

DALGOMA ANCHALIK COLLEGE

A UGC Recognised (2f & 12 B) Institute under Gauhati University

P. O.: Matia, Dist.: Goalpara (Assam), PIN: 783125

Ph: 03663-291011 (Office) / Cell: 9707212628/ 7002901373

Email: dalgomacollege1993@gmail.com

Website: www.dalgomaanchalikcollege.co.in



FIRST CYCLE NAAC ACCREDITATION 2022

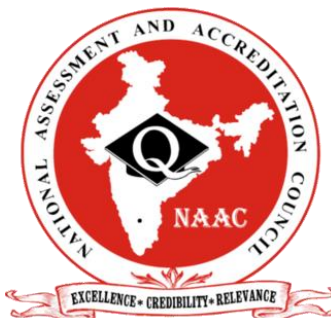
Criterion II Teaching, Learning and Evaluation

2.6 Student Performance and Learning Outcome (90)

2.6.1. Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Department wise Course Outcomes

Submitted to



THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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Department wise Programme Outcomes (POs) and Course Outcomes (COs)
Department of English

Submitted to



THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

**DEPARTMENT OF ENGLISH
DALGOMA ANCHALIK COLLEGE
PROGRAMME OUTCOMES (B. A. ENGLISH)**

The B. A. English syllabus prescribed by Gauhati University for the students of the under graduate courses of its affiliated colleges is designed to prepare the students to understand and use the English language effectively, build vocabulary and familiarize them with current ideas and issues as represented in some of the best examples of the texts written in English. The idea is to offer the students more and more choices, and with the adoption of this philosophy, not only new texts, but entirely new papers have also been added. English (General/Regular), Alternative English, English Communication, Elective English and English Honours/Major Courses are all designed to achieve this goal. In the B. A. English syllabus attention has been paid to emerging 'voices,' that is, voices originating in locations other than in the West. Indian English literature continues to receive the emphasis and importance it deserves, and this syllabus may see the consolidation of a vision predicated on promoting Indian culture – obviously through its literary manifestations. This is the case in all genres of writing: novel, drama, poetry and non-fictional prose.

The B. A. English syllabus is a preparatory step to higher studies in English and related disciplines, and therefore, the students are exposed to Theory, the kind that will help to open up their mental horizons and give them glimpses of the rigour that is now increasingly demanded in English studies which is moving away from de-contextualized studies of a few 'great' isolated texts. Such theory is incorporated particularly in the compulsory papers on Fiction and Drama, two papers on Criticism and Theory and in the optional paper on women's literature. On the whole a balance has been sought to be sustained between canonical works and newer kinds of writing. Most of the radical changes have been made in the Honours/Major courses, but the papers on General English, Alternative English and Elective English have also been adequately revised and every effort has been made to make them interesting for students who do not wish to or need not specialize in English literature. Some of the best critical books in a particular area have been chosen to supplement class-room teaching and these are included in the section Recommended Reading in each paper, and it is indeed strongly recommended that the students try to get hold of these books and read them (Many of these books are published by Indian publishers now, and should therefore be accessible and cheap). On the whole it is hoped that this syllabus will encourage and equip the students to take the next logical step in their career after getting their BA degrees, that is, enrol in various MA programmes if they are majoring in English, or pursue higher studies anyway, if they are not.

DEPARTMENT OF ENGLISH
DALGOMA ANCHALIK COLLEGE
PROGRAMME SPECIFIC OUTCOME (B. A. ENGLISH)

After successful completion of the B. A. in English Programme, the students are expected to achieve the following outcomes:

- The students will understand and have knowledge about the Indian Classical and European Classical traditions through their reading of a selection of translated texts across genres such as poetry and drama. The knowledge about the Indian Classical Literature and European Classical Literature in translation will encourage the students to think about world literatures and the possibility of cultural exchanges.
- The students will have the knowledge of the historical development of Indian Writing in English and the challenges faced by the early authors. They will also have knowledge about the partition of India and thus will be able to visualize the past through a revisit to the partition literature.
- The texts and ideas included in the papers covering Modern and Post-Modern English Literature will help the students know and understand the issues and ideas prevailing in the contemporary society. This will help the students develop an international outlook.
- The students will acquire knowledge about diverse societies and cultures, political and literary movements as the prescribed texts are contextualized in different socio-cultural events and movements.
- The students will understand and develop knowledge about the interrelation of life with literature through their study of a wide variety of texts and genres of literature.
- The students will develop a broader outlook as they study literatures of India, America and Africa, and some European nations.
- The students will have knowledge about the ideas and themes dealt by the authors, which will encourage them to explore more and more new ideas and motivate them to undertake a comparative study.
- The students will acquire knowledge and understanding to go for higher studies.

**DEPARTMENT OF ENGLISH
DALGOMA ANCHALIK COLLEGE
COURSE OUTCOMES
B. A. ENGLISH MAJOR AND GENERAL**

B. A. ENGLISH MAJOR

SEMESTER I

Course : The Social and Literary Context: Medieval and Renaissance

Paper :1.1

This paper aims to familiarise the students with the contexts of the English literary tradition. The students are expected to read and relate the circumstances that influenced, shaped and contributed to the process of literary production from the medieval period to the Renaissance. This paper helps the students know the literary history of the period from the Norman Conquest (1066) to the Restoration (1660).

Course: Medieval and Renaissance: Poetry and Plays

Paper: 1.2

In this paper the students will study poetry and drama that emerged against the literary and historical contexts studied in the previous paper.

SEMESTER II

Course: The Social and Literary Context: Restoration to the Romantic Age

Paper: 2.1

The objective of this paper is to acquaint the students with the contexts of the English literary tradition from the Restoration of Charles II and the reopening of the theatres in 1660 to the Age of Romanticism. The students are expected to understand the circumstances that influenced, shaped and contributed to the process of literary production and topics identified in this paper are necessary and useful markers.

Course: English Poetry, Drama and Fiction: Restoration to Romanticism

Paper: 2.2

In this paper the students will have the opportunity to study the literary texts that reflect the socio-cultural and political interests of the period studied in the previous paper and also examine the ways in which texts take part in and are produced by urgent issues of a time.

SEMESTER III

Course: The Social and Literary Context: The Victorian World

Paper: 3.1

This paper seeks to acquaint the students with the contexts of the English literary tradition as it develops in the Victorian age. The Students are expected to study the social and literary history of the Victorian world as a necessary preparation for the texts that they will encounter in the next paper.

Course: Victorian Poetry and Fiction

Paper: 3.2

The students will here encounter the poetry that is characteristic of the Victorian period – forms like the dramatic monologue, the love poem, pre-Raphaelite experiments and the beginnings of modern poetic experience in Hopkins. They will also find examples of the great Victorian fiction that closely followed the social concerns of the period and experimented with narrative voice and perspective.

SEMESTER IV

Course: The Social and Literary Context: Modernism and After

Paper: 4.1

This paper will acquaint the students with the circumstances that shaped the processes of literary production from the twentieth century to the present.

Course: English Poetry and Fiction: Modernism and After

Paper: 4.2

This paper brings to the students a selection of the poetry and fiction of the modern and postmodern eras that is representative of important trends, critical shifts and formal experimentation. In keeping with the internationalization associated with these cultural phases the selection is no longer strictly British but includes examples from other literary cultures like the American and the Latin American.

SEMESTER V

Course: Modern Drama I

Paper: 5.1

This paper will introduce the students to 20th century English and European drama. It is to be noted that by the turn of the century, the European avant-garde had completely altered the theatre – which at this juncture, seems to become a pan-European phenomenon, with stylistic/technical innovations and thematic experimentation. In the early phase of this period, realism is the dominant technique, and is then followed by radical turns away from it. The students are expected to acquaint themselves with the European historical and cultural situation in this period to read the prescribed theoretical texts.

Course: Modern Drama II**Paper: 5.2**

The epoch of modern drama marks the proliferation of avant-garde theory within the theatre making it self-conscious, and experimental. The impact of contemporary philosophy, ideas and art movements like existentialism, expressionism, impressionism, Marxism and the Absurd reverberates in modern drama. These innovations, both in form and content co-exist alongside the revival of earlier forms like the poetic drama. The students are expected to approach the texts in this paper in the light of the ideas and issues and texts in the previous paper.

Course: The Essay in English: Addison to Dickens**Paper: 5.3**

This paper introduces the students to the literary form of the essay through a selection of representative texts from the 18th and 19th centuries. The students will have to acquaint themselves with the development of the form from the time of Francis Bacon (1561-1626), and examine the emergence of the periodical essay in the 18th century in the hands of Addison and Steele particularly because of favourable conditions like the increase in literacy rates and the appearance of a large number of periodicals which provided a forum for the articulation of views on a variety of topics. The essays are to be studied in relation to the wider political, social, and cultural context while noting the variety of themes that have been treated in the genre as also the diversity of styles of writing from the personal, intimate note of Lamb which is in keeping with the subjective thrust of Romantic literature to the detached, argumentative strain of later times.

Course: The Essay in English: The Twentieth Century**Paper: 5.4**

This paper will introduce the students to developments in the genre of the essay in the 20th century. The students will note how the genre has adapted in order to address a variety of contemporary issues and become the vehicle for representing personal experiences, moved into literary, social, and cultural criticism and engaged in polemic and persuasion. The essays are to be read against their intellectual and socio-cultural background, noting the shift away from the elevated, literary, and classical style of earlier times to a general tendency towards factual and referential writing and a style more direct, immediate, and colloquial.

Course: Life Writing: Biographies, Memoir and Letters**Paper: 5.5**

This paper will enable the students to appreciate the element of narrativization in seemingly linear, transparent, straight forward accounts of lives of significant people set down in memoirs, biographies and letters. The students will hopefully appreciate the 'literary' or constructed nature of life-writing purportedly telling nothing but the truth, as also note the 'textual' nature of all lives- that these lives in a way are re-made for each succeeding generation of readers through the act of transmission/ telling.

Life-writing presenting ideals of exemplariness, is a genre with distinctive features that has been traditionally studied for the negotiation between great people, the drama of whose lives are regarded as records of transcendent achievements made against a host of obstacles and against the flux of time. Now the individual histories of significant (rather than great) people are also studied for the element of story in it. This paper will try to have that sense of narrativization which inform all that text, which underscore the 'literary' quality of all texts (and the 'textual' nature of all texts) by looking at various forms of life-writing such as memoirs, letters and biographies. The texts also enable one to deal with issues of representations and constructions as in the case of Trollope's *Autobiography* who reminds us through his rationalisations regarding his desire for profit that any text has a material basis, and it is salutary to pay attention to the material context of production and consumption.

Course: Women's Writing**Paper: 5.6**

This paper on writing by women introduces the students to a body of literature that has emerged with growing feminist awareness of women's lives and their representation. It invites the students to examine how women's texts pay attention to the historical and political conditions of their times, to the status and condition of women and to the ways in which they embody a politics of resistance. It expects the students to look at the way a woman writer participates in the questions of selfhood, at women's relations with men and with other women, and at the implications of women speaking, writing, and empowering themselves by finding their own voices and interrogating women's work and roles in society. Particular attention should be given to women's use of language, their preference for certain genres that are assumed to be liberating, and the ways in which they have transformed and made some genres their own.

SEMESTER VI**Course: Literary Criticism****Paper: 6.1**

This paper acquaints the students with some of the key ideas of Western literary criticism from Graeco-Roman antiquity to the modern period and expects them to examine the implications of ideas (e.g. mimesis or imagination), and orientations (classicism, romanticism and modernism) that have marked the history of literary criticism. The paper is designed to present students with the opportunity to study key concepts associated with the names of significant thinkers in this history. The paper comprises two parts, Section I dealing with concepts from Graeco-Roman antiquity and Section II with the early modern, neoclassical, Romantic and Victorian criticism.

Course: Twentieth Century Criticism and theory**Paper: 6.2**

This paper introduces the students to key ideas and texts that will familiarize the students with the intellectual shifts in the reading of culture, language and literature in the 20th century and the emergence of Theory and acquaint them with common concepts and notions that, they are likely to encounter in the reading of theory. The paper has three sections, Section I dealing with ideas and concepts of 20th century criticism, Section II with ideas associated with movements like structuralism, post structuralism, psychoanalytical criticism, feminism, new historicism and post colonialism and Section III containing critical overviews.

Course: Nature**Paper: 6.3**

This paper seeks to explore the process through which language and literature – as manifestations of culture – are produced by the interconnections between both nature and culture; it addresses nature not just as a passive background in literary texts but as a central presence determining the dynamic interpretations of the text itself.

It seeks to understand and interrogate the representations of nature in literary texts; to examine whether there is a difference between how men and women depict and respond to nature; to ponder over the possibility of characterising nature writing as a completely new genre; to look at ways through which our understanding of and relationship has changed over the centuries as the human race has achieved varying degrees of 'progress'; and to question the very idea of 'progress' itself and its manifestations in the face of a serious environmental crisis. It will also be an attempt to revisit texts generated at various ages in history with a view to re-appraise the relationship between the human and the natural world as reflected in literature.

Course: Western Mythology: Introducing Classical & Judeo-Christian Myth

Paper: 6.4

This course is an introduction to the study of Classical and Judeo-Christian myth and their recurrence in later social, historical, cultural and literary contexts. It is expected to provide a gateway to the reception of mythical ideas and images in western art and literary cultures. In the first section the emphasis is on obtaining knowledge of a specific range of myths and mythical characters and their function, and in the second section, we study the presentation of myths in a variety of literary material – in poetry, drama and fiction.

Paper: 6.5 & Paper: 6.6 (Optional Papers)

Option A: Indian English Literature

The two papers (**Course: Indian English Literature: Intellectual Contexts, Paper: 6.5** and **Course: Indian Poetry, Fiction and Drama, Paper: 6.6**) in this Option introduce the students to the distinctive literature produced in India in the wake of English education, first under British colonial rule and then after independence.

Since there has been a distinction made in the study of this literature between pre and post independence concerns, this is an element that should be kept in mind while studying the texts in this paper. At the same time, given the student's present location in modern India an attempt has to be made to place texts in this context and read them in the light of the historical, cultural and political circumstances of their production. A conception of modern India along with some preliminary knowledge of the politics of British ideas about the entity India is desirable for entry into and understanding of the area that has come to be called Indian English Literature.

It is expected that knowledge of this literature against this particular intellectual backdrop and in its vigorous and idiosyncratic interpretations of modern India, will help the students to articulate themselves as individuals, readers and critics, and develop reading positions that will facilitate their engagement with all the literature they will study in the Major Course.

Indeed, since the development of a critical position is perceived to be as important as interpreting the literature, the first paper in this Option offers basic readings that address some of the questions relevant to this area. Issues discussed in these readings are expected to give students a foundation in ideas that will help in the readings of literary texts in these papers. Questions in both the papers will try and elicit from the students their understanding of texts against this background, being both textual and contextual.

Paper: 6.5 & Paper: 6.6

Option B: American Literature

The two papers (**Course: Cultural Documents and Poetry; Paper: 6.5** and **Course: American Fiction, Autobiography and Drama; Paper: 6.6**) in this Option introduce the students to the distinctive flavour of American Literature. The students will be expected to have a broad overview of the historical development of this literature and study texts against their socio-historical contexts. For example, a novel by Melville will be studied against the panorama of the American Renaissance of the 19th century, which includes the literary philosophical impetus of Transcendentalism, and it is expected that the students will familiarize themselves with other literary experiments of the period.

In keeping with current developments in the approaches to American literature, the students will also be expected to consider the axes of race and gender as vital components of literary production.

Therefore, while no attempt is made to be exhaustive, a fair sample of texts produced under varied conditions is required to be studied. Short pieces are prescribed in order to facilitate comprehension. However, the large number of texts will in no way provide an opportunity for random omission, since questions may often be cross-referential, or on a cluster of texts, and not necessarily confined to one text or author.

Paper: 6.5 titled as **Cultural Documents and Poetry** has two sections. In **Section A: Cultural Documents** the students are expected to use the prescribed texts to study the beginnings of the construction of the American self and writer, the issues that vitalize concerns and doubts about themselves, the importance of slavery and the historical erasure of the native American, and of course, the confidence and assertions of the American writer. On the other hand, in **Section B: Poetry** the students are expected to try to locate the distinctive American voice that emerges in the poems prescribed for them. They will see how transcendentalism, the American landscape, democracy, industrialism and questions of race shaped American poetry.

Paper: 6.6 titled as **American Fiction, Autobiography and Drama** has two sections. In **Section: Fiction & Autobiography**, this paper introduces the students to short examples of fictional and autobiographical writing (a form used most widely to bear witness to race and gender oppressions). A close reading of the texts is accompanied by an understanding of the larger issues involved. On the other hand, in **Section: Drama**, both the plays are to be studied in the broad context of developments in American dramatic literature.

