



GOVERNMENT OF NAGALAND  
YINGLI COLLEGE  
LONGONGKANG CAMPUS  
LONGLENG-798625, NAGALAND



Recognised under section 2 (f) and 12 (b) of the UGC Act, 1956; NAAC Accredited B+

**Methods of Measuring the Level of Attainment of Programme Outcomes (PO),  
Programme Specific Outcomes (PSO) and Course Outcomes (CO).**

The college measures POs, PSOs and COs through direct method. Under this method students' performance is measured by university examination (75% marks) and internal evaluation (25% marks). Students are to attain minimum 40% marks to qualify in both the levels.

Every department assesses the learners through internal evaluation, i.e. the participatory approach to teaching-learning by conducting internal assessments.

**Internal assessment:**

Total marks: 25

Pass percentage: 12.5 (40%)

The main objective of the internal assessment is to ensure that students continuously engage with the content throughout the semester to learn through the participatory approach of teaching-learning. The outcome is analysed and feedback is provided to the students for improvement.

The respective course in-charge are required to conduct the assessments through the modes (at least 3) as per the table below and maintained in this format.

**Table 1: Internal Assessment Rubric.**

Sl. No	Name of Student	Rol no.	NU Reg. no.	MODES						Total = A+B+C+D+E+F
				Classes Test/Quizzes (A)	Attendance (B)	Assignments (C)	Seminar/Presentation (D)	Group discussions /debate (E)	Project work/Field work (F)	

**GOVERNMENT OF NAGALAND**  
**OFFICE OF THE PRINCIPAL**  
**YINGLI COLLEGE**  
**LONGLENG: NAGALAND**

**Programme Outcomes: B.A**

Yingli College was established with the vision of imparting higher education and to disseminate knowledge to the people of socio-economically underdeveloped region of Nagaland and specially the district of Longleng. The institution also sets the vision to enhance social and environmental awareness, to work for nation building and to develop skills among the youths.

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

- Acquire the knowledge with facts and figures concerned with the subjects such as History, Sociology, 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.
- Issues.
- Gain analytical ability to analyze literature and social issues and to appreciate the strength and weaknesses of the social sciences and to suggest improvements for better results.
- 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 as a 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.

### **COURSE OUTCOME: BA FYUGP (ECONOMICS)**

<b>Semester</b>	<b>Paper code</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Course Outcome</b>
I	C-1	EC1.CC1	Introductory Microeconomics	This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.
I	C-2	EC1.CC2	Mathematical Methods for Economics – I	This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.
II	C-3	EC2.CC3	Introductory Macroeconomics	This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.
II	C-4	EC2.CC4	Mathematical Methods for Economics – II	This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.
III	C-5	EC3.CC5	Intermediate Microeconomics – I	The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour

				of a competitive firm.
III	C-6	EC3.CC6	Statistical Methods for Economics	This is a course on statistical methods for economics. The course is basically concentrated of sampling and probability. The course begins with basic concepts that are fundamental to statistical analysis and inference followed the principal steps that are essential for sample survey and its methods are discussed. The concepts and theorems of probability are also taught which then follows with discussions on random variables. The course concludes with the study of probability distribution such as properties of discrete and continuous series.
IV	C-7	EC4.CC7	Intermediate Microeconomics – II	This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.
IV	C-8	EC4.CC8	Intermediate Macroeconomics – I	This course introduces the students to formal modeling 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.
V	C-9	EC5.CC9	Intermediate Macroeconomics – II	This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.
V	C-10	EC5.CC10	Introductory Econometrics	This course provides a comprehensive introduction to basic econometric concepts and techniques. The course adopts a step-by-step approach of introducing students to the concepts and techniques of econometric analysis. The course begins with an introduction to the definitions and scope of econometrics. Then students will be introduced to simple and multiple regression models and the issues involved in Classical Linear Regression Modelling. There is a separate unit to discuss the use of dummy variables in econometric analysis. The course also covers the consequences of and tests for misspecification of regression models.
V	C-11	EC5.CC11	Indian economy	Using appropriate analytical framework, this course reviews major trends in economic indicators. And policy debates in India in the post-Independence period with particular emphasis on paradigm shifts and turning points.

VI	C-12	EC6.CC12	Development Economics I	This is the first part of a two-part course on economics of growth and development. The course begins with the fundamental concepts on growth and development. It then proceeds to aggregate model of growth and development and cross-national comparison of the growth experience that can help evaluate these models. The course ends by studying on investment and planning.
VI	C-13	EC6.CC13	Public Economics	Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities. The paper is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.
VI	C-14	EC6.CC14	International Economics	This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.
VI	C-15	EC6.CC15	A. Political Economy – I B. Applied Econometrics	A. This course explores changes in the organisation of production, labour market institutions and corporate structure. It goes on to study the consequences of globalization, especially of financial flows, for the role of the state, economic performance, gender issues, environment, human welfare and development. B. This course provides a comprehensive introduction to some of the advanced econometric concepts and techniques. The course begins with an introduction to lag modelling and covers distributed as well as dynamic models. Then follows Simultaneous Equation Models and deals in depth with the issue of simultaneity and its solutions. The students will then be introduced to the analysis of two major types of data used in econometric analysis viz. time series and panel data. Also covers different approaches to econometric forecasting. Some of the important testing procedures such as Granger Causality, Unit root tests, Seasonality

