

PROGRAMME SPECIFIC OUTCOMES (PSO) & COURSE OUT (CO) for FYUG
Programme under NEP- 2020 (w.e.f.2023-2024)

Semester	Paper	Course Title	Course/Programme outcome
I	HINDSC101	HINDI SAHITYA KA ITIHAS (REETI KAL TAK)	<p>इस ००-प० का उ०००ेय ंतक के िव ाःथय को िह दी सािह येितहास के आ० दकाल से लेकर रीितकाल तक क० िविभ प० रि० थितय, ० वृिडय से प० रिचत कराना हाे</p> <p>उपलि० ध : इस पाए म के अ ययन के बाद िव ाथट आ० दकाल, भि० काल व रीितकाल के िविभ किवय, का -धारा० एवं इनके िविवध प० ं क० जानकारी० ू कर पाएंगे।</p>
	HINDSC102	AADIKALEEN EVAM MADHYAKALEEN HINDI KAVITA	<p>इस ००-प० का उ०००ेय ंतक के िव ाःथय को आ० दकालीन एवं म यकालीन समाज के सािह य, भाषा व सं० कृित का बोध कराना ह ै तथा परंपरा के आलोक मथ इितहास एव ंदश न क० गहन समझ को िवकिसत कराना हाे</p> <p>उपलि० ध : इस पाए म के अ ययन के बाद िव ाथट िव ापित आ० दकालीन एवं म यकालीन समाज के सािह य, भाषा एव ंस० ंकृित से अवगत हो पाएंगे तथा यगुीन किवय, सािह यकार के का के िविवध प० ं से प० रिचत हगे।</p>
	HINDSM101	HINDI SAHITYA KA ITIHAS	<p>इस ००-प० का उ०००ेय ंतक के िव ाःथय को िह दी सािह य के</p>

		<p>इतिहास से समुचित रूप से प. रिचत करवाना है. कसी भाषा के साहित्य के इतिहास का अध्ययन उस भाषा मश खुद को अभिमान करने वाले समाज के इतिहासिक एवं सांस्कृतिक विकास याता को देखने समझने का एक उप मह है इस पाठ्य म के अध्ययन के बाद विंथ साहित्य के विकास म एवं उ ह निमत करने वाले त व. को विंत रूप से जान पाएंगे एवं इसके आलोक मश वे विभुंकार कऽ साहित्यक कृतिय का अध्ययन और मूयांकन कर पाएंगे।</p>
HINSEC-101	HINDI BHASHA KA VYAVHARIK VYAKARAN	<p>इस ००-प० का उ० ००ेय . ातक के विंथय को हिंदी भाषा के वहा. रक ाकरण से अवगत कराना तथा हिंदी भाषा -रचना के ंकार एवं ०. या का स यक बोध कराना है इस पाठ्य म के अध्ययन के बाद विंथ हिंदी भाषा के ंवप, वगटकरण आडद के साथ-साथ देवनागरी िलिप, शाि दक वंथा, वा. य वि यास, पदबंध आडद के विकास, विशेषता एव ंवैंािनक ० ४ या कऽ समझ विक्सित कर पाएंगे।</p>
HINIDC101	SAHITYA OR CINEMA	<p>इस ००-प० का उ० ००ेय . ातक के विंथय को लोक क. स यता, संकृति, रीति, नीति, कला, साहित्य के आलोक मश परंपरागत ंान के सैांितक और</p>

			<p>वहा. रक प० . का वि षेणा मक प. रचय कराना है।</p> <p>उपलि ध : इस पाए म के अ ययन के बाद वि ाथट लोक साहि य क. अवधारणा व ० वऽप के साथ- साथ लोक कथा, लोक नाटक, लोक गीत, लोक सुभाषित क. ० कृति स ेप. रिचत हो पाएंगे।</p>
	HINAEC101	HINDI SAMPRESHAN	<p>इस ०० -प० का उ. ० ेय . ातक के वि ाःथय को सं षेण के ० कार, ० . या के ऽप म शिह दी भाषा के मह व को रेखां. कत करना है। इस पाए म के अ ययन के पू ात वि ाथट सं षेण के ० मुख मा यम के ऽप मः शिह दी भाषा के त व. को जान पाएंगे तथा शिह दी भाषा कऽ ाकरणक संरचना से अवगत हो पाएंगे।</p>
II	HINDSC151	HINDI SAHITYA KA ITIHAS (ADHUNIK KAL TAK)	<p>०० तुत प० के अ ययन से शिह दी साहि य के इतिहास के आधुिनक काल क. प. रि० थितय व ० वृिथय के आलोक मंश आधुिनक काल के उ व और विकास का वि० तृत प. रचय ० ू करवाना होगा। उपलि ध : इस पाए - म के अ ययन उपरा त वि ाथट भारते द-ुयुग, ि वेदी-युग, छायावाद, ० गितवाद, ० योगवाद एव ंनई किवता के प. रवशे एव ंउनक. ० वृिथय से अवगत हो पाएंगे। ० मुख ग विधाऽ जैसे नाटक, िनबंध, कहानी, उप यास एव</p>