Option C: Women and Literature

Women and Literature has two papers. Women and Literature I (Paper: 6.5) is titled as **Feminist Theory and Fiction**. Women and Literature II (Paper: 6.6) is titled as **Women's Poetry, Journals and Diaries**. Women and Literature I and II seek to familiarize the students with literature written by women and to acquaint them with feminist theory so as to make available the necessary interpretive apparatus to read such texts. The students will examine issues of women's experience, women's work, selfhood and representation in the texts prescribed. In **Section A: Poetry** which belongs to **Paper: 6.6, Women's Poetry, Journals and Diaries**, the students are expected to deal with various themes and issues that are of significance and interest to women, and get encouraged to examine specific and distinctive aspects of women's poetic voices, their depiction of the minutiae of women's lives and emotions and their characteristic treatment of literary themes. In **Section B: Journals/Diaries** of this paper, the students are expected to deal with women's unique exploitation of these private forms to understand and represent their selves.

Option D: English Language and Linguistics

Course: Linguistics & Sociolinguistics

Paper: 6.5

This paper, divided into two sections, seeks to introduce the students to Linguistics as the scientific study of language and to familiarize them with its different branches as well as its key concepts. It will also acquaint the students with the different levels of language organization. While the section on **Introduction to Linguistics** emphasises on the formal organization of the English language, the section on **Sociolinguistics** which is the study of language in society focuses on what happens when language is actually used in society by different sections of people.

Course: History of the English Language

Paper: 6.6

This paper seeks to acquaint the students with the development of the English language from the Middle English period and the various influences which have contributed to make it what it is today. Besides, the development of the English Language in America and its differences from British English will be another area of concern. The students will also be required to familiarize themselves with the language of major English authors like Chaucer, Shakespeare, Milton, Johnson, Wordsworth, Matthew Arnold and T. S. Eliot and their contribution to the development of the language.

Focus in **Section A: History of the English Language** will be on the different elements like Scandinavian element, the French element, etc. and various influences like that of the Authorized Version of the Bible which have played important roles in the formation of the English Language as we know it today. The students will also be acquainted with the changes in various respects that the language has undergone down the age. Besides, they will be familiarized with the significant differences between British and American English in terms of vocabulary, spelling, pronunciation and other areas.

The students in **Section: B** will be acquainted with the language of important literary figures like Shakespeare and Johnson and their contribution in the development of the English language.

Option E: African Literature in English

In the essay “The African Writer and the English Language” Chinua Achebe noted that the writers’ gathering at Makerere rather pompously called “A Conference of African Writers of English Expression” failed to come to a conclusion about a clear definition of the term “African Literature”. It’s a long time since that 1962 conference, and African literature, particularly in the English language, has made its presence felt in all the continents of the world. Because of our shared experience of European colonialism and other similarities such as the multi- ethnic and multi-linguistic scenes in Africa and India, Indian students of English literature can relate to African writing quite easily. In keeping with the growing interest in African literature in English departments across the world, the B.A. syllabus offers an optional course in African literature. It consists of two papers.

Course: Novels and Short Stories

Paper: 6.5

This paper requires the students to study the two novels and three short stories keeping historical/colonial contexts, and strong indigenous components in mind.

Course: Poems and Essays

Paper: 6.6

The essays prescribed in this paper deal with different issues like the role of the postcolonial novels in Africa, African feminism, and the language of African literature. Both the poems and essays should be studied keeping in view the varying conditions of literature, culture and politics in the country of origin.

Option F: Book into film

Literature has contributed extensively to cinema, and some of the most significant films of all time happen to be adapted from ‘literary’ texts. This paper aims to show the linkages between the epic narrative, the notion of story-telling and drama in the two fields, and also indicates how the two contribute to each other in terms of cultural interaction and re-readings.

For Internal Assessment, the students will demonstrate his /her knowledge of various film techniques in the form of a film ‘reading’. The film texts may be selected by the students. This will be evaluated by the internal examiner.

Course: Film Theory & Concepts

Paper: 6. 5

The first paper of this course is designed to introduce the students to film theory, narrative techniques and the language of cinema (screenplay, camerawork, sound, editing, politics of the gaze, and authorship). In Section A: Film Theory, the students are expected to acquaint themselves with the texts on film theory while in Section B: Concepts, the paper focuses on adaptation, auteur, codes and conventions, cut, deep focus, dissolve, diegesis, fade, flashback, framing, jump cut, mise-en-scene, montage, musical, scopophilia / visual pleasure script / screenplay / storyboard, shot / reverse-angle shot, soundtrack, travelling / tracking shot, wipe, zoom.

Course: Film Adaptations

Paper: 6.6

This paper would have the students analyze the mechanics of adaptation involved in translating the written scripts / texts into the audio-visual. The processes of screen adaptation, acting, *mise en scene* and the audience will be looked into with illustrations from existing films. The students will be required to acquaint themselves with the following texts and their filmed versions as specified: For Internal Assessment, the student will offer an analysis of adaptation methods deployed in films; or discuss the implications of cross-cultural adaptations in a seminar paper that will include audio-visual film clips. The film texts may be selected by the student. The presentation will be evaluated by the internal examiner.


Principal
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**DEPARTMENT OF ENGLISH
DALGOMA ANCHALIK COLLEGE
COURSE OUTCOMES
B. A. ENGLISH GENERAL**

FIRST SEMESTER

**English (General)
Paper I (Prose)**

This course aims to provide the students an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative.

SECOND SEMESTER

**English (General)
Paper II (Poetry)**

The aim of this course is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative.


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**DEPARTMENT OF ENGLISH
DALGOMA ANCHALIK COLLEGE
COURSE OUTCOMES
B. A. ENGLISH HONOURS AND GENERAL (CBCS)**

B. A. ENGLISH HONOURS

SEMESTER: I

Course : Indian Classical Literature
Course Code : ENG-HC-1016

This paper introduces students to some selected works of Indian literature in English translation. Given that Indian Classical Literature offers a rich and diverse canvas that spans across genres like drama, poetry, the epic narrative as well as short fictional fables, to name a few, it is essential that the students studying English literature are familiar with at least a few of these Indian classical texts. This paper encourages the students to know more about Indian culture and think laterally about literatures of the world, and the possibility of cultural exchange.

Course: European Classical Literature

Course Code: ENG-HC-1026

This paper introduces students to a selection of classical works of Europe in English translation, which saw the emergence of traditions that cut across many genres, which included poetry, theatre, and general discourses. While the Aristotelian focus on the examination of the essentials of poetry extended to incorporate discussions on epic and drama, subsequent writers such as Horace drew attention to the purposefulness of the creative exercise. In the theatre the widely divergent compositions by Sophocles and Plautus respectively show the consolidation of a rich cultural discourse. It is this enriching literary tradition that this paper seeks to familiarize with through the study of representative texts belonging to the Classical Period.

SEMESTER: II

Course : Indian Writing in English
Course Code : ENG-HC-2016

This paper introduces the students to the historical development of Indian Writings in English – the challenges faced by the early writers, the growing sense of accomplishment in the writing of different forms and interpretation of individual and collective experience in colonial and postcolonial India. The use of literary forms like poetry, drama, novel and essay by the Indian English writers in distinctive ways against the historical and cultural context of the country helps the students learn the issues of politics of language and gender, nationalism and modernity pertaining to colonial and postcolonial period in the country. This paper also enables the students learn the place of Indian Writing in English in the larger field of English literature.

Course : British Poetry and Drama: 14th to 17th Centuries
Course Code : ENG-HC-2026

This paper aims to familiarize the students with the two major forms in British literature from the 14th to the 17th centuries – poetry and drama, apart from acquainting them with the contexts that generated such literatures. The focus made in this paper on 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 helps the students learn the seminal issues and preoccupations of the writers and their ages as reflected in the texts prescribed.

SEMESTER: III

Course :History of English Literature and Forms

Course Code : ENG-HC-3016

This paper seeks to acquaint the students with the History of English Literature and the major literary forms. It adopts a chronological approach to the study of poetry, drama, fiction and non-fictional prose, showing the development of each form as it moves through the various periods of English literature and its expansion into global English writing. The students can acquire a sense of the historical development of each literary form and gain understanding of the contexts in which literary forms and individual texts emerge as the expansion of the field. They can also learn to analyze texts as representative of broad generic explorations in the field.

Course : American Literature

Course Code : ENG-HC-3026

This paper intends to familiarise the students with the main currents of American literature in its social and cultural contexts. The texts incorporated in this paper are a historical reflection of the growth of American society and of the way the literary imagination has grappled with such growth and change. A study of the paper, hence, 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.

Course :British Poetry and Drama:17th and 18th Centuries

Course Code : ENG-HC-3036

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. The selected texts may encourage the students to look at the economic, political and social changes in (primarily) Britain during this period, such as the shifts from the Puritan Age to the Restoration and Neoclassical periods. The paper also seeks to familiarize the students with the larger contexts that generated such literatures as well as the possible impacts of the literature on society. The significance of the scientific revolution during this period may also be studied in relation to the literary productions.

SEMESTER: IV

Course : British Literature: The 18th Century

Course Code : ENG-HC-4016

This paper familiarizes the students with British literature in the 18th century. A very interesting age in which reason and rationality dominated, this age saw the publication of some of the best novels and works of non-fictional prose and poetry in the English language. Though it was not predominantly an age of drama, yet one cannot but pay attention to the few plays of the century. Although the texts in the course are mostly by men it must be noted that quite a number of women writers were also part of the literary scene. 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.

Course : British Romantic Literature

Course Code : ENG-HC-4026

The nineteenth century begins with the triumph of the Romantic imagination, expressing itself most memorably in the poetry of Blake, Burns, Wordsworth, Coleridge, Shelley, and Keats. The poetry of the age fashions itself partly in revolt to the spirit of the previous age, with very different ideas about the relationship between humans and nature and the role of the poet taking hold. This paper includes selections from works of major Romantic poets which address these issues, enabling students to appreciate the essence of the Romantic vision. In addition they will read that remarkable oddity, *Frankenstein*, a novel that also illuminates Romanticism from another angle.

Course : British Literature: The 19th Century

Course Code : ENG-HC-4036

The present paper seeks to familiarize the students with the middle and later parts of the 19th century which sees the novel coming into its own, although Jane Austen has already established the prestige of the novel form through her incisive explorations of the complexity of human motive and conduct, especially in their worldly affairs. The texts chosen will expose the students to the groundbreaking efforts of the poets as well to the works of fiction writers who manage to consolidate and refine upon the achievements of the novelists of the previous era. Austen to Rossetti represents a remarkable literary development and range of works, addressing a very diverse array of social preoccupations.

SEMESTER: V

Course : British Literature: The 20th Century

Course Code : ENG-HC-5016

While literary modernity can trace its roots to the works of some European writers of the 19th century, in England it is in the 20th century that the era of Modernism finds its voice in arts and literature. The works of the writers chosen for this paper are good introductions to 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. The paper goes beyond the High Modern period of the early century and the students will also get acquainted with the ethos of postmodernism through a reading of recent poetic and fictional works.

Course : Women's Writing

Course Code : ENG-HC-5026

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 autobiography, while the selections from Mary Wollstonecraft-the only 18th century text prescribed, will acquaint students with the ideas contained in one of the earliest feminist treatises of the western world. Apart from an examination of the themes and styles in the prescribed texts, students will be required to engage themselves with the specificities of the contexts from which the texts emerged and also analyse the women writers' handling of the different genres to articulate their women-centric experiences.

Discipline Centric Elective (Any Two)

Course : Popular Literature

Course Code : ENG-HE-5016

This paper familiarizes the students with popular literature which over the years has moved from the margins to earn for itself a fairly important place in the literary and critical consciousness. This paper seeks to highlight the nature of 'popular' literature as a genre and the critical ideas underpinning the theorization of popular literature. This will be done through a practical engagement with various texts falling under its ambit.

Course : Modern Indian Writing in English Translation

Course Code : ENG-HE-5026

This paper seeks to introduce the students with literature in the various Indian languages that presents a huge body of work testifying to the diverse cultural and regional preoccupations in the respective regions these languages belong to. This paper attempts to give students an introductory glimpse into this richness and diversity of Indian literature written in the regional languages.

Course : Literature of the Indian Diaspora

Course Code : ENG-HE-5036

This paper acquaints the students with literature of the diaspora which, in the light of global literature today focusing extensively on ideas of transnationalism, exile, migration, displacement, and so on, has come to exert a strong presence in the global scene. This paper will look at the diasporic experience with particular reference to Indian diasporic writers.

Course : Nineteenth Century European Realism

Course Code : ENG-HE-5046

This paper seeks to familiarize the students with the nineteenth century European realism in which the insistence on literary representation whose objective was to 'mirror' reality gained ground in nineteenth-century Europe across the different cultural spaces of the Continent. That is why varieties of realism surfaced in the literary traditions which were as culturally divergent as Russia and Spain. This paper is designed to provide an interesting sampling of the traditions that contributed to the growth and consolidation of European Realism in the nineteenth century. Study of these texts will also facilitate the understanding of the gradual development towards modernism in the twentieth century which was, in many ways, both a response and a reaction to the major tendencies of European Realism.

Course : Literary Criticism and Literary Theory

Course Code : ENG-HE-5056

This paper will familiarize students with some important texts on literary criticism and literary theory. 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.

Course : Science Fiction and Detective Literature

Course Code : ENG-HE-5066

This paper familiarizes the students with Science Fiction and Detective Literature which have a fairly venerable ancestry, going back at least two centuries. Some fine literary minds have engaged with these genres, and their creations can be fruitfully studied to explore ways in which new narrative possibilities have emerged due to the human fascination for crime, mystery and improbable occurrences

SEMESTER: VI

Course : Modern European Drama

Course Code : ENG-HC-6016

The paper aims at introducing 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. The selected plays would allow an understanding of the emergence of avantgarde movements and trends and dramatic devices and techniques during the period of modernism which eventually influenced theatrical practices in other nations of the world.

Course : Postcolonial Literatures

Course Code : ENG-HC-6026

This paper seeks to familiarize the students with the European Colonialism since the fifteenth century which changed the face of the world in many significant ways, and the effects of the experience of colonialism remain in many countries around the world even in the postcolonial era. This paper gives the students an opportunity to acquaint themselves with some of the novels, short stories and poems from postcolonial literatures across the world, with the texts showcasing the many regional, cultural differences and peculiarities, as well as common and shared experiences of the postcolonial condition.

Discipline Centric Elective (Any Two)

Course : Literature and Cinema

Course Code : ENG-HE-6016

This paper aims at introducing the students to innovative works on Literature and Cinema in which a story is narrated but in different ways. This paper helps the students know how films present visual images to the audiences who consume them as real because they move in front of them while in literature (fiction) the author creates images in words means verbal signs.

Course : World Literatures

Course Code : ENG-HE-6026

This paper seeks to acquaint the students with the works of literature that have been created, distributed, and circulated beyond their country of origin. This paper helps the students acquaint with the body of work that can be brought into dialogue with postcolonial writing through scrutiny of how it is written, read, circulated, and received transnationally, and considered in terms of the translation it requires to facilitate integration within the contemporary circuit of global cultural capital.

Course : Partition Literature

Course Code : ENG-HE-6036

This paper familiarizes the students with the literary works, mainly fiction, that deal with the themes of displacement, loss, trauma, and violence arising from the Partition of India in 1947. This paper helps the students make sense of one of the most traumatising events in the country's history so that we do not repeat a similar catastrophe in the here and now.

Course : Travel Writing

Course Code : ENG-HE-6046

This paper seeks to familiarize the students with Travel Writing a genre of travel literature or travelogue which encompasses outdoor literature, guide books, nature writing, and travel memoirs. The students are acquainted in this paper with the descriptions of places the author has visited and the experiences they had while travelling.

Course : Life Writing
Course Code : ENG-HE-6056

This paper aims at introducing the students with Life Writing which is an expansive genre that primarily deals with the purposeful recording of personal memories, experiences, opinions and emotions for different ends.

Course : Writings from North East India
Course Code : ENG-HE-6066

This paper familiarizes the students with the literature in the languages of North East India and the body of work by English-language writers from this region. This paper acquaints the students with North East India which is an under-represented region in any ways. The troubled political climate, the beautiful landscape and the confluence of various ethnic groups perhaps have given rise to a body of writing that is completely different from Indian English Literature.


Principal
Dalgoma Anchalik College

Principal
Dalgoma Anchalik College
Date:.....


Head
Department of English
Dalgoma Anchalik College

Head
Department of English
Dalgoma Anchalik College

**DEPARTMENT OF ENGLISH
DALGOMA ANCHALIK COLLEGE
COURSE OUTCOMES
B. A. ENGLISH REGULAR (CBCS)**

SEMESTER- I

Course : English I
Course Code : ENG-CC-1016

The aim of this course is to provide the students an opportunity to read and respond to the representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative.