				tests, Structural break test, Co-integration test and Model stability tests will be introduced to the students during this course. The modules will be delivered using econometric software applications such as EViews, SPSS or STATA.
I	MN-1	EC1.M1	Introductory Microeconomics	This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.
II	MN-2	EC2.M2	Introductory Macroeconomics	This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.
III	MN-3	EC3.M3	Intermediate Microeconomics – I	The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.
IV	MN-4	EC4.M4	Intermediate Microeconomics- II	This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.
V	MN-5	EC5.M5	Intermediate Macroeconomics – II	This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.
VI	MN-6	EC6.M6	Development economics - 1	This is the first part of a two-part course on economics of growth and development. The course begins with the fundamental concepts on growth and development. It then proceeds to aggregate model of growth and development and cross-national comparison of the growth experience that can help evaluate these models. The course ends by studying on investment and planning.
I	SEC	EC1.SEC-	Elementary Computer	The course will impart meaningful representation of data in the form of chart

		1	Application in Presentation of Data	and pivot table. Draw analysis on data using spreadsheet and use interpretation to make decision. Understanding the communication protocols, network design, internet architecture for connectivity, and designed to equip students with knowledge and skill required to use social media platform.
III	SEC	EC3.SEC-2	Methods of Data Analyses	This course introduces the student to collection and presentation of data. It also focuses on how data can be summarized and analyzed for drawing statistical inferences.
IV	SEC	EC4.SEC-3	Computer Application in Data Analyses	This is a course on computer application in Data analysis. The students will be given hands on training on using statistical and computing software to better visualize and understand data concepts. Students will be taught the applications of software to analyse data using various methods.

**COURSE OUTCOME: BA FYUGP (EDUCATION)**

<b>Semester</b>	<b>Paper code</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Course Outcome</b>
I	C-1	EDN C-1	Psychological Foundations of Education	<ol style="list-style-type: none"> <li>1. To enable the students to understand the meaning and concept of Psychology.</li> <li>2. To enable them to understand the dimensions of Growth and Development.</li> <li>3. To familiarize students with knowledge of Learning and Motivation.</li> <li>4. To acquaint them with the knowledge of Intelligence and Creativity.</li> <li>5. To enable them to understand the different aspects of personality and means of developing an integrated personality.</li> </ol>
I	C-2	EDN C-2	Philosophical Foundations of Education	<ol style="list-style-type: none"> <li>1. To enable students to understand the meaning, aims and function of education</li> <li>2. To develop an understanding of the role of major schools of philosophy in education</li> <li>3. To acquaint students with the philosophical foundations of education.</li> </ol>
II	C-3	EDN C-3	Sociological Foundations of Education	<ol style="list-style-type: none"> <li>1. To develop an understanding of the role of sociology in education</li> <li>2. To acquaint learners with the sociological foundations of education</li> <li>3. To understand the role of education in relation to social change, social interaction and culture</li> <li>4. To understand and appreciate the role of community in resolving social issues and educational inequalities</li> </ol>
II	C-4	EDN C-4	Basics of Educational Research	<ol style="list-style-type: none"> <li>1. To understand the meaning, procedure and design of educational research.</li> <li>2. To develop an understanding of the needs of educational research.</li> <li>3. To develop the ability to carry out educational research and analyse different descriptive measures.</li> </ol>
III	C-5	EDN C-5	TRENDS & ISSUES OF MODERN INDIAN EDUCATION	<ol style="list-style-type: none"> <li>1. To develop understanding of significant trends and issues in modern Indian education</li> <li>2. To focus on certain major national and social issues and the role of education in relation to them</li> <li>3. To develop understanding of alternative systems of education</li> </ol>
III	C-6	EDN C-	Educational measurement and	<ol style="list-style-type: none"> <li>1. To develop understanding of the concepts of measurement and</li> </ol>



		6	evaluation	evaluation in the field of education 2. To acquaint Learners with different types of measuring instruments and their uses 3. To familiarize students with the principles of test construction, both educational and psychological 4. To develop understanding of a good measuring instrument and their importance in educational measurement
IV	C-7	EDN C-7	Educational technology	1. To enable students to understand the meaning, nature and scope of educational technology 2. To create an understanding of the application of basics of technology in the process of education 3. To familiarize with the technological advances made and to develop a positive attitude toward the use of ICT in the educational process.
IV	C-8	EDN C-8	Development of education in India	1. To understand the historical development of education in India 2. To understand the salient features of ancient & medieval education 3. To acquaint with the genesis of the Modern Indian Education
V	C-9	EDN C-9	Education in modern India	1. To acquire adequate knowledge of the recommendations of various education commissions 2. To understand the issues and problems of education at various levels of education
V	C-10	EDN C-10	Educational management	1. To develop knowledge and understanding of the nature, scope, process and types of management. 2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities. 3. To enhance the ability of decision making in educational management.
V	C-11	EDN C-11	Statistics in education	1. To develop the ability to use various statistical measures in analysis and interpretation of educational data. 2. To develop the ability to organize relevant educational data 3. To develop the ability to represent educational data graphs and to develop the skill in analyzing different descriptive measures.
VI	C-12	EDN C-12	Curriculum development and construction	1. To understand the meaning, types and importance of Curriculum. 2. To understand the basics of Curriculum Construction, Transaction and Evaluation 3. To acquaint with the national policies on Curriculum
VI	C-13	EDN C-	Guidance and counselling in	1. To help students understand the meaning and importance of guidance

