply what they have learned to real-world scenarios.

Research Related Skills The capacity to develop methodology and research proposals, or to be specific, the capacity to develop pertinent research questions and hypotheses for various branches of Economics as well as other related disciplines; the capacity to present findings, theories, methods, and proofs using knowledge from various branches of Economics and other related disciplines.

Reflective Thinking Understanding how a researcher/investigator makes use of the information one collects; the capacity to formulate pertinent inquiries regarding the relevant issues in different branches of Economics for inventing and discovering new solutions using the domain knowledge of Economics; the capacity to interpret the findings and use them to solve a variety of problems in various fields of Economics as well as in real-life situations.

Information/Digital Literacy The capacity to use information and communication technology (ICT) tools and to access, evaluate, and utilize these tools. Ability of comprehending, reading, and using computational methods in relevant disciplines.

Moral and Ethical Awareness/Reasoning Ability to recognise ethical issues that are important to one's work and to pledge not to act unethically, such as with plagiarism, copyright infringements, or other violations of intellectual property rights; ability to appreciate recent advancements in various fields with honesty and integrity in all aspects.

Multicultural Competence Capability to collaborate research in various fields of Economics with other researchers from a variety of backgrounds and organizations; capability of effective cooperation and participation in a multicultural setting and effective interaction with diverse groups; knowledge of the values and beliefs of multiple cultures; and a global view to honour diversity.

Cooperation/Team Work Capacity to work effectively and respectfully with diverse teams; ability to work with individuals from different backgrounds in the interests of a common objective.

PROGRAMME OUTCOMES (POs): After completion of this programme the students will be able to -

PO1-Critical Thinking: Graduates will be able to critically analyze economic theories and models, apply logical reasoning, and understand their implications in real-world contexts. 4

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

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

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

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

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

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

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

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

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

PROGRAMME SPECIFIC OUTCOMES (PSOs): The programme specific outcomes of the Undergraduate Programme in Economics are listed below. After completing the programme, the students should be able to-

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

PSO2-Evaluate the developmental parameters of an economy with the help of economic theories and examine the existing socio-economic issues of developing nations and formulate strategies to pave the way for further development.

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

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

PSO5-Demonstrate the potential for a variety of challenging careers through innovation, critical thinking, problem solving and lifelong learning, thereby being competitive in the job market by acquiring skills in using statistical software for research, employability and entrepreneurship. 5

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

TEACHING LEARNING PROCESS:

The programme allows using varied pedagogical methods and techniques both within classroom and beyond.

☐ Lecture ☐ Tutorial ☐ Power point presentation ☐ Project Work/Dissertation ☐ Group Discussion and debate ☐ Seminars ☐ Field visits and Excursions ☐ Mentor/Mentee

ASSESSMENT

☐ Home assignment ☐ Project Report ☐ Class Presentation: Oral/Poster/Power point
☐ Group Discussions ☐ In semester examinations ☐ End Semester examinations

Department of Education

Programme Outcomes

An undergraduate students of education will be able to –

1. Demonstrate familiarity with the major concepts, theoretical perspectives and latest trends in the field of education.
2. Use Scientific approach to address issues related to problems of learning.
3. Apply psychological principles to meet various issues and challenges in the field of education.
4. Apply Knowledge, skills and theories of education to solve educational problems both in familiar and non familiar contexts and apply the learning to real life situations.
5. Demonstrate professional competencies that are required to develop, select and use informal and formal, diagnostic, continuous and comprehensive evaluation to estimate pupils achievement and provide timely, effective and appropriate feedback to students about their achievement along the line of their predetermined learning goals and participate effectively in the construction procedure of evaluations tools.
6. Demonstrate teaching Competencies required for keeping oneself professionally engaged.
7. Demonstrate competencies in learning to update knowledge and practice targeted to improve professional knowledge and practice.

PROGRAMME OUTCOME FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) OF ENGLISH AS PER NEP 2020

Introduction: The FYUGP English syllabus offers a plethora of courses under Major, Minor, Generic Elective, Skill Enhancement, and Research components. Since the National Education Policy 2020 mandates the move towards interdisciplinarity and easing out the hard separation between exact sciences and liberal arts, various courses have been designed that would enable learners from other disciplines to engage with English Studies in many interesting ways. The facility for multiple exit and entry options in the FYUP programme will enable the learners enough breathing space and flexibility to resume their program in protracted steps, or exit with a diploma, a certificate, or a degree. In terms of the content, the core element of English Literary Studies will manifest its presence across six semesters, in that way enabling the learners with comprehensive knowledge on the historical, political, social, literary dimensions of British Literature, Indian Writing in English, American Literature, European Literature, and New Literatures across genres. Apart from literary studies, a number of courses will be pragmatically oriented to enable the learners to acquire necessary skill-sets. The objective of 21st century pedagogy is to ensure that education becomes a means to generate optimum employability, as well as to infuse a spirit of self-reliance and entrepreneurship. Therefore, the FYUP syllabus in English is framed in such a way that it promotes both critical thinking and skilling. The final year of the four-year undergraduate programme will be research-centric. This will enable meritorious learners to pursue doctoral research after completing their undergraduate course in English.

Aims of the Four Year Under-Graduate Programme (FYUGP) in English:

The aims of the Four Year Under-Graduate Programme (FYUGP) in English are:

1. To equip the learners with the historical, political, social, and cultural context of various periods of British Literature
2. To explore English literatures and translated texts from various cultural spaces
3. To enable the learners to understand and interpret literary texts from various perspectives.
4. To develop capabilities of the learners to critically evaluate issues by deploying discourses.
5. To equip students with soft skills so that they can solve problems effectively, assume leadership roles, and so forth.

Programme Educational Objectives (PEOs):

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

PEO2: Graduates will demonstrate critical thinking ability and interpret ideas

PEO3: Graduates will acquire the spirit of lifelong learning

PEO4: Graduates will demonstrate effective communication skills

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

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

Programme Specific Outcomes (PSOs):

After completion of the programme the following outcomes are expected:

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

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

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

PSO4: Graduates will apply the skills of translation, creative writing and soft skills PSO5: Demonstrate competencies required for preparing one for the prospects of diverse professions.

Programme Outcomes (POs):

An undergraduate student of English should be able to:

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

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

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

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

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

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

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

DEPARTMENT OF HISTORY

SARUPATHAR COLLEGE

PROGRAMME OUTCOME

2023-2024

Based on the course objectives and course outcomes, the following ten Programme Outcomes (POs) outline the key competencies and skills that students will develop through the study of History:

1. Chronological and Analytical Understanding

- Develop a comprehensive chronological understanding of historical events from ancient, medieval, and modern periods, both in India and globally.

2. Critical Thinking and Interpretation

- Analyze historical sources, interpret historiographical debates, and critically assess political, socio-economic, and cultural developments across different time periods.

3. Comparative Historical Analysis

- Compare and contrast various civilizations, political structures, economic systems, and cultural patterns across different regions and timeframes.

4. Understanding Socio-Political Structures

- Evaluate the evolution of political institutions, administrative structures, and governance models from ancient to modern times, emphasizing state formation processes.

5. Economic and Cultural Development

- Assess the economic transformations, trade networks, technological advancements, and cultural exchanges that shaped historical societies.

6. Role of Religion and Philosophy

- Examine the growth of major religions, philosophical traditions, and their influence on societies, politics, and intellectual movements.

7. Colonialism, Nationalism, and Resistance

- Understand the impact of colonialism, the rise of nationalism, freedom struggles, and decolonization movements, particularly in India and other colonized regions.

8. Art, Architecture, and Heritage Conservation

- Appreciate the historical development of art, architecture, and cultural heritage, and recognize the importance of preserving historical monuments and traditions.

9. Historical Research and Methodology

- Develop research skills using primary and secondary sources, engage in historiographical debates, and apply historical methods in academic writing and analysis.

10. Application of History in Contemporary Issues

- Connect historical knowledge with contemporary socio-political, economic, and cultural issues, fostering informed citizenship and awareness of global historical processes.

These Programme Outcomes will equip students with historical knowledge, critical analysis skills, and a broader understanding of global and regional historical developments.

PROGRAMME OUTCOMES (POs) AND COURSE OUTCOMES (COs)

DEPARTMENT OF POLITICAL SCIENCE

SARUPATHAR COLLEGE, SARUPATHAR, ASSAM-785601

PROGRAMME OUTCOMES:

The following are the Programme Outcomes (PO) of the FYUGP in Political Science that graduates are expected to achieve. After completion of the programme, graduates will be able to:

1. Demonstrate a comprehensive understanding of key political concepts, theories, ideologies and methodologies in Political Science to analyse the structures and functions of key political systems, institutions and processes.
2. Analyse global issues with an understanding of diverse socio-cultural and political contexts through an inter-disciplinary approach.
3. Identify and address issues of inequality, social justice, rights and sustainability in the context of contemporary socio-political phenomena.
4. Apply critical thinking to identify and evaluate various socio-political issues, policies and debates related to the state, society, community and beyond.
5. Design research projects using appropriate methodologies to understand diverse political phenomena and find solutions.
6. Conduct analysis of political phenomena using appropriate research methods and tools to advocate for policy changes.
7. Engage in relevant political debates demonstrating strong articulation, communication skills and logical reasoning.
8. Use discipline specific principles to demonstrate leadership skills and collaborative work in addressing issues of socio-political relevance.
9. Engage in higher studies, research and lifelong learning for continuous individual and professional development.
10. Use knowledge of concepts of Political Science to contribute towards cultivating a sense of responsible citizenship, community development, public discourse, policy formulation and implementation process.

PROGRAMME SPECIFIC OUTCOMES

The following are the Programme Specific Outcomes (PSO) that graduates are expected to achieve at the end of the UG programme in Political Science-

1. Apply key political concepts, theories and ideologies to analyse political issues and debates.
2. Assess socio-political events at the local, national and international contexts through strong analytical and critical thinking.

3. Evaluate issues of comparative politics, political processes and institutions of different countries, global governance structures, global political economy and ecology in shaping political and social landscapes.
4. Create a sense of ethical responsibility and civic engagement to make them responsible citizens through an understanding of key political concepts.
5. Use an interdisciplinary approach to study social and political phenomena.
6. Prepare for careers in academia, civil service examinations like UPSC, APSC etc. and other competitive examinations like UGC NET-JRF, SLET, political consultancy, journalism and media etc. showcasing strong communication, leadership and problem-solving skills.

Program Learning Outcome

sociology graduate students

These outcomes typically align with academic, research, and professional expectations. Here are key program outcomes for sociology graduate students:

1. Theoretical Mastery

- Demonstrate comprehensive knowledge of classical and contemporary sociological theories.
- Apply sociological theories to analyze social structures, institutions, and human interactions.

2. Research Proficiency

- Design and conduct original sociological research using qualitative and quantitative methods.
- Analyze data using appropriate sociological methodologies and statistical techniques.
- Demonstrate ethical research practices in accordance with professional standards.

3. Critical Thinking & Problem-Solving

- Critically evaluate sociological arguments, policies, and empirical studies.
- Develop innovative solutions to social issues using sociological frameworks.

4. Communication & Academic Writing

- Write scholarly research papers, reports, and policy briefs effectively.
- Present sociological research findings clearly to academic and non-academic audiences.

5. Sociological Application & Social Engagement

- Apply sociological knowledge to address real-world social problems, policies, and advocacy efforts.
- Engage with diverse communities to promote social justice and equity.

6. Professional & Ethical Development

- Exhibit ethical responsibility in research, teaching, and professional conduct.
- Prepare for careers in academia, research, public policy, social services, and related fields.

**COURSE OUTCOME FOR FOURTH YEAR UNDER GRADUATE
PROGRAMME (FYUGP) UNDER DIFFERENT PROGRAMME AS PER
NATIONAL EDUCATION POLICY (NEP)-2020**

অসমীয়া বিভাগ

Program Education Objectives (PEOs)

PEO Number	Objectives Description
PEO1	অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ প্ৰতি ছাত্ৰ-ছাত্ৰীসকলৰ সজাগতা আৰু সচেতনতা বৃদ্ধি কৰা।
PEO2	অসমীয়া ভাষা-সাহিত্যৰ ইতিহাসৰ প্ৰণালীবদ্ধ অধ্যয়নৰ জৰিয়তে ভাষা-সাহিত্যৰ ঐতিহ্য আৰু বিকাশ সম্পৰ্কীয় জ্ঞান প্ৰদান কৰা। লগতে অসমীয়া ভাষা-সাহিত্যৰ সমৃদ্ধিৰ হকে কাম কৰিবলৈ ছাত্ৰ-ছাত্ৰীক দায়িত্বশীল কৰি তোলা।
PEO3	অসমত প্ৰচলিত অন্যান্য ভাষাৰ অধ্যয়নৰ জৰিয়তে অসমৰ ভাষিক বৈচিত্ৰ্য আৰু ভাষিক আদান প্ৰদানৰ জ্ঞান দিয়া।
PEO4	বিভিন্ন প্ৰকাৰৰ সাহিত্য আৰু সিবিলাকৰ সমালোচনা সম্পৰ্কীয় প্ৰাথমিক ধাৰণা প্ৰদান কৰা।
PEO5	ভাৰতীয় সাহিত্য অধ্যয়নৰ জৰিয়তে ভাৰতীয় সাহিত্যৰ বিচিত্ৰতা আৰু অখণ্ডতাৰ ভাৱনা ছাত্ৰ-ছাত্ৰীৰ মনত জাগ্ৰত কৰা।
PEO6	আধুনিক তথ্য-প্ৰযুক্তিৰ লগত অসমীয়া ভাষাক সংযুক্ত কৰি অসমীয়া ভাষাৰ প্ৰযুক্তিগত বিকাশ সম্পৰ্কীয় শিক্ষা প্ৰদান।
PEO7	বৃত্তিমুখী ব্যৱহাৰিক প্ৰশিক্ষণ প্ৰদান।

Program Specific Outcomes (PSOs)

PEO Number Outcome Description	PSO Number OutcomeDescription
PSO1	অসমীয়া সাহিত্যৰ বিভিন্ন বিধা, যুগ আৰু ধাৰা চিনাক্ত কৰি আলোচনা-গৱেষণা কৰাৰ সামৰ্থ্য।
PSO2	বিভিন্ন সাহিত্য আৰু সমালোচনাত্মক ধাৰণা অৰ্জন কৰি বিভিন্ন তত্ত্বৰ আধাৰত পাঠ বিশ্লেষণ আৰু পাঠ সমালোচনাৰ অৰ্থতা।
PSO3	অসমৰ ভাষিক-সাংস্কৃতিক-সাহিত্যিক পৰম্পৰাৰ জ্ঞান লাভ।
PSO4	ভাৰতীয় ঐতিহ্যৰ লগত পৰিচয়।
PSO5	সৃষ্টিশীল লেখন কৌশলৰ বিকাশ।
PSO6	অসমীয়া ভাষাত শৈক্ষিক লিখন তথা আনুষ্ঠানিক যোগাযোগৰ কৌশল আয়ত্তকৰণ।
PSO7	সমালোচনাত্মক আৰু যুক্তিসংগত চিন্তাৰ সামৰ্থ্য।
PSO8	অসমীয়া ভাষা-সাহিত্যৰ অধ্যয়ন-প্ৰচাৰ-প্ৰসাৰৰ ক্ষেত্ৰত ডিজিটেল সম্পদৰ উপযোগিতা সম্পৰ্কে সজাগতা আৰু সচেতনতা সৃষ্টি।
PSO9	সাহিত্যৰ মাধ্যমেৰে সামাজিক মূল্যবোধ আহৰণ।
PSO10	নেট, শ্লেট তথা অন্যান্য প্ৰাসংগিক প্ৰতিযোগিতামূলক পৰীক্ষাৰ বাবে প্ৰয়োজনীয় জ্ঞান লাভ।

DEPARTMENT OF COMMERCE

COURSE OUTCOME

Semester	Course	Course Code	Title	Course Outcome
I	Core	C 101	Financial Accounting	The course outcomes of "Financial Accounting" include developing an understanding of financial reporting principles, analyzing and interpreting financial statements, applying accounting concepts to record and report business transactions, evaluating financial performance, and making informed decisions based on financial information.
		C 102	Business Law	The course outcomes of "Business Law" encompass understanding legal principles and regulations that govern business activities, analyzing legal issues and applying them to practical scenarios, developing critical thinking and problem-solving skills within a legal framework, and effectively communicating legal concepts and implications in a business context.
	Generic Elective	G 101	Micro Economics	The course outcomes of "Microeconomics" involve understanding fundamental economic concepts such as supply and demand, analyzing individual economic decision-making, exploring market structures and their effects on prices and output, examining consumer behavior and producer strategies, and applying economic principles to evaluate resource allocation and policy implications at the micro level.
	Ability Enhancement	AE 101	Communicative English	The course outcomes of "Communicative English" focus on developing effective communication skills in English, including speaking, listening, reading, and writing. Students will enhance their vocabulary, grammar, and pronunciation, as well as learn to express ideas clearly, engage in meaningful conversations, comprehend various forms of written texts, and deliver presentations confidently.
		AE 102	MIL/ Communicative Hindi/ Alternative English	The course outcomes of "MIL/Communicative Hindi/Alternative English" aim to develop proficiency in the chosen language. Students will enhance their reading, writing, speaking, and listening skills. They will gain a deeper understanding of the language's grammar, vocabulary, and cultural aspects. The course also promotes effective communication,

				critical thinking, and appreciation of literature the selected language.
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Semester	Course	Course Code	Title	Course Outcome
II	Core	C 203	Corporate Accounting	The course outcomes of "Corporate Accounting" include developing a comprehensive understanding of corporate financial reporting, analyzing and interpreting financial statements of corporations, applying accounting principles and regulations specific to corporate entities, evaluating the financial performance and position of corporations, and making sound financial decisions based on corporate financial information.
		C 204	Company Law	The course outcomes of "Company Law" involve gaining an in-depth understanding of legal principles and regulations governing corporations, comprehending the formation and management of companies, analyzing corporate structures, rights, and responsibilities of shareholders, directors, and other stakeholders, and applying company law provisions to resolve legal issues and make informed decisions within a corporate context.
	Generic Elective	G202	Macro Economics	The course outcomes of "Macroeconomics" encompass understanding and analyzing the broader economic factors that influence national economies, such as GDP, inflation, unemployment, and fiscal and monetary policies. Students will explore aggregate economic phenomena, evaluate macroeconomic indicators, comprehend the role of government in managing the economy, and make informed decisions based on macroeconomic analysis.
	Ability Enhancement	AE 202	Environmental Science/Studies	The course outcomes of "Environmental Science/Studies" aim to develop an understanding of the complex interplay between humans and the environment. Students will explore the principles of ecology, analyze environmental issues and their impacts, evaluate sustainable practices, comprehend environmental policies, and develop the knowledge and skills necessary to contribute to the conservation and management of natural resources.