SEMESTER- II

Course : English II
Course Code : ENG-CC-2016

This course is designed to provide the students an opportunity to read and respond to the representations of the issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative.



Principal
DalgomaAnchalik College
Date:.....



Head
Department of English
DalgomaAnchalik College

DALGOMA ANCHALIK COLLEGE

A UGC Recognised (2f & 12 B) Institute under Gauhati University

P. O.: Matia, Dist.: Goalpara (Assam), PIN: 783125

Ph: 03663-291011(Office) / Cell: 9707212628/ 7002901373

Email: dalgomacollege1993@gmail.com

Website: www.dalgomaanchalikcollege.co.in



FIRST CYCLE NAAC ACCREDITATION 2022

Criterion II Teaching, Learning and Evaluation

2.6 Student Performance and Learning Outcome (90)

2.6.1. Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Department wise Programme Outcomes (POs) and Course Outcomes (COs)

Department of History

Submitted to



THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

Department of History
DalgomaAnchalikCollege

Programme Outcome

Bachelor of Arts (BA) is a diverse program that allows students to explore a wide range of academic disciplines such as humanities, social sciences and languages. The program outcome of BA is to develop critical thinking, analytical skills, communication skill and cultural awareness in students. By the end of the program, students are expected to have a broad understanding of different academic fields and have the ability to apply their knowledge in real world situations. Additionally, BA graduates possess excellent research skills and are well prepared for further academic pursuits or a variety of careers in fields such as education, Journalism, public service, social work and more.

Programme Specific Outcome

A BA with honours in history is an undergraduate program that provides students with a deep understanding of the past and how it has shaped the world we live in today. The outcome of this program is to develop students' critical thinking, research, and analytical skills, as well as their ability to communicate effectively through writing and public speaking.

After completion of this course it helps to grow ethical value among history students. They gathered knowledge about the socio-cultural heritage of India and world as well. As a branch of Social Science, this Course helps to develop social values among history students.

Careers of history students can engage as educators in Schools, historic Sites and Museums etc. As a researcher they will be associated in several fields like Museums and Historical Organizations, Cultural Resources Management and Historical Preservation etc. This Course provides to the students as communicators like writers and Editors, Journalists, documentary editors and producers of multimedia material. History students can employ as Information managers in different fields i.e. archivists, records managers, librarians and information managers. They may directly engage in different ranks of the Archaeological Survey of India according to their performance like as Heritage Manager, Historic buildings inspector or conservation officer, museum education officer etc. Additionally, they will be able to continue their studies at a higher level, pursuing postgraduate studies in history or a related field.

COURSE OUTCOME

B. A. History **NON-CBCS (Major)**

Semester 1	
Paper :1.1 Introduction to History	Students are able to understand the genesis of history and development of history writing in different countries as well as in India
Paper 1.2 History of Ancient India (up to 300 AD)	Sources of ancient India, Civilizations Indus and Aryan , Political and religious changes in 6 th century BC , Mauryan Empire are studied
Semester 2	
Paper 2.1	From this segment of the syllabus student

History of Ancient India (up to 300 AD to 1200 AD)	aware about the history of ancient India from 300 AD to 1200 AD. Students able to know the golden age the Guptas
Paper 2.2 His of Ancient Civilization of the world	From the segment of the syllabus student learn about the history of Ancient Civilizations like Mesopotamia , Greece , China, Roman , Egypt
Semester 3	
Paper 3.1 India under the Turko –Afgan	From this paper student can get idea about Turko –Afgan(1206-1526). Role in India.Studen know the history of the tughlaqDynasty .
Paper 3.2 History of Assam	Sources of ancient Assam dynasties like Varmana , Pala, Salastambha, and Socio – economic condition .
Semester 4	
Paper 4.1 India under the Mughals	From this paper student can learn about formation , expansion and consolidation of Mughal Empire. Student learn the administrative system of the Mughals.
Paper 4.2 History of Europe (1453-1789)	The paper deals with political , economic and social change of European countries like France , Spain , Austria, Russia ect.
Semester 5	
Paper 5.1 India under the East India Company (1757-1858)	This paper studies about Formation, Expansion and consolidation of British empire in India under East India Company
Paper 5.2 History of Medieval Assam (1206-1826)	This Paper deal with establishment of Ahom kingdom in Brahmaputra Valley and its expansion . the relation with neighboring countries are also discussed and also socio economic , religious aspect of that period
Paper 5.3 History of Europe (1789-1870)	This paper deals with changes of Europe after the French Revolution and political changes in the countries like Prussia , Italy and Russia ect.
Paper 5.4 Science and technology in Pre Colonial	Student can learn about the Development of indigenous science and technology of India before the advent of East India Company from this paper.
Paper: 5.5 History of England (1485-1820)	The syllabus covers changes off England from Medieval to Modern
Paper:5.6 History of China(1839-1949)	The syllabus covers changes of china from its opening to outside world to the foundation of the Republic .
Semester 6	
Paper: 6.1 India under the crown (1857-1947)	The paper gives an idea about the British empire in India under the British crown and also thew consequences of National Movement of India.

Paper: 6.2 History of Assam (1826-1947)	From this paper student can learn about foundation and expansion of Colonial rule in Assam and the National movement
Paper 6.3 History of Europe (1871-1947)	This paper gives an idea about the rise of Nationalism in Europe, consequences and results of 1 st and 2 nd World War.
Paper 6.4 World since 1945	This Paper gives an idea about the cold war and its consequences, problem of third world countries, foundations and role of UNO.
Paper:6.5 History of Japan (1853-1941)	This Paper give an idea about Japan's political, social, and economic transformation during the Meiji period and the Taisho period leading up to World War II. Students will analyze the impact of Japan's modernization and westernization efforts, the rise of Japanese nationalism, and westernization efforts, the rise of Japanese nationalism, and Japan's imperialists expansion in Asia.
Paper: 6.6 Project	<p>ACADEMIC PROJECT</p> <p>The subject matter of the Project/Projects will be selected by the Department.</p> <p>The themes could be of national, regional or local interest relating to the discipline of History.</p> <p>The Project Report must be between 4000/5000 words</p> <p>The Report should be nearly typed in double space and in A-4 size paper, 12 font, Times New Roman</p> <p>Student can apply their knowledge. The Course may be so designed that students creativity is encouraged. It is a form of concrete activity that is directed towards the learning of a significant skill or process. It helps the students to learn ,</p> <p>to improvise, to invent and to experiment. Students get the joy and pride in the finished product of their labours which provide a spur to further creative work .</p>

COURSE OUTCOME

B. A. HISTORY HONOURS (CBCS)

Semester 1st	
Paper : HIS-HC-1016 : HISTORY OF INDIA I (Earliest Time To 300 BCE)	After the completion of this paper , the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history . the course will also train the students to analyse the various stages of evolution of human cultures and the belief systems in proto history period

Paper HIS-HC-1026 Social Formations and Cultural Patterns of the ancient world	After the completion of this paper , the students will be able to explain the process and stags of the evolution the variety of cultural pattern through out antiquarian periods in history . they will be able to relate the connections between the various Bronze Age civilizations in ancient world as well as development of slave and polis societies in ancient Greece .
Semester 2nd	
Paper : HIS- HC-2016 History of India –II(BCE, 300 -750)	ON successful completion of this course the students will be able to explain the economic and socio- cultural connections, transitions and stratifications during the ruling houses , empires and the politico-administrative nuances of early Indian History o 300 CE.
Paper: HIS-HC-2026 Social Formation and cultural patterns of the medieval world	After the completion of the=is course the students will be able to analyse and explain the historical socio-political, administrative and economic patterns of the medieval world . they will be able to describe the emergence , growth and decline of various politico – administrative and economic patterns and resultant changes there in.
Semester 3rd	
HIS-HC—3016: HISTORY OF INDIA III(c.750-1206)	The completion of this paper will enable the students to relate and explain the developments in India in its political and economic fields and its relations to the social and cultural patterns therein in the historical time period between c.700to 1206. They will also be able to analyse Indian’s interaction with another wave of foreign influence and the changes brought in its wake in the period.
HIS-HC-3026: RISE OF THE MODERN WEST-I	On completion of this course, the students will be able to explain the major trends and developments in the western world between the 14 th to the 16 th century CE. They will be able to explore and analyse the significant historical shifts and events and the resultant effects on the civilizations of Europe in the period.
HIS-HC-3036: HISTORY OF INDIA IV(c.1206-1550)	After completion of this course students will be able to explain the political and administrative history of medieval period of India from 1206 to 1550AD. They will also be able to analyse the sources of history, regional variation, social, cultural and economic set up of the period.
Semester 4th	

HIS-HC-4016:RISE OF MODERN WEST-II	After completion of this course, the students will be able to explain the political and intellectual currents in Europe in the Modern Age. They will also be able to relate the circumstances and causal factors of the intellectual and revolutionary currents of both Europe and America at the beginning of the Modern age.
HIS-HC-4026: HISTORY OF INDIA – V(c.1550-1605)	At the completion of this course, the students will be able to analyse the circumstances and historical shifts and foundations of a variety of administrative and political setup in India between c,1550-1605. They will also be able to describe the inter relationships between the economy, culture and religious practices of the period.
Paper: HIS-HC-4036: HISTORY OF INDIA-VI(c.1605-1750)	After the completion of this course, the students will be able to explain and reconstruct the linkages of the history of India under the Mughal Rule. As a whole, this course will able them to relate to the socio-economic and religious orientation of the people of Medieval period in India.
Semester 5th	
Paper: HIS-HC-5016: HISTORY OF MODERN EUROPE-I(c.1780-1939)	After the completion of this course, the students will be able to evaluate the historical evolution and political development that occurred in Europe in the period between 1780 to 1939. They will also be able to critically analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period.
Paper : HIS- HC-5026 : HISTORY OF INDIA-VII(c.1780-1857)	After the completion of this course, the students will be able to relate the circumstances leading to the consolidation of colonial rule over India and their consequences. They will also be able to explain the orientation of the indigenous population and the masses towards resistances to the colonial exploitation. The course will also enable the students to analyses popular uprisings among the tribal, peasant and common people against the British policies.
Paper: HIS-HE-5016 : (HISTORY OF ASSAM(UPTO)c.1228)	This paper will give a general outline of the history of Assam from the earliest times to the advent of the Ahom in the 13 th century. Upon completion, students will be acquainted with major stages of development in the political, social and cultural history of Assam during the early times.

<p>Paper: HIS-HE-5026: HISTORY OF ASSAM(c.1228-1826)</p>	<p>On completion of this paper, students will be able to identify major stages of developments in the political, social, and cultural history of Assam during the medieval times. This paper will enable the students to explain the history of Assam from the 13th century to the occupation of Assam by the English East India Company in the first quarter of the 19th century.</p>
<p>Semester 6th</p>	
<p>Paper:HIS-HC-6016: HISTORY OF INDIA-VIII(1857-1950)</p>	<p>At the completion of this course, the students will be able to analyses the course of British colonial exploitation, the social mobilizations during the period between c.1857 to 1950 and also the techniques of Indian resistances to British policies. It will also enable the students to explain the circumstances leading to de- colonization and also the initial period of nation building in India.</p>
<p>Paper: HIS-HC-6026:HISTORY OF MODERN EUROPE-II(c.1780-1939)</p>	<p>After the completion of this course, the students will be able to analyses the historical development in Europe between c,1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movement ,socialist socialist upsurge and the economic forces of the two wars and the other ideological shifts in the period.</p>
<p>Paper: HIS-HE-6016: HISTORY OF ASSAM(C.1826-1947)</p>	<p>Upon completion of this course, the students will be able to describe the period of British rule in Assam after its annexation by the imperialist forces. They will also be able to situate the development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyses the main currents of the political and socio-economic developments in Assam during the colonial period.</p>
<p>Paper: HIS-HE-6026: ASSAM SINCE INDEPENDENCE</p>	<p>Students will be able to assess the aftermath of Partition and other socio-economic developments in post-independence Assam upon completion of this course. They will also be able to identify the main currents of political and socio-economic development in Assam after India's independence and the causes and impact of various struggles and movements in contemporary Assam.</p>

Course Outcome
B. A. History (Regular)

Semester 1st	
Paper: HIS-RC-1016-History of India(from Earliest Times upto c.1206)	Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and transformation in polity, economy and society in early India and the linkages developed through contacts with the outside world.
Semester 2nd	
Paper: HIS-RC-2016-History of India(c.1206 to 1757)	Upon completion of this course, students will be able to analyses the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13 th to mid-18 th century period.
Semester 3rd	
Paper: HIS-RC-3016-History of India(c.1757-1947)	Upon completion of this course, students will be to understand the major factors that led to the establishment and consolidation of British rule in India. They will also be able to identify the process of growth of resistances against British colonial rule and the eventual growth of Indian nationalist movement, which ultimately led to the end of the British rule in the country.
Semester 4th	
Paper:HIS-RC-4016- Social and Economic History of Assam	Upon completion of this paper, students will be able to analyses and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press and growth of public associations.
Semester 5th	
Paper:HIS-RE-5016- History of Assam(from earliest times upto 1826)	This paper will give a general outline of the history of Assam from the earliest times to the advent of the British. On completion of this paper, students will be able to identify major stages of developments in the political history of Assam from the earliest times to the

	occupation of Assam by the English East India Company in the first quarter of the 19 th century.
Semester 6th	
Paper: HIS-RE-6016- Assam(c.1826-1947) History of	Upon completion of this paper, students will be able to describe the period of British rule in Assam after annexation by the imperialist forces. They will also be able to situate the development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyses the main currents of the political and socio—economic development in Assam during the colonial period.


 Principal
 Dalgoma Anchalik College

(Dr.Gangeswar Kalita)
 Principal
 DalgomaAnchalik College


 HoD
 Department of History
 Dalgoma Anchalik College

Head
 Department of History
 DalgomaAnchalik College

DALGOMA ANCHALIK COLLEGE

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P. O.: Matia, Dist.: Goalpara (Assam), PIN: 783125

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Email: dalgomacollege1993@gmail.com

Website: www.dalgomaanchalikcollege.co.in



FIRST CYCLE NAAC ACCREDITATION 2022

Criterion II Teaching, Learning and Evaluation

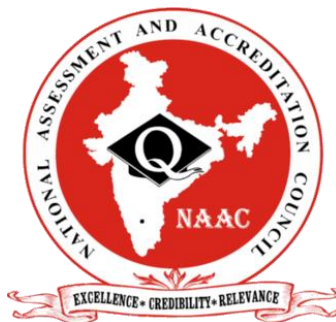
2.6 Student Performance and Learning Outcome (90)

2.6.1. Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Department wise Programme Outcomes (POs) and Course Outcomes (COs)

Department of Political Science

Submitted to



THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

**DEPARTMENT OF POLITICAL SCIENCE
DALGOMA ANCHALIK COLLEGE
PROGRAMME OUTCOMES**

After completing BA in Political Science, the students are expected to acquire:

- Understand the basic concepts, fundamental principles, and various theories of the subjects in the programme.
- Understand how issues in the social science get influenced by the literature and how the literature can provide solutions to the social issues.
- Appreciate that social issues are no longer permanent and largely depend on the political and the economic changes.
- Convince himself/herself that the study of literature and social sciences are not only helpful to evolve better individual and better society but also helpful to make the life of an individual happier and more meaningful.
- Participate in various social and cultural activities voluntarily.
- Emerge as a multifaceted personality who is self-dependent, earning his own bread and butter and creating opportunities to do so.
- Develop various communication skills such as reading, listening, speaking etc., which will be helpful in expressing ideas and views clearly and effectively.

PROGRAMME SPECIFIC OUTCOMES

At the completion of BA (Hons) in Political Science, the students will be enabled:

1. A good understanding and clean knowledge of the functioning of the three organs of Government – Legislature, Executive and Judiciary.
2. It will aware the lessons about the happening of regional, national, and international ongoing Political scenario of the whole universe.
3. It will develop the capacity building of students to create new political theory, social research, and a comprehensive knowledge of various fundamental contents of political science.
4. Enabling the students to understand the various strategies of different government, for their national interest.
5. It will enable the students to know the respective merits and demerits of various types of rules like Monarchical, Democratic etc.
6. It will make the students properly qualified to appear the written and viva of competitive examinations like APSC, UPSC etc.
7. It will pave the new way about the happenings of contemporary world regarding political strategy and leadership of various nations.
8. The students will be good and responsible citizens of the country and the world as well.