		13	education	and counseling. 2. To develop the ability to interpret various records for assessing the students' strengths and weaknesses. 3. To acquaint the students to various approaches in organizing vocational guidance. 4. To help in understanding the importance of job analysis and occupational information services.
VI	C-14	EDN C-14	Structure and issues of contemporary education in India	1. To understand the structure education in contemporary India. 2. To develop understanding of the objectives & aims at various level of education 3. To provide information on the important regulatory institution/bodies and their role in education.
VI	C-15	EDN C-15	Inclusive education	1. To introduce the concept of Inclusive Education 2. To understand the different categories of children with special needs 3. To understand and appreciate the needs of such children in the society
I	M-1	EDN M-1	Psychological Foundations of Education	1. To enable the students to understand the meaning and concept of Psychology. 2. To enable them to understand the dimensions of Growth and Development. 3. To familiarize students with knowledge of Learning and Motivation. 4. To acquaint them with the knowledge of Intelligence and Creativity. 5. To enable them to understand the different aspects of personality and means of developing an integrated personality.
II	M-2	EDN M-2	Sociological foundations of education	1. To develop an understanding of the role of sociology in education 2. To acquaint learners with the sociological foundations of education 3. To understand the role of education in relation to social change, social interaction and culture 4. To understand and appreciate the role of community in resolving social issues and educational inequalities
III	M-3	EDN M-3	Trends and issues of modern Indian education	1. To develop understanding of significant trends and issues in modern Indian education 2. To focus on certain major national and social issues and the role of education in relation to them 3. To develop understanding of alternative systems of education
IV	M-4	EDN M-4	Educational technology	1. To enable students to understand the meaning, nature and scope of educational technology

				<p>2. To create an understanding of the application of basics of technology in the process of education</p> <p>3. To familiarize with the technological advances made and to develop a positive attitude toward the use of ICT in the educational process.</p>
V	M-5	EDN M-5	Education in modern India	<p>1. To acquire adequate knowledge of the recommendations of various education commissions</p> <p>2. To understand the issues and problems of education at various levels of education</p>
VI	M-6	EDN M-6	Curriculum development and construction	<p>1. To understand the meaning, types and importance of Curriculum.</p> <p>2. To understand the basics of Curriculum Construction, Transaction and Evaluation</p> <p>3. To acquaint with the national policies on Curriculum</p>
I	SEC	EDN SEC-1	Life skill education	<p>1. To provide orientation in life skills.</p> <p>2. To acquaint students with the social and inter-personal skills that will enable them to cope with the constantly changing environment.</p> <p>3. To develop feeling of respect for work and dignity of labour in the students.</p>
II	SEC	EDN SEC-2	Communication skills	<p>1. To define and understand communication and the communication process.</p> <p>2. To identify key barriers to effective communication and also to appreciate the role of non-verbal behaviour in human communication.</p> <p>3. To develop knowledge to express effectively and efficiently.</p>

**COURSE OUTCOME: BA FYUGP (ENGLISH)**

Semester	Paper code	Course Code	Course Name	Course Outcome
I	C-1	ENGHONS-1	INDIAN CLASSICAL LITERATURE	<ol style="list-style-type: none"> <li>1. explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD</li> <li>2. appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes</li> <li>3. historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres</li> <li>4. trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures</li> <li>5. understand, analyze and appreciate various texts with comparative perspectives</li> </ol>
I	C-2	ENGHONS-2	EUROPEAN CLASSICAL LITERATURE	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li>• historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts</li> <li>• engage with classical literary traditions of Europe from the beginning till the 5th century AD</li> <li>• grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time</li> <li>• appreciate classical literature of Europe and pursue their interests in it</li> <li>• examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives</li> <li>• develop ability to pursue research in the field of classics</li> <li>• develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period</li> </ul>
II	C-3	ENGHONS-3	INDIAN WRITING IN ENGLISH	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li>• appreciate the historical trajectory of various genres of IWE from colonial</li> </ul>

				<p>times till the present</p> <ul style="list-style-type: none"> <li>critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism</li> <li>critically appreciate the creative use of the English language in IWE</li> <li>approach IWE from multiple positions based on historical and social locations</li> </ul>
II	C-4	ENGHONS-4	BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li>understand the tradition of English literature from 14th to 17th centuries.</li> <li>develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested</li> <li>engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts</li> <li>appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.</li> </ul>
III	C-5		AMERICAN LITERATURE (AL)	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17thcentury to 21stcentury)</li> <li><input type="checkbox"/> understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multi-culturalism etc.</li> <li><input type="checkbox"/> appreciate the complexity of the origin and reception of American literature, given its</li> </ul>

				<p>European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities</li> <li><input type="checkbox"/> critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities</li> <li><input type="checkbox"/> explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres</li> </ul>
III	C-6		POPULAR LITERATURE (PL)	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> trace the early history of print culture in England and the emergence of genre fiction and bestsellers</li> <li><input type="checkbox"/> engage with debates on high and low culture, canonical and non-canonical literature</li> <li><input type="checkbox"/> articulate the characteristics of various genres of non-literary fiction</li> <li><input type="checkbox"/> investigate the role of popular fiction in the literary polysystem of various linguistic cultures</li> <li><input type="checkbox"/> demonstrate how popular literature belongs to its time</li> <li><input type="checkbox"/> Use various methods of literary analysis to interpret popular literature</li> </ul>
IV	C-7		BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES (BPD-2)	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry</li> <li><input type="checkbox"/> demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries</li> </ul>