Semester	Course	Course Code	Title	Course Outcome
III	Core	C 305	Human Resource Management	The course outcomes of "Human Resource Management" involve understanding the strategic role of HRM in organizations, analyzing and applying HRM practices related to recruitment, selection, training, performance management, compensation, and employee relations. Students will develop skills in HR planning, employee engagement, and organizational development, and gain an understanding of ethical and legal considerations in HRM.
		C 306	Income Tax Law and Practice	The course outcomes of "Income Tax Law and Practice" include understanding the principles and regulations of income tax, analyzing and applying tax laws to compute taxable income for individuals and businesses, preparing and filing income tax returns, evaluating tax implications of various financial transactions, and providing tax planning advice to individuals and organizations while adhering to ethical and legal standards.
		C 307	Management Principles and Application.	The course outcomes of "Management Principles and Application" involve developing a comprehensive understanding of fundamental management concepts and theories, analyzing and applying management principles to real-world organizational scenarios, developing skills in planning, organizing, leading, and controlling, and making informed decisions in various management functions to achieve organizational goals effectively and efficiently while considering ethical and social responsibilities.
	Generic Elective	G 303	Business Statistics	The course outcomes of "Business Statistics" include understanding the fundamental concepts and techniques of statistical analysis, applying statistical methods to analyze and interpret data in a business context, making informed decisions based on statistical findings, and effectively communicating statistical information. Students will develop skills in data collection, organization, analysis, and presentation to support business decision-making.
		SE 302	E-Commerce	The course outcomes of "E-Commerce" involve understanding the principles and practices of electronic commerce, analyzing different business models and strategies for online transactions, evaluating the impact of technology on e-commerce, developing skills in website development, online marketing, and managing e-commerce operations, and making informed decisions to navigate the dynamic e-commerce landscape.

Semester	Course	Course Code	Title	Course Outcome
IV	Core	C 408	Cost Accounting	The course outcomes of "Cost Accounting" encompass understanding the principles and methods of cost accounting, analyzing and allocating costs to products or services, evaluating cost behavior and its impact on decision making, applying cost control measures, interpreting cost information for performance evaluation, and making informed decisions to optimize cost efficiency in business operations.
		C 409	Business Mathematics	The course outcomes of "Business Mathematics" include developing proficiency in mathematical concepts and techniques applicable to business contexts, such as financial calculations, statistical analysis, optimization models, and data interpretation. Students will enhance their problem-solving skills, quantitative reasoning abilities, and decision-making capabilities to support effective business planning and analysis.
		C 410	Computer Application in Business	The course outcomes of "Computer Application in Business" involve understanding the role of computer technology in modern business environments, developing proficiency in using software applications for data management, analysis, and presentation, acquiring skills in electronic communication and collaboration, and applying computer tools to support business processes, decision-making, and problem-solving.
	Generic Elective	G 404	Indian Economy	The course outcomes of "Indian Economy" include understanding the structure and functioning of the Indian economy, analyzing economic policies and their impact on various sectors, evaluating macroeconomic indicators, comprehending the dynamics of economic growth, poverty, and inequality, and gaining insights into the challenges and opportunities facing the Indian economy in the global context.
		SE 403	Entrepreneurship	The course outcomes of "Entrepreneurship" encompass developing an entrepreneurial mindset, understanding the principles of entrepreneurship, analyzing business opportunities, creating and evaluating business plans, acquiring skills in innovation and risk management, exploring funding and financing options, and developing the knowledge and skills necessary to start and manage a successful business venture.

Semester	Course	Course Code	Title	Course Outcome
V	Core	C 511	Principles of Marketing	The course outcomes of "Principles of Marketing" involve understanding the fundamental principles and concepts of marketing, analyzing market dynamics and consumer behavior, developing marketing strategies and plans, exploring product development and management, pricing strategies, distribution channels, and integrated marketing communications. Students will gain the knowledge and skills necessary to make informed marketing decisions in diverse business environments.
		C 512	Financial Management	The course outcomes of "Financial Management" include understanding the principles and techniques of financial management, analyzing financial statements and performance metrics, evaluating investment opportunities, making capital budgeting decisions, managing working capital, assessing risk and return, and understanding financial markets and instruments. Students will develop skills in financial analysis, planning, and decision-making to maximize shareholder value.
	Discipline Specific Elective	D 501	Group-A Management Accounting	The course outcomes of "Management Accounting" involve understanding the principles and practices of management accounting, analyzing and interpreting financial information for internal decision-making, implementing cost management techniques, evaluating business performance, using budgeting and forecasting tools, and making strategic decisions based on management accounting information to enhance organizational effectiveness and efficiency.
			Industrial Relation	The course outcomes of "Industrial Relations" include understanding the dynamics of labor-management relationships, analyzing industrial disputes and conflict resolution mechanisms, comprehending the legal framework governing labor relations, evaluating collective bargaining and negotiation processes, exploring employee rights and welfare, and developing skills in effective communication, mediation, and promoting harmonious workplace relations.

		D.502	Advance Financial Accounting	The course outcomes of "Advanced Financial Accounting" encompass understanding advanced financial reporting principles and practices, analyzing complex accounting issues and transactions, evaluating financial statements of complex entities, applying accounting standards and regulations for specialized industries, and interpreting and communicating financial information for decision-making and external reporting purposes in a professional and ethical manner.
			Human Resource Development	The course outcomes of "Human Resource Development" include understanding the principles and theories of HRD, analyzing training and development needs, designing and implementing training programs, assessing training effectiveness, developing talent management strategies, fostering employee engagement and career development, and promoting a learning culture within organizations to enhance individual and organizational performance.

Semester	Course	Course Code	Title	Course Outcome
VI	Core	C 613	Auditing	The course outcomes of "Auditing" include understanding the principles and practices of auditing, evaluating internal control systems, planning and performing audit procedures, assessing audit risks, gathering and analyzing audit evidence, applying audit standards and regulations, identifying and communicating audit findings, and promoting ethical behavior and professional skepticism in auditing engagements.
		C 614	GST Law & Practices	The course outcomes of "GST Law & Practices" involve understanding the principles and provisions of Goods and Services Tax (GST), analyzing the legal framework and compliance requirements, interpreting GST laws for various transactions, applying GST procedures for registration, invoicing, and filing returns, and developing skills in GST accounting, reconciliation, and compliance to ensure adherence to GST regulations.

	Discipline Specific Elective	D 603	Group-B Security Analysis & Portfolio Management	The course outcomes of "Security Analysis & Portfolio Management" involve understanding the principles and techniques of security analysis, evaluating investment options, analyzing risk and return, constructing and managing investment portfolios, assessing the performance of investment portfolios, applying portfolio diversification strategies, and making informed investment decisions to optimize returns while managing risk in various financial markets.
			Labour and Industrial Law	The course outcomes of "Labour and Industrial Law" include understanding the legal framework governing labor and industrial relations, analyzing labor laws and regulations, comprehending the rights and obligations of employers and employees, evaluating labor dispute resolution mechanisms, interpreting employment contracts and industrial agreements, and applying labor laws to ensure fair and equitable treatment of workers in the workplace.
		D 604	Financial Statement Analysis	The course outcomes of "Financial Statement Analysis" involve understanding the principles and techniques of analyzing financial statements, interpreting financial ratios and indicators, evaluating the financial performance and position of companies, identifying financial strengths and weaknesses, making informed investment and credit decisions, and effectively communicating financial analysis findings to stakeholders.
			Trade Unionism	The course outcomes of "Trade Unionism" include understanding the history and evolution of trade unions, analyzing the objectives and functions of trade unions, examining the legal framework and regulations governing trade unions, evaluating collective bargaining processes, comprehending the role of trade unions in industrial relations, and promoting workers' rights and welfare through effective trade union practices.

COURSE OUTCOME FOR FOURTH YEAR UNDER GRADUATE PROGRAMME (FYUGP) IN ECONOMICS AS PER NATIONAL EDUCATION POLICY (NEP)-2020



(Recommended by B.O.S. in Economics, D.U. in its meetings held on 02/04/2024 and approved by UG Board in its meeting and passed by the Academic Council meeting, the programme has been effective from the session August, 2023)

FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP) DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	Introductory Microeconomics
Course Code	ECOC1
Nature of Course	Major
Total Credits	4 credits
Distribution of Marks	60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

The objectives of this Course are:

1. To expose students to the basic principles of microeconomic theory
2. To enlighten the learners about the fundamental economic trade-offs and allocation problems due to scarcity of resources.

Course Outcomes: On completion of this Course, a student will be able to –

Course outcome	Learning outcome
CO 1: Comprehend the introductory principles of Microeconomics.	<i>LO 1.1: Define the meaning of Microeconomics.</i>
	<i>LO 1.2: Discuss how scarcity and the need to make choices are central to economic analysis.</i>
	<i>LO 1.3: Identify and analyze the trade-offs and opportunity costs in decision-making processes.</i>
CO 2: Apply the basics of microeconomics in behaviour patterns of firms and households and relate with	<i>LO 2.1: Explain the law of demand, determinants of demand, individual and market demand and shift in demand.</i>

the laws of demand and supply.	<i>LO 2.2: Explain the law of supply, determinants of supply, individual market supply and shift in supply.</i>
CO 3: Apply the fundamentals of microeconomics to understand the behaviour of consumers and attainment of consumer's equilibrium.	<i>LO 3.1: Define budget constraint.</i>
	<i>LO 3.2: Explain the meaning and properties of an Indifference curve.</i>
CO 4: Apply the principles of microeconomics in relation to production function, costs and revenues and demonstrate the basics of market mechanism and the equilibrium condition of different forms of markets.	<i>LO 4.1: Define the basics of a firm under perfectly competitive market structure.</i>
	<i>LO 4.2: State the relation between revenue, cost and equilibrium under perfect competition.</i>
	<i>LO 4.3: Explain the characteristics of firms under imperfect market structure.</i>
CO 5: Evaluate the features of input market.	<i>LO 5.1: Explain the features of firms using one and two variable factors respectively in the short run and long run labour market.</i>
	<i>LO 5.2: Discuss the determination of rent and profit maximizing condition in input market</i>
	<i>LO 5.3: Explain the fundamentals of capital market.</i>

FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP) DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	Elementary Microeconomics
Course Code	MINECO1
Nature of Course	MINOR
Total Credits	4 credits
Distribution of Marks	60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The objectives of this Course are:

1. To expose students to the basic principles of microeconomic theory.
2. To emphasis on the fundamentals of consumer theory, production behaviour and costs.
3. To use graphical methods to illustrate the application of microeconomic concepts to analyze real-life situations

Course outcome	Learning outcome
CO 1: Comprehend the introductory principles of Microeconomics.	<i>LO 1.1 Describe the meaning of Microeconomics.</i>
	<i>LO 1.2 Define the meaning of scarcity and opportunity cost.</i>
CO 2: Apply the basics of microeconomics in behaviour patterns of	<i>LO 2.1: Explain the law of demand, determinants of demand, shifts of demand</i>

firms and households and relate with the laws of demand and supply.	<i>versus movements along a demand curve and market demand.</i>
	<i>LO 2.2: Explain the law of supply, determinants of supply, shifts of supply versus movements along a supply curve and market supply.</i>
	<i>LO 2.3: Explain the condition of market equilibrium.</i>
CO 3: Apply the fundamentals of microeconomics to understand the behaviour of consumers and producers and attainment of producer's and consumer's equilibrium.	<i>LO 3.1: Define the meaning of budget constraint.</i>
	<i>LO 3.2: Explain the meaning and properties of indifference curve.</i>
	<i>LO 3.3: Explain the fundamentals of utility and its applications in consumer theory.</i>
	<i>LO 3.4: Explain the Production function with one and two variables.</i>
CO 4: Apply the principles of microeconomics in relation to production function, costs and revenues and demonstrate the basics of market mechanism and characteristics of different forms of markets.	<i>LO 3.5: State the meaning and properties of an Isoquant and equilibrium in production.</i>
	<i>LO 4.1: Explain the features of cost and revenue in the short run and long run respectively.</i>
	<i>LO 4.2: Discuss the features of different forms of markets.</i>
	<i>LO 4.3: Explain the equilibrium condition of firms under perfect competition.</i>

FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP) DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	Economic History of India
Course Code	GECECO1
Nature of Course	Generic Elective
Total Credits	3 credits
Distribution of Marks	60 (End-Sem.) + 40 (In-Sem.)

Course Objectives

1. To familiarize the students with the structure of the Indian economy in the colonial context.
2. To enable the students analyze the policies and performance of Indian economy during the colonial rule.

Course outcome	Learning outcome
CO1: Analyze and evaluate the economic	LO1: Explain the economic structure and

structure and policies of pre-independence India, understanding the factors contributing to economic backwardness.	<i>policies of pre-independence India.</i>
	<i>LO2: Discuss the impact of socio-cultural attitudes and inheritance laws on India's economic development.</i>
	<i>LO3: Evaluate the drain theory and its implications on India's economy.</i>
	<i>LO4: Compare and contrast the economic ideas of Ranade and Gandhi.</i>
CO2: Examine the agrarian structure, agricultural markets, and institutions, and their impact on India's agricultural productivity and rural economy.	<i>LO1: Describe the agrarian structure and land relations in colonial India.</i>
	<i>LO2: Analyze the role of agricultural markets, credit systems, and irrigation in shaping agricultural productivity.</i>
	<i>LO3: Assess the causes and consequences of the commercialization of agriculture in colonial India.</i>
	<i>LO4: Discuss the issues of rural indebtedness, famines, and the evolution of food policies.</i>
CO3: Evaluate the industrial development and transportation systems in colonial India and their impacts on the economy.	<i>LO1: Describe the state of industrial development in mid-nineteenth century India and the phenomenon of de-industrialization.</i>
	<i>LO2: Identify the factors that led to the emergence of modern capitalist industrial enterprises in India.</i>
	<i>LO3: Discuss the constraints to industrial breakthrough in colonial India.</i>
	<i>LO4: Analyze the development of transportation systems (railways, roadways, waterways) and their economic impact.</i>
CO4: Evaluate the economic policies and priorities under British rule, including foreign capital, trade, and fiscal policies, and their impact on India's economy.	<i>LO1: Explain the imperial priorities and their impact on India's economic development.</i>
	<i>LO2: Discuss the role and impact of foreign capital in colonial India.</i>
	<i>LO3: Analyze the growth and composition of foreign trade and the nature of public debt during the colonial period.</i>
	<i>LO4: Evaluate the government and fiscal policies implemented under British rule and their consequences for the Indian economy.</i>

**FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP)
DETAILED SYLLABUS OF 2nd SEMESTER**

Course Title	Introductory Macroeconomics
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Course Code	ECOC2
Nature of Course	Major
Total Credits	4 credits
Distribution of Marks	60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

1. To help students know the meaning of macroeconomics and how the overall production of economy is computed;
2. To familiarize the students with concepts of aggregate demand and aggregate supply;
3. To introduce the students with the classical and Keynesian theories of employment and output determination;
4. To help students understand the meanings of money and other concepts related to money.