COURSE OUTCOMES

B.A. POLITICAL SCIENCE

POL HC 106: Understanding Political Theory

Understanding Political Theory would make the students to understand the contemporary concept of Politics. It will enable the students to obtain necessary knowledge of traditions of political theory like Liberal, Marxist, etc. Students will be enabled to obtain clear knowledge on various perspectives on political theory, particularly Feminist and Post-Modernism. Since the paper deals with democracy in detail, so students can have free and fare knowledge of the concept, procedure, means of success, participation, representation etc. in connection with democracy.

POL HC 1026: Constitutional Government and Democracy in India

Through this course students will have the knowledge of administration guided by constitutional laws. Under constitution how government is formed and designed as well as how different organs and institutions are functioning. Students will be benefited about the basic and general concepts of constitution like Liberty, Justice, Decentralization of power, Territorial demarcations etc. This course will provide particular knowledge about the democratic working of all the political organs and governmental institutions with free and fare practice. Students will be familiar with the constitutional philosophies, their rights, directive Principles, federal structure, Panchayati Raj system operating in the country. The paper is providing students knowledge about how does the constitution of a country is interacting with the constitutions of other countries and thereby facing extra constitutional developments in the form of complementary and supplementary enhancement.

POL HG/RC 1016: Introduction to Political Theory

This course is introduced with a view to conceptual analysis in political theory among the students in political theory. Through this course students are sought to be engaged in debates on the surrounding of political phenomenon on the basis of political theory and concepts. Through this paper students can have knowledge on the major concepts like democracy, liberty, equality, justice, rights, gender, citizenship, civil society and state. In this paper the contemporary issues like democracy and economic growth, censorship, its limit and justification, protective discrimination and principles of its fairness, intervention of state in family like institutions are raised and allowed for open debate among the students. This paper will give an analytical and elaborate idea about procedural democracy, deliberative-democracy, participation and representation.

POL HC 2016: Political Theory -Concepts and Debates

This paper Political Theory -Concepts and Debates provides students the knowledge about the normative ideas of providing students knowhow about the previous and giving impetuous towards new avenues. This paper is encouraging students to go rigorous analysis and compromise with new developments around the world. The second part of the paper provides new vista for political theory. It is introducing the new ideas of debates as no theory in political theory is considered perfect. Political theory is trying to bring out new ideas inn through repeated debates by inputting new concepts, themes in the recharge works. It is also worth mentioning that political theory is applying new techniques in intercepting new developments in political phenomenon. Political theory, we know that old is gold .So before coming out of the barrier of traditionalism to modernism. It is fact that students must know the earlier stage of development of political theory.

POL HC 2026: Political Processes in India

This paper is connected with the system of selection mode of a particular system amongst multi-paradigmatic political activities operating in a social system. Students will be benefited with the political arrangement and thereby creating an ideal society in India. This paper is providing student's knowledge about the formation of political party, from Congress to the 80 onwards, development of Multiparty and Mahajadbandhan termed as coalition politics. This paper is giving the citizens knowledge, i.e. how to keep equal pace with the political development in present context. Through this paper students will be familiar with the social structure, concepts like caste, class, gender, and religion. It is providing us new knowledge about how our political system is functioning by overcoming the deadlocks emerging from above mentioned issues. This paper is imparting knowledge about the updating processes of the Indian States and its changing nature, i.e.-development, welfare schemes and coercive dimensions. It is also giving us knowledge about the governments Affirmative policies against vulnerable groups like children, women weaker caste, class etc. Through this paper we can accumulate knowledge about secessionist movement and the system of its accommodation.

POL HG/RC 2016: Indian Government and Politics

This paper is familiarizing the Indian students with Indian politics, nature of state, and its analysis through various approaches like Liberal, Marxist and Gandhian. Students are also given knowledge on the basic features of Indian Constitution, Fundamental Rights, Directive Principles etc. It is also giving knowledge about the main institutional functionaries like Prime Minister, Parliament and Judiciary. This paper is also making aware of the students about the power structure in India like Caste, Class and Patriarchy. This paper is also holding debates on secularism and communalism. Knowledge is acquired on party system in India. Social Movements are also brought to light on the themes Workers, Peasants, Environmental and Women's Movement.

POL HC 3016: Introduction to Comparative Government and Politics

Introduction to comparative government and politics is focusing on the issues like capitalism, socialism, colonialism and decolonizing issues. While studying comparative politics students will acquire knowledge about the historical framework of various countries political system. They will have knowledge about the existing developments throughout synchronization in storied wise. This paper moreover provides knowledge regarding constitutional developments and political economy in the countries like Britain, Brazil, Nigeria and China. This paper is giving a concrete knowledge about the concept of Globalization, its impact on modern governments and its economy. It is focusing how the concepts like state, sovereignty etc. Are becoming sporous .It is also focusing the earlier maladministration like territorial politics ,religious and social extraction by the name colonization and the countermovement's against it ,aftermath the decolonization and the inception of NIEO under world umbrella ,the UNO.

POL HC 3026: Perspectives on Public Administration

This paper is related with the public administration system. Students come to know about classical and new public relationship in historical context. Through this paper students will have updated knowledge about contemporary administrative developments. This paper is designed with some new major approaches developed in new era of administration like new public administration, new public service and good governance. Students will be benefited with how public policies are formulated, implemented in real sense of the administration. This paper is providing knowledge about new innovations in public administration. It is imparting education about new form of entrepreneurship, new type of bureaucracy, decision-making etc.

POL HC 3036: Perspectives on International Relations and World History

This course is trying to build up a sound knowledge to the students about International Relations. It is giving an analytical lesson about how to understand International Relations in historical context. Students will have thorough knowledge about the emergence, development and till date developments taking place in international relations. It is providing students modernized tools for studying the very dynamic International relations. It is also providing knowledge about implicit Euro-Centrism to the explicit world relationship. Students will have knowledge about the causes and consequences of the Second World War which was bringing new thinking in the world order. Students will have vast knowledge about the ideological conflicts causing cold war and the scenario aftermath in International Relations. Students will have knowledge about the rivalries, its causes and thereby the resolutions for conflict management.

POL HG/RC 3016: Comparative Government and Politics

This paper has benefited the students on the comparative analysis of different Governments and their Politics. This paper holds comparative analysis of different Governments and their politics. It does comparison in between Authoritarianism and Democratic Governments, Parliamentary and Presidential form of governments particularly U.K. and U. S. A., Federal and unitary Governments of Canada, and China are discussed in wide perspective. This paper is also giving wide knowledge on the electoral system say-First past the post, Proportional Representation etc. On the party system students are make to aware of the models like One Party, Bi-Party and Multi-Party. It is also giving knowledge to students on the issues like state centric security to human centric security and the changing nature of nation-state in the context of globalization.

POL SE 3014: Parliamentary Procedure and Practices

This paper makes the students familiar with legislative practices in India. It is an orientation to equip the students with the adequate skills of how to participate in deliberative process and democratic decision making. It provides a good understanding on the constitutional provision relating to the specific process of legislation. It aims to enhance proper understanding about the procedure, practices relating to the passing of any bill from the beginning to the passing of bill. It also studies the working of different committees of parliament. The paper acquaints the students on powers fixed, motions adopted in the House and the processes of whole enactment.

POL SE 3024: Youth and Nation-Building

This course enables students to learn the importance of youth in NSS and NCC. In the course students can understand the activities related to NSS and NCC. To make students learn the basics of National Disaster Management and its importance, this course is very important.

POL HC 4016: Political Processes and Institutions in Comparative Perspective

Through this paper students are having knowledge about the method of application of comparative study of politics. Students are having broad knowledge about the Socio-Political divergent aspects like political culture, Representational system-types of election, party system etc. Students are also acquiring knowledge about the nation-state issues, the concept of democratization in post colonial period of world politics. Students are also gathering knowledge on the concepts federation and confederation. This paper is enabling students to hold debate on the issues like regionalism; power sharing or territorial division of power. This is a great boon to the student community that it is providing knowledge about party system which is the yardstick of democratic government in modern period.

POL HC-4026: Public policy and administration in India

This paper is providing an effective knowledge to the students on the issues like decentralization of administrative powers amongst different cantons, financial management. This paper is imparting lessons of public policy and the materialization of the same. It is also giving knowledge about social welfare policies in different sectors, say in education sector through Right to Education students are made aware of the universal Right of Education. In health sector through National Health Mission citizens and subjects are given weight. In the food sector students are given lesson about the right to food security. Through these paper employment policies, qualifications, avenues are provided to the students in different sectors. Various employment policies like NREGA, MGNREGA etc are taught to the students.

POL HC 4036 -Global Politics

This course is introduced with a view to familiarize the students with the concept of Globalization. Students are witnessing through this paper the various dimensions of globalization impacting day to day life. The paper gives knowledge to the students about the various issues like Global Social Movement, State and Trans -national actors. It also provides knowledge on the issues like proliferation of nuclear weapons, ecological issues, international terrorism, human security, wants, fears etc. Through this paper students are made awareness about the ecological issues like global warming, climatic change, global commons. Through this paper debate is created on the above issues and thereby tried to find out unanimous decision for the globe.

POL HG/RC 4016: Introduction to International Relations

This paper is introduced to give students knowledge on International Relations through some theoretical approaches. This paper gives thorough knowledge on classical, neo-realism, neo-liberalism and structural approaches like world system, etc. The paper also gives wide knowledge on feminist perspective. The paper is depicting the horrified Second World War and the origination of Cold War -its Phases, ending and the inception of Cold War, collapse of Soviet Union and aftermath the growing of European Union, China, Russia and Japan. This paper is also giving an outline on the core issues of International Relations like basic determinants of India's Foreign Policy, i.e. History, Geo-Political Economics, Domestic and the strategies. This paper is trying to focus India as an emerging World Power in International Relations, its worldwide excepted policies like non-alignment, policy of defensive etc.

POL SE 4014: Panchayati Raj in Practice

This paper will help students understand the importance of grassroot political institutions in empowering people. This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

POL HC 5016: Classical political philosophy

The paper enables the students to have knowledge about Greek antiquity and familiarizes with the manner in which the political questions were first posed. Also the paper helps the students to know about the philosophy and politics of Great philosophers particularly Plato and Aristotle. It helps to know about the past in comparison with modern thinkers. How the present political philosophy has developed keeping in connection with past philosophers. In fact this is a basic foundation course for students. The students will have knowledge on modern politics followed by Hobbes, Locke etc and beginning of Machiavelli as an inaugurator of modern politics.

POL HC 5026: Indian political thought

This paper as a whole indicates to provide a sense of the broad streams of Indian thought. A specific knowledge of individual thinkers like Veda, Vyasa, Kautilya, Manu etc. will be experienced by students. It will help our students to know about the important ancient thinkers which are utmost necessary for students because of our own country.

POL HE 5016: Human Rights. (DSE)

This paper deals with the Human Rights as basic concept. It will enable students to comprehend different approaches regarding human rights. This enables the students to understand the role of UNO in the growth and development of human rights. Students will know how to protect the human rights by way of different measures to be taken.

POL HE 5046: Select Constitution –I (DSE)

The paper aims to have a stronger and more informed perspective on approaches to studying the constitutional and political system of different countries. The paper will enable the students to acquire the knowledge about the importance of constitutions, their functioning and a comparative analysis of the executive, legislature and judiciary system.

POL RE/RG 5016: Public Administration-I

Through this course students will be able to understand the basics of public administration. This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.

POL SE 5014: Public Opinion and Survey Research

This course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

POL HC 6016-Modern Political Philosophy

The paper gives hint to interpret ideas underlying traditions in modern political philosophy. It acquaints the students to analyze the debate and arguments of leading political philosophers of various philosophical traditions. It makes convenient for students to gather knowledge of modern political philosophy and contemporary politics.

POL HC 6026: Indian Political Thought-II

The paper will enable the students to know the themes and issues in political thought of modern India. Also it helps students to compare and contrast positions of leading political thinkers in India. The study is helpful to assess the relevance of political thought of modern India. In understanding contemporary politics, it is very much necessary to know a comparative understanding of Modern Indian political thinkers.

POL HE 6016: Human Rights in India (DSE)

Undoubtedly the paper will help the students to know the origin, background, growth and development of Human Rights in India. It is utmost necessary to familiarize the students with emerging issues related to Human Rights.

POL HE 6046-Select Constitutions-II (DSE)

The paper enables the students to understand the importance of constitutions and its study will certainly help the students to appear the public service examinations like APSC, UPSC etc..The study of various forms of government, their functioning etc will give a clear concept of comparative knowledge relating to merits and demerits.

POL RE/RG 6016: Public Administration –II

After reading this course the students will be in a position acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc.

POL SE 6014: Conflict and Peace Building

This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role- play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

**COURSE OUTCOME
(NON-CBCS)****M.-1.1: Political Theory -I**

This course is to understand the nature, scope and significance of political theory and to appreciate the procedure of different theoretical ideas in political theory. This course provides knowledge to understand the various traditional and modern theories of political science. Students will familiarize with the concept of power, authority, legitimacy and different kinds of political ideologies. Students will get knowledge to evaluate the theories of origin of the state.

M.-1.2: Politics in India – I

There is knowledge to understand the philosophy of Indian constitutions. Introducing the Indian Constitution with a focus on the evolution of it and examining the essence of the Preamble. Students will know the salient features of Indian constitution. The study will examine the Fundamental Rights and Duties of Indian citizens with a study of the significance and status of Directive Principles. Critically analyzing the important institutions of Indian Union and state executives like President, Prime Minister, Council of Ministers, Governor, Chief Minister and state Council of Ministers, students will get knowledge about whole political system of India. Students can gain knowledge about the union and state houses of legislature and the structures and functioning of the judiciary.

G.-1.1: Political theory-1

Students can become familiar with the nature, scope and various traditional, modern and scientific approaches of studying political science. Students can understand the basic concept of power, authority, legitimacy, rights, citizenship, justice and liberty with different forms. This course can provide knowledge about the concept of the State and its Ideological Perspectives.

M.-2.1: Political Theory -II

Explaining the concept of Democracy, its types and theories (Elitist, Pluralist and Marxist) relating to it. This course is to understand the concept of Development and various views and Perspectives relating to it i.e., Liberal, Marxist, Sustainable Development, Human Development and Gandhian Model of Development. Understanding basic concepts of Justice, distributive justice, multiculturalism and social justice, explaining the nature of Third World Countries and Neo-Colonialism, and explaining the views of Andre Gunder Frank in terms of Dependency Theory, the course is important for students.

M.-2.2: Politics in India-II

The course emphasizes to provide knowledge about the Centre-State Relations with focus on the Legislative, Administrative and Financial Relations. Critically evaluating the Indian Party system – its development and looking at the ideology of dominant national parties. In this course the students will evaluate the Electoral Process of India with focus on the Election Commission with its Composition, Functions and Role.

G.-2.1: Political Theory-II

Explaining the concept of Democracy, its types and theories (Elitist, Pluralist and Marxist) relating to it. The course is to understand the concept of Development and various views and Perspective relating to it i.e., Liberal, Marxist, Sustainable, Development, Human Development and Gandhian Model of Development. Students will get knowledge by understanding basic concepts of Justice, distributive justice, multiculturalism and social justice. There is knowledge about the nature of Third World Countries and Neo-Colonialism. Explaining the views of Andre Gunder Frank in terms of Dependency Theory, the students will be familiarized with the theoretical politics.

M.-3.1: International Relations -I

The students will get an overview about the nature, evolution and scope of international relations. It will help them to get acquainted with the basic ideas of international relations. It will familiarize the students with the different approaches to the study of International Relations. It will also give them a historical background of the discipline which will help them understand international politics in a better way.

M.-3.2: Public Administration -I

This paper deals with the administration of the country. The students learn in detail about the mechanism through which the state machinery works. The students get an insight into how the central as well as the state government carries out its function.

G.-3.1: International Relations -I

The students will get an overview about the nature, evolution and scope of international relations. It will help them to get acquainted with the basic ideas of international relations. It will familiarize the students with the different approaches to the study of International Relations. It will also give them a historical background of the discipline which will help them understand international politics in a better way.

G.-3.2: Politics in India – I

There is knowledge to understand the philosophy of Indian constitutions. Introducing the Indian Constitution with a focus on the evolution of it and examining the essence of the Preamble. Students will know the salient features of Indian constitution. The study will examine the Fundamental Rights and Duties of Indian citizens with a study of the significance and status of Directive Principles. Critically analyzing the important institutions of Indian Union and state executives like President, Prime Minister, Council of Ministers, Governor, Chief Minister and state Council of Ministers, students will get knowledge about whole political system of India. Students can gain knowledge about the union and state houses of legislature and the structures and functioning of the judiciary.

M.-4.1: International Relations -II

Students will familiarize with the basic concepts of International Relations and develop a preliminary understanding of the global economy. Explaining the formation, charter and objectives of United Nations and its working on Millennium Development Goals, the students will get knowledge about the essence of international cooperation and peace. The course has a study to analyze the international security, Disarmament, Arms Control and Nuclear nonproliferation. This paper shall help the students to develop a deeper understanding of International Relations along with the different international organizations and stakeholders in it.