				<input type="checkbox"/> examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others <input type="checkbox"/> show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama <input type="checkbox"/> analyze literary devices forms and techniques in order to appreciate and interpret the texts
IV	C-8		BRITISH LITERATURE 18TH CENTURY (BL-1)	Some of the course learning outcomes that students of this course are required to demonstrate run thus: <input type="checkbox"/> explain and analyze the rise of the critical mind <input type="checkbox"/> trace the development of Restoration Comedy and anti-sentimental drama <input type="checkbox"/> examine and analyze the form and function of satire in the eighteenth century <input type="checkbox"/> appreciate and analyze the formal variations of Classicism <input type="checkbox"/> map the relationship between the formal and the political in the literature of the neoclassical period
V	C-9		BRITISH ROMANTIC LITERATURE (BRL)	Some of the course learning outcomes that students of this course are required to demonstrate run thus: <input type="checkbox"/> understand Romanticism as a concept in relation to ancillary concepts like Classicism <input type="checkbox"/> understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences <input type="checkbox"/> analyze and understand the main characteristics of Romanticism <input type="checkbox"/> appreciate the canonical and representative poems and prose of the writers of the Romantic period. <input type="checkbox"/> develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody. <input type="checkbox"/> appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity <input type="checkbox"/> relate Romantic literary texts to other forms of expression such as painting, for instance.

V	C-10		<p><b>BRITISH LITERATURE: 19TH CENTURY (BL-2)</b></p>	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and analyze the socio-economic-political contexts that inform the literature of the period</li> <li><input type="checkbox"/> comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres</li> <li><input type="checkbox"/> understand the conflict between self and society in different literary genres of the period</li> <li><input type="checkbox"/> link the rise of the novel to the expansion of Colonialism and Capitalism</li> <li><input type="checkbox"/> understand the transition from Romantic to Victorian in literature and culture</li> <li><input type="checkbox"/> link the Victorian temper to political contexts in English colonies</li> </ul>
V	C-11		<p><b>WOMEN'S WRITING (WW)</b></p>	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize the importance of gender specificity in literature</li> <li><input type="checkbox"/> understand and appreciate the representation of female experience in literature</li> <li><input type="checkbox"/> explain the difference between the feminine and the feminist as opposed to the female</li> <li><input type="checkbox"/> examine and appreciate the role played by socio-cultural-economic contexts in Defining woman</li> <li><input type="checkbox"/> link the status of woman to social discrimination and social change</li> <li><input type="checkbox"/> draw a location specific trajectory of female bonding or empowerment</li> <li><input type="checkbox"/> to understand the complexity of social and biological constructions of manhood and womanhood</li> <li><input type="checkbox"/> to examine the relationship of women to work and production</li> </ul>
VI	C-12		<p><b>BRITISH LITERATURE: THE EARLY 20TH CENTURY (BL-3)</b></p>	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe</li> <li><input type="checkbox"/> link and distinguish between modernity and modernism</li> <li><input type="checkbox"/> explain the links between developments in science and experiments in literature</li> <li><input type="checkbox"/> explain the history of early twentieth-century modernism in the light of stream of</li> </ul>



				consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism <input type="checkbox"/> identify and analyze the use and modernist technique in different genres in early twentieth century British literature <input type="checkbox"/> trace the history of the self and subjectivity in literature in the light of colonial consciousness <input type="checkbox"/> explain and analyze the idea of form in modernist literary texts from across major genres
VI	C-13		MODERN EUROPEAN DRAMA (MED)	Some of the course learning outcomes that students of this course are required to demonstrate run thus: <input type="checkbox"/> understand the role of theatre and drama in the introduction and shaping of modernity <input type="checkbox"/> understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc. <input type="checkbox"/> understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century
VI	C-14		POSTCOLONIAL LITERATURES (PCL)	Some of the course learning outcomes that students of this course are required to demonstrate run thus: <input type="checkbox"/> understand the social-historical-political-economic contexts of colonialism and Postcolonialism in India and other countries affected by colonial rule <input type="checkbox"/> understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation <input type="checkbox"/> see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it <input type="checkbox"/> appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations <input type="checkbox"/> critically engage with issues of racism and imperialism during and after colonial occupation <input type="checkbox"/> appreciate the changing role and status of English in postcolonial literatures <input type="checkbox"/> link colonialism to modernity
VI	C-15		LITERARY	Some of the course learning outcomes that students of this course are required to

			<p>THEORY (LT)</p> <p>demonstrate run thus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have a historical overview of major literary theorists, particularly of the 20th century</li> <li><input type="checkbox"/> show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices</li> <li><input type="checkbox"/> develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society</li> <li><input type="checkbox"/> historically situate literary theorists whose works had informed and shaped various literary theoretical discourses</li> <li><input type="checkbox"/> identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts</li> <li><input type="checkbox"/> apply various theoretical frameworks and concepts to literary and cultural texts</li> <li><input type="checkbox"/> evaluate and analyze strengths and limitations of theoretical frameworks and arguments</li> <li><input type="checkbox"/> sharpen interpretative skills in the light of various theoretical frameworks</li> </ul>
I	M-1		<p>INDIAN CLASSICAL LITERATURE</p> <ol style="list-style-type: none"> <li>1. explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD</li> <li>2. appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes</li> <li>3. historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres</li> <li>4. trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures</li> <li>5. understand, analyze and appreciate various texts with comparative perspectives</li> </ol>
II	M-2		<p>INDIAN WRITING IN ENGLISH</p> <p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li>• appreciate the historical trajectory of various genres of IWE from colonial times till the present</li> <li>• critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism</li> </ul>