Course outcome	Learning outcome
CO1: Distinguish between different macroeconomic schools of thought and understand the fundamental objectives and scope of macroeconomics, laying the foundation for advanced macroeconomic analysis.	<i>LO1.1: Differentiate between microeconomics and macroeconomics and understand the evolution of macroeconomics as a distinct field.</i>
	<i>LO1.2: Explain the nature and scope of macroeconomics and identify the key objectives of macroeconomic study.</i>
	<i>LO1.3: Compare and contrast the different schools of macroeconomic thought: classical, Keynesian, and monetarist.</i>
	<i>LO1.4: Analyze the relationship between microeconomic thinking and macroeconomic models and discuss the balance between short-term stabilization and long-term economic growth.</i>
CO2: Define national income and various accounting methods, and assess the limitations and significance of GDP as an indicator of economic health and social welfare.	<i>LO2.1: Understand the importance of measuring economic activity and the various approaches to national income accounting.</i>
	<i>LO2.2: Define and differentiate between GDP and GNP, and explain the concepts of stocks and flows.</i>
	<i>LO2.3: Describe the circular flow of income in an economy and the methods of measuring GDP: income method, expenditure method, and value added method.</i>
	<i>LO2.4: Evaluate the limitations of GDP as a measure of economic activity, including its relationship with the underground economy and social welfare, and understand the significance of sustainable accounting.</i>
CO3: Analyze the components and determinants of aggregate demand and	<i>LO3.1: Define aggregate demand and its components, and identify the determinants of</i>

aggregate supply, and understand how these factors interact to influence overall economic activity.	<i>consumption, government spending, firm investment, and net exports.</i>
	<i>LO3.2: Explain the consumption function, including marginal propensity to consume (MPC) and average propensity to consume (APC), and the determinants of saving, including marginal propensity to save (MPS) and average propensity to save (APS).</i>
	<i>LO3.3: Analyze the investment function and the factors that influence investment demand.</i>
	<i>LO3.4: Describe the concept of aggregate supply, its determinants, and the factors that can shift the aggregate supply curve.</i>
CO4: Critically evaluate the classical and Keynesian theories of output and employment determination, and apply these concepts to understand historical and contemporary economic fluctuations.	<i>LO4.1: Understand the classical theory of output and employment determination and Say's law of markets.</i>
	<i>LO4.2: Analyze the Great Depression of the 1930s and the failure of the classical school, leading to the Keynesian revolution.</i>
	<i>Lo4.3: Explain the Keynesian theory, including the equality between output and aggregate demand, the concept of the multiplier, and the determination of equilibrium income.</i>
	<i>Lo4.4: Discuss the changes in equilibrium income and the factors that can lead to such changes.</i>
CO5: Explain the functions and types of money, determinants of money supply and demand, and the determination of equilibrium rate of interest.	<i>LO5.1: Define money and its various functions, and describe the different types of money, including fiat money, fiduciary money, metallic money, and paper money.</i>
	<i>LO5.2: Explain the supply of money and the role of the central bank, and understand the different measures of money as defined by the RBI.</i>
	<i>LO5.3: Discuss the demand for money and the quantity theory of money, including the motives for holding money: transaction, precautionary, and speculative.</i>
	<i>LO5.4: Analyze the determination of the equilibrium rate of interest using the Keynesian liquidity preference theory.</i>

**FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP)
DETAILED SYLLABUS OF 2nd SEMESTER**

Course Title	Elementary Macroeconomics
Course Code	MINECO2

Nature of Course	MINOR
Total Credits	4 credits
Distribution of Marks	60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

1. To help students know the meaning of macroeconomics and how the overall production of economy is computed;
2. To familiarize the students with concepts of aggregate demand and aggregate supply;
3. To introduce the students with the classical and Keynesian theories of employment and output determination; and
4. To help students understand the meanings of money and other concepts related to money.

Course outcome	Learning outcome
CO1: Describe the distinction between microeconomics and macroeconomics, including the development and objectives of macroeconomic theory.	<i>LO1.1: Explain the distinctions between microeconomics and macroeconomics.</i>
	<i>LO1.2: Trace the historical evolution of macroeconomics as a distinct discipline.</i>
	<i>LO1.3: Identify and describe the primary schools of macroeconomic thought, including classical, Keynesian, and monetarist perspectives.</i>
	<i>LO1.4: Discuss the objectives of macroeconomics in terms of short-term stabilization and long-term economic growth.</i>
CO2: Gain a comprehensive understanding of how economic activity is measured and the significance of national income accounting.	<i>LO2.1: Define and differentiate between GDP and GNP, including the concepts of stocks and flows.</i>
	<i>LO2.2: Illustrate the circular flow of income in an economy.</i>
	<i>LO2.3: Compare and contrast the income, expenditure, and value-added approaches to measuring GDP.</i>
	<i>LO2.4: Evaluate the limitations of GDP as a measure of economic activity and its relationship to social welfare.</i>
CO3: Define the concepts of aggregate demand (AD) and aggregate supply (AS) including the identification of factors responsible for the shifts of AD and AS.	<i>LO3.1: Define aggregate demand and explain its components and determinants.</i>
	<i>LO3.2: Analyze the consumption function, including the concepts of MPC and APC.</i>
	<i>LO3.3: Discuss the determinants of saving and investment, including the functions of MPS, APS, and investment demand.</i>
	<i>LO3.4: Explain the concept of aggregate supply and identify factors that cause shifts</i>

	<i>in the aggregate supply curve.</i>
CO4: Compare and contrast the classical and Keynesian theories of output and employment determination and their relevance to economic equilibrium.	<i>LO4.1: Describe the classical theory of output and employment determination and Say's law of markets.</i>
	<i>LO4.2: Analyze the impact of the Great Depression on the classical school and the rise of Keynesian economics.</i>
	<i>LO4.3: Explain the Keynesian theory of equilibrium between output and aggregate demand, including the concept of the multiplier.</i>
	<i>LO4.4: Calculate equilibrium income and understand its implications for macroeconomic stability.</i>
CO5: Elaborate the role of money in the economy, the various types and measures of money, and the causes and effects of inflation.	<i>LO5.1: Define money and its functions, and differentiate between different types of money (fiat, fiduciary, metallic, paper).</i>
	<i>LO5.2: Identify and explain the various measures of money supply (M0, M1, M2, M3, M4).</i>
	<i>LO5.3: Discuss the quantity theory of money and its implications for prices and inflation.</i>

FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP) DETAILED SYLLABUS OF 2ND SEMESTER

Course Title	Contemporary Indian Economy
Course Code	GECECO2
Nature of Course	Generic Elective
Total Credits	3 credits
Distribution of Marks	60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The aim of this course is to acquaint the students with the contemporary issues of Indian Economy. Once the students complete the course, they will be able to deal with various issues related to Indian Economy which may help them in further academic endeavours.

Course Outcomes	Learning outcome
CO1: Analyze the key aspects of India's industrial policies, infrastructure development, and their impact on business performance.	<i>L.O 1.1: Describe the changes in the New Industrial Policy and the impacts of public sector reforms, privatization, and disinvestment.</i>
	<i>L.O 1.2: Evaluate the factors influencing the Ease of Doing Business in India and the performance of MSMEs.</i>
	<i>L.O 1.3: Assess the role of MNCs in India's industrial development and initiatives like "Make</i>

	<i>in India."</i>
	<i>L.O.1.4: Analyze the development of infrastructure sectors such as health, education, transportation, and power.</i>
CO2: Understand and evaluate the fiscal and monetary policies of India, including recent reforms and their implications on the economy.	<i>L.O. 2.1: Explain the key aspects of fiscal reforms including Public Debt Management, FRBM Act, and GST.</i> <i>L.O. 2.2: Discuss the recommendations of the latest Finance Commissions and their implications.</i> <i>L.O 2.3: Analyze the organization of India's money market and recent financial sector reforms.</i> <i>L.O 2.4: Review the monetary policy of RBI, the role and functions of SEBI, and the changing roles of the Reserve Bank of India, foreign banks, and non-banking financial institutions.</i>
CO3: Examine the direction, composition, and policies related to India's foreign trade and balance of payments since 1991	<i>L.O. 3.1: Analyze the direction and composition of India's foreign trade.</i> <i>L.O. 3.2: Discuss the trends in India's balance of payments since 1991, focusing on current and capital account convertibility.</i> <i>L.O. 3.3: Evaluate the trends and patterns of FDI and FPI in India.</i> <i>L.O. 3.4: Explain India's EXIM policy and the new Foreign Trade Policy.</i>
CO4: Analyze key socio-economic issues in India, including demographic trends, urbanization, the impact of COVID-19, and agricultural policies.	<i>L.O 4.1: Discuss India's population policy and the concept of demographic dividend.</i> <i>L.O.4.2: Evaluate the state of human development in India and the initiatives for urbanization such as the Smart City Mission.</i> <i>L.O. 4.3: Analyze the economic and social impact of the COVID-19 pandemic and initiatives like Atma Nirbhar Bharat Abhiyan.</i> <i>L.O 4.4: Examine agricultural price policy, subsidies, the public distribution system, and initiatives like MGNREGA aimed at doubling farmers' incomes and promoting the non-farm sector.</i>

**FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP)
DETAILED SYLLABUS OF 3RD SEMESTER**

Course Title	Introductory Mathematical Methods for Economics
Course Code	ECOC3
Nature of Course	Major
Total Credits	4 credits
Distribution of Marks	60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The objective of this course is to transmit the knowledge of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

Course outcome	Learning outcome
CO1: Explain the foundational concepts like sets, relations and functions, evaluate limits and continuity, and apply these concepts to solve numerical problems.	LO1.1: Describe different types of sets and perform set operations.
	LO1.2: Explain and construct ordered pairs, Cartesian products, and relations.
	LO1.3: Explain functions, their properties and types, and graph different types of functions
	LO1.4: Evaluate limits and continuity of functions
CO2: Apply matrices and determinants in solving linear equations and performing static and dynamic input-output analysis.	LO2.1: Perform elementary matrix operations, including addition and multiplication.
	LO2.2: Determine the rank of a matrix and calculate determinants.
	LO2.3: Compute the inverse of a matrix.
	LO2.4: Apply Cramer's rule to solve systems of linear equations.
	LO2.5: Conduct static and dynamic input-output analysis using matrices
CO3: Apply rules of differentiation to analyze economic functions, including demand, cost, and revenue, and interpret their economic significance	LO3.1: Apply differentiation rules to functions with one independent variable.
	LO3.2: Use derivatives in economic applications such as elasticity of demand and cost/revenue functions.
	LO3.3: Explain the relationship between average and marginal costs using derivatives.
	LO3.4: Compute second and higher-order derivatives and apply them to economic problems
CO4: Use different techniques of integration to solve economic problems, including calculation of producer's and consumer's surplus.	LO4.1: Understand and apply basic rules of integration.
	LO4.2: Use various techniques of integration including substitution, integration by parts, and partial fraction decomposition.
	LO4.3: Derive total functions from marginal functions through integration.

	<i>LO4.4: Evaluate definite integrals and apply them to compute producer's and consumer's surplus.</i>
CO5: Understand and solve first order linear differential equations and exact differential equations, with applications to economic problems.	<i>LO1: Identify and solve first order linear differential equations using standard methods and interpret their solutions in the context of economic problems.</i>
	<i>LO2: Determine and solve exact differential equations and apply these solutions to relevant economic scenarios.</i>

**FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP)
DETAILED SYLLABUS OF 3RD SEMESTER**

Course Title	Indian Economy- Trends in Economic Indicators
Course Code	ECOC4
Nature of Course	Major
Total Credits	4 credits
Distribution of Marks	60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: With appropriate analytical frameworks, the aim of this course is to review major trends in economic indicators in India in the post-independence period, with particular emphasis on paradigm shifts and turning points. Emphasis needs to be given in capturing the emerging issues.

Course outcome	Learning outcome
CO1: To evaluate the trajectory of India's economic development since independence and analyze the shifts in development strategies from import substitution to post-1991 globalization.	<i>LO 1.1: Identify the key features of the Indian economy on the eve of independence.</i>
	<i>LO 1.2: Compare and contrast the goals and components of alternative development strategies employed by India since independence.</i>
	<i>LO 1.3: Analyze the impact of import substitution and protectionist policies on India's economic development.</i>
	<i>LO 1.4: Evaluate the effectiveness and challenges of the post-1991 globalization strategies, including stabilization and structural adjustment packages.</i>
CO2: To explore the interplay between population dynamics and human development indicators in the context of India, and assess India's standing in the	<i>LO 2.1: Describe the demographic features and trends in India, including population size, growth rates, and age-sex composition.</i>
	<i>LO 2.2: Explain the concept of demographic dividend and its implications for economic development in India.</i>

global human development landscape.	<i>LO 2.3: Evaluate the effectiveness of the National Population Policy in addressing demographic challenges.</i>
	<i>LO 2.4: Assess India's human development record using indicators such as the Human Development Index and compare it with global benchmarks.</i>
CO3: To analyze the concepts of poverty and inequality in the Indian context, and examine the strategies and policies aimed at poverty alleviation and reducing income inequality.	<i>LO 3.1: Define and explain the concept of poverty and its incidence in India.</i>
	<i>LO 3.2: Interpret poverty estimates and trends over time, and analyze the relationship between economic growth and poverty reduction.</i>
	<i>LO 3.3: Identify the causes of income inequality in India and assess its magnitude and nature.</i>
	<i>LO 3.4: Evaluate government policies and measures aimed at reducing poverty and addressing income inequality in India.</i>
CO4: To examine the dynamics of India's labour force, occupational patterns, and unemployment trends, and analyze the role of government policies in addressing unemployment challenges.	<i>LO 4.1: Describe the growth and structure of India's labour force and its relationship with economic development.</i>
	<i>LO 4.2: Analyze the types and nature of unemployment prevalent in India.</i>
	<i>LO 4.3: Evaluate the changing dimensions of unemployment and employment patterns over time.</i>
	<i>LO 4.4: Assess the effectiveness of government policies and measures in addressing unemployment challenges and promoting inclusive growth.</i>
CO5: To analyze India's economic interactions with the world economy and conduct a comparative assessment of India's development experience with high-performing Asian economies.	<i>LO 5.1: Describe India's economic integration with the global economy and identify key drivers of international economic interactions.</i>
	<i>LO 5.2: Compare and contrast India's development strategies with those of high-performing Asian economies such as Singapore, South Korea, and Taiwan.</i>
	<i>LO 5.3: Analyze the factors contributing to the economic success of high-performing Asian economies and their relevance to India's development trajectory.</i>
	<i>LO 5.4: Evaluate the lessons learned from international comparisons to inform India's future economic policies and strategies.</i>

FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Title	Basic Development Economics
Course Code	GECECO3
Nature of Course	Generic Elective
Total Credits	3 credits
Distribution of Marks	60 (End-Sem.) + 40 (In-Sem.)

Course Objective: The objective of this course is to enable the students to learn about some of the key concepts related to growth and development which would help to understand intricacies of growth and development later.

Course outcome	Learning outcome
CO1: Understand and analyze the concepts of development and underdevelopment, including various theories of economic growth and growth strategies.	<i>LO1.1: Distinguish between the concepts of economic growth and development, and explain the development gap.</i>
	<i>LO1.2: Identify the key features of underdevelopment and the processes of structural change in developing economies.</i>
	<i>LO1.3: Compare and contrast the major theories of economic growth, including Classical, Harrod-Domar, Lewis, Neo-Classical, and New Growth theories.</i>
	<i>LO1.4: Evaluate different growth strategies such as balanced growth, unbalanced growth, and the critical minimum thesis.</i>
CO2: Assess the various factors influencing development, different measures of development, and concepts and measures of poverty and inequality.	<i>LO2.1: Analyze the role of agriculture, capital, technology, and institutions in the development process.</i>
	<i>LO2.2: Explain the relationship between population growth and economic development.</i>
	<i>LO2.3: Compare different measures of development, including GNP per capita, PQLI, and HDI.</i>
	<i>LO2.4: Evaluate various concepts and measures of poverty and inequality and their implications for development.</i>
CO3: Explore the concepts of capabilities and functionings, human development, and the link between environment and development, including sustainable	<i>LO3.1: Describe the concepts of capabilities and functionings and their relevance to human development.</i>
	<i>LO3.2: Assess the environmental challenges faced by developing and developed countries and their impact on sustainable development.</i>
	<i>LO3.3: Analyze the linkage between</i>

development and climate change.	<i>environmental issues such as global warming and climate change and their impact on agriculture and the economy.</i>
	<i>LO3.4: Evaluate policy options for addressing environmental challenges in both developing and developed countries, considering the SDGs.</i>
CO4: Understand the relationship between trade, globalization, and economic development, including trade policies and the historical perspective of globalization.	<i>LO4.1: Explain the role of trade in economic growth and its potential as an engine of growth.</i>
	<i>LO4.2: Compare import substitution and export promotion as trade policy strategies.</i>
	<i>LO4.3: Analyze the Terms of Trade with a focus on the Prebisch-Singer Hypothesis.</i>
	<i>LO4.4: Discuss the historical perspective of globalization and identify the key issues and challenges associated with globalization.</i>

Department of English

Course Outcome

ENG1: British Poetry and Drama: 14th to 17th Century (FYUGP)

CREDITS ASSIGNED: 4 CREDITS

Students will be able to evaluate the Age of Chaucer, understand the cultural and social norms of the Age of Chaucer, including the feudal system and the role of the Church. They can examine the genre of Elizabethan Drama and the ethos of Renaissance Humanism with respect to the works of Shakespeare and Christopher Marlowe as well as development of Romantic comedy. Students will be able to describe and understand the Shakespearean Sonnets and Metaphysical poetry and its thematic complexity.