M.-4.2: Public Administration -II

To understand the basics of personnel administration- both processes and institutions. The course is to explain the concepts of financial administration in the country with special reference to the process and principles of budgeting. The students will be introduced with the concept of development administration and to the contributions of Fred W. Riggs. Students will get knowledge about citizen centric administration and introduce institutions for the redressal of public grievances- Lokpal, Lokayukta etc.

G.-4.1: International Relations -II

Students will familiarize with the basic concepts of International Relations and develop a preliminary understanding of the global economy. Explaining the formation, charter and objectives of United Nations and its working on Millennium Development Goals, the students will get knowledge about the essence of international cooperation and peace. The course has a study to analyze the international security, Disarmament, Arms Control and Nuclear nonproliferation. This paper shall help the students to develop a deeper understanding of International Relations.

G.-4.2: Politics in India-II

The course emphasizes to provide knowledge about the Centre-State Relations with focus on the Legislative, Administrative and Financial Relations. Critically evaluating the Indian Party system – its development and looking at the ideology of dominant national parties. In this course the students will evaluate the Electoral Process of India with focus on the Election Commission with its Composition, Functions and Role.

M.-5.1: Western Political Thinkers

In this course the students will familiarize with the Greek political tradition, specifically to the ideas of Plato and Aristotle. To explain the ideas of medieval and early modern political thinkers like St. Augustine and Machiavelli. Students will familiarize with the exponents of the Social Contract Theory- Hobbes, Locke and Rousseau. To help the students to develop and elaborate understanding of Marxian political thought.

M.-5.2: Select Constitutions – I

The students are introduced to the basic ideas of constitution and constitutionalism by this course. Students can know the constitution of United Kingdom, British political system and the British political traditions in the course. To introduce the constitution of United State of America, it's Federal system, presidential form of government and political parties and interest groups. To help the students make a comparative study of the constitutions of United Kingdom and United States of America.

M.-5.3: Politics in Northeast India/General Sociology – I

This paper shall help the students to understand and define the concepts of sociology and shall also brief them about the historical evolution of the same. It shall explain the different methods of sociological study to the students. It shall elaborate in depth about the basic concepts of sociology- like- Family, Society and Community. It shall introduce the students to the ideas of socio stratification, socio class and concepts of gender.

M.-5.4: Contemporary Political Issues

To explain the current issues of international politics to the students- like environmental issues and terrorism. The course will introduce and able to explain the ideas of human development and human security as well as to elaborate on the issues of gender in international politics.

M.-5.5: Rural Local Governance

Community development concentration, understand how to help village and counties improve their overall well-being. Understand conventional development and planning theories at rural level. Apply village developmental resources properly develop a local leadership. Exhibit the efforts for rural development. Apply the management and theory at local level. The course will aware the students about basic governing system as well as development measures.

M.-5.6: Human Rights/Democracy in India – I

This paper teaches the students about our rights. Through this paper the students are acquainted with the rights in the national as well as international level. They are also shown how to claim redressal in case the executive or for that matter or other organization tries to trespass with our rights.

G.-5.1: Public Administration – I

This paper deals with the administration of the country. The students learn in detail about the mechanism through which the state machinery works. The students get an insight into how the central as well as the state government carries out its function.

G.-5.2: Select Constitutions – I

The students are introduced to the basic ideas of constitution and constitutionalism by this course. Students can know the constitution of United Kingdom, British political system and the British political traditions in the course. To introduce the constitution of United State of America, it's Federal system, presidential form of government and political parties and interest groups. To help the students make a comparative study of the constitutions of United Kingdom and United States of America.

M.-6.1: Indian Political Thinkers

The paper shall introduce the most prominent Indian Political Thinkers like Manu, Kautilya, Raja Ram Mohan Roy and Jyotiba Phule. It shall also explain the ideas of M N Roy, Mahatma Gandhi, Jawaharlal Nehru, B R Ambedkar and J P Narayan. The basic objective of the paper is to help the students to develop a comprehensive understanding of the basics of Indian political thought.

M.-6.2: Select Constitutions – II

The paper shall introduce the students to the constitution of the People's Republic of China- their political processes, party system and institutions. To explain the constitution of Switzerland- the Swiss political tradition, Swiss federalism, their pattern of democracy and their political parties and interest groups.

M.-6.3: Politics in Northeast India/General Sociology – II

To familiarize the students with the ideas of culture, social control, social change and socialization. The course elaborates the principles in operations of the given concepts.

M.-6.4: Contemporary Political Ideologies

The course shall introduce the students to the most contemporary ideologies like- neo liberalism, feminism, religious fundamentalism and multiculturalism. To explain the meaning and the different understandings of given concepts and to help the students to develop a broad understanding of these ideologies.

M.-6.5: Urban Local Governance

The students will get an overview about the evolution and the constitutional structure of the bodies of the urban local governance. This course provides knowledge regarding role of committees and commissions of urban governance. There is knowledge about the Finance, Control and Personnel Administration of Urban Governance.

M.-6.6: Human Rights in India/Democracy in India – II

This paper shall focus on the tradition of human rights in India. It shall elaborate on the historical evolution, and institutional mechanisms for the protection of human rights in India. It shall also touch upon the emerging issues of human rights in the country, different movements relating to human rights and shall also deal with the rights of vulnerable groups in India.

G.-6.1: Public Administration – II

To understand the basics of personnel administration- both processes and institutions. The course is to explain the concepts of financial administration in the country with special reference to the process and principles of budgeting. The students will be introduced with the concept of development administration and to the contributions of Fred W. Riggs. Students will get knowledge about citizen centric administration and introduce institutions for the redressal of public grievances- Lokpal, Lokayukta etc.

G.-6.2: Select Constitutions – II

The paper shall introduce the students to the constitution of the People's Republic of China- their political processes, party system and institutions. To explain the constitution of Switzerland- the Swiss political tradition, Swiss federalism, their pattern of democracy and their political parties and interest groups.



Principal
Dalgoma Anchalik College

(Dr. Gangeswar Kalita)
Principal
Dalgoma Anchalik College



HOD
Dept. of Political Science
Dalgoma Anchalik College

Head
Department of Political Science
Dalgoma Anchalik College

DALGOMA ANCHALIK COLLEGE

A UGC Recognised (2f & 12 B) Institute under Gauhati University

P. O.: Matia, Dist.: Goalpara (Assam), PIN: 783125

Ph: 03663-291011(Office) / Cell: 9707212628/ 7002901373

Email: dalgomacollege1993@gmail.com

Website: www.dalgomaanchalikcollege.co.in



FIRST CYCLE NAAC ACCREDITATION 2022

Criterion II Teaching, Learning and Evaluation

2.6 Student Performance and Learning Outcome (90)

2.6.1. Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Department wise Programme Outcomes (POs) and Course Outcomes (COs)

Department of Economics

Submitted to



THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

**DEPARTMENT OF ECONOMICS
DALGOMA ANCHALIK COLLEGE
PROGRAMME OUTCOME, PROGRAMME SPECIFIC
OUTCOME & COURSE OUTCOME**

DalgomaAnchalik College is affiliated to Gauhati University, Guwahati and follows the curricula prescribed by the University. The college has clearly stated the Programme Outcome, Programme Specific Outcome and Course Outcome of all the programmes and courses.

Programme Outcomes

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

- Acquire the knowledge with facts and figures concerned with the subjects such as History, Geography, Economics, Languages, etc.
- Understand the basic concepts, fundamental principles, and various theories in the above mentioned subjects.
- Realize the importance of literature in terms of aesthetic, mental, moral, intellectual development of an individual and accordingly of the society.
- Understand how issues in the social science get influenced by the literature and how the literature can provide solutions to the social issues.
- Gained the analytical ability to analyze the literature and social issues to appreciate the strength and to suggest the improvements for better results.
- Appreciate that social issues are no longer permanent and largely depend on the political and the economical changes.
- Convince himself/herself that the study of literature and social sciences are not only helpful to evolve better individual and better society but also helpful to make the life of an individual more happy and meaningful.
- Participate in various social and cultural activities voluntarily.
- Written articles, novels, stories to spread the messages of equality, nationality, social harmony and other human values.
- Emerge as a multifaceted personality who is self-dependent; earning his own bread and butter and also creating opportunities to do so.
- Realize that the pursuit of knowledge is a lifelong process and one can achieve the success only with untiring efforts and positive attitude.
- Develop various communication skills such as reading, listening, speaking, etc., which will be helpful in expressing ideas and views clearly and effectively.

PROGRAMME SPECIFIC OUTCOMES

Programme Specific Outcomes of studying the syllabus prescribed for the students of B. A. Economics Major Classes may be cited below:

- The students will understand the economic behaviour of individual economic unit.
- The students will be able to know the macro-economic structure of an economy.
- The students will be able to know how prices are set under different market structure.
- The students will be able to learn the role of money and monetary policy in an economy.
- The students will be able to learn calculus and mathematics in Economics.
- The students will be able to learn the concept of economic development and growth.
- The students will be able to learn the principles of public finance.
- The students will be able to learn different statistical techniques used in Economics.
- The students will be able to learn principles of econometrics.
- The students will be to learn the impact of economic activity on environment.
- The students will be able to learn history of Economic thought.

**DEPARTMENT OF ECONOMICS
DALGOMA ANCHALIK COLLEGE
COURSE OUTCOMES
B. A. ECONOMICS HONOURS (CBCS)**

Semester-I

Course Name: Introductory Microeconomics
Course Code: ECO-HC-1016

Course Outcome	Course Outline	Bloom's Taxonomy Level
<p>Through this course students are able what is economics is all subject about and how economy operates Economics along with consumer behaviour i.e. rationality of the consumer along with producers rationality.</p> <p>Students are able understand Why to study economics, its importance, choice; the question of what to Perfect Market Structure produce, how to produce and how to distribute output; science economics; the basic competitive Structure model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic system; reading and working with graphs.</p>	Unit 1: Exploring The subject matter of Economics	Remember, Understand
	Unit 2 :Supply and Demand : How markets work, Markets and Welfare	Remember, Understand
	Unit-3: The Households	Remember, Understand, Analyse, Apply
	Unit 4: The Firm and Perfect Market Structure	Remember, Understand, Analyse
	Unit-5: Imperfect Market Structure	Remember, Understand, Analyse
	Unit-6: Input Markets	Understand, Analyse

Course Name: Mathematical Methods in Economics-I
Course Code: ECO-HC-1026

Course Outcome	Course Outline	Bloom's Taxonomy Level
<p>The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, microeconomic theory, statistics and econometrics set out in this syllabus.</p> <p>Through this course, students are able to understand particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.</p>	Unit 1: Preliminaries	Remember, Understand
	Unit 2 :Functions of one real variables	Remember, Understand
	Unit-3: Differential Calculus	Remember, Understand, Analyse, Apply
	Unit 4: Single variable optimization	Remember, Understand, Analyse
	Unit-5: Integration of functions	Remember, Understand, Analyse

Course Name: Introductory Macroeconomics**Course Code: ECO-HC-2016**

Course Outcome	Course Outline	Bloom's Taxonomy Level
<p>This course aims to introduce the students to the basic concepts of Macroeconomics and Macroeconomics.</p> <p>Now with this course students are able to understand how Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.</p>	Unit 1: Preliminaries	Remember, Understand
	Unit 2 :Functions of one real variables	Remember, Understand
	Unit-3: Differential Calculus	Remember, Understand, Analyse, Apply
	Unit 4: Single variable optimization	Remember, Understand, Analyse
	Unit-5: Integration of functions	Remember, Understand, Analyse

Course Name: Mathematical Methods In Economics -II**Course Code: ECO-HC-2026**

Course Outcome	Course Outline	Bloom's Taxonomy Level
<p>The objective of this sequence is to provide knowledge to the students about various mathematical concepts, whom they can apply to several real variables find solution to various economic optimization problems i.e. through applying mathematics into economic concepts. This course is much more illustrated version from the previous course (semester) which will provide in-depth knowledge to the students about various economic applications.</p>		

Semester –III**Course Name: Intermediate Micro-Economics- I****Course Code: ECO-HC-3016**

Course Outcome	Course Outline	Bloom's Taxonomy Level
<p>Since students are already familiar Costs with the quantitative techniques in the previous and Perfect semesters, mathematical tools are used to facilitate understanding of the basic concepts, here students are able to understand the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm (more illustrated than the previous semester)</p>		

Course Name: Intermediate Macroeconomics - I**Course Code: ECO-HC-3026**

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none"> This course introduces the students to formal modelling of a macro economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy 	Unit – 1 : Aggregate Demand and Aggregate Supply Curve	Remember, Understand
	Unit – 2 : Inflation, Unemployment and Expectations	Remember, Understand
	Unit – 3 : Open Economy Models	Remember, Understand

Course Name: Statistical Methods for Economics**Course Code: ECO-HC-3036**

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none"> This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation. 	Unit – 1 : Introduction and overview Remember, Understand	Remember, Understand
	Unit – 2 : Elementary probability Theory Remember, Understand	Remember, Understand
	Unit – 3 : Random Variables and Probability Distribution Remember, Understand	Remember, Understand
	Unit – 4 : Random Sampling and Jointly Distributed random Variables Remember, Understand	Remember, Understand
	Unit – 5 : Sampling Remember, Understand	Remember, Understand

Semester – IV

Course Name: Intermediate Microeconomics - II

Course Code: ECO-HC-4016

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none"> Here the emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. Moreover it covers general equilibrium and welfare, imperfect markets and topics under information economics 	Unit – 1 : General Equilibrium, Efficiency and Welfare	Remember, Understand
	Unit - 2 : Market Structure and Game Theory Remember, Understand	Remember, Understand
	Unit - 3 : Market with Asymmetric Information	Remember, Understand

Course Name: Intermediate Macroeconomics - II

Course Code: ECO-HC-4026

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none"> In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the microfoundations to the various aggregative concepts used in the previous course 	Unit - 1 : Economics Growth	Remember, Understand
	Unit- 2 : Microeconomics Foundations	Remember, Understand
	Unit - 3 : Fiscal and Monetary policy Remember, Understand	Remember, Understand
	Unit - 4 : Schools of Macro - Economic thoughts	Remember, Understand

Course Name: Introductory Econometrics

Course Code: ECO-HC-4036

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none"> It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models 	Unit - 1 : Statistical Background	Remember, Understand
	Unit - 2 : Simple linear regression model : Two – Variable case	Remember, Understand
	Unit - 3 : Multiple linear regression model	Remember, Understand
	Unit - 4 : Violations of Classical Assumptions : Consequences, detection and remedies	Remember, Understand
	Unit - 5 : Specification Analysis	Remember, Understand

Semester – V

Course Name: Indian Economy – 1
Course Code: ECO-HC-5016

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none"> • Using appropriate analytical frameworks, this course reviews major trends in the economy and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. • Through this course students are able to understand about various economic indicators and even the comparison of such indicators at international level. • Moreover, with this course students are able to understand the economy of India in a more illustrated way. 	Unit - 1 : Economic development since independence	Remember, Understand
	Unit - 2 : Population and Human Development	Remember, Understand
	Unit - 3 : Growth and distribution	Remember, Understand
	Unit - 4 : International Comparison	Remember, Understand

Course Name: Development Economics-I
Course Code: ECO-HC-5026

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none"> • This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and crossnational comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. • The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance. 	Unit - 1: Conceptions of development empirics	Remember, Understand
	Unit - 2: Growth models	Remember, Understand
	Unit - 3: Poverty and inequality: definitions, measures and mechanisms	Remember, Understand
	Unit - 4: Political institutions and the functioning of the state	Remember, Understand

Course Name: Money and Financial Markets**Course Code: ECO-HE-5026**

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none">• This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions.• It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered	Unit - 1 : Money	Remember, Understand, Analyze and Apply
	Unit - 2 : Financial institutions, Markets, Instruments and Financial Innovations	Remember, Understand, Analyze
	Unit - 3 : Interest Rates	Remember, Understand, Analyze
	Unit - 4 : Banking System	Remember, Understand, Analyze
	Unit - 5 : Central banking and Monetary policy	Remember, Understand, Analyze

Course Name: Public Finance**Course Code: ECO-HE-5036**

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none">• This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralization in India.• The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism	Unit -1 : Theory	Remember, Understand,
	Unit-2 : Issues from Indian Public Finance	Remember, Understand,

Semester – VI

Course Name: Indian Economy-II

Course Code: ECO-HC-6016

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none"> This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. 	Unit-1: Macroeconomic policies and their impact	Remember, Understand, Analyze
	Unit -2 : Policies and performance in Agriculture	Remember, Understand, Analyze
	Unit-3 : Policies and performance in Industry	Remember, Understand, Analyze
	Unit-4 : Trends and performance in services	Remember, Understand, Analyze

Course Name: Development Economics-II

Course Code:-ECO-HC-6016

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none"> This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development. 	Unit - 1 : Demography and Development	Remember, Understand, Analyze
	Unit - 2 : Land, Labor and Credit markets	Remember, Understand, Analyze
	Unit - 3 : Individuals, communities and collective outcomes	Remember, Understand
	Unit - 4 : Environment and sustainable development	Remember, Understand, Analyze, Apply
	Unit-5 : Globalization	Remember, Understand,

Course Name: Environmental Economics

Course Code: ECO-HE-6016

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none"> This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of 	Unit - 1 : Introduction	Remember, Understand, Analyze
	Unit - 2 : The theory of externalities	Remember, Understand, Analyze
	Unit - 3 : The design and implementation of environmental policy	Remember, Understand, Analyze, Apply
	Unit - 4 : International environmental problems	Remember, Understand, Analyze, Apply
	Unit - 5 : Measuring the benefits of environmental improvements	Remember, Understand, Analyze, Apply

environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed	Unit - 6 : Sustainable development	Remember, Understand, Analyze, Apply
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Course Name: International Economics

Course Code:- ECO-HE-6026

Course Outcome	Course Outline	Bloom's Taxonomy Level
<ul style="list-style-type: none"> • This course develops a systematic exposition of models that try to explain the composition, direction and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics developed in courses 08 and 12, focusing on national policies as well as international monetary systems. • It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies. 	Unit - 1 : Introduction	Remember, Understand,
	Unit-2 : Theories of international trade	Remember, Understand, Analyze
	Unit -3 : Trade policy	Remember, Understand, Analyze
	Unit-4: International macroeconomic policy	Remember, Understand, Analyze



Principal
Dalgoma Anchalik College

Principal
Dalgoma Anchalik College
Date:.....