				<ul style="list-style-type: none"> <li>critically appreciate the creative use of the English language in IWE</li> <li>approach IWE from multiple positions based on historical and social locations</li> </ul>
III	M-3		AMERICAN LITERATURE (AL)	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)</li> <li><input type="checkbox"/> understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Meltingpot, Multiculturalism, etc.</li> <li><input type="checkbox"/> appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions</li> <li><input type="checkbox"/> critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities</li> <li><input type="checkbox"/> critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities</li> <li><input type="checkbox"/> explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres</li> </ul>
IV	M-4		BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES (BPD-	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry</li> <li><input type="checkbox"/> demonstrate in-depth knowledge and understanding of the religious, socio-</li> </ul>

			2)	<p>intellectual and cultural thoughts of the 17th and 18th centuries</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others</li> <li><input type="checkbox"/> show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama</li> <li><input type="checkbox"/> analyze literary devices forms and techniques in order to appreciate and interpret the texts</li> </ul>
V	M-5		BRITISH ROMANTIC LITERATURE (BRL)	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand Romanticism as a concept in relation to ancillary concepts like Classicism</li> <li><input type="checkbox"/> understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences</li> <li><input type="checkbox"/> analyze and understand the main characteristics of Romanticism</li> <li><input type="checkbox"/> appreciate the canonical and representative poems and prose of the writers of the Romantic period.</li> <li><input type="checkbox"/> develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.</li> <li><input type="checkbox"/> appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity</li> <li><input type="checkbox"/> relate Romantic literary texts to other forms of expression such as painting, for instance.</li> </ul>
VI	M-6		BRITISH LITERATURE: THE EARLY 20TH CENTURY (BL-3)	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe</li> <li><input type="checkbox"/> link and distinguish between modernity and modernism</li> </ul>

				<input type="checkbox"/> explain the links between developments in science and experiments in literature <input type="checkbox"/> explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism <input type="checkbox"/> identify and analyze the use and modernist technique in different genres in early twentieth century British literature <input type="checkbox"/> trace the history of the self and subjectivity in literature in the light of colonial consciousness <input type="checkbox"/> explain and analyze the idea of form in modernist literary texts from across major genres
I	AECC		English Communication	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <input type="checkbox"/> understand English literary cultures from the Renaissance to the present <input type="checkbox"/> develop an understanding of different forms and types of British Literature through exposure to texts that highlight both compliance and contest to tradition <input type="checkbox"/> appreciate and analyze the texts in the larger socio-political and religious contexts of the time <input type="checkbox"/> demonstrate an awareness of nuances of the English language and its varieties <input type="checkbox"/> extend the knowledge of life in literature (say of animals, environment, gender, politics, nationalities, personal and ideological differences) to life and living situations
II	AECC		English communication	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <input type="checkbox"/> understand English literary cultures from the Renaissance to the present <input type="checkbox"/> develop an understanding of different forms and types of British Literature through exposure to texts that highlight both compliance and contest to tradition <input type="checkbox"/> appreciate and analyze the texts in the larger socio-political and religious contexts of the time <input type="checkbox"/> demonstrate an awareness of nuances of the English language and its varieties

				<input type="checkbox"/> extend the knowledge of life in literature (say of animals, environment, gender, politics, nationalities, personal and ideological differences) to life and living situations
III	AECC	MIL-1	MIL-Alternative English-I	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <input type="checkbox"/> Demonstrate the ability to read literary texts in terms of genre and contexts. <input type="checkbox"/> engage with and write cogently on issues specific to modern India and to local realities <input type="checkbox"/> critically appreciate the use of English in India
IV	AECC	MIL-2	MIL-Alternative English-II	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <input type="checkbox"/> Demonstrate the ability to read literary texts in terms of genre and contexts. <input type="checkbox"/> engage with and write cogently on issues specific to modern India and to local realities <input type="checkbox"/> critically appreciate the use of English in India
I	SEC	SEC1	Basic English Communication Skills	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <input type="checkbox"/> Identify deviant use of English both in written and spoken forms <input type="checkbox"/> Recognize the errors of usage and correct them <input type="checkbox"/> Recognize their own ability to improve their own competence in using the language <input type="checkbox"/> Understand and appreciate English spoken by people from different regions <input type="checkbox"/> Use language for speaking with confidence in an intelligible and acceptable manner <input type="checkbox"/> Understand the importance of reading for life <input type="checkbox"/> Develop an interest for reading <input type="checkbox"/> Read independently unfamiliar texts with comprehension <input type="checkbox"/> Understand the importance of writing in academic life <input type="checkbox"/> Write simple sentences without committing errors of spelling and grammar
II	SEC	SEC2	Advanced English Communication Skills	<p>Some of the course learning outcomes that students of this course are required to demonstrate run thus:</p> <input type="checkbox"/> Read and understand longer pieces of discourse independently <input type="checkbox"/> Read and compare two texts for evaluating them <input type="checkbox"/> Summarise a text for the benefit of peers orally or in writing <input type="checkbox"/> Read and re-narrate a piece of text either orally or in writing