Tutorials: 2hrs/month

Classes: 4hrs/week

MINENG1: British Poetry and Drama: 14th to 17th Century (FYUGP)

CREDITS ASSIGNED: 4 CREDITS

Students will be able to evaluate the Age of Chaucer, understand the cultural and social norms of the Age of Chaucer, including the feudal system and the role of the Church. They can examine the genre of Elizabethan Drama and the ethos of Renaissance Humanism with respect to the works of Shakespeare and Christopher Marlowe as well as development of Romantic comedy. Students will be able to describe and understand the Shakespearean Sonnets and Metaphysical poetry and its thematic complexity.

Tutorials: 2hrs/month

Classes: 4hrs/week

ENG2: British Poetry and Drama: 17th to 18th Century (FYUGP)

CREDITS ASSIGNED: 4 CREDITS

To acquaint learners with British historical context of the Puritan period to the Restoration of Charles II. To familiarize the students with poetry and drama, especially epic and the mock- epic and Jacobean drama.

Tutorials: 2hrs/ month

Classes: 4hrs/week

MINENG2: British Poetry and Drama: 17th to 18th Century (FYUGP)

CREDITS ASSIGNED: 4 CREDITS

To acquaint learners with British historical context of the Puritan period to the Restoration of Charles II. To familiarize the students with poetry and drama, especially epic and the mock- epic and Jacobean drama.

Tutorials: 2hrs/ month

Classes: 4hrs/week

AECENG2: English Language and Communication Skills (FYUGP)

CREDITS ASSIGNED: 4 CREDITS

The students will be able to focus on various dimensions of communication skills, for instance, speaking skills, social interactions in professional situations such as interviews, group discussions, reading skills, writing skills etc. This course introduces the students to various theories, models and tools of communication.

Tutorials: 2hrs/month

Classes: 4hrs/week

COURSE 3: INDIAN WRITING IN ENGLISH (CORE)

CREDITS ASSIGNED: 6 CREDITS

This course will introduce the learners to Indian Writing in English. The paper on Indian Writing in English

introduces students to the historical development of this body of writing- the challenges faced by early writers, the growing sense of accomplishment in the writing of different forms and the interpretation of individual and collective experience in colonial and postcolonial India.

Tutorial: 2hrs/month

Classes: 6hrs/week

COURSE 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

CREDITS ASSIGNED: 6 CREDITS

This paper will familiarize the students with the two major forms in British literature from the 14th to the 17th centuries – poetry and drama, apart from acquainting them with the contexts that generated such literatures. The larger contexts of the Renaissance, the nature of the Elizabethan Age and its predilections for certain kinds of literary activities, and the implications of the emergence of new trends will be focused in this paper. It will also highlight the seminal issues and preoccupations of the writers and their ages as reflected in these texts.

Tutorial: 2hrs/month

Classes: 6hrs/week

COURSE 5: AMERICAN LITERATURE (CORE)

CREDITS ASSIGNED: 6 CREDITS

This paper seeks to acquaint the students with the main currents of American literature in its social and cultural contexts. A study of the paper should lead to an acquaintance with the American society in its evolutionary stages from the beginnings of modernism to the present as well as with exciting generic innovations and developments that have tried to keep pace with social changes. The reality or illusion of the Great American Dream, the transcendentalist movement, the history of slavery in

the South, the great economic depression etc., forms important contexts to American history and literature, and this course would attempt to highlight these issues as much as possible.

Tutorial: 2hrs/month

Classes: 7hrs/week

COURSE 6: POPULAR LITERATURE (CORE)

CREDITS ASSIGNED: 6 CREDITS

This course will acquaint the learners with popular literature by introducing some of its different categories or genres. It aims to give the learners some ideas about this emerging literature in contemporary time. Popular literature includes those writings intended for the masses and those that find favour with large audiences. It can be distinguished from artistic literature in that it is designed primarily to entertain.

Tutorial: 2hrs/month

Classes: 6hrs/week

COURSE 7: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES (CORE)

CREDITS ASSIGNED: 6 CREDITS

This paper aims to familiarize the students with British literature in the 17th and 18th centuries, a time-period which sees the emergence and establishment of greatly diverse kinds of writings.

Tutorial: 2hrs/month

Classes: 6hrs/week

COURSE 8: BRITISH LITERATURE: 18TH CENTURY (CORE)

CREDITS ASSIGNED: 6 CREDITS

This course will familiarize the students with British literature in the 18th century.. The texts in the course are representative of the age and to some extent representative of the forms as well. The selected texts hope to give the students an overview of the age and the writings that the age produced.

Tutorial: 2hrs/month

Classes: 6hrs/week

COURSE 9: BRITISH ROMANTIC LITERATURE (CORE)

CREDITS ASSIGNED: 6 CREDITS

This course will make the learners acquainted with the Romantic Literature of British English literature that emerged in the nineteenth century. It seeks to let the learners know the important issues related to the literary period.

Tutorial: 2hrs/month

Classes: 6hrs/week

COURSE 10: BRITISH LITERATURE: 19TH CENTURY

CREDITS ASSIGNED: 6 CREDITS

This course will let the learners have knowledge about the 19th century British Literature with its distinctive

aspects.

Tutorial: 2hrs/month

Classes: 7hrs/week

COURSE 11: WOMEN'S WRITING (CORE)

CREDITS ASSIGNED: 6 CREDITS

This course will 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.

This paper seeks to direct the students' attention to nineteenth and twentieth century writings by women living in different geographical and socio-cultural settings. Students will get acquainted with the situationally distinct experiences of women articulated in a variety of genres-poetry, novels, short stories and critical essays.

Tutorial: 2hrs/month

Classes: 6hrs/week

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COURSE 12: BRITISH LITERATURE: THE EARLY 20TH CENTURY

CREDITS ASSIGNED: 6 CREDITS

By introducing the learners to the early 20th century British Literature, this paper will acquaint them with the spirit of modernism, with its urgent desire to break with the codes and conventions of the past, experiment with new forms and idioms, and its cosmopolitan willingness to open itself up to influences coming from other shores. Capitalism with its dehumanized processes and practices produced alienated, disenfranchised subjects, triggering a philosophical shift that was encapsulated in symbolism, existentialism, cubism, Dadaism, expressionism, and nihilism. These philosophies found ample space in Modernism in Literature

Tutorial: 2hrs/month

Classes: 6hrs/week

COURSE 13: MODERN EUROPEAN DRAMA (CORE)

CREDITS ASSIGNED: 6 CREDITS

The paper will introduce students to the innovative dramatic works of playwrights from different locations in Europe, which taken together represents the wide range of modern drama and its fortunes on the written page and the stage. It was with the onset of the twentieth-century that drama made a magnificent return. 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.

Tutorial: 2hrs/month

Classes: 6hrs/week

COURSE 14: POSTCOLONIAL LITERATURES (CORE)

CREDITS ASSIGNED: 6 CREDITS

This course will introduce postcolonial literature to the learners. The literary works chosen are English language texts from the erstwhile colonized countries including the countries subsumed under the rubric "the Commonwealth." In this course students will be taught to deploy postcolonial theory to engage critically with texts within a postcolonial framework. The focus will be on such issues as language, identity, point of view, displacement, physical and mental colonisation, Decolonisation, nationalism, fundamentalism, globalisation and diaspora, colonial legacy, gender and sexuality, regionalism, ethnicity, genocide, race, and so forth, and we will discuss how such issues are expressed in the literary texts.

Tutorial: 2hrs/month

Classes: 6hrs/week

DSE 1: MODERN INDIAN WRITING IN ENGLISH TRANSLATION

CREDITS ASSIGNED: 6 CREDITS

This course will acquaint learners with the works of Indian writers working on regional literature from the north to the south, from the west to the east. A cursory reading of translated works of Indian writing across regions would prove how significant has been the contributions of authors' writings in the various regional languages. Since, reading these works in the original is most often not possible due to linguistic variations, English translation of immortal works of modern Indian writing would perhaps go a long way in understanding and appreciating the best in regional literature.

Tutorial: 2hrs/month

Classes: 6hrs/week

DSE 2: LITERATURE OF THE INDIAN DIASPORA

CREDITS ASSIGNED: 6 CREDITS

This course will introduce learners to literature of the Indian diaspora keeping in view the issues that haunt the writers who have settled abroad, despite being Indians in terms of roots and emotional make-up.

Tutorial: 2hrs/month

Classes: 6hrs/week

DSE 3: LITERARY CRITICISM

CREDITS ASSIGNED: 6 CREDITS

This paper will familiarize students with some important texts on literary criticism. Beginning from William Wordsworth's Preface to the Lyrical Ballads the purpose will be to inform the students on the shifts in literary interpretations and critical approaches so as to equip them while reading texts across genres.

Tutorial: 2hrs/month

Classes: 6hrs/week

DSE 4: WORLD LITERATURES

CREDITS ASSIGNED: 6 CREDITS

This paper will give the learners an overall idea about World Literature by introducing some English literary texts from different regions of the world. World literature is sometimes used to refer to the sum total of the world's national literatures, but usually it refers to the circulation of works into the wider world beyond their country of origin. It is important insofar as it enables the learners to know about the form and content of texts that are part of different spatialities.

Tutorial: 2hrs/month

Classes: 6hrs/week

DSE 5: LITERARY THEORY

CREDITS ASSIGNED: 6 CREDITS

This course will acquaint learners with four relevant discourses or theories. These are Marxism, Feminism, Poststructuralism, and Postcolonial Studies.

Tutorial: 2hrs/month

Classes: 6hrs/week

DSE 6: LITERATURE AND CINEMA

CREDITS ASSIGNED: 6 CREDITS

The paper will familiarize the students with study of the relationship between literature and cinema. This course investigates relationships between two media, film and literature, studying works linked across the two media by genre, topic, and style. It aims to sharpen appreciation of major works of cinema and of literary narrative.

Tutorial: 2hrs/month

Classes: 6hrs/week

DSE 7: PARTITION LITERATURE

CREDITS ASSIGNED: 6 CREDITS

This course will make the students familiar with the Partition Literature with its various related issues like reasons and effects. The Partition was perhaps the most horrific event of the twentieth-century subcontinent's history. So, the course tries to read literature that captures the sense of the times. There will also be film screenings since cinema also helps capture both the horror and the repercussions of these events.

Tutorial: 2hrs/month

Classes: 6hrs/week

DSE 8: TRAVEL WRITING

CREDITS ASSIGNED: 6 CREDITS

The course will attempt to underscore the problematic associated with the genre Travel Writing, such as, the claims to authenticity of the narrativised events, the role of imagination, the ethnocentric gaze, the element of wonder, and so forth.

Tutorial: 2hrs/month

Classes: 6hrs/week

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

AECC 1: ENGLISH COMMUNICATION (SEMESTER 1)

CREDITS ASSIGNED: 2 CREDITS

This course will 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. The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills.

Tutorial: 1hr/month

Classes: 2hrs/week

AECC 2: ALTERNATIVE ENGLISH (SEMESTER 1)

CREDITS ASSIGNED: (2 CREDITS)

This course will acquaint learners with some of the most representative Prose Pieces and Short Stories in the western literary and cultural canon.

Tutorial: 1hr/month

Classes: 2hrs/week

Department of Education

Course Outcome

Course Title: Foundations of Education-1

Code: EDNC 1 (Major)

Credits Assigned -4 Credits

Students will be able to evaluate the meaning, nature and types of education. Explain the aims and functions of education based on four pillars of education. They can able to explain the concepts of psychology and educational psychology, school of psychology and methods of educational psychology. They can able to describe the meaning, nature and scope of philosophy and educational philosophy, role of philosophy in different aspects of education. They can able to describe the meaning, nature, scope of sociology, educational sociology and conflict and consensus theories of educational sociology.

Tutorials : 2hrs/month

Classes : 4 hrs/ week

Course Title : Philosophical Foundations of Education

Course Code : MINEDN 1 (Minor)

Credits : 4 Credits

Students will be able to evaluate the meaning, nature, scope of philosophy and education and the role of philosophy in education. They can able to explain the basic students of Indian philosophy and their influence on education. They can able to describe the basic tenets of the given western philosophy and their influence on education and distinguish between the Idealism, Noturolism, Progmatism.

Tutorials : 2hrs/month

Classes : 4 hrs/ week

Course Title : Introduction to Education

Course Code : GECEDIA (Generic)

Credits : 03 Credits

Students Will be able to evaluate the modern concepts, aims, functions and role of education. They can able to explain the different levels of education, the concept and types

of curriculum and co-curricular activities. They can also able to describe about examination, measurement, assessment and evaluation.

Tutorials : 2hrs/month

Classes : 4 hrs/ week

Course Title : Foundations of Education-11

Course Code : EDNC-2 (Major)

Credits : 4 Credits

Students will be able to evaluate the knowledge of the development of Indian Education system from ancient period to 1944. They can able to describe appropriate concepts related to curriculum, textbook, syllabus and co-curricular activities. They can able to explain the global and contemporary issues in Indian education system.

Tutorials : 2hrs/month

Classes : 4 hrs/ week

Course Title : Psychological Foundations of Education.

Course Code : MINEDN 2 (Minor)

Credits : 4 Credits

Students will be able to evaluate meaning, nature of psychology and contribution of different school of psychology to education. They can able to explain meaning, nature scope and importance of educational psychology. They can able to describe the meaning, concept, types and theories of learning. They can able to explain the concept and theories of intelligence and personality. They can also able to describe the concept of mental health and hygiene, and measure of mental health in school.

Tutorials : 2hrs/month

Classes : 4 hrs/ week

Course Title : History of Indian Education

Course Code : GECEDN 2 B

Credits : 4 Credits

Students will be able to evaluate the concepts and salient features of vedic, Buddhist and Islamic education system in India. They will be able to describe about the indigenous education system of India and its types and the causes of downfall and relevance. They will also be able to explain the educational activities of Missionaries in India and importance of Charter Act 1813.

Tutorials : 2hrs/month

Classes : 4 hrs/ week

Course Title : Philosophical and sociological Bases of Education

Course Code : EDNC 3 (Major)

Credits : 4 Credits

Students will be able to evaluate the Indian and western school of philosophy and education. They will be able to explain the theories, concepts and processes relevant to sociology of education. They will also be able to describe the relationship between education and political ideologies

Tutorials : 2hrs/month

Classes : 4 hrs/ week

Course Title : Value Education

Course Code : EDNC 4 (Major)

Credits : 4 Credits

Students will be able to evaluate the value required to be a dignified citizen in the present day society. They will be able to explain the concepts related to curriculum textbooks, syllabus and co-curricular activities. They will be able to cultivate in learners worthwhile values required for peace of the global society.

Tutorials : 2hrs/month

Classes : 4 hrs/ week

Course Title : Sociological Foundations of Education

Course Code : MINEDN 3

Credits : 4 Credits

Students will be able to evaluate the concepts of sociological approach of education and the theories of educational sociology. They will be able to explain about socialization, emotional and national integration and internationalization. They will be able to evaluate the role of education in social change, development of specially and economically disadvantaged groups.

Tutorials : 2hrs/month

Classes : 4 hrs/ week

Course Title : Guidance and Counselling

Course Code : GECEdn 3B (Minor)

Credits : 03 Credits

Students will be able to evaluate that Guidance and Counselling is primarily concerned with helping each individual towards the higher level of decision making and development within the context of social opportunities and freedom on the one hand and social realities and responsibilities on the other hand.

Tutorials : 2hrs/month

Classes : 4 hrs/ week

DEPARTMENT OF HISTORY
SARUPATHAR COLLEGE
COURSE OBJECTIVE AND COURSE OUTCOME
2023-2024

MAJOR SEMESTER I

Course Code: HISHC1

Course Title: HISTORY OF INDIA-I (Prehistory to c.300BCE) Nature

Course Objectives:

The course aims to familiarize the students with a comprehensive understanding of Indian history in chronological detail from prehistoric times to the 6th century BCE. By the end of the course, the students will be able to learn about pre-historic sites, tools, and features of Harappan and Vedic cultures and the early state formation processes in India.

Course Outcomes:

CO1: Develop a chronological interpretation of Indian prehistory and protohistory.