ASSTT. PROF & HOD
Deptt. of Economics
Dalgoma Anchalik College.

Head
Department of Economics
Dalgoma Anchalik College

DALGOMA ANCHALIK COLLEGE

A UGC Recognised (2f & 12 B) Institute under Gauhati University

P. O.: Matia, Dist.: Goalpara (Assam), PIN: 783125

Ph: 03663-291011(Office) / Cell: 9707212628/ 7002901373

Email: dalgomacollege1993@gmail.com

Website: www.dalgomaanchalikcollege.co.in



FIRST CYCLE NAAC ACCREDITATION 2022

Criterion II Teaching, Learning and Evaluation

2.6 Student Performance and Learning Outcome (90)

2.6.1. Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Department wise Programme Outcomes (POs) and Course Outcomes (COs)

Department of Assamese

Submitted to



THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

DALGOMA ANCHALIK COLLEGE
DEPARTMENT OF ASSAMESE
PROGRAMME OUTCOMES (B.A. ASSAMESE)

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

- Acquire the knowledge with facts and figures concerned with the subjects such as History, Geography, Economics, Languages, etc.
- Understand the basic concepts, fundamental principles and various theories in the above mentioned subjects.
- Realize the importance of literature in terms of aesthetic, mental, moral, intellectual development of an individual and accordingly of the society.
- Understand how issues in the social science get influenced by the literature and how the literature can provide solutions to the social issues.
- Gained the analytical ability to analyze the literature and social issues to appreciate the strength and to suggest the improvements for better results.
- Appreciate that social issues are no longer permanent and largely depend on the political and the economical changes.
- Convince himself / herself that the study of literature and social sciences are not only helpful to evolve better individual and better society but also helpful to make the life of an individual more happy and meaningful.
- Participate in various social and cultural activities voluntarily.
- Written articles, novels, stories to spread the messages of equality, nationality, social harmony and other human values.
- Emerge as a multifaceted personality who is self –dependent; earning his own bread and butter and also creating opportunities to do so.
- Realize that the pursuit of knowledge is a lifelong process and one can achieve the success only with untiring efforts and positive attitude.
- Develop various communication skills such as reading, listening, speaking etc., which will be helpful in expressing ideas and views clearly and effectively.

DALGOMA ANCHALIK COLLEGE
DEPARTMENT OF ASSAMESE
PROGRAMME SPECIFIC OUTCOME (B.A. ASSAMESE)

The PROGRAMME SPECIFIC OUTCOME of the syllabus prescribed for the major students of Assamese is mentioned below:

- The syllabus contains different categories of Assamese literature like Romantic literature, Devotional literature, oral literature etc. The learners can come to know about the various information of Assamese literature at different period of time. Especially through the CHARYAPADA the students get the information of the socio-cultural background of Assam.
- The advent of Neo- Vaishnavism and the composition of Sankardev, Madhavdev and others incorporated in the syllabus and above all the compositions like the Kirtonghosa, Bargeet, Ankia-Nat ect. not only strengthen the religion but also create awareness among the learners to fight against the social evils like casteism, superstitious etc.
- The old modern Assamese poems acquaint the learners with the socio- cultural affairs of the society. These also give inspiration to learners to face the challenges of real life.
- Through this syllabus the students come to know Assamese culture, the elements of folk culture, the festivals of Assam and tradition of sakta, saiva and vaishnava dharma.
- The knowledge of philosophy gives the opportunity to the learners to know the linguistic pattern of various languages as well as the journey of Assamese language through various languages like Pali, Prakrit, Apabhramsa, Magadhi etc.
- The technical literature of Assamese contains poetics (Both Indian and Western), Metres, Rhetoric sect and the lessons on Assamese grammar give a solid foundation for learning Assamese language.
- The syllabus of Assamese has incorporated the translation works of the short stories and novels.

DalgomaAnchalik College
Department of Assamese
COURSE OUTCOME
B.A. Assamese (Honours) Syllabus (CBCS)

1st Semester (Honours)

Paper Name: AshomiyaSahityarBuranji (Charjyapada- Sankari Yug)

Paper code: ASM-HC-1016

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of this course, the students will be able to</p> <ul style="list-style-type: none"> Reconstruct the Social history of Assam in the light of the rise of Assamese Language Trace the history of Assameseliterary tradition. Describe the feature of Pre-Sankari and Sankari Period Literature. 	Unit-I :AshomiyaSahityar Yug Bibhazon	Remember. Understand. Analysis
	Unit-II : Udbhav Kalor Ashomiya Sahitya	Remember. Understand. Analysis
	Unit-III : Prag Sankari Yug	Remember. Understand. Analysis
	Unit-IV : Sankari Yug	Remember. Understand. Analysis

Paper Name: AshomiyaSahityarBuranji (Uttar- Sankari Yug- Arunodai Yug)

Paper Code: ASM-HC-1026

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of this course, the students will be able to.</p> <ul style="list-style-type: none"> Trace the phases of Uttar-Sankari, Sankari, Pre-Arunodai and Arunodai Period Literature. Describe the feature of Uttar-Sankari, Sankari, Pre- Arunodai and Arunodai Period Literature. 	Unit-I : Uttar- Sankari Yug	Remember. Understand. Analysis
	Unit-II : Uttar-Sankari Yugar Sahitya	Remember. Understand. Analysis
	Unit-III : Prag-ArunodaiaruArunodai Yug	Remember. Understand. Analysis
	Unit-IV : Prag-ArunodaiaruArunodai Yugar Sahitya	Remember. Understand. Analysis

2nd Semester (Honours)

Paper Name: Bhasha Bigyan Parichay

Paper Code: ASM-HC-2016

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of this course, the students will be able to.</p> <ul style="list-style-type: none"> Describe different varieties of the Assamese Language in the Context of contemporary Linguistics. Organize geographical and social varieties of Assamese Language. 	Unit-I : Bhasha BigyanarSadharan Parichay	Remember. Understand. Analysis
	Unit-II : Bhasha BigyanarShakha- Prashakha	Remember. Understand. Analysis
	Unit-III : Bhasha BigyanarAdhyayanarStor	Remember. Understand. Analysis, Apply
	Unit-IV : Bhasha Samparkiyochinta-ChorchaaruAdhyayanarItihash	Remember. Understand. Analysis, Apply

Paper Name: Sahitya- Shomalochana

Paper Code: ASM-HC-2026

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of this course, the students will be able to.</p> <ul style="list-style-type: none"> Trace the thought systems of ancient Indian Literary critics, Interpret Literature from Indian point of view. Design a spectrum of different themes used in Assamese short stories and novels. 	Unit-I : Rasa, Dhani, Gunaru Riti	Remember. Understand. Analysis
	Unit-II :KabitatKalponerSthan, ChitrapalpabadaruPratikbad	Remember. Understand. Analysis
	Unit-III : Tragedy, AbsurdaruBrakhtiyonatyodhara	Remember. Understand. Analysis
	Unit-IV :ChutigolpoaruUpanyash	Remember. Understand. Analysis

3rd Semester

Paper Name: AshomiyaSahityarPrabesh

Paper Code: ASM-HC-3016

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of this course, the students will be able to.</p> <ul style="list-style-type: none"> Trace the phases of Romantic and Modern Assamese literature. Trace the development of the major trends of Assamese short stories. Describe the emotional effect of reading a few significant Assamese short stories, novels and biography Interpret a short story. 	Unit-I :Shadhukotha, kabitaaruGolpo	Remember. Understand. Analysis
	Unit-II: PrabandhaaruSomalochana	Remember. Understand. Analysis
	Unit-III: Atmajivani, Jivani aruUpanyash	Remember. Understand. Analysis
	Unit-IV: Bhramon Sahitya aruByaktigatoRachona	Remember. Understand. Analysis

Paper Name: AshomiyaKabitarChaneki

Paper Code: ASM-HC-3026

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of this course, the students will be able to.</p> <ul style="list-style-type: none"> Trace the phases of pre-Sankari and Sankari Period of Assamese literature. Trace the phases of Romantic and Modern Assamese Poetry. 	Unit-I: Madhav KandaliaruDuragaborar Kabita.	Remember. Understand. Analysis
	Unit-II: Sankardevaru Ram Swarashatir Kabita	Remember. Understand. Analysis
	Unit-III: Chandra Kumar Agarwala, Raghunath ChodharyaruDebokantaBaruar Kabita.	Remember. Understand. Analysis
	Unit-IV: Navakanta Baruah, Ajit Baruah aruNilamoniFukonar Kabita.	Remember. Understand. Analysis

Paper Name: Axomor Sanskriti
Paper Code: ASM-HC-3036

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of this course, the students will be able to.</p> <ul style="list-style-type: none"> Reconstruct religions belief of the people of Ancient Assam and compare in with that of the rest of ancient India. 	Unit-I: Sanskritir Sangya aru Swarup	Remember. Understand. Analysis
	Unit-II: SanajikLokachar, DharmiyaParamporaaru Utsav Parbon.	Remember. Understand. Analysis
	Unit-III: AshomiyaParibeshya Kola aruParmporagato Khel-Dhemali	Remember. Understand. Analysis
	Unit-IV: AxomorSthapatya, BhaskjyaaruChitakola.	Remember. Understand. Analysis

Paper Name: ByaboharikAshomiya
Paper Code: ASM-SE-3014

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of this course, the students will be able to.</p> <ul style="list-style-type: none"> Compare and contrast the genres of creative writing on the basis of imitation and imagination. Create a piece of literature and justify its quality. Describe the experience of reading a piece of literature. 	Unit-I: Arhi Path: PaddhatiaruKoushal	Remember. Understand. Analysis, Evaluate
	Unit-II: Chopaaruboidyutin Madhyam, Bigyapan	Remember. Understand. Analysis, Apply
	Unit-III: Anubad: Sanbad, PrabandhaaruShakhyatkar	Remember. Understand. Analysis, Apply
	Unit-IV: Chitranatya Nirman: SahityarChitrayan.	Remember. Understand. Analysis, Apply

4th Semester (Honours)

Paper Name: TulonamulakBharatiya Sahitya
Paper Code: ASM-HC-4016

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of this course, the students will be able to.</p> <ul style="list-style-type: none"> Trace the phases of Indian Comparative literature. Illustrate the linguistic and cultural aspects of translation. State the problems of different kinds of translation. Justify the quality of different texts of translation. 	Unit-I: TulonamulokSahityar Parichay	Remember. Understand. Analysis
	Unit-II: TulonamulokBharatiyaSahityar Parichay	Remember. Understand. Analysis
	Unit-III: Chutigolpo	Remember. Understand. Analysis, Evaluate
	Unit-IV: Upanyash	Remember. Understand. Analysis, Evaluate

Paper Name: AshomiyaBhasharSamaliaran: Aryan Bhasha aru Aryan- Bhinna Bhasha
Paper Code: AS-HC-4026

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of this course, the students will be able to.</p> <ul style="list-style-type: none"> Reconstruct the social history of Assam in the light of the rise of Assamese Language. Justify the relationship between of Aryan and Aryan-Bhinna of Assamese Language. 	Unit-I: Udbhav Kalor Ashomiya Bhasha.	Remember Understand. Analysis
	Unit-II: BharatiyaArjyaBhasharlogotAshomiyaBhasharSambandha.	Remember Understand. Analysis
	Unit-III: Arjya- Bhinna BhasharAshomiyaBhasharSambandha	Remember Understand. Analysis, Apply
	Unit-IV: SampratikAshomiyaBhashatArjya- Bhinna aruArjya- Bhinna Upadhan.	Remember Understand. Analysis, Apply

and construct the social history of early Assamese form of language with that of the Modern Assamese Language.		
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Paper Name: AshomiyaGodya Sahitya

Paper Code: ASM-HC-4036

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of the course, the students will be able to,</p> <ul style="list-style-type: none"> Trace the development of Assamese prose from Sankari to Modern Period Prose. Interpret the changes occurring in Assamese prose. State the present features of Assamese prose. 	Unit-I: SnakardevaruMadhavdevarAnkiya Nat.	Remember. Understand. Analysis
	Unit-II: Bhattadevar, Gopalcharan Dwij aru Raghunath MahantorGodya.	Remember. Understand. Analysis
	Unit-III: Kotha Guru ChoritaruSatsanAxomBuranji.	Remember. Understand. Analysis
	Unit-IV: Byaboharik Sahitya aruShilor Foli	Remember. Understand. Analysis, Apply

Paper Name: Srijanimulok Sahitya

Paper Code: ASM-SE-4014

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of the course, the students will be able to,</p> <ul style="list-style-type: none"> Compare and construct the genres of creative writing on the basis of imitation and imagination. Create a piece of literature and justify its quality. Describe the experience of reading a piece of 	Unit-I: Kalponar Sangya aruParisar.	Remember. Understand. Analysis, Apply
	Unit-II: Adhunik Kabita	Remember. Understand. Analysis, Apply
	Unit-III: Golpor Nirman Saili	Remember. Understand. Analysis, Apply
	Unit-IV: Kabita aruGolporarhiPrastuskaran.	Remember. Understand. Analysis, Apply

literature.		
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5th Semester (Honours)

Paper Name: Ashomiya Natok aruParibeshan Sali

Paper Code: ASM-HC-5016

Course Name	Unit with Name	Bloom's Taxonomy Level
After the completion of the course, the students will be able to, <ul style="list-style-type: none"> • Reconstruct the history of Assamese drama and performance. • Describe the experience of viewing a play. Enumerate the trends of Assamese Drama. 	Unit-I: AshomiyaNatokorChomuItihash	Remember. Understand. Analysis
	Unit-II: Ankiya Nat aruParibeshan Sali.	Remember. Understand. Analysis, Apply
	Unit-III: Prag- Swadhinata Yugar Ashomiya Natok aruParibeshan.	Remember. Understand. Analysis, Apply
	Unit-IV: Uttar- Swadhinata Yugar Ashomiya Natok aruParibeshan.	Remember. Understand. Analysis, Apply

Paper Name: AshomiyaByayakaron

Paper Code: ASM-HC-5026

Course Name	Unit with Name	Bloom's Taxonomy Level
After the completion of the course, the students will be able to, <ul style="list-style-type: none"> • Describe different varieties of the Assamese Grammar in the Context of contemporary Linguistics. • Organize geographical and social varieties of Assamese Language. 	Unit-I: AshomiyaByayakaronorItihash	Remember. Understand. Analysis, Apply
	Unit-II: AshomiyaBhasharDhaitatta.	Remember. Understand. Analysis, Apply
	Unit-III: AshomiyaBhasharRuptatta.	Remember. Understand. Analysis, Apply
	Unit-IV: AshomiyaBhasharBakyatatta.	Remember. Understand. Analysis, Apply