- |  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | <ul style="list-style-type: none"><li><input type="checkbox"/> Plan a piece of writing before drafting – brainstorming and developing webcharts/flow-diagrams/outlines</li><li><input type="checkbox"/> Edit a piece of self and peer-writing</li><li><input type="checkbox"/> Writing and revising the drafts</li><li><input type="checkbox"/> Write a review of a text read for academic purpose or pleasure</li><li><input type="checkbox"/> Understand the purpose and process of communication</li><li><input type="checkbox"/> Identify and overcome barriers of communication</li><li><input type="checkbox"/> Understand and appreciate the social norms of communication</li><li><input type="checkbox"/> Understand and appreciate the principle of politeness in relation to the speaker/listener</li></ul> |
|--|--|--|--|--|

### **COURSE OUTCOME: BA FYUGP (HISTORY)**

<b>Semester</b>	<b>Paper code</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Course Outcome</b>
I	C-1	HIS/MJ-101	History of India (From Earliest Times to Gupta Period)	The student will learn the historiographical trends and the interpretation of the historical sources of ancient India, and also acquire knowledge of history from Pre-historic to the Gupta period.
I	C-2	HIS/MJ-102	Social Formations and Cultural Patterns of the Ancient World	The course aims to introduce students to the significant developments in world history that have shaped the complexity and history of human existence. The course content is based on the premise that the pace and nature of change differed in different parts of the world.
II	C-3	HIS/MJ-201	History of India (Post Gupta to 1200 C.E.)	This course will help develop the understanding of the process of transition from ancient to the early Medieval Period. It will develop an understanding of the growing political, social and economy during the time. This course will allow students to identify the religious and cultural developments and their contribution to Indian history.
II	C-4	HIS/MJ-202	Social Formations and Cultural Patterns of the Medieval World	This course will familiarize students with different dimensions of the rise of the Early Modern West. They will acquire knowledge of how the economic, social and religious development was made during the medieval European Society and on the crises of the Roman Empire. They will learn about the socio-economic and political condition of the feudal organization of production, town's formation, trade and commerce, technological developments and religion in Medieval Europe.
III	C-5	HIS/MJ-301	History of India (C. 1206-1526)	Students will be able to identify the major political developments in the History of India from 1206-1526. Outline the changes and continuities in the field of society, economy and delineate the development of trade and urban complexes during this period. Students will acquire knowledge on bhakti and sufi movements.
III	C-6	HIS/MJ-302	History of Europe 13th Century to 1789	This paper is designed to develop an understanding of renaissance and its aftermath on European Society. The students will be able to learn the rise of the Reformation Movement and how Reformation impacts globally. It will introduce students to some of the major developments in the world from the decline of the Feudal Age to the French Revolution.
IV	C-7	HIS/MJ-	History of India (C.	The course is a plethora of Persian literary sources and vernacular literature to



		401	1526-1605)	reconstruct and understand the developments that took place during C.1526-1605. Students will also learn about the establishment, consolidation and expansion of the Mughal Empire. They will acquire knowledge about the Mughal Indian society and economy after consolidation of the Mughal rule.
IV	C-8	HIS/MJ-402	History of Europe: 1789-1919	The students will be able to analyze the historical developments in Europe between 1789-1919. It focuses on the democratic and socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge, the economic forces of wars and other ideological shifts.
V	C-9	HIS/MJ-501	History of Modern World :1919-1945	This course aims to provide an understanding of an era of shifting history from Eurocentrism to a new World order. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideals and also the growing desire for peace through formation of organizations such as the United Nations.
V	C-10	HIS/MJ-502	History of India (C. 1605-1707)	This paper is designed to provide the students with a firm basis for the understanding of the period 1605-1707. By discussing the nature of the social, political and religious foundations of Mughal India as a dynamic process, the student will acquire multifaceted understanding of the factors that shaped state and society in the Mughal period that carried into the later colonial state.
V	C-11	HIS/MJ-503	Historiography	The course content of this paper should be able to introduce the students to the very basic concepts that go to make up the subject matter of history. The course aims to help the learners understand the meaning of History, its nature and scope as a social science and the contributions of western historians from classical times to the present. The aim of the paper is not to raise very complex philosophical issues but to enable the students to understand the very nature of the discipline of history which is rooted in some fundamental concepts.
VI	C-12	HIS/MJ-601	History of India (1707-1857)	This course intends to give the learners a perception about the Indian States in the 18th century - how the Company captured political and economic power from Indian regional rulers till the first awakenings of anti- colonial and nationalist feelings among the Indians.
VI	C-13	HIS/MJ-602	History of East Asia (C.1840-1950)	The objective of this paper is to introduce students to the political, socioeconomic developments, European expansion and the resultant nationalistic movements in East Asia.
VI	C-14	HIS/MJ-	History of India (1857-	The contents of the syllabus are designed to cover core issues pertaining to the