CO2: Explain the tools, technologies, and subsistence patterns in Indian prehistory.

CO3: Analyse the characteristics and significance of the Harappan civilization.

CO4: Evaluate the processes of early territorial state formations in the Indian subcontinent around the 6th century BCE.

CO5: Explain the growth of different philosophical traditions during the period

CO6: Interpret the characteristics of the Vedic society and religion

SEMESTER II

Course: Social Formations and Cultural Patterns of Ancient and Medieval World

Code: HISC2

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of world history in chronological detail from prehistoric times to the medieval period. By the end of the course, the students will be able to learn about pre-historic sites, tools, and features of various ancient civilizations and medieval societies with an understanding of the early social formation processes in the world.

Course Outcomes:

CO1: To explain the historical development of human civilization around the world.

CO2: To Compare socio-cultural and economic developments of early medieval human societies.

CO3: To explain the challenges and crises faced by these early civilizations and their responses to these crises.

CO4: To explain the emergence and development of the major religions.

Semester -III

Name of the Course: History of India II (c.300 BCE-500 CE)

Code: HISC3

Course Objectives: This course aims to familiarize the students with a comprehensive understanding of Indian history from 300 BCE to 500 CE.

Course Outcomes:

CO1: Explain the nature of the Mauryan and post-Mauryan polities

CO2: Evaluate the changing political formations under the Kushans and Guptas

CO3: Interpret the socio-economic formations in early historic India

CO4: Analyse the nature of cultural developments in India between BCE 300-750 CE

Course Code: HISC4

Course Title: History of India –III (post-Gupta to 1200 CE)

Course Objectives: This course aims to familiarize the students with a comprehensive understanding of the history

of India during the post-Gupta dynasties.

Course Outcome:

CO1: To analyze the political structures in the post-Gupta period in Indian history.

CO2: To explain the formation of political structures in the Deccan and South India.

CO3: To assess the growth and development of the economy during the period of study.

CO4: To explain the religious and cultural developments in India during the period of study.

SEMESTER-IV

Name of the Course: History of India-IV (c. 1206-1526)

Course Code: HISC 5

Course Objectives:

CO1: The course aims to familiarize the students with a comprehensive understanding of the history of Medieval India in chronological detail from the emergence of the Delhi

Sultanate. By the end of the course, the students will be able to learn about the political history and various socio-cultural developments in medieval societies with an understanding of the developments in the sphere of religion, art, and architecture.

Course Outcome:

CO1: Discuss the historical sources of medieval India.

CO2: Assess political development in India between 1200-1526.

CO3: Critically analyse the political developments in the different regions of India.

CO4: Explain the development of art and architecture of the period.

Course Code: HISC6

Course Title: Rise of Modern West

Course Outcomes:

CO 1: To critically appraise the European transition from feudalism to capitalism.

CO 2: To assess the advent of the Age of Renaissance in Europe.

CO 3: To explain economic transformation in Europe and in the new world.

CO 4: Examine European enlightenment and role of philosophers.

Course Code: HISC7

Course Title: History of India V(c. 1526-1750s)

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of the history of Medieval India in chronological detail from the emergence of the Delhi Sultanate. By the end of the course, the students will be able to learn about the political history and various socio-cultural developments in medieval societies with an understanding of the developments in the sphere of religion, art, and architecture.

Course Outcomes:

CO1: Critically analyze the historical sources of medieval India from the 16th to 18th century.

CO2: Explain the political development in India between 1526- 1750s.

CO3: Discuss the developments in the 18th-century India.

CO4: Explain various aspects of art and architecture in Mughal Period.

Name of the Course: History of India -VI (c.1750-1857)

Course Code: HISC8

Course Outcomes:

CO1: To analyze the political scenario in different parts of India during the 18th century.

CO2: To evaluate the administrative and diplomatic policies of the colonial government during the period of study.

CO3: To examine the economic and cultural developments during that period.

CO4: To discuss the major factors which led to the end of East India Company's rule in India.

Objectives:

Understanding what transpired after the Mughal Empire's decline led to the growth of several regional powers and taking advantage of their internal dissensions helped the European powers to establish their control over the subcontinent. It was the English East India Company who finally was able to establish their empire. This paper will try to understand the different expansionist policies taken by the East India Company consolidate their hold over India till 1857.

SEMESTER V

Course Code: HISHC1011 Course Title: History of Modern Europe- I (c. 1780-1919)

Course Objectives:

The objective of this course is to acquaint the students with the Crisis and Transition of the Middle Age,

(ii) The Renaissance and Reformation, the Political and Scientific Developments of 16th and

(iii) 17th Century Mercantilism, Colonialism Industrial Revolution, the revolutions in America and France.

Course Code: HISHC1012 Course Title: HISTORY OF INDIA VII (c. 1750 - 1857)

(i) The learners will have an idea about the various sources and historiography of the Mughal period

(ii) Expansion of the Mughal rule, the Sufi orders

(iii) Auragzeb's religious policy, religious institutions, Decline of the Mughal Empire, Growth of regional polities and state formation under the Rajputs and the Marathas.

(iv) 18th Century Debate

(v) Trade, craft, monetary and market system, urban centres and Indian Ocean trade networks

Course Code: HISHDSE501 Course Title: EARLY AND MEDIEVAL ASSAM TILL 1826.

Objective:

The objective of this paper is to give a general outline of the history of Assam from the 13th century to the occupation of Assam by the English East India Company in the first quarter of the 19th century. It aims to acquaint the students with major stages of developments in the political, social and cultural history of the state during the most important formative period

Course Code: HISHDSE502 Course Title: HISTORY OF MODERN ASSAM: 1826 –1947

Objective:

The course aims at acquainting the students with the socio-political and economic developments in Assam during the Colonial regime. It also deals with the growth of Nationalism and the role of the Provinces in the National Movement for independence.

SEMESTER VI

Course Code: HISHC1013 Course Title: HISTORY OF INDIA VIII (c. 1857 - 1950)

Objective:

The course aims at acquainting the students with the socio-political and economic developments in India during the Colonial regime. It also deals with the growth of Nationalism and the role of the Provinces in the National Movement for independence

Course Code: HISHC1014 Course Title: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

Course Objective:

The Objective of this Course is to acquaint the Students with

CO1: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

CO2:Crisis of Feudalism in Russia and Experiments in Socialism

CO3: War and Crisis: c. 1880-1939 and

CO4: Post 1919 Political Development, Cultural and Intellectual Developments since c. 1850

Course Code: HISHDSE601 Course Title: Social and Economic History of Assam

Objective:

The objective of this course is to acquaint the students with

(i) The development of Caste, Social Classes and Occupational Groups in Ancient

Assam, the religion Beliefs and Practice,

(ii) Land grant, Trade, Society, the Neo-Vaishnavite Movement Patriarchy, *Satra*

Institutions,

(iii) Agriculture and Trade in Medieval Assam, the Growth of Modern Education and role of the Missionaries, Middle Class, Agriculture, Tea Industry and Transport System in Colonial Assam.

Objective:

The objective of this course is to acquaint the students with

(i) The development of Caste, Social Classes and Occupational Groups in Ancient

Assam, the religion Beliefs and Practice,

(ii) Land grant, Trade, Society, the Neo-Vaishnavite Movement Patriarchy, *Satra*

Institutions,

(iii) Agriculture and Trade in Medieval Assam, the Growth of Modern Education and role of the Missionaries, Middle Class, Agriculture, Tea Industry and Transport System in Colonial Assam.

Course Code: HISHDSE602 Course Title: Historiography

Objective:

This course aims to introduce the learners to important issues related to historical method including significant , historical trends and issues related with the historians craft.

Course Code: HISHDSE603 Course Title: HISTORY OF THE UNITED STATES OF AMERICA (c.1776-1945)

Understand the past: Students learn about major events in American history, such as the Declaration of Independence, the Constitution, and the Civil War

Appreciate heritage: Students learn about their own personal heritage and the heritage of the United States as a whole

Understand the present: Students learn how the past has shaped the present day

Make informed decisions: Students learn how to make responsible decisions for the future

Understand the role of freedom: Students learn about the history of freedom and liberty in the United States

Understand the role of courage: Students learn about stories of human courage and resilience, such as Abraham Lincoln's

MINOR

SEMESTER I

Course Code: MINHIS1

Course Title: History of Ancient India

Course Objectives:

This course aims to familiarize the students with a comprehensive understanding of Indian history from the Harappan period to the post-Gupta period in chronological order. By the end of the course, the students will be able to learn about the features of the Harappan

civilization, early states, Mauryan and post-Mauryan polities and the political scenario of India during the Guptas and the post-Gupta dynasties.

Course Outcomes:

CO1: Interpret the sources of ancient Indian history

CO2: Explain the origin and extent of Harappan culture and its major sites

CO3: Interpret the characteristics of the Vedic society and economy

CO4: Analyze the political developments of the Magadhan empire throughout the period

CO5: Evaluate the process of polity formation in the post-Mauryan period till c. 600 CE

CO6: Develop a chronological interpretation of the Gupta and post-Gupta polities.

SEMESTER II

Name of the Course: History of Medieval India

Code: MINHIS2

Course Outcomes:

CO1: To discuss the political history of India during the Delhi Sultanate.

CO2: To discuss the political history of India during the Mughals.

CO3: To explain the political developments in the 18th century.

CO4. To discuss the developments in the major religious trends and development in the art- - architecture in medieval India.

SEMESTER III

Name of the Course: History of Modern India (From 1757- 1947 A.D.)

Course Code: MINHIS 3

CO1: To examine the factors that led to the establishment of British rule in India

CO2: To analyze the growth and expansion of the British empire in India.

CO3: To develop a critical understanding of the British economic policies in India and its reactions.

CO4: To evaluate different movements that happened during this period.

SEMESTER IV

Course Code: MINHIS4

Course Objectives: This course aims to familiarize the students with a comprehensive understanding of Assam's history from early historic times to the coming of the British.

Course Outcomes:

CO1: Develop a chronological interpretation of early and medieval Assam

CO2: Evaluate the process of polity formation till the late 17th century AD.

CO3: Explain the causes of the decline of the Ahom state

CO4: Evaluate the nature of the Ahom state and its relations with the neighbouring states.

GENERIC**SEMESTER I**

Course Code: HISOEC 1 Course Title: Introduction to Culture and Heritage of Ancient India

Nature of Course: OEC/ GEC

Outcomes:

CO1: To explain the development of literature in ancient India.

CO2: To interpret various religious traditions of ancient India.

CO3: To explain the development of art and architecture during the period of study.

CO4: To interpret the cultural development during the period.

Semester: II

Name of the Course: Introduction to the Cultural Heritage of Assam

Course Code: HIS-OEC-2 Nature of the Course: OPEN ELECTIVE COURSE (OEC)

Course Outcomes:

CO1: To develop an understanding of the archaeological remains of early Assam.

CO2: To explain the development of art and architecture in the medieval period with special reference to the Ahom's.

CO3: To explain the religious and cultural developments of Medieval Assam.

CO4: To evaluate the development of religious institutions and literature in Medieval Assam.

Semester: III

Name of the Course: Introduction to Indian Freedom Struggle (1857-1947)

Course Code: HISOEC-3

Nature of Course: OPEN ELECTIVE COURSE (OEC)/GE Credit: 3 Marks: 60+40

Course Objectives: The course aims to acquaint the student with the history of the freedom struggle in India. It will familiarize the student with the various phases of the movement, the significant role of the freedom fighters, organizations, ideologies, and methods in uniting all the different sections of the society in fighting against the British colonial power. After

completion of the course, the student will be able to think critically about the significant events in modern India and at the same time able to comprehend and identify historical themes, causes, and effects.

Course Outcomes (COs):

CO1: Explain the different phases of the Freedom movements in India.

CO2: Analyse the role of the intelligentsia in the emergence of political consciousness

CO3: Compare the different political ideologies and approaches in the freedom movement.

CO4: Examine the policies and plans introduced by the British Parliament for Independence and transfer of power to India.

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POLITICAL SCIENCE

COURSE OUTCOMES

SEMESTER-I

Course Title: Understanding Political Theory

Course Code: PSCC1

Nature of Course: Major

Total Credits: 4

Distribution of Marks : 60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the evolution, approaches and relevance of the study of political theory

ILO1.1: Explain the conceptual underpinnings of political theory

ILO1.2: Distinguish the different approaches to political theory

ILO1.3: Interpret the decline and resurgence of political theory

CO2: Interpret various schools of thought in political theory

ILO2.1: Compare the tenets of liberal and classical traditions of political theory

ILO2.2: Distinguish the basic principles of modern and Marxist traditions of political theory

ILO2.3: Infer the contemporary relevance of these select traditions of political theory

CO3: Illustrate the contemporary perspectives in political theory

ILO3.1: Define the meaning and types of feminist political theory

ILO3.2: Explain the meaning, evolution and models of multiculturalism

ILO3.3: Describe the meaning and development of post-modernism

CO4: Explain the different concepts and theories of state and citizenship

ILO 4.1: Interpret the meaning and types of citizenship

ILO 4.2: Distinguish the different approaches to citizenship

ILO 4.3: Identify the types and functions of state and civil society

CO5: Assess the nature and diversities of democracy

ILO 5.1: Estimate the nature and functioning of different types of democracy

ILO 5.2: Analyse the important debates on democracy

Course Title: Concepts and Debates in Political Theory

Course Code : MINPSC1 :

Nature of Course : Minor

Total Credits: 4

Distribution of Marks : 60 (End-Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the concept and relevance of the study of political theory

ILO 1.1: Explain the conceptual underpinnings of political theory

ILO 1.2: Interpret the decline and resurgence of political theory

CO2: Examine the concepts of liberty, equality and justice in political theory

ILO 2.1: Compare the different dimensions of negative and positive liberty

ILO 2.2: Outline the important interpretations of equality of opportunity, welfare and resources

ILO 2.3: Infer the different types and dimensions of justice

O3: Assess the concepts of rights and democracy in political theory

ILO 3.1: Identify the various types of rights and their relevance in addressing societal needs

ILO 3.2: Outline the types of democracy and their functioning

ILO 3.3: Examine the interface of democracy and rights

CO4: Explain the concept of citizenship in political theory

ILO 4.1: Interpret the meaning and types of citizenship

ILO 4.2: Identify the debates around citizenship

O5: Evaluate the nature of state and civil society in political theory

ILO 5.1: Illustrate the nature and functioning of state and civil society

ILO 5.2: Examine the relationship between state and civil society

ILO 5.3: Identify the debates on state and civil society

Course Title: Human Rights

Course Code: GECPC1

Nature of Course: GEC: 3

Total Credits Distribution of Marks: :60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to

CO1: Describe the concept and the institutional frameworks of human rights

ILO 1.1: Identify the meaning, nature and scope of human rights

ILO 1.2: Outline the approaches to the study of human rights

ILO 1.3: State the institutional frameworks of human rights

CO2: Examine the functioning of human rights institutions in the Indian context

ILO 2.1: Discuss the constitutional provisions for the protection of human rights

ILO 2.2: Describe the human rights laws and institutions in India

CO3: Analyse the human rights movements in India

ILO 3.1: Identify the environmental, Dalit and women's movement

ILO 3.2: Relate these movements to contemporary socio-political realities

SEMESTER-II

Course Title: Indian Government and Politics

Course Code: PSCC2

Nature of Course: Major

Total Credits: 4

Distribution of Marks: 60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Describe the structure and features of the Indian Constitution

ILO 1.1: Identify the framing of the Indian constitution

ILO 1.2: State the major features of the Indian constitution

ILO 1.3: Outline the provisions of fundamental rights, fundamental duties and directive principles of state policy.

CO2: Examine the institutional design of the Indian constitution

ILO 2.1: Explain the composition powers and functions of the legislature, executive and judiciary

ILO2.2: Outline the functioning of the legislature, executive and judiciary

ILO 2.3: Interpret the interconnections between these institutions and their relevance in the present context

ILO 2.4: Analyse the debates concerning the working of these institutions

CO3: Assess the various dimensions of federalism in India

ILO 3.1: Identify the evolution of federalism in India.

ILO 3.2: Discuss the structure, features and functioning of federalism in India.

ILO3.3: Analyse the challenges of federalism in India.

ILO 3.4: Examine the politics of accommodation vis a vis federalism in India.

CO4: Analyse the process of decentralisation and local governance in India

ILO 4.1: Identify the constitutional provisions of local governance.

ILO 4.2: Outline the features of the 11th and 12th Schedule of the Indian Constitution.

ILO 4.3: Examine the working of the state institutions and their interactions with the socio-political environment at the grassroots level.

Course Title: Introduction to Indian Politics

Course Code: MINPSC2

Nature of Course: Minor

Total Credits: 4

Distribution of Marks: 60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Examine the various approaches in the study of Indian Politics

ILO 1.1: Describe the Liberal Marxist and Gandhian approaches to study Indian politics.

ILO 1.2: Relate these approaches to explain various dimensions of Indian politics.