Paper Name: AshomiyaLoko- Sahitya Adhyayan
Paper Code: ASM-HE-5016

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of the course, the students will be able to,</p> <ul style="list-style-type: none"> Trace the phases of Assamese Folk-literature. Categories Assamese Folk- Literature of Ancient Phases. Categories the Assamese Folk- Literature and Folk-Culture into different trends. 	Unit-I: AshomiyaLoko-Sahityar Prakriti Bichar.	Remember. Understand. Analysis
	Unit-II: Prabadd- Patantar, JansrutiaruShadhukotha	Remember. Understand. Analysis
	Unit-III: Malita aru Kahini Geet	Remember. Understand. Analysis
	Unit-IV: Onusthanmulok Loko-Geet	Remember. Understand. Analysis

Paper Name: AshomiyaRomanyashbadi Kabita
Paper Code: ASM-HE-5026

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of the course, the students will be able to,</p> <ul style="list-style-type: none"> Trace the phase of Assamese Romantic literature. Categories Assamese poetry of Romantic Phases. Describe experience of reading Romantic Assamese Poetry. 	Unit-I: Laxminath Bezbaruah, Chandrakumar Agarwala, Mofizuddin Ahmed Hazarika aru Hemchandra Goswamirkabita	Remember. Understand. Analysis
	Unit-II: Raghunath Chodhary, Ambikagiri Ray Choudhury, Ratna KantaBarkakotiaru Jatindra Nath Duwarar Kabita	Remember. Understand. Analysis
	Unit-III: Sailodhar Rajkhowa, Nalinibala Devi aru Jyoti Prashad Agarwalar Kabita	Remember. Understand. Analysis
	Unit-IV: Dimbeswar Neog, Binanda Chandra Baruah aru Atul Chandra Hazarika Kabita	Remember. Understand. Analysis

6th Semester (Honours)

Paper Name: AshomiyaChutigolpoaruUpanyash

Paper Code: ASM-HC-6016

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of the course, the students will be able to,</p> <ul style="list-style-type: none"> Trace the development of the major trends of Assamese short stories and novels. Categories the Assamese short stories and Novels into different trends. Explain the effects of the socio-political development on Assamese short and Novels. 	Unit-I: AshomiyaChutigolpor Dhara	Remember. Understand. Analysis
	Unit-II: AshomiyaUpanyashar Dhara	Remember. Understand. Analysis
	Unit-III: Laxmidhar Sarma, Jogesh Das aruPurabiBarmudairChutigolpo.	Remember. Understand. Analysis
	Unit-IV: Mamoni RaysamGoswamirUpanyash	Remember. Understand. Analysis

Paper Name: AshomiyaLipirItihash

Paper Code: ASM-HC-6026

Course Name	Unit with Name	Bloom's Taxonomy Level
<p>After the completion of the course, the students will be able to,</p> <ul style="list-style-type: none"> Explain the Manuscript tradition in different part of the world. Explain Mutilated text is restored. Generate interest in preservation and restoration of intellectual heritage of a nation. 	Unit-I: BharatiyaLipiaruAshomiyaLipir Parichay	Remember. Understand. Analysis
	Unit-II: AxomorShilaLipi	Remember. Understand. Analysis, Apply
	Unit-III: AxomorTamraLipi	Remember. Understand. Analysis, Apply
	Unit-IV: Ashomiya Hate LikhaPuthiLipi	Remember. Understand. Analysis, Apply

Paper Name: Laxminath Bezbaruah

Paper Code: ASM-HE-6016

Course Name	Unit with Name	Bloom's Taxonomy Level
After the completion of the course, the students will be able to, <ul style="list-style-type: none">• Trace the phase of 'Jonaki' Period of Assamese literature.• Trace the phase of Laxminath Bezbaruah's Romantic Assamese Poetry, Short Stories, Biography etc.• Describe the emotional effect of reading a few significant Laxminath's Poetry. Short Stories and biography.• Interpret a short story.	Unit-I: LaxminathBezboruar Kabita.	Remember. Understand. Analysis
	Unit-II: LaxminathBezboruarChutigolpo.	Remember. Understand. Analysis
	Unit-III: LaxminathBezboruarAtmajivani.	Remember. Understand. Analysis
	Unit-IV: LaxminathBezboruar Tatta Kotha.	Remember. Understand. Analysis

Paper Name: AshomiyaBhasharUpabhasha

Paper Code: ASM-HE-6046

Course Name	Unit with Name	Bloom's Taxonomy Level
After the completion of the course, the students will be able to, <ul style="list-style-type: none">• Describe different varieties of the Assamese Language in the Context of contemporary Linguistics.• Organize geographical and social varieties of Assamese Language.	Unit-I: Upabhashar Sangya aru Swarup	Remember. Understand. Analysis
	Unit-II: AshomiyaBhasharBhinnata	Remember. Understand. Analysis
	Unit-III: AshomiyaBhasharAnchalikUpabhasha	Remember. Understand. Analysis, Apply
	Unit-IV: AshomiyaSahityatUpabhashar Prayog	Remember. Understand. Analysis, Apply


Principal
Dalgoma Anchalik College

Principal
Dalgoma Anchalik College
Date:.....


HOD
Department of Assamese
Dalgoma Anchalik College

Head
Department of Assamese
Dalgoma Anchalik College

DALGOMA ANCHALIK COLLEGE

A UGC Recognised (2f & 12 B) Institute under Gauhati University

P. O.: Matia, Dist.: Goalpara (Assam), PIN: 783125

Ph: 03663-291011(Office) / Cell: 9707212628/ 7002901373

Email: dalgomacollege1993@gmail.com

Website: www.dalgomaanchalikcollege.co.in



FIRST CYCLE NAAC ACCREDITATION 2022

Criterion II Teaching, Learning and Evaluation

2.6 Student Performance and Learning Outcome (90)

2.6.1. Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Department wise Programme Outcomes (POs) and Course Outcomes (COs)

Department of Education

Submitted to



THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

**DEPARTMENT OF EDUCATION
DALGOMA ANCHALIK COLLEGE**

<i>B.A. IN EDUCATION</i>	
Programme Outcome	Developing competencies on different fields of real life issues and challenges and participating in various programmes and practices social context by applying the knowledge acquired from lectures, group discussions, experiments, project works, presentation, home assignment etc.
Programme Specific Outcome	On successful completion of the course the students become efficient for teaching activities and guiding others to become good citizens in the society by usage of value education. Total development of personality of the learners in the programme specific outcome.

**DEPARTMENT OF EDUCATION
DALGOMA ANCHALIK COLLEGE
COURSE OUTCOME OF B.A. IN EDUCATION (NON-CBCS)**

Course Name: "Foundation of Educational Theories and Principles"
Course Number: 1.01

Course out comes Sample COs of the course **"Foundation of Educational Theories and Principles"**

CO1: Understand the meaning, nature and scope of education.

CO2: Analysis the different types of aims and objectives of education.

CO3: Understand the function of education towards individual and society.

CO4: Classify the various form of education, such as formal, informal and non formal education.

CO5: Understand the various dimension of education like, the learner, the teacher, the curriculum and co curricular activities.

CO6: Describe the role of Discipline and Free domin education.

CO7: Understand about different types of values and realize the importance of values through education.

CO8: Understand about the importance of leisure and its different types.

CO9: Analysis the significance of education for leisure in modern education.

Course Name: "Educational Psychology"
Course Number: 1.02

Course out comes Sample Cos of the course **"Educational Psychology"**

CO1: Understand the meaning of educational psychology, its nature and scope.

CO2: Describe the different methods of educational psychology.

CO3: Understanding application of educational psychology in teaching learning process.

CO4: Understand the terms of memory, forgetting attention and interest.

CO5: Understand the concept of instinct and emotion.

CO6: Understand the ways of modification of instinctive relationship with emotions.

CO7: Describe the terms of learning.

CO8: Understand about the different theories of learning and its relationship with learning and motivation.

CO9: Understand the role of motivation in education.

CO10: Understand the terms of personality.

- CO11: Describe the ways of personality development.
- CO12: Understand the different types and traits theories of personality.
- CO13: Understand the meaning of intelligence.
- CO14: Analysis the various theories of intelligence.
- CO15: Describe the meaning of creativity.

- CO16: Understand to identify the creative personality and relationship between creativity and intelligence.
- CO17: Understand the terms of adjustment, mental health and hygiene.
- CO18: Understand about the importance of mental health and hygiene in education.

Course Name: "Development of education in India"
Course Number: 2.01

Course out comes Sample COs of the course "**Development of education in**

India"CO1: Understand the ancient and medieval system of education.

CO2: Describe special features of Vedic, Buddhist and Muslim

Education in India.

CO3: Understand the educational activities of East India Company and Christian Missionaries in India.

CO4: Understand the objectives various education acts in India, e.g. Charter Act of 1813, Macaulay Minutes, Bentinck's Resolution 1835 and Wood Despatch 1854.

CO5: Analysis the aims and objectives of Indian Education Commission 1882.

CO6: Analysis the Lord Curzen's Education Policy 1904.

CO7: Understand the growth of national consciousness and national movement and its impact in education with reference to Gokhale's Bill 1911.

CO8: Understand the essential features of the Saldler Commission report 1917, Hartog Committee report, Wardha scheme of education 1937, Sargent report 1944.

CO9: Describe the constitutional provisions of Indian education.

CO10: Understand the aims and objectives of Radha Krishnan

Commission 1948.

CO11: Understand the impact of recommendations of Radhakrishnan commission on aims of education.

CO12: Describe the secondary education commission 1952.

CO13: Understand the recommendations of secondary education commission 1952 on organization, curriculum and examination system.

- CO14: Understand the impact on subsequent development of secondary education on recommendations of secondary education commission 1952.
- CO15: Understand the recommendations of education commission of 1964-66 on objectives and structures for development of education in India.
- CO16: Understand the objectives and main features of National Policy on Education 1986.
- CO17: Describe on revision of NPE of Ramamurti Review Committee 1990 and Janardhana Reddy Committee 1991-92
- CO18: Understand the development of education in Assam in the field of primary education, secondary education, university education and women education.

Course Name: "Sociological Foundation of Education"
Course Number: 2.02

Course out comes Sample Cos of the course **"Sociological Foundation of Education"**

- CO1: Understand the meaning, nature and scope of educational sociology.
- CO2: Understand the need and importance of sociological approach in education.
- CO3: Understand the differences between educational sociology and sociology of education.
- CO4: Describe the social groups and its classifications.
- CO5: Understand social interactions and their educational implications.
- CO6: Understand the group dynamics and leadership. Role of education in leadership training.
- CO7: Understand education as a social system, socialization process, process of social progress and process of social control.
- CO8: Understand the meaning and concept of education and social change.
- CO9: Describes the various agencies of social change and factors of social change with special reference to India.
- CO10: Analysis the terms of social organization and disorganization.
- CO11. Understand the factors influencing social organization and educational implications of folkways and mores.
- CO12: Identify the causes of social disorganization and prevention of social disorganizations.
- CO13: Understand the meaning and nature of culture.
- CO14: Understand the importance of education in culture.
- CO15: Identify the causes of cultural change and cultural lag.

CO16: Understand the concept of modernization.

CO17: Identify the nature of modernization and westernization.

CO18: Analysis on imbalance in education and equalization of educational opportunity.

CO19: Understand the Minimum Development Goal (MDG) in regard to education.

CO20: Identify the causes of child labour and its prevention measures.

Course Name: "Emerging Issues and Education"

Course Number: 3.01

Course out comes Sample Cos of the course **"Emerging Issues and Education"**

CO1: Understand the significance universalization of primary education.

CO2: Describe the different literacy programme in India–National Adult Education Programme (NAEP), National Literacy Mission (NLM), District Primary Education Programme (DPEP), Sarva Shiksha Abhijan (SSA)

CO3: Identify the various problems of women education in Assam.

CO4: Analysis literacy percentage of women in Assam and India.

CO5: Understand meaning of women empowerment and its objectives.

CO6: Understand the role of education in women empowerment.

CO7: Understand the role of NCERT in women empowerment.

CO8: Understand the meaning of human right, universal declaration of human rights by U.N.

CO9: Describe on Human Right and Indian Constitution.

CO10: Understand the role of educational institutions in promoting human rights.

CO11: Understand about meaning of globalization and its perspective, causes and impact In India.

CO12: Understand the meaning and importance of life skills education.

CO13: Understand importance of vocationalization of secondary education.

CO14: Understand about concept, importance, methods and programmes of Peace education.

Course Name: "Measurement and Evaluation in Education"

Course Number: 3.02

Course out comes Sample COs of the course "**Measurement and Evaluation in Education**"

CO1: Understand the concept, nature and function of educational measurement.

CO2: Understand the meaning, nature and basic principles of evaluation.

CO3: Analysis the relationship between measurement and evaluation.

CO4: Understand the terms of test, examination and evaluation in education.

CO5: Describe the importance and procedure of evaluation in education.

CO6: Analysis the general procedure of test construction.

CO7: Understanding about standardization of test.

CO8: Understand about the item analysis of a test.

CO9: Describe the different types of tools.

CO10: Understand about error in measurement.

CO11: Analysis the characteristics of a good test.

CO12: Understand the meaning of validity, reliability, objectivity and norms of a test.

CO13: Describe about various factors and methods of determinant of validity, reliability, objectivity and norms of a test.

CO14: Understand the meaning of intelligence test.

CO15: Analysis on Binet test, Army Alpha and Army Beta test of intelligence.

CO16: Determine the application of intelligence test in education.

CO17: Understand the meaning of personality test.

CO18: Analysis on questionnaire technique, MMPI, Ratingscale, Projectivetests.

CO19: Describe about the aptitude, interest and attitude test and their use.

CO20: Analysis the Kuder interest inventory for measurement of interest.

CO21: Analysis the Thurston and Likert scale in measurement of attitude.

CO22: Understand the educational achievement test.

CO23: Analysis the meaning and classification of educational achievement test.

CO24: Describe the procedure of construction of educational achievement test.

CO25: Classify the different types of educational achievement test.

CO26: Determine use of different achievement test in education.

CO27: Understand about new trends in evaluation.

CO28: Understand Normed referenced and criterion reference test.

CO29: Describe the grading, continues, formative and summative evaluation in education.

Course Name: "Educational Technology"

Course Number: 4.01

Course out comes Sample Cos of the course **"Educational Technology"**

CO1: Understand the concept, nature, scope and objectives of educational technology.

CO2: Understand the importance of educational technology in conventional and distance mode of education.

CO3: Classify the different types of educational technology.

CO4: Understand the meaning and nature of Teaching Technology.

CO5: Develop idea of teaching skills through understand the Pre-active, Inter- active and Post- active phases of teaching.

CO6: Understand the meaning and nature of behavior technology.

CO7: Understand the meaning and objectives of Micro teaching.

CO8: Describe about different stages of Micro Teaching.

CO9: Determine the merits and demerits of using microteaching.

CO10: Understand the meaning and nature of Instructional

Technology.

CO11: Understand the meaning, nature and principles of programme instruction.

CO12: Understand the Linear, Branching, Matheticsprogramme instruction use in learning process.

CO13: Understand about communication, process, teaching aids, system approach and use of computer and internet in educational technology.

CO14: Understand about application of system approach in educational technology.

CO15: Understand about organization and operation of computer.

CO16: Understand the different use of computer in education.

CO17: Application of new innovations in education through educational technology–team teaching, e-learning and e-library.

Course Name: "Environmental Education and Population Education"
Course Number: 4.02

Course out comes Sample COs of the course "**Environmental Education and Population Education**"

- CO1: Understand meaning, definition and importance of environmental education.
CO2: Understand the relationship between man and environment.
CO3: Analysis the terms ecological and psychological perspective.
CO4: Understand about environmental degradation and education for sustainable development.
CO5: Classify the programme of environmental education for primary, secondary and higher education levels.
CO6: Determine the role of formal, non-formal and NGO for changing attitude and awareness of environmental education.
CO7: Identify the environmental problems and issues in Assam.
CO8: Understanding the concept, nature, scope and objectives of population education.
CO9: Identify the causes of population growth in India.
CO10: Understand the different policies and programme of government of India regarding population control.
CO11: Understand the population relation to socio-economic development, health status, health services and nutrition.
CO12: Understand the importance of population education in school levels.

Course Name: "Philosophy of Education"
Course Number: 5.01

Course out comes Sample Cos of the course "**Philosophy of Education**"

- CO1: Understand how philosophical ideas have in fluenced educational ideas.
CO2: Understand the relationship between philosophy and education.
CO3: Acquire knowledge about three major philosophies of education- Idealism, Naturalism and Pragmatism.
CO4: Understand philosophical impact on aims, curriculum, methods of teaching, discipline and role of teacher.
CO5: Understand about Indian schools of philosophy – Vedic, Buddhist and Islamic thought.
CO6: Understand the meaning, significance and basic principles of democracy

Course Name: "Educational Thinkers-Oriental and Occidental"

Course Number: 5.02

Course out comes Sample Cos of the course **"Educational Thinkers-Oriental and Occidental"**

CO1: Understand the philosophy of life of different educational thinkers and their contribution to present day educational thought.