		603	1947)	vast canvass of nationalist history. The student at the undergraduate level will be equipped to focus upon the core ideas of the national movement in its contextuality.
VI	C-15	HIS/MJ-604	History of Northeast India (1822-1947)	The objective of the course is to familiarize the students with the major trends of the political, social and economic developments in Northeast India from 1822 to the various National Movements.
I	MN-1	HIS/MN-1	History of India (From Earliest Times to Gupta Period)	The student will learn the historiographical trends and the interpretation of the historical sources of ancient India, and also acquire knowledge of history from Pre-historic to the Gupta period.
II	MN-2	HIS/MN-2	History of India (Post Gupta to 1200 C.E.)	This course will help develop the understanding of the process of transition from ancient to the early Medieval Period. It will develop an understanding of the growing political, social and economy during the time. This course will allow students to identify the religious and cultural developments and their contribution to Indian history.
III	MN-3	HIS/MN-3	History of India (C. 1206-1526)	Students will be able to identify the major political developments in the History of India from 1206-1526. Outline the changes and continuities in the field of society, economy and delineate the development of trade and urban complexes during this period. Students will acquire knowledge on bhakti and sufi movements.
IV	MN-4	HIS/MN-4	History of India (C. 1526-1605)	The course is a plethora of Persian literary sources and vernacular literature to reconstruct and understand the developments that took place during C.1526-1605. Students will also learn about the establishment, consolidation and expansion of the Mughal Empire. They will acquire knowledge about the Mughal Indian society and economy after consolidation of the Mughal rule.
V	MN-5	HIS/MN-5	History of Modern World :1919-1945	This course aims to provide an understanding of an era of shifting history from Eurocentrism to a new World order. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideals and also the growing desire for peace through formation of organizations such as the United Nations.
VI	MN-6	HIS/MN-6	History of India (1707-1857)	This course intends to give the learners a perception about the Indian States in the 18th century - how the Company captured political and economic power from Indian regional rulers till the first awakenings of anti- colonial and nationalist feelings among the Indians.
III	SEC	HIS/SE-	Archives and museums	This course is designed to introduce the major aspects of archival and museum

		303		studies. The course is to make students familiarized with the structure and functioning of archives and museums with a view to understand how history is written.
III	MD	HIS/MD-304	Understanding Heritage	Students will get to understand the different facets of heritage and their significance. The students will also understand about the legal and institutional frameworks for heritage protection in India and its challenges.
IV	SEC	HIS/SE-403	Introduction to archaeology	The course is aimed at introducing the students of ancient history to the nature of archaeological data, its method and the multidisciplinary approaches to the study of past societies.

### **COURSE OUTCOME: BA FYUGP (POLITICAL SCIENCE)**

<b>Semester</b>	<b>Paper code</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Course Outcome</b>
I	C-1	POL/H/C-1	Constitutional Government & Democracy in India	This course acquaints students with the constitutional design of state structures and institutions and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment
I	C-2	POL/H/C-2	Understanding Political Theory	This course introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. It is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.
II	C-3	POL/H/C-3	Political Process in India	Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.
II	C-4	POL/H/C-4	Political Theory: Concepts & Debates	This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we

				inaugurate new modes of political debates.
III	C-5	POL/H/C-5	Introduction to Comparative Government & Politics	This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.
III	C-6	POL/H/C-6	Classical Political Philosophy	This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.
IV	C-7	POL/H/C-7	Perspectives on International Relations & World History	This paper seeks to equip students with a basic framework for understanding International Relations. It introduces some of the important theoretical approaches. The course begins with an inquiry of the evolution of international state system from a historical perspective. It also provides a comprehensive overview of the major political developments of the twentieth century. The course is also framed to make students aware of the Euro – centric knowledge establishment in International Relations by highlighting certain perspectives from the Global South.
IV	C-8	POL/H/C-8	Modern Political Philosophy	Philosophy and politics are closely intertwined. This course explores the convergence of the two by focusing on few main tenets. Students would be exposed to the fundamental questions of politics, which have implications in the larger realm of thought and existence of modern political life.
V	C-9	POL/H/C-9	Perspectives on Public Administration	The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.
V	C-10	POL/H/C-10	Modern Indian Political Thought-1	Sages and philosophers of India generated vast repositories of wisdom on politics, kingship, and statecraft. The students will be able to understand their contribution to the discipline and how these ancient ideas still prove to be

				relevant in the present time. Indian Political Thought deals with the writings and thoughts articulated by Indian thinkers of the ancient period. The ideas contain classical as well as medieval approaches to the issues in existence in the Indian society. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Students will be able to explain the ideas on key political questions and institutions of ancient India.
V	C-11	POL/H/C-11	Global politics	This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.
VI	C-12	POL/H/C-12	Human Rights in a Comparative Perspective	This course attempts to build an understanding of human rights among students through a study of specific issues in a national and international perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian and global context. Students will be expected to use arrange of resources, including films, biographies, and official documents to study each theme.
VI	C-13	POL/H/C-13	Indian Political Thought-II	The major objective of this course is to introduce the students to some of the key modern Indian thinkers and their ideas which helped in shaping the society and politics of modern India. It would also bring in the contemporary relevance of the political principles enunciated centuries ago. The course will help students to develop a critical understanding of the major themes and issues such as community, state, kinship, culture religion as perceived by different thinkers. Modern Indian political thinkers not only sought to infuse pride in Indians by highlighting their rich cultural heritage, but some also tried to critique the Western civilization. Based on the study of individual thinkers, the course

				introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. This shall help students to have some experience in understanding how these thinkers build up their arguments and developed their views on the respective themes.
VI	C-14	POL/H/C-14	Political Processes & Institutions in Comparative Perspective	These course objectives aim to provide students with a comprehensive understanding of political processes and institutions in comparative perspective, equipping them with the knowledge and analytical skills necessary to engage with the range of political issues and application of comparative methods to the study of politics.
VI	C-15	POL/H/C-15	Public Policy & Administration in India	The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.
I	M-1	POL/H/M-1	Constitutional Government & Democracy in India	This course acquaints students with the constitutional design of state structures and institutions and their actual working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment
II	M-2	POL/H/M-2	Political Process in India	Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.
III	M-3	POL/H/M-3	Introduction to	This is a foundational course in comparative politics. The purpose is to