CO2: Describe the structure and features of the Indian Constitution

ILO 2.1: Identify the framing of the Indian constitution

ILO2.2 State the major features of the Indian constitution

ILO 2.3: Outline the provisions of fundamental rights, fundamental duties and directive principles of state policy.

CO3: Assess the electoral processes in India.

ILO 3.1: Explain the evolution and development of party system in India.

ILO 3.2: Describe the emerging trends of party system in India.

ILO3.3: Examine the emerging debates of party system in India.

ILO3.4: Discuss the politics of representation in Indian democracy.

CO4: Evaluate the contemporary debates in Indian politics.

ILO 4.1: Identify the issues of class, caste, gender, religion, ethnicity in Indian politics.

ILO 4.2: Examine the contemporary relevance of these issues.

ILO 4.3: Assess the implications of these issues in the working of the state system.

Course Title Course Code Nature of Course Total Credits Distribution of Marks : : : : :
Understanding Gandhi and Ambedkar GECPC2 GEC 3 60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the ideas of Gandhi and their socio-political relevance.

ILO1.1: Describe Gandhi's socio-political visions and his major ideas.

ILO 1.2: Examine Gandhi's critique of modern civilisation and his views on alternative modernity.

ILO 1.3: Relate Gandhi's vision of development to the challenges of the globalised world.

CO2: Examine the ideas of Ambedkar and their socio-political relevance.

ILO 2.1: Describe Ambedkar's socio-political visions and his major ideas.

ILO 2.2: Identify Ambedkar's critique of Hindu social order and his views on caste and untouchability.

ILO 2.3: Relate Ambedkar's vision of social transformation to the socio-political realities of contemporary India.

CO3: Compare and contrast the views of Gandhi and Ambedkar

ILO 3.1: Examine the Gandhi – Ambedkar debate on caste

ILO 3.2: Illustrate the Gandhi – Ambedkar debate on Modernity

ILO 3.3: Analyse the relevance of the Gandhi – Ambedkar debate on caste and modernity in contemporary times.

SEMESTER-III

Course Title: Introduction to Comparative Government and Politics

Code: C 5

Nature of Course: Major

Total Credits: 6

Distribution of Marks: 80 (End -Sem) +20(In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the conceptual and theoretical categories of comparative politics

ILO 1.1: State the meaning of comparative politics

ILO 1.2: Identify the different approaches to the study of comparative politics

CO2: Evaluate different political-economic systems

ILO 2.1: Classify the different systems of production

ILO 2.2: Outline the distinctions between various forces of globalization

CO3: Analyse the processes of colonization and decolonization

ILO 3.1: Show the impact of colonization on contemporary societies

ILO 3.2: Relate decolonization movements with contemporary institutional structures

CO4: Interpret the constitutional and political developments of various states

ILO 4.1: Outline the developments in the USA, UK and Brazil

ILO 4.2: Outline the developments in China and Nigeria

Course Title: Perspectives on Public Administration

Code: C 6

Nature of Course: Major

Total Credits: 6

Distribution of Marks: 80 (End -Sem) +20(In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Describe the basic tenets of Public Administration

ILO 1.1: State the meaning and nature of public administration

ILO 1.2: Describe the evolution of public administration

ILO 1.3: Identify the distinction between public and private administration

CO2: Analyse the theoretical categories of public administration

ILO 2.1: Explain the classical theories of public administration

ILO 2.2: Identify the different approaches to contemporary theories of public administration

CO3: Evaluate the relevance of public policy

ILO 3.1: Interpret of the different approaches to public policy

ILO 3.2: Assess the formulation and implementation of public policy

ILO 3.3: Analyse people's participation in public policy implementation

CO4: Assess emergent discourses in public administration

ILO 4.1: Discuss the concepts of New Public Management and New Public Service

ILO 4.2: Explain the practice of Good Governance

ILO 4.3: Interpret Feminist Perspectives to public administration

Course Title: Perspectives on International Relations and World History

Code: C 6

Nature of Course: Major

Total Credits: 6

Distribution of Marks: 80 (End -Sem) +20(In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the discipline of International Relations

ILO1.1: Outline the emergence of the international state system–

ILO 1.2: Explain the thesis of levels of analysis

CO2: Analyse various Theoretical Perspectives to the study of international relations

ILO 2.1: Explain realist and liberal approaches to international relations

ILO 2.2: Relate current international developments to the appropriate theoretical perspectives

CO3: Examine Critical Perspectives to the study of international relations

ILO 3.1: Outline the alternate theories to the study of international relations

ILO 3.2: Assess the relevance of mainstream and alternate theories in analyzing the international system

CO4: Evaluate the Twentieth-Century IR History

ILO4.1: Discuss the causes and consequences of World War I and World War II

ILO 4.2: Interpret the significance of the Bolshevik Revolution, Rise of Fascism / Nazism

CO5: Assess the implications of the Cold War and Post-Cold War politics

ILO 5.1: Examine the major political developments in the Cold War period

ILO 5.2: Explain post-Cold War developments

ILO 5.3: Identify various challenges of newly independent countries

Course Title: Governance: Issues and Challenges

Course Code: GE-3B

Nature of Course - GE

Total Credits: 6

Distribution of Marks : 80 (End -Sem) +20 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the processes of governance

ILO 1.1: Discuss meaning and concepts of Government and Governance

ILO 1.2: Examine the role of the state in the era of globalisation.

CO2: Appraise the process of governance in development.

ILO 2.1: Identify the changing dimensions of development.

ILO 2.2: Discuss democracy through good governance.

CO3: Assess environmental governance and its intricacies.

ILO 3.1: Outline the various facets of Human-Environment Interaction

LO 3.2: Explain the concept and practice of Green Governance

CO4: Argue for complex forms of local governance

ILO 4.1: Discuss democratic decentralisation and people's participation in governance.

ILO 4.2: Identify Indigenous forms of local governance and their relevance

CO5: Evaluate good governance initiatives in India

ILO 5.1: Assess various legislative initiatives

ILO 5.2: Examine more inclusive ways of implantation of policies.

SEMESTER-IV

Course Title: Political Processes and Institutions in Comparative Perspective

Course Code: C 8

Nature of Course : Major

Total Credits: 6

Distribution of Marks : 80 (End -Sem) +20 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse various approaches to the study of Comparative Politics

ILO 1.1: Identify the different variables in comparative analyses

ILO 1.2: Interpret various cultural norms and institutions as tools to study comparative politics

ILO 1.3: Associate institutions and structures with comparative approaches

CO2: Evaluate the intricacies of electoral and party systems.

ILO 2.1: Explain how various electoral systems work

ILO 2.2: Inter-relate various party systems and the contexts

ILO 2.3: Associate the party systems in the UK and USA with larger comparative political analyses

CO3: Appraise the concept of and developments around the nation-state

ILO 3.1: Outline the rise of the nation-state.

ILO 3.2: Differentiate the institutions of nation and state

CO4: Assess democratization as a political process.

ILO 4.1: Outline the historical and contemporary developments around democratization

ILO 4.2: Explain democratization in postcolonial, post-authoritarian and post communist states

CO5: Examine federalism as an idea and a political process

ILO 5.1: Discuss the various debates around federalism

ILO 5.2: Classify and generalize various forms of federation

Course Title: Public Policy and Administration in India

Course Code: C 9

Nature of Course : Major

Total Credits: 6

Distribution of Marks : 80 (End -Sem) +20 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the theoretical understandings of public policy discourse

ILO 1.1: Explain the meaning, nature and scope of public policy discourse

ILO 1.2: Outline the Evolution of the Discipline

ILO 1.3: Apply the appropriate Approaches and Models of Policy Analysis to Public Policy Making

CO2: Evaluate public policy management and role of institutions

ILO 2.1: Examine the Role of Legislature, Executive, Judiciary in public policy making

ILO 2.2: Assess the role of the Bureaucracy, Pressure Groups, Political Parties, Media, Civil Society Organizations in public policy making

CO3: Analyse the processes of policy implementation

ILO 3.1: Outline the approaches: top-down and bottom-up.

ILO 3.2: Evaluate the problems of policy implementation and the role of bureaucracy

ILO 3.3: Relate the role of policy research institutions and think tanks in public policy making

CO4: Outline the process of public policy making in India

ILO 4.1: State the developments in the Nehruvian era

ILO 4.2: Discuss the changes in policy making in the post- Liberalisation era

CO5: Analyze public policy developments in India

ILO 5.1: Discuss people's resistance movements in the field of land and environmental issues

ILO 5.2: Illustrate tribal policies and rural development policies

ILO 5.3: Develop interface between people's movements and policy making in addressing socio-economic problems

Course Title: Global Politics

Course Code: C 10

Nature of Course : Major

Total Credits: 6

Distribution of Marks : 80 (End -Sem) +20 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Explain the nature and processes of globalization

ILO 1.1: State the features and types of globalization

ILO 1.2: Explain the major debates on globalization

CO2: Evaluate the role of the important institutions of global politics

ILO 2.1: Identify the functions of international institutions

ILO 2.2: Assess the significance of global resistance movements

ILO2.3: Examine the impact of international institutions in addressing global issues

CO3: Explain the major global issues in the contemporary world

ILO 3.1: Identify the major features of the nuclear non-proliferation regime and climate regime

ILO 3.2: State the strategies of terrorism and state responses

ILO 3.3: Explain the different dimensions of human security

CO4: Examine the major debates in global politics

ILO 4.1: Discuss the major debates on nuclear proliferation

ILO 4.2: Relate the debate on global commons to contemporary resource politics

ILO 4.3: Distinguish national security from human security.

CO5: Analyse the significance of global shifts

ILO 5.1: Outline the emerging trends of global governance

ILO 5.2: Apply the main tenets of the Global North-South debates in identifying major global shifts

Course Title: Politics of Globalization

Course Code: GE4A

Nature of Course : GE

Total Credits: 6

Distribution of Marks : 80 (End -Sem) +20 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Explain the nature and processes of globalization

ILO 1.1: State the features and types of globalization

ILO 1.2: Explain the major debates on globalization

CO2: Evaluate the role of the important institutions of global politics

ILO 2.1: Identify the functions of international institutions

ILO 2.2: Assess the significance of global resistance movements

ILO2.3: Examine the impact of international institutions in addressing global issues

CO3: Explain the major global issues in the contemporary world

ILO 3.1: Identify the major features of the nuclear non-proliferation regime and climate regime

ILO 3.2: State the strategies of terrorism and state responses

ILO 3.3: Explain the different dimensions of human security

CO4: Examine the major debates in global politics

ILO 4.1: Discuss the major debates on nuclear proliferation

ILO 4.2: Relate the debate on global commons to contemporary resource politics

ILO 4.3: Distinguish national security from human security.

CO5: Analyse the significance of global shifts

ILO 5.1: Outline the emerging trends of global governance

ILO 5.2: Apply the main tenets of the Global North-South debates in identifying major global shifts

SEMESTER-V:

Course Title: Classical Political Philosophy

Course Code: C11

Nature of Course: Major

Total Credits: 6

Distribution of Marks: 80 (End -Sem) +20 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse various approaches to the interpretation of text

ILO 1.1: Explain Marxian, Totalitarian, Psychoanalytic perspectives

ILO 1.2: Analyse Feminist, Straussian, postmodernist interpretations

CO2: Evaluate Ancient Political Thought

ILO 2.1: Interpret Plato's Ideas and Philosophy

ILO 2.2: Examine Aristotle's views on citizenship, Justice, State and Revolution

CO3: Assess the significance of Machiavellian discourse

ILO 3.1: Relate Machiavellian ideas on virtue and religion to contemporary political development

ILO 3.2: Assess the importance of Machiavelli's views on Republicanism, morality and statecraft
CO4: Analyse Hobbes' views on the state of nature

ILO 4.1: Explain atomistic individualism and the State of Nature

ILO 4.2: Discuss the formation of the state through Social Contract

CO5: Evaluate Lockean discourse

ILO 5.1: Explain the laws of Nature, Natural Rights and Property

ILO 5.2: Relate Lockean view on the right to liberty to modern state system

Course Title: Indian Political Thought-I

Course Code: C 12

Nature of Course : Major

Total Credits: 6

Distribution of Marks : 80 (End -Sem) +20 (In-Sem)

This course introduces the specific elements 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. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

Unit-I: Traditions of Pre-colonial Indian Political Thought –

Emergence of Brahmanic and Shramanic (Buddhist and Jainism Philosophies) traditions and their basic tenets;

Emergence of Islamic Traditions in India and
the development of Hindu-Muslim Syncretism.

Unit-II: Rajadharma- Origin,

Relation between Kinship and the State,

Duties of the King; Kautilya- views on Statecraft,

Elements of the State (The Saptanga Theory)

Unit- III: Manu: Social Laws –Sources, Dharma of the four Classes and governance,

Rules relating to Law,

Rules of Action in Terms of Adversity.

Unit- IV: Aggannasutta (Digha Nikaya)- Theory of kingship-Origin,

Social Classes, Notion of Sovereignty,

Views on State and Ideal State.

Unit-V: Barani: Ideal Polity;

Abul Fazal: Monarchy;

Kabir: Syncretism

Course Title: Contemporary Politics in Assam

Course Code: DSE-1B

Nature of Course : DSE

Total Credits: 6

Distribution of Marks : 80 (End -Sem) +20 (In-Sem)

The primary aim of this paper is acquaint with the students with the politics of contemporary Assam and its neighbouring states. Moreover, being located in the Northeast region it is invariably the concern of the students to have proper understanding of the region.

Unit – I : Composite state of Assam and its Dismemberment-

Geo-political features, Colonial Legacy, Social Heterogeneity,

Assamese Nationality Question

Unit – II: Politics of Autonomy in Assam:

Regionalism and sub-regionalism –

Demand for Autonomous state,

Demand for Separate State,

Demand for Sixth Schedule

Unit – III: Politics of Ethnicity in Assam:

Politics of migration and its impact on identity Movements –

Language movements –

Foreign national movement –

Insurgency and Secessionist movements.

Unit – IV: Inter-State border disputes

Assam-Nagaland,

Assam-Meghalaya,

Assam-Arunachal Pradesh

Unit – V: Politics of Development-

Development induced Displacement,

Environment Large dams

Course Title: Human Rights in a Comparative Perspective

Course Code: DSE-2A

Nature of Course : DSE

Total Credits: 6

Distribution of Marks : 80 (End -Sem) +20 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Describe the concept and the institutional frameworks of human rights

ILO 1.1: Identify the meaning, nature and scope of human rights

ILO 1.2: Outline the approaches to the study of human rights

ILO 1.3: State the institutional frameworks of human rights

CO2: Examine the functioning of human rights institutions in the Indian context

ILO 2.1: Discuss the constitutional provisions for the protection of human rights

ILO 2.2: Describe the human rights laws and institutions in India

CO3: Analyse the human rights movements in India

ILO 3.1: Identify the environmental, Dalit and women's movement

ILO 3.2: Relate these movements to contemporary socio-political realities

SEMESTER-VI

Course Title: Modern Political Philosophy

Course Code: C13

Nature of Course: Major

Total Credits: 6

Distribution of Marks: 80 (End -Sem) +20 (In-Sem)

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

Unit-I : Modernity and its discourses – Concept of Modernity,

Renaissance, Enlightenment;

Modernity and liberalism,

Modernity versus postmodernism,

Gandhi's Critique to modern civilization

Unit-II: Romantics- Jean Jacques Rousseau –Social Contract,

General Will, local or direct democracy, self government, origin of inequality;

Mary Wollstonecraft- Women and paternalism;

critique of Rousseau's idea of education

Unit-III: Liberal socialist-John Stuart Mill- Liberty,

suffrage and subjection of women,

right of minorities; utility principle.

Unit IV. Radicals- (i) Karl Marx -Alienation;

difference with other kinds of materialism;

Gramsci-Hegemony

Unit-V: Radicals- (ii) Alexandra Kollontai- Views on Morality;

socialization of housework; disagreement with Lenin,

Noam Chomsky- Manufacturing Consent

Course Title: Indian Political Thought-II

Course Code: C14

Nature of Course: Major

Total Credits: 6

Distribution of Marks: 80 (End -Sem) +20 (In-Sem)

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

Unit-I: Introduction to Modern Indian Political Thought: Trends and Genesis

Unit-II: Reformist Political Thought-

Rammohan Roy- Rights – Freedom of Press, Civil Liberties, Gender;

Pandita Ramabai: Gender- Women's Education, Sarada Sadan

Unit-III: Nationalist Political Thought:

Gandhi: Swaraj;

Nehru: Secularism;

Tagore: Critique of Nationalism

Unit-IV: Thoughts For Social Change:

Ambedkar: Social Justice;

Lohia: Socialism,

M.N. Roy: Radical Humanism

Unit-V: Thoughts of Cultural Nationalism:

Iqbal: Community;

Savarkar: Hindutva

Course Title: Public Policy in India

Course Code: C14

Nature of Course: DSE 3A

Total Credits: 6

Distribution of Marks: 80 (End -Sem) +20 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the theoretical understandings of public policy discourse

ILO 1.1: Explain the meaning, nature and scope of public policy discourse

ILO 1.2: Outline the Evolution of the Discipline

ILO 1.3: Apply the appropriate Approaches and Models of Policy Analysis to Public Policy Making

CO2: Evaluate public policy management and role of institutions

ILO 2.1: Examine the Role of Legislature, Executive, Judiciary in public policy making

ILO 2.2: Assess the role of the Bureaucracy, Pressure Groups, Political Parties, Media, Civil Society Organizations in public policy making

CO3: Analyse the processes of policy implementation

ILO 3.1: Outline the approaches: top-down and bottom-up.