CO2: Understand about philosophy life of Rousseau, John Dewey, John Henrich Pestalozzi, Mahatma Gandhi, Swami Vivekananda and Rabindranath Tagore.

CO3: Understand about views of the Western and Indian thinkers on aims, curriculum, methods of teaching discipline and role of

Teacher in education.

CO4: Know about the contribution of different philosopher to present day educational thought.

Course Name: "Teacher Education"

Course Number: 5.03

Course out comes Sample Cos of the course **"Teacher Education"**

CO1: Understand about the meaning, aims, scope and development of teacher education in India.

CO2: Describe about teacher education for different levels of education–Pre-primary, Primary and secondary stages.

CO3: Understand about the different policies and programmes in teacher education along with needs and importance of in-service training programmes.

CO4: Understand about skilled based and competency based teacher education.

CO5: Understand about professional ethics and accountability of teacher in the Twenty first century.

CO6: Know about different organization–DIET, SCERT, NCERT, NCTE, CIET, NUEPA involved in teacher education.

Course Name: "Teaching –Learning Method and Pedagogy"

Course Number: 5.04

Course out comes Sample COs of the course **"Teaching – Learning Method and Pedagogy"**

- CO1: Know about the teaching learning process, the principles, maxims and fundamental of teaching.
- CO2: Understand about Taxonomy of educational objectives – Cognitive, Affective and Psycho-motor.
- CO3: Understand about different methods and techniques use in teaching and learning process.
- CO4: Know about different teaching devices: Explanation, Illustration, Questioning, Drill and Review.
- CO5: Understand about teaching effectiveness and class room management.
- CO6: Know about teaching models: its meaning, function and types.

Course Name: "Statistics in Education"

Course Number: 5.05

Course out comes Sample Cos of the course **"Statistics in Education"**

- CO1: Understand about the basic concept of statistics.
- CO2: Know about measurement of central tendency and their use in education.
- CO3: Understand about the graphical representation of data, basic principles of construction of a graph.
- CO4: Understand about different types of graph–Histogram, Polygon, Cumulative frequency percentage curve (Ogive)
- CO5: Understand the concept, types and use of Quartile Deviation and Standard deviation.
- CO6: Know about the Percentile Rank and its calculation from frequency distribution.
- CO7: Understand about meaning Coefficient of correlation and calculation of product moment method, Rank different method and their interpretation of result.
- CO8: Understand meaning and characteristics of Normal Probability Curve.
- CO9: Know about application of NPC in education

Course Name: "Psychological Practical"

Course Number: 5.06

Course out comes Sample Cos of the course **"Psychological Practical"**

- CO1: Understand the concept of experimental psychology.
- CO2: Understand the methods of conducting various psychological experiment and test.
- CO3: Understand to conducting psychological experiment on Memory, Attention, Learning, Imagination, Association, Motivation and Personality.
- CO4: Understand to conducting the Memory Drawing Apparatus, Punch Board Maze, Tachis to scope and Memory Drum

Course Name: "Developmental Psychology"

Course Number: 6.01

Course out comes Sample Cos of the course **"Developmental Psychology"**

- CO1: Understand meaning, nature and scope of developmental psychology.
- CO2: Understand the stage of pre-natal development and its importance.
- CO3: Understand development aspects during infancy and childhood.
- CO4: Understand development aspects of adolescence, importance of adolescence period and problems associate with adolescence stage.
- CO4: Understand emotional and social development of adolescence.
- CO5: Understand meaning of Juvenile Delinquency and its causes.

Course Name: "Continuing Education and Distance Education"

Course Number: 6.02

Course out comes Sample COs of the course **"Continuing Education and Distance Education"**

- CO1: Understand the concept and scope of continuing education.
- CO2: Know about different aspects of continuing education- Fundamental education, adult education, social education and extension education.
- CO3: Understand role of University in continuing and adult education.
- CO4: Understand about different methods of continuing education.
- CO5: Know about role of Mass Media in continuing education.
- CO6: Understand development of Adult education in India.

CO7: Understand meaning, characteristics and teaching learning components of Distance education.

CO8: Know about structure of “IGNOU” in distance learning programme.

CO9: Know about different instructional materials in Distance Education.

CO10: Understand about application of Information and Communication Technology (ICT) and their application in distance education.

CO11: Understand about role of distance education in rural development, teacher training programme and promotion of women education.

Course Name: “**Special Education**”

Course Number: 6.03

Course out comes Sample Cos of the course “**Special Education**”

CO1: Understand the meaning and importance of special education.

CO2: Know about the different government policies and legislations regarding persons with disabilities.

CO3: Understand about different types of special children with their psychological and behavioral characteristics.

CO4: Understand children with learning disability and their educational programme.

CO5: Understand about nature and objectives of special schools.

CO6: Understand the role of school, family and community in educating exceptional children.

CO7: Understand about the different issues, education provisions and support service of special children.

Course Name: “**Guidance and Counselling**”

Course Number: 6.04

Course out comes Sample Cos of the course “**Guidance and Counselling**”

CO1: Understand the concept, nature, need and importance of guidance.

CO2: Understand the purpose and function of different types of guidance.

CO3: Underst and the relationship between educational guidance and vocational guidance, career and occupational information.

CO4: Understand the relationship of guidance and counseling and their problems and ways of improvement.

CO5: Understand the role of school counselor and qualities of a good counselor.

Course Name: "Educational Management and Administration"

Course Number: 6.05

Course out comes Sample COs of the course "**Educational Management and Administration**"

- CO1: Understand the concept, nature, scope and objectives of educational management.
- CO2: Understand difference between educational management, administration and school organization.
- CO3: Know about the principles and types of educational management.
- CO4: Understand about Planning, Organization, Directing and controlling as function of educational.
- CO5: Understand the role of Head of the institution and teacher in educational management.
- CO6: Understand meaning, nature and scope of supervision. Importance of supervision in education.
- CO7: Understand meaning and nature of Institutional planning. School time table and co- curricular activities.
- CO8: Know about structure in the Central Government and it role of MHRD.
- CO9: Understand some problems of educational administration of school education in Assam.

Course Name: "Project Work"

Course Number: 6.06

Course out comes Sample Cos of the course "**Project Work**"

- CO1: Know about identification of researcher problem in the field of education.
- CO2: Understand to formulating the research objectives.
- CO3: Understand about the related literature of the problem or topic.
- CO4: Know about writing the hypothesis.
- CO5: Understand the nature of information and required sources.
- CO6: Know about conducting collection and organization of data, its analysis and drawing conclusion.
- CO7: Knowledge about report writing.

**DEPARTMENT OF EDUCATION
DALGOMA ANCHALIK COLLEGE
COURSE OUT COME OF B.A. IN EDUCATION
(Honours and General) CBCS**

EDU-HC-1016

PRINCIPLES OF EDUCATION

- Acquaint the students with the sound principles of education
- Acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
- Develop knowledge about different Aims of Education, various types of Curriculum, Correlation of Studies and Forms of Discipline.
- Familiarise the students with democratic ideas of modern education.
-

EDU-HC-1026

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

- Make the students understand the relationship between education and psychology.
- Explain the need of educational psychology in teaching learning process.
- Describe the nature and theories of learning and role of motivation in learning.
- Understand the concept of memory, forgetting, attention and interest.
- Understand intelligence, its theories, measurement, and concept of emotional intelligence.
- Acquaint with different types of personality and the adjustment mechanism.

EDU-RC/HG-1016

FOUNDATIONS OF EDUCATION

- Acquaint with the principles of education
- Gain knowledge about different various Forms and Aims of Education
- Understand the concept and importance of Discipline and Freedom.
- Acquire knowledge about the concept of Emotional and National Integration and International Understanding.

EDU-HC-2016

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

- Know the concept of philosophy and its relationship with education.
- Understand the educational implications of different Indian schools of philosophy.
- Understand the educational implications of different Western schools of philosophy.

- Know the concept of sociology and its relationship with education.
- Develop understanding about the concept of educational sociology, social groups and socialisation.

EDU-HC-2026

DEVELOPMENT OF EDUCATION IN INDIA-I

- Recount the concept of Ancient Indian education system
- Describe the education system in Ancient India, particularly Vedic Education
- Examine the education system in Medieval India.
- Analyse the education system during British Period

EDU-HG/RC-2016

PSYCHOLOGY OF ADOLESCENTS

- Enable the students to understand the period of adolescence
- Enable the students to understand the significance of the adolescence period in human life
- Enable the students to know about various problems associated with this stage
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

EDU-HC-3016

DEVELOPMENT OF EDUCATION IN INDIA-II

- Understand the educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commissions and Committees in post Independent India
- Analyse the National Policy on Education in different times
- Acquaint with the recent Educational Development in India

EDU-HC-3026

EDUCATIONAL TECHNOLOGY AND TEACHING METHODS

- Make the students understand the objective of educational technology in teaching learning process
- Acquaint the students with innovations in the field of education through technology
- Make the students understand about various methods and devices of teaching
- Acquaint students with levels, effectiveness of teaching and classroom management
- Make the students understand the strategies of effective teaching as a profession.

EDU-HC-3036

VALUE AND PEACE EDUCATION

- Understand the concept and meaning of value.
- Become aware about the role of educational institutions in building a value based society.
- Understand the meaning and concept of peace and its importance in human life.
- Understand the meaning and importance of peace education and its relevance at national and international level.
- Identify the different issues/challenges in imparting peace education.
- Identify the strategies and skills in promoting peace education at institutional level.

EDU-HG/RC 3016
GUIDANCE AND COUNSELLING

- Help the students to understand the concept, need and importance of Guidance and Counselling
- Enable the students to know the different types and approaches to Guidance and Counselling
- Acquaint the students with the organization of guidance service and school guidance clinic
- Enable the learner to understand the challenges faced by the teacher as guidance worker.

EDU-SEC-3014
PUBLIC SPEAKING SKILL

- After completing this course, students will be able to acquire the capacities of public speaking skill.

EDU-HC-4016
GREAT EDUCATIONAL THINKERS

- Enable the students to learn the Philosophy of life of different Educational Thinkers and their works.
- Enable the students to learn about the views of thinkers in educational context.
- Enable the students to learn about the relevance of some of their thoughts at present day context.

EDU-HC-4026
EDUCATIONAL STATISTICS AND PRACTICAL

- Develop the basic concept of Statistics,
- Be acquainted with different statistical procedures used in Education.
- Develop the ability to represent educational data through graphs.
- Familiarize the students about the Normal Probability Curve and its applications in E

ducation.

EDU-HC-4036

EMERGING ISSUES IN EDUCATION

- Makethestudentsacquaint withmajoremergingissuesnational, state,andlocal
- Acquaintthestudentwiththevariousissuesineducationthatareemergingintherecentyears in the highereducation system
- Addressthevarious problems andchallenges of education inIndiaat all levels.

EDU-HG/RC-4016

HISTORY OF EDUCATION IN INDIA

- Analysetheeducationsystem duringBritishPeriod
- UnderstandtheEducationalsituationduringthetimeofIndependence
- ExplaintherecommendationsandeducationalimportanceofdifferentEducationCommissionand Committees inpost IndependentIndia
- AnalysetheNationalPolicyonEducationindifferenttomes
- AccustomwiththerecentEducationalDevelopmentinIndia.
-

EDU-SE-4014

WRITING BIO DATA AND FACING AN INTERVIEW

- Aftercompletingthiscourse,studentswillbeabletowriteabio-datascientificalllyandwilldevelopconfidenceto facedifferent types of interview.

EDU-HC-5016

MEASUREMENT AND EVALUATION IN EDUCATION & PRACTICAL

- Enablethestudentstounderstandtheconceptofmeasurementandevaluationineducation.
- Acquaintthestudentwiththegeneralprocedureoftestconstructionandcharacteristicsofagoodtest.
- Developanunderstandingof differenttypesofeducationaltests andtheiruses.
- Acquaintthestudentsaboutpersonalitytest,andaptitudetests.

EDU-HC-5026

GUIDANCE AND COUNSELLING

- Helpthestudentstounderstandtheconcept,needandimportanceofGuidanceandCounselling

- Enable the students to know the different types and approaches to Guidance and Counselling
- Acquaint the students with the organization of guidance service and school guidance clinic
- Enable the learner to understand the challenges faced by the teacher as guidance worker.

EDU-DSE/RE-5016

CONTINUING EDUCATION

- Know the concept, objectives, scope and significance of continuing education in the context of present scenario.
- Understand about different aspects and agencies of continuing education.
- Realized different methods and techniques as well as issues of continuing education.
- Know the meaning of open education and realise the importance of open school and open universities in continuing education.
- Understand the development of adult education in India, kinds of adult education and different problems of adult education.

EDU-DSE/RE-5026

DEVELOPMENTAL PSYCHOLOGY

- Enable the students to understand the basic concepts relating to development
- Acquaint the students about the heredity and environmental factors affecting pre-natal development
- Enable the student to understand the development aspects during infancy and childhood
- Enable the student to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

EDU-DSE/RE-5036

HUMAN RIGHTS EDUCATION

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India

- Knowtheroleof advocacy groups

EDU-DSE/RE-5046

TEACHER EDUCATION IN INDIA

- ExplaintheConcept,Scope,Aims&ObjectivesandSignificanceofteachereducati
on
- AcquaintwiththedevelopmentofTeacherEducationinIndia
- AcquaintwiththedifferentorganisingbodiesofteachereducationinIndiaandtheirf
unctionsin preparation ofteachers for different levelsof education
- Acquaintwiththeinnovativetrendsandrecentissuesinteachereducation,andbeabl
eto critically analysethestatus of teacher education inIndia
- Understandandconceivethe
qualities,responsibilitiesandprofessionalethicsofteachers

EDU-RG-5016

DISTANCE EDUCATION

- Enablethestudentstounderstandtheconceptofdistanceeducationanditsgrowth
inIndiaand Assam
- Acquaintthestudentswiththegrowingneedandimportanceofdistance education
- Acquaintthestudentswiththedifferentformsandmethodologiesappliedindistancee
ducation
- Enablethestudentstounderstanddifferentprogrammesofdistanceeducation
- Acquaintthestudentswithdifferent instructionalstrategiesofdistanceeducation

EDU-SE-5014

EXTENSION ACTIVITIES

Aftercompletingthiscourse, studentswillbeabletodoextensionactivities.

EDU-HC-6016

EDUCATION AND DEVELOPMENT

To understand:

- Relation between education and development
- Educational development in the post globalization era
- Role of education in community development
- Education for human resource development
- Economic and political awareness through education

EDU-HC-6026 PROJECT

- Explain the process of conducting a Project.
- Prepare a Project Report.

EDU-DSC/RE-6016 MENTAL HEALTH AND HYGIENE

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

EDU-DSC/RE-6026 SPECIAL EDUCATION

- Understand the meaning and importance of special education
- Acquaint with the different policies and legislations of special education
- Familiarise the students with the different types of special children with their characteristics
- Enable the students to know about different issues, educational provisions and support services of special education

EDU-DSC/RE-6036 EDUCATIONAL MANAGEMENT

- Develop an understanding of the basic concept of educational management.
- Enable the students to know about the various resources in education
- Enable the students to understand the concept and importance of educational planning.
- Enable the students to know about the financial resources and financial management

ineducation.

EDU-DSC/RE-6046
WOMENAND SOCIETY

- KnowthechangingroleofwomeninIndia
- UnderstandgenderdiscriminationinIndiansociety
- Makethestudentsunderstandtheconstitutionalprovisionsforwomenandtheirrights.
- Makethestudents understandwomenempowerment
- Developan awareness and sensitivitytowardswomen

EDU-RG-6016
MENTALHEALTHANDHYGIENE


- Acquaintwiththefundamentalsanddevelopmentofmentalhealthandthecharacteristics of amentally healthyperson.
- Understandtheconceptandimportanceofmentalhygieneanditsrelationshipwithmentalhealth.
- Acquireknowledgeabouttheprinciples,factorspromotingmentalhealthandtheroleoffamily, school, andsocietyinmaintainingpropermentalhealth.
- Learnthemeaningandproblemofadjustmentandalsodifferentadjustmentmechanisms.
- Familiarisewiththeconceptandissuesofpositivepsychology,mentalhealthofwomen,roleof WHOandstressmanagement.

EDU-SE-6014
DEVELOPINGTEACHINGSKILL

- Aftercompletingthiscourse,studentswillbeabletodevelopunderstandingaboutdifferentteachingskillswhichareused in classroomtransaction.


Principal
Dalgoma Anchalik College

(Dr.Gangeswar Kalita)
Principal
DalgomaAnchalik College


Head Department of Education
Dalgoma Anchalik College
Date.....

Head
Department of Education
DalgomaAnchalik College