			Comparative Government & Politics	familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.
IV	M-4	POL/H/M-4	Perspectives on International Relations & World History	This paper seeks to equip students with a basic framework for understanding International Relations. It introduces some of the important theoretical approaches. The course begins with an inquiry of the evolution of international state system from a historical perspective. It also provides a comprehensive overview of the major political developments of the twentieth century. The course is also framed to make students aware of the Euro – centric knowledge establishment in International Relations by highlighting certain perspectives from the Global South.
V	M-5	POL/H/M-5	Perspectives on Public Administration	The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.
VI	M-6	POL/H/M-6	Human Rights in a Comparative Perspective	This course attempts to build an understanding of human rights among students through a study of specific issues in a national and international perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian and global context. Students will be expected to use arrange of resources, including films, biographies, and official documents to study each theme.
I	SEC	POL/H/SEC-1	Legislative Support (SEC)	The objective of the paper is to acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples’ representatives and provide elementary skills to be part of a legislative support team. This course will build their skills and deepen their understanding of the political process.
III	SEC	POL/H/SEC-	Democratic Awareness	The Proposed course aims to acquaint students with the structure and manner of



		2	with Legal Literacy (SEC)	functioning of the legal system in India. Expected Learning Outcome: The students would be aware of the institutions that comprise the legal system - the courts, police, jails and the system of criminal justice administration. They would also acquire knowledge of public interest litigation, the Constitution and laws of India and get an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India. Besides the above, the students will also acquire working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and acquaint with the opportunities and challenges posed by the legal system for different sections of persons.
IV	SEC	POL/H/SEC-3	Public Opinion and Survey Research (SEC)	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 familiarise 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 utilisation of quantitative data.
I	ID/M	POL/H/ID/M-1	Peace and conflict resolution	This course provides an overview of Peace and Conflict Studies, with few key concepts. The course is designed to familiarize students with a background of various peace movements, and to analyze principles used to resolve conflict. The course would also cover extensive understanding of current research and development within the field of Peace and Conflict Studies.
II	ID/M	POL/H/ID/M-2	Feminism: Theory and Practice	The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course covers history and origins of feminism in the west, socialist societies and in anti-colonial struggles. It also focuses on a gendered analysis of Indian society and economy with a view to understanding the structures of gender inequalities.

### **COURSE OUTCOME: BA FYUGP (SOCIOLOGY)**

Semester	Paper code	Course Code	Course Name	Course Outcome
I	C-1	SOC/H/C-1	Introduction to Sociology-I	The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.
I	C-2	SOC/H/C-2	Sociology of India-I	This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.
II	C-3	SOC/H/C-3	Introduction to Sociology-II	The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.
II	C-4	SOC/H/C-4	Sociology of India-II	This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation
III	C-5	SOC/H/C-5	Political sociology	This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.
III	C-6	SOC/H/C-6	Sociology of religion	The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.
IV	C-7	SOC/H/C-7	Sociology of gender	The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.
IV	C-8	SOC/H/C-8	Economic sociology	The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of

				economic processes in local and global contexts.
V	C-9	SOC/H/C-9	Sociology of kinship	This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.
V	C-10	SOC/H/C-10	Social stratification	This course introduces students to Sociological study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.
V	C-11	SOC/H/C-11	Sociological thinkers-1	The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.
VI	C-12	SOC/H/C-12	Sociological research methods-1	The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.
VI	C-13	SOC/H/C-13	Sociological thinkers-II	To introduce students to post-classical sociological thinking through some original texts.
VI	C-14	SOC/H/C-14	Sociological research methods-II	The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.
VI	C-15	SOC/H/C-15	Urban sociology	This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.
I	M-1	SOC/H/M-1	Introduction to Sociology-I	The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.
II	M-2	SOC/H/M-2	Introduction to Sociology-II	The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.
III	M-3	SOC/H/M-3	Political sociology	This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key

				thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.
IV	M-4	SOC/H/M-4	Sociology of gender	The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.
V	M-5	SOC/H/M-5	Sociology of kinship	This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.
VI	M-6	SOC/H/M-6	Sociological research methods-1	The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.
I	SEC	SOC/G/SEC-1	Reading, Writing and Reasoning for Sociology	Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using ‘real’ texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.
II	SEC	SOC/G/SEC-2	Techniques of Ethnographic Film Making	This course focuses on doing sociology and social anthropology through forms other than the written; in particular, the oral, aural, and the visual.. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography. One concern that may be pursued is how the visually challenged encounter, experience and represent the field. The course will be conducted through group work enabling a learning process between the visually challenged and the non-visually challenged.
III	SEC	SOC/G/SEC-3	Gender Sensitization	This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.