ILO 3.2: Evaluate the problems of policy implementation and the role of bureaucracy

ILO 3.3: Relate the role of policy research institutions and think tanks in public policy making

CO4: Outline the process of public policy making in India

ILO 4.1: State the developments in the Nehruvian era

ILO 4.2: Discuss the changes in policy making in the post- Liberalisation era

CO5: Analyze public policy developments in India

ILO 5.1: Discuss people's resistance movements in the field of land and environmental issues

ILO 5.2: Illustrate tribal policies and rural development policies

ILO 5.3: Develop interface between people's movements and policy making in addressing socio-economic problems

Course Title: India's Foreign Policy in a Globalizing world

Course Code: C14

Nature of Course: DSE 4A

Total Credits: 6

Distribution of Marks: 80 (End -Sem) +20 (In-Sem)

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. 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, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

Unit I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Basic Determinants: Geography, Economic Development,

Political Traditions Evolution of India's foreign policy: personality and structures of decision making

Unit II. India's Relations with the USA and USSR/Russia Cold war years;

Post-cold war;

Changes and continuities

Unit III. India's Engagements with China

Nehruvian era;

Post-Nehruvian era;

Challenges in the post-cold war era: security and economic issues

Unit IV India in South Asia:

Debating Regional Strategies Bilateral: Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka
Institutional: SAARC,

India and ASEAN

Unit V India's Negotiating Style and Strategies

Trade, Environment and Security Regimes:

Nuclear, Climate Change, Foreign Economic Policy,

WTO negotiations and India's role;

India in the Contemporary Multipolar World: India role in the 21st century,

India role in the UN

SOCIOLOGY DEPARTMENT

COURSE OUTCOME

Curriculum Structure of FYUGP

Semester I

Title of the Course	:	INTRODUCTION TO SOCIOLOGY - I
Course Code	:	SOCC1
Nature of the Course	:	CORE (MAJOR)
Total Credits	:	04
Distribution of Marks	:	60 (End Sem) + 40 (In-Sem)

COURSE OUTCOME:

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

CO1:

Describe Sociology as a discipline by connecting it with various perspectives and its relation with Social Anthropology.

ILO:

- They will learn how to think Sociologically
- They will understand how different perspectives define and describe society differently.
- They can explain the factors responsible for emergence of Sociology
- They can identify the underlying factors linking emergence of sociology with the field of social Anthropology
- They can recognize the common factors which led to the emergence of sociology and social Anthropology
- They can recognize also how the field of study and methodology is different in Sociology and Social Anthropology

CO2:

Comprehend Sociology and its relations with Other Social Sciences

ILO:

- They can classify the common factors which trace relation between Sociology and Social Anthropology
- They can distinguish the differences of the beginning of Sociology and Social Anthropology
- They can associate the relationship between History and Sociology by emphasizing on both common and uncommon factors related to the nature and scope of the disciplines.
- They can explain the nature and scope of Sociology, Social Anthropology and History.
- They can defend the fact that Sociology depends on History in order to study the historical development of Society.
- They can interrelate human societies and their development over time by linking it with past events, people, and societies focusing on the specific time periods and their impact on the present.

CO3:

They can apply their knowledge to understand some of the Basic concepts

related to Sociology.

ILO:

- They can analyze the relationship between Individual and Group.
- They can categorize the factors which helps humans to become associated with groups.
- They can classify different types of groups.
- They can compare the forming, norming and structuring processes of different groups.
- They can examine how groups are different from each others based on size and structure and its formation process.
- They can illustrate the idea that how group dynamics play a significant role in human lives for their survival in society.
- They can utilize this knowledge to further understand how intra and inter group conflict arises in society based on the structuring processes of group dynamics.
- They can distinguish between Associations and Institutions.
- They can relate and separate the norms, ideas and established rules and procedures related to the creation and formation of Institution and Association

CO4:

They will be able to evaluate and assess the importance, meaning and role of Social Change as a process in Society by highlighting its Direction and Dimensions

ILO:

- They can explain the meaning of Social Change
- They can assess the idea that social change is a process that is related with culture, economy, technology and other societal forces.
- They can contrast and compare the different dimensions of social change.
- They can determine the various directions to the process of Social Change
- They can develop a critique based on their understanding on how the alteration of mechanisms within the social structure is characterized by changes in the cultural symbols and rules of behaviours.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	Sociology: Discipline and Perspectives • Thinking Sociologically • Emergence of Sociology and Social	12	03	0	15

Title of the Course	:	SOCIOLOGICAL PERSPECTIVES
Course Code	:	MINSOCl
Nature of the Course	:	MINOR
Total Credits	:	04
Distribution of Marks	:	60 (End Sem) + 40 (In-Sem)

COURSE OUTCOME:

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

CO1:

Understand Functionalism as a theoretical perspective to describe society

ILO:

- Learn Redcliff Brown's structural functional approach.
- Understand Emile Durkheim's views on Functionalism and how he describes society by applying this perspective.

CO2:

Comprehend the idea of Interpretive Sociology.

ILO:

- Understand Interpretive Sociological Approach
- Explain Max Weber's concept of Interpretive Sociology.

CO3:

Analyse Conflict Perspective to understand society

ILO:

- Understand Karl Marx's views on conflict and its role in Society
- Explain Ralf Dahrendorf's views on class, labour and conflict in society

CO4:

Explain symbolic interactionism as a sociological perspective to understand society

ILO:

- Understand how Herbert Blumer describes society through the lens of Symbolic interactionism
- Explain George Herbert Mead's understanding and identify his contributions in the development of Symbolic interactionism as a theoretical perspective.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	Sociological Perspective Functionalism: • Redcliff Brown, • Durkheim	18	2	0	20
2 (15 Marks)	Interpretive Sociology • Max Weber	09	1	0	10
3 (15 Marks)	Conflict Perspective • Karl Marx, • Ralf Dahrendorf	13	2	0	15
4 (15 Marks)	Interactionism • Herbert Blumer, • George Herbert Mead	13	2	0	15

	Total	53	07	0	60
<i>Where,</i>	<i>L: Lectures</i>	<i>T: Tutorials</i>	<i>P: Practicals</i>		

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1	CO1		
Conceptual Knowledge	CO1, CO2	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Procedural Knowledge	CO3	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	S	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	S	M	M	M	S	S	S
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

S= STRONGLY CORRELATED

M=MODERATELY CORRELATED

Title of the Course	:	INTRODUCTION TO SOCIOLOGY
Course Code	:	GECSOC1
Nature of the Course	:	GENERIC ELECTIVE COURSE (GEC)
Total Credits	:	03
Distribution of Marks	:	60 (End Sem) + 40 (In-Sem)

Course Outcomes:

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

CO-1:

To comprehend the development process of the discipline and its relation to others

ILO:

- To describe the process behind the development of sociology in west.
- To illustrate the scope and nature of the discipline.
- To interrelate to the essence of the discipline with other social sciences.

CO-2:

To apply a sociological way of thinking relating to different concepts

ILO:

- To define sociological concepts.
- To identify the nature and function of social elements exist in the social structure.
- To explain the process of socialization and its necessity for social life.
- To interpret social control and the processes of social change.

CO-3

To analyse the importance of social stratification and social mobility to explain social behaviour and human relation in society

ILO:

- To define the meaning of social stratification and social mobility.
- To examine caste, class and gender as different forms of social stratification and social mobility.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	Nature and Scope of Sociology • History of Sociology • Relationship of Sociology with other social sciences • Anthropology • History	13	2	0	15
2 (10 Marks)	Sociological Concepts -I • Status and Role • Groups • Culture • Structure and function	8	2	0	10
3 (10 Marks)	• Sociological Concepts -II • Socialization	8	2	0	10

	Social control and Change				
4 (20 Marks)	Social Stratification and Mobility - Meaning, Nature - Forms- Caste, Class and Gender	8	2	0	10
	Total	37	8	0	45
<i>Where, L: Lectures T: Tutorials P: Practicals</i>					

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO1	CO2			
Procedural knowledge				CO3		
Metacognitive knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	M	S	S	M	M	S	S	M	S	M	S	M	S	S
CO2	S	S	S	S	S	M	M	S	S	M	S	S	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	S	S	M	S	S

S= STRONGLY CORRELATED

M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT:

Two Internal Examination -
Group Discussion
Seminar presentation on any of the relevant topic
Viva-Voce

(40Marks)

20Marks -
07 Marks
10 Marks
3 Marks

SUGGESTED READINGS:

Title of the Course	:	INTRODUCTION TO SOCIOLOGY – II
Course Code	:	SOCC2
Nature of the Course	:	CORE (MAJOR)
Total Credits	:	04
Distribution of Marks	:	60 (End Sem) + 40 (In-Sem)

COURSE OUTCOME:

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

CO1:

Analyze the meaning of Sociological Perspective and how they are related to the explanation of Society

ILO:

- Explain Functionalism as a sociological perspective
- Illustrate the contribution of Redcliff Brown to Functionalism
- Distinguish between Redcliff Brown and Emile Durkheim's contribution to functionalism

CO2:

Students will be able to assess social interaction from the perspective of Weberian interpretative Sociology

ILO:

- Explain the core ideas of Interpretative Sociology
- Illustrate Max Weber's contribution to Sociology and its methodology

CO3:

Students will be able to examine the core ideas in conflict perspective for understanding social reality

ILO:

- Explain the core ideas in Marxian conflict theory
- Compare Ralf Dahrendorf conflict theory with the conflict theory of Marx

CO4:

Examine the importance of interactionism as a theoretical perspective in understanding social reality

ILO:

- Interpret the core ideas in Interactionism
- Illustrate George Herbert Mead's ideas on the underlying process of human interaction in the society
- Compare the ideas of Herbert Blumer with Mead on human interaction in society

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	Sociological Perspective • Functionalism: • Redcliff Brown, Durkheim	18	2	0	20
2 (15 Marks)	Interpretive Sociology • Max Weber	09	1	0	10

Where, *L: Lectures* *T: Tutorials* *P: Practicals*

P: Practicals

$K = 1, 1$	$D = 1, 1$	$H = 1, 1$	$A = 1$	$\bar{A} = 1$	$E = 1, 1$	$G = 1$
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[illegible]

Title of the Course	:	SOCIOLOGY OF INDIA
Course Code	:	MINSOC2
Nature of the Course	:	MINOR
Total Credits	:	04
Distribution of Marks	:	60 (End Sem) + 40 (In-Sem)

COURSE OUTCOME:

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

CO1:

Evaluate the institutions and processes of Indian society.

ILO:

- Comprehend Indian society as a plural society and classify the emergent trends of pluralism
- Categorize the different social institutions of India and its changing trends, nature and characteristics.

CO2:

Apply sociological lens to view Indian realities.

ILO:

- Explain the process of social formation of identities and changes in Indian society.
- Interpret the challenges and contradictions faced by Indian society in recent times.

CO3:

Analyse different social movements and recognize that these movements have been a response to the historical discrimination, marginalization, and neglect faced by different ethnic and linguistic groups in India

ILO:

- Understand the concept of ethnicity and Identity
- Explain what is the meaning of "Dalit" and the concept of Dalit movement
- Describe different stages and forms of Dalit movements in India;
- Identify the Dalit leaders and their contribution.
- Explain the structural and cultural reasons for Dalit uprising.
- Describe women's movement as an important variant of social movement
- Explain how women's issues are raised in the reform movements of nineteenth and early twentieth centuries.
- State and describe the basic aspects of women's organisations, issues and their role in the movement.
- Describe the changing facets of women's movement in the Post-Independence period.

CO4:

Analyze the evolution and contemporary challenges of state institutions and the role of the state in addressing the challenges of growth, modernization and globalization.

ILO:

- Understand the stages of communalism
- Distinguish between communalism and secularism

- Comprehend that communalism, regionalism, and secularism are political ideologies with different belief systems.
- Recognize regionalism as a political philosophy, which has its roots in the regional and cultural diversity of India.

UNITS	CONTENTS	L	T	P	Total Hours
1 15 Marks)	India as a Plural Society • Meaning of plural society. • Emerging trends of pluralism- political, economic and culture.	13	2	0	15
2 (15 Marks)	Social Institutions and Practices • Meaning and definition • Meaning, definition, characteristics and changing trends –Caste, Tribe, Class.	13	2	0	15
3 (15 Marks)	Identities and Change • Ethnic Movement • Dalits' Movement • Women's Movement	13	2	0	15
4 (15 Marks)	Challenges to State and Society • Communalism • Secularism • Regionalism	13	2	0	15
Total		52	8	0	60

Where,

*L: Lectures**T: Tutorials**P: Practicals*

Cognitive Map of Course Outcome with Bloom's Taxonomy

Knowledge	Remember	Understand	Apply	Analyze	Evaluate	Create
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Title of the Course	:	INDIAN SOCIETY: IMAGES AND REALITIES
Course Code	:	GECSOC2
Nature of the Course	:	GENERIC ELECTIVE COURSE (GEC)
Total Credits	:	03
Distribution of Marks	:	60 (End Sem) + 40 (In-Sem)

Course outcomes:

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

CO-1:

To describe the sociological explanation about Indian society and its ideas

ILO:

- To locate India as nation.
- To locate India as civilization.

CO-2:

To explain the major social institutions of Indian society and the processes of functioning of these institutions.

ILO:

- To distinguish the features of village and town.
- To discuss about caste and religion in creating values in Indian society and politics.
- To analyse the understanding of variability and changes relating to family.
- To critique the construction of gender in Indian society.

CO-3:

To critically analyse the concepts of civilization, colony and nation in Indian context

ILO:

- To illustrate the ideas of civilization, colony and nation critically.
- To outline the ideas of recasting of family, gender, caste etc. in contemporary Indian context.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	Sociological understanding of Ideas of India: Civilization • Colony • Nation and • Society	11	2	0	13
2 (15 Marks)	Institutions and Processes • Village, • Town • Caste, • Religion.	10	2	0	12

3 (10 Marks)	Family and Gender • Social Construction of Gender • Form and Formation of Family	7	1	0	8
4 (15 Marks)	Critical understanding of : • Civilization, colony, • Nation and society	10	2	0	12
Total		38	7	0	45

Where, L: Lectures T: Tutorials P: Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge	CO1		CO2			
Procedural knowledge				CO3		
Metacognitive knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	S	S	S	S	M	S	M	S	M	M	M	S	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	S	S	M	S	S

S= STRONGLY CORRELATED

M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT:

Two Internal Examination -
Group Discussion
Seminar presentation on any of the relevant topic
Viva-Voce

(40Marks)

20Marks -
07 Marks
10 Marks
3 Marks

SUGGESTED READING:

Core Course 05 POLITICAL SOCIOLOGY

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.

	Classes	Tutorials	Marks
1. Contextualising the study of Political Sociology	4	1	15
1.1 Nature , Scope and Development of political Sociology			
2. Basic Concepts	12	2	25
2.1 Power and Authority(Max Weber and Anthony Giddens)			
2.2 State, Governance and Citizenship			
2.3 Elites and the Ruling Classes (Parito , Bottomore and C.W. Mills			
2.4			
3. Political Systems :	11	2	20
3.1 Segmentary			
3.2 Totalitarian			
3.3 Democratic			
4. Everyday State, Local Structures of Power:	11	2	20
4.1 Panjichayati Raj			
4.2 Autonomous Council			
4.3 Development Council			

COURSE CONTENTS AND ITINERARY

1. Contextualising the study of Politics (Weeks 1-2)

1.1.1 Eisenstadt, S. N. '1971, 'General Introduction : The Scope and Development of Political Sociology' in *Political Sociology: A Reader Basic Books*, New Your Publication, pp 3-24.

1.1.2 Lewellen, Ted. 2003, 'The Development of Political Anthropology' in *Political Anthropology: An Introduction (Third Edition)*, Praeger, pp. 1- 14.

2. Basic Concepts (Weeks 3 – 8)

2.1 Power and Authority

2.1.1 Weber, Max. 1978, *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54.

2.1.2 Lukes, Steven. 2005, *Power: A Radical View*, 2nd Ed., Hampshire : Palgrave, pp. 14-49.

2.2 State, Governance and Citizenship

2.2.1 Mitchell, Timothy. 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader*, Oxford: Blackwell, 2006, pp. 169-85

2.2.2 Burchell, Graham et al (Eds), 1991, *The Foucault Effect: Studies in Governmentality*, The University of Chicago Press, Chapter 1, pp.1-51

2.2.3 Marshall, T.H. 1950, *Citizenship and Social Class and Other Essays*, Cambridge University Press, pp. 10-27

2.2.4 Tilly, Charles. 1999, 'Where Do Rights Come From?' in Theda Skocpol (Ed) *Democracy, Revolution and History*, Cornell University Press, pp 55-72

2.3 Elites and the Ruling Classes

2.3.1 Mills, C. Wright, 1956. *The Power Elite, New Edition*, OUP, pp. 269-297.

2.3.2 Bottomore, T.B. 1993, *Elites and Society, 2nd Edition*, Routledge, pp. 15-34

2.3.3 Finner, S.E (selected and I introduced) translated by Derick Mirfin (1966) Vilfredo Pareto, *Sociological Writings*, London, Pall Mall Press Ltd. Pp 15 -80.

3. Political Systems : Segmentary, Totalitarian and Democratic (Weeks 9 – 11)

3.1.1 Fortes, M. and E.E. Evans Pritchard (Eds), 1940. *African Political Systems*. London: Oxford University Press, Chapter 8.

3.1.2 Tapper, Richard, 1990. 'Anthropologists, Historians, and Tribespeople' in Philip Shukry and Joseph Kostiner (Ed) *Tribes*

Core Course 06
Sociology of Religion

(6 credits)
Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective

The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

	Classes	Tutorials	Marks
1. Social and Religious	19	4	40
1.1. Formulating Religious			
1.1.1 Social definitions of religion			
1.1.2 Social functions of religion			
1.2 Asceticism and Accumulation			
1.2.1 Relationship between religion and socio economic action			
1.2.2 Contradiction between asceticism and accumulation			
1.3 Theodicy and Eschatology			
1.3.1 Social implications of the Idea of divine Justice			
1.3.2 Social implications of the idea of death and salvation			
1.4. State, Religion and Emancipation			
1.4.1 Religion and state			
1.4.2 Religion and community			
1.5. Religious and Solitude			
1.5.1 The isolation of the sacred			
1.5.2 The sacred community and exclusion			
2. Elements of Religious	8	1	20
2.1. Sacred, Myth, Ritual (meaning and significance) (Mythology from North East India can be used as reference for seminars and presentations as directed by the course teacher)			

2.2. Time-Space				
2.2.1	Transcendence and time			
2.2.2	Sacred marking of space			
2.3. Rationality				
2.3.1	Concept of rationality (Max Weber)			
2.3.2	Rationality in religion			
3. Techniques of Religious		11	2	20
3.1. Prayer				
3.1.1	Techniques of Prayer			
3.1.2	Prayer as a ritual			
3.2 Craft				
3.2.1	Types of crafts			
3.2.2	Functions of crafts			
3.3 Body				
3.3.1	Gestures			
3.3.2	Performance			

Course Contents and Itinerary

1. Social and Religious (Weeks 1-5)

1.1 Formulating Religious

1.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.

1.2 Asceticism and Accumulation

1.2.1. Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

2. Sen, Soumen. 1993. *Religion in North-East India*. New Delhi. Uppal Publishing House

Core Course 07
Sociology of Gender

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

	Classes	Tutorials	Marks
1. Gendering Sociology	9	1	15
1.1 Sociology of Gender: An Introduction			
1.2 Gender, Sex, Sexuality			
1.3 Concept of Masculinity and Femininity			
2. Gender Theories	11	2	25
2.1 Feminism (Liberal feminism, radical feminism and social feminism)			
2.2 Marxian theory of gender			
2.3 Queer theory of Gender			
3. Gender: Differences and inequalities	9	2	20
1.1			
3.1 Gender discrimination (family, caste, class and work)			
3.2 Gender and development			
3.3 Gender budgeting			
4. Gender, Power and resistance	6	2	20

4.1	Power and subordination (Patriarchy)			
4.2	Resisting and movements(LGBT movements)			

COURSE CONTENTS AND ITINERARY

Gendering Sociology: [Week 1]

S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26).

Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex” in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41)

4.2.3 Kumar, Radha. 1999. „From Chipko to Saru. The Contemporary Indian Women’s Movement” In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp342-369].

[Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].

Core Course 08

ECONOMIC SOCIOLOGY

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

	Classes	Tutorials	Marks
1. Perspectives in Economic Sociology	7	1	20
1.1 Formalism and Substantivism			
1.2 New Economic Sociology			
2. Forms of Exchange	7	2	15
2.1 Reciprocity and Gift			
2.2 Exchange and Money			
3. Systems of Production, Circulation and Consumption	17	2	30
3.1 Hunting and Gathering			
3.2 Domestic Mode of Production			
3.3 Peasant			
3.4 Capitalism			
3.5 Socialism			
4. Some Contemporary Issues in Economic Sociology	7	9	15
4.1 Development			
4.2 Globalisation			

COURSE CONTENTS AND ITINERARY

1. Perspectives in Economic Sociology (Weeks 1-4)

1.1 Formalism and Substantivism

Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. . Chapter 5. —After the Formalist-Substantivist Debate, pp. 72

– 99; Chapter 2. | Economy from the Ancient World to the Age of Internet. | Pp. 18 – 36.

Karl, Polanyi. *The Livelihood of Man*. New York: Academic Press, 1977. Chapters 1 & 2, —The Economistic Fallacy & Two meanings of Economic, Pp. 5-34

Wilk, Richard R. *Economies and Cultures*. Boulder, Colo.: Westview Press, 1996. Ch. 1, |Economic Anthropology: An Undisciplined Discipline|, pp. 1-18.

1.2. New Economic Sociology (Weeks 3-6)

Granovetter, M., —Economic Action and Social Structure: The Problem of Embeddedness, *American Journal of Sociology*, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.

Swedberg, R., —Major Traditions of Economic Sociology, in *Annual Sociological Review*, Vol.17, 1991, pp 251-276.

2. Forms of Exchange (Weeks 5-7)

2.1. Reciprocity and Gift

2.1.1. Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

2.1.2. Carrier, James G. *Gifts and Commodities*, London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.

2.2. Exchange and Money

Core Course 09

SOCIOLOGY OF KINSHIP

Total Credit-6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial= 1 hour
6 classes per week

Course Objective:

This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.

		Classes	Tutorials	Marks
1.Introduction:		12	2	25
1.1	Key Terms: Descent, Consanguinity, Filiation, Incest Taboo, Affinity, Family, Residence			
1.2	Approaches:			
1.2.1	Descent			
1.2.2	Alliance			
1.2.3	Cultural			
2.Family, Household and Marriage		08	2	20
2.1	Types of Family and changes			
2.2	Difference Between family and Household			
2.3	Types of marriage			
3.Re-casting Kinship		18	3	35
3.1	Relatedness- Concept and Type			
3.2	Kinship and Gender			
3.3	Re-imagining Families			
3.4	New Reproductive Technologies			
3.4.1	Types of New Reproductive techniques			
3.4.2	Social implications of New Reproductive Techniques on the family system			

Representations of Kinship and Marriage in Biographies, Popular Culture and Films would be examined by students through weekly presentations and term papers.

Core Course 10
Social Stratification

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This course introduces students to Sociological Study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

	Classes	Tutorials	Marks
1.Introducing Stratification (2 weeks)	12	2	25
1.1 Definition of Social stratification			
1.2 Idea of Inequality, Equality, Difference and hierarchy			
1.3 Patterns of Social Stratification- Closed and Open			
2.Theories of Stratification (5 Weeks)	8	1	15
2.1 Marx, Weber and Class			
2.2 Functionalism			
3.Identities and Inequalities(5 Weeks)	8	1	15
3.1 Caste, Race and Ethnicity			
3.2 Feminism and Gendered Stratification	10	3	25
4.Mobility and Reproduction (2 Weeks)			
4.1 Definition and types of social mobility			
4.2 Concept of Social reproduction			
4.3 Social Reproduction of- class and occupational categories			

COURSE CONTENTS AND ITINERARY

1. Introducing Stratification (2 weeks)

1.1 Worsley, Peter. *Introducing Sociology*. 2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408

1.2 Beteille Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

Core Course 11 Sociological Thinkers –I

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Objectives:

The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

	Classes	Tutorials	Marks
1. August Comte	08	3	20
1.1 Law of Human Progress			
1.2 Hierarchy of Sciences			
1. Karl Marx	10	1	20
2.1 Materialist Conception of History			
2.2 Capitalist Mode of Production			
3. Max Weber	10	1	20
3.1 Social Action and Ideal Types			
3.2 Religion and Economy			
4. Emile Durkheim	10	2	20
4.1 Social Fact			
4.2 Individual and Society			

COURSE CONTENTS AND ITINERARY

1. August Comte

- 1.1. Coser, Lewis, A: Masters of Sociological Thought, New York , Harcourt Brace Jovanovich 1977

2. Karl Marx (Weeks 1-5)

- 2.1. Intro : McLellan, David. 1975. *Marx*. London: Fontana Press. Pages: 7-23 (16)
- 2.2. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506
- 2.3. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506.

Core Course 12
Sociological Research Methods – I

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective: The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

	Classes	Tutorials	Marks
1. The Logic of Social Research(weeks 1-7)	22	2	35
1.1 What is Sociological Research? (a) Research , Science and Sociology. (b)Scientific Method : Positivist and Constructionist Interpretation of Science (c) Trend of Sociological Research , Sociological Imagination			
1.2 Objectivity in the Social Sciences (a) Objectivity as explained by Emile Durkheim (b)Objectivity as explained by Max Weber			
1.3 Reflexivity (a) The coming Crisis in Western Sociology –Methodological Approach (b) A Critique to Conventional Sociology : Reflexivity (Harold Garfinkle)			
2. Methodological Perspectives(weeks 8-11)	6	3	20
2.1 Comparative Method (a) Comparative Method in the works of Emile Durkheim, Max Weber and Redcliff Brown (b) Feminist Method : Approach and Design			
2.2 Feminist Method : Approach and Design			
3.Modes of Enquiry(weeks 12-14)	10	2	30
3.1 Theory and Research			

Core Course 13

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Sociological Thinkers II

Objective: To introduce students to post-classical sociological thinking through some original texts.

	Classes	Tutorials	Marks
1. Talcott Parsons	4	1	10
1.1 Social Systems			
2. Claude Levi-Strauss	5	1	10
2.1 Structuralism			
3. G. H. Mead and Erving Goffman	8	2	16
3.1 G. H. Mead: Mind, Self and Society			
3.2 Erving Goffman: Self in Everyday Life			
4. Peter L. Berger and Thomas Luckmann	4	1	10
4.1 Social Construction of Reality			
5. Max Horkheimer, T.W. Adorno and Herbert Marcuse	12	1	24
5.1 Max Horkheimer: Critical Social Theory			
5.2 T.W. Adorno: Knowledge Industry			
5.3 Herbert Marcuse: One Dimensional Man			
6. Pierre Bourdieu	5	1	10
6.1 Theory of Practice			

COURSE CONTENTS AND ITINERARY

Orientation to Post-Classical Theories/ Schools in Sociology (Week 1)

1. Talcott Parsons (Weeks 2-3)

Parsons, T. and E. Shils (eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers, pp. 3-29

2. Levi-Strauss (Week 4)

Levi-Strauss, C. 1993. "Structure and Dialectics", in *Structural Anthropology Volume I*. Harmondsworth: Penguin, pp. 232-242

3. G. H. Mead and Erving Goffman (Weeks 5-7)

Core Course 14

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

RESEARCH METHODS II

Objective: The course 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.

		Classes	Tutorials	Marks
1. Doing Social Research(weeks 1-4)		12	2	24
1.1	The Process of Social Research (a) Steps of Social Research (b) Research Design			
1.2	Concepts ,Hypothesis, Research Questions			
1.3	Field (Issues and Context)			
1.4	Sampling			
2. Methods of Data Collection(Weeks 5-9)		10	2	16
2.1	Survey Methods: Sampling, Questionnaire and Interview			
2.2	Observation: Participant and non-participant			
3. Quantitative and Qualitative Data Analysis (weeks 10-13)		16	3	30
3.1	Quantitative – Statistical Method			
3.1.1	Statistical Methods: Graphical and Diagrammatic Presentation of Data (Bar diagrams, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives).			
3.1.2	Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode).			
3.1.3	Measures of Dispersion(Standard Deviation, Variance and Covariance)			
3.2	Quantitative : Content Analysis, Case Study, Focused Group Discussion			

Discipline Specific Elective 03
Environmental Sociology

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

	Classes	Tutorials	Marks
1.Envisioning Environmental Sociology	10	1	25
1.1 Meaning , Definition, Nature and Scope			
1.2 Realist-Constructionist Debate			
2.Environmental Approaches	16	3	25
2.1 Treadmill of Production			
2.2 Ecological Modernization			
2.3 Environmental Risk			
2.4 Ecofeminism and Feminist Environmentalism			
2.5 Political Ecology			
3.Environmental Movements in India	12	3	30
3.1 Forest based movement – Chipko			
3.2 Water based movement – Narmada			
3.3 Land based movements – Anti-mining and Seed			
3.4 Anti Big Dam Movements in North East India			

C O U R S E C O N T E N T S A N D I T I N E R A R Y

1. Envisioning Environmental Sociology [Weeks 1-3]

1.1.1. Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1.(pp. 1-5).

1.1.2. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and

Discipline Specific Elective 04

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

SOCIOLOGY OF WORK

Course Objective:

The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialization made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise the paper goes on to provide an outline as to how values and ideals of pluralized industrialism(s) have caused an absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

	Classes	Tutorials	Marks
1. Interlinking Work and Industry	3	1	15
2. Forms of Industrial Culture and Organization	7	2	20
2.1 Industrialism			
2.2 Post Industrial Society.			
2.3 Information Society.			
3. Dimensions of Work	16	2	25
3.1 Alienation			
3.2 Gender			
3.3 Unpaid work and Forced Labour: Unpaid work: - Type of unpaid work: - 1. Unpaid Domestic work Unpaid care work. 2. Effects of Unpaid Domestic work on women and on children. 3. Forced Labour: Slavery, Debt Bondage & Human Trafficking.			
4. Work in the Informal Sector: 1. Street Vendors, Home based workers. 2. Social and Political Implications and Issues: Gender, Political power of agents, poverty, children & Child Labour.	12	2	20
5. Risk, Hazard & Disaster: Health & Safety, workplace hazards, disaster in workplace, Risk factor and its assessment.			

Discipline Specific Elective 06

Total Credit=6
 Total Marks 80+20=100
 Total Classes: 38
 Total Tutorials: 7
 Class duration: 1 class=1 hour
 1 tutorial = 1 hour
 6 classes per week

Course Objective:

Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay university way back in 1914. While the existence of a "Sociology in India" and "Sociology of India" have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc., sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender. This paper primarily provides perspectives of key Indian sociologists on some of these issues.

	Classes	Tutorials	Marks
1.G.S Ghurye	7	1	16
1.1 Caste and race			
1.2 City and civilization			
2.D.P Mukherjee	7	1	16
2.1 Tradition and Modernity			
2.2 Middle Class			
3. M.N Srinivas	4	1	8
3.1 Social change			
4.Verrier Elwin	4	1	8
4.1 Tribes in India			
5.B.R Ambedkar	8	1	16
5.1 Dalit Liberation			
5.2 Views on Education	4	1	8
6.Leela Dube			
6.1 Caste and Gender			

7.T.K Oomen	4	1	8
7.1 Social Transformation in India			

Discipline Specific Elective 09

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Societies in North East India

Course Objective:

The course 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. Further, this course aims to provide a sociological understanding of the specificity of world views of diverse communities along with the emerging socio economic processes of the region.

	Classes	Tutorials	Marks
1.Understanding North East India:	10	1	25
1.1 North East India as Illusive concept			
1.2 Historical evolution of the region			
1.3 Socio-political and economic diversities of North East India			
1.4 Demographic Structure and Changing patterns			
2.Conceptual framework to study Societies in North East India:	8	2	15
2.1 Caste, Class and Tribe			
2.2 Race, Ethnicity and Nationalism			
2.3 Development and Displacement, Land Alienation			
3.Societies in North East India and their World views:	8	2	15
3.1 Family, Marriage and Kinship			
3.2 Religions, Beliefs and Customs			
3.3 Tribal Mode of Production.			
4.Emerging Social Processes in North East India:	12	2	25
4.1 Identity Politics: Ethnic Assertions; Nationalism and Sub-nationalism in North East India.			
4.2 Changing land relations: Agrarian crisis, Commoditization and Privatization of land, Land alienation and displacement			
4.3 Emerging Power Structure: Role of Elite and Middle class.			
4.4 Globalization and Societies of North East India			

Course Contents and Itinerary

1. **Understanding North East India:** (3 Weeks)
Chauhe, S. K., 1973, *Hill Politics in North East India*, Bombay: Orient Longman.