			<p>अंआलोचना इ या. द के ० वषप एवं िवकास म से प. रिचत हो पाएंगे।</p>
HINDSC152	ADHUNIK HINDI KAVITA (CHAYAVAD TAK)		<p>इस प० का उ० ० ेय . ातक के िव ाःथय□ को आधुिनक काल क. रा िय एवं सां कृितक चतेना के आलोक मः आधुिनक िह दी किवता के उ□ व और िवकास का िव० तृत प. रचय ० ्र करवाना होगा। उपलि ध : इस पा० म के अ ययन के बाद िव ाथट आधुिनक िह दी किवता के ० ितिनिध किवय□ के सािहि यक एव भािषक विश से प. रिचत ह□ गे। सािह य, समाज एव ० ० कृित के रागा मक संबंध□ तथा आधुिनक िह दी किवता के नवीन स□ दय बोध का िव० तृत अवलोकन कर सकंथगे।</p>
HINDSM151	HINDI SAHITYA KA ITIHAS		<p>इस ०० -प० का उ० ० ेय . ातक के िव ाःथय□ को िह दी भाषा के वहा. रक ाकरण स ेअवगत कराना तथा िह दी भाषा -रचना के ० कार एवं ० . या का स यक बोध कराना है।</p> <p>उपलि ध : इस पा० म के अ ययन के बाद िव ाथट िह दी भाषा के ० वषप, वगटकरण आ. द के साथ-साथ दवेनागरी िलिप, शाि दक व० था, वा□ य िव यास, पदबंध आ. द के िवकास, िवशेषता एव ० वै० ािनक ० . या क. समझ िवकिसत कर पाएंगे।</p>
HINSEC-151	VIGYAPAN KLA		<p>इस ०० -प० का उ० ० ेय</p>

		AVAM TAKNEEK	<p>• ातक के िव ाथय को िव ापन कला एवं तकनीक से अवगत कराना है। िव ापन के िविवध मा यम ट, रेडियो एवं टेलिविजन आद के वहा रक एव तकनीक प से प रिचत कराना है।</p> <p>उपलि ध : इस पाठ म के अ ययन के बाद िव ाथट िह दी भाषा म िव ापन के ंवप और संरचना से प रिचत होने के साथ-साथ िव ापन िनमा ण क या को िविभ मा यम के अनुरूप तकनीक ंप से समझ सकेंगे।</p>
	HINIDC151	LOK SAHITYA	<p>इस ंप का उ ंय • ातक के िव ाथय को लोक क स यता, सं कृति, रीति, नीति, कला, साहित्य के आलोक म परंपरागत ंान के सै ंतिक और वहा रक प का िव षेणा मक प रचय कराना है।</p> <p>उपलि ध : इस पाठ म के अ ययन के बाद िव ाथट लोक साहित्य क अवधारणा व ंवप के साथ-साथ लोक कथा, लोक नाटक, लोक गीत, लोक सुभाषित क कृति से प रिचत हो पाएंगे।</p>

DEPARTMENT OF HISTORY

PROGRAMME SPECIFIC OUTCOME (PSOs) AND COURSE OUTCOMES (COS)

UNDER CBCS

NAME OF THE PROGRAM: BA in History (Pass)

DURATION OF THE PROGRAM: 3 years/6 semester

DESIGN AND IMPLEMENTATION: Assam University, Silchar

STARTED FROM THE ACADEMIC SESSION: 2018-2019

PROGRAMME SPECIFIC OUTCOME (PSOs) --

- Being a subject of social science, History has its own value in society and human life. It helps the students to develop their ethical and social value and gather knowledge about the tradition and culture of our country and contribute to the society through their critical thinking.
- After completion of the three years Degree course with History. Students are expected to think and argue critically and express it in their own words.
- The students would be well versed and acquainted with development of historical data and facts.
- The study of History explores the relationship and interconnection of the present with the past.
- On the completion of the course the students are expected to spread their ideas and knowledge to the future generation.
- Students are expected to have a sound judgement on historical data and evidence and critically analyse the same.
- The study enhance the skill of picking up important information from different sources, analyse them and exploring the truth.
- Students will be aware of contemporary challenges and threats to the society like violation of human rights, superstitious beliefs, gender inequality etc.
- The study increases the interest to know the local participation in the process of change and development.
- The study aware the students to find out the solution of the problems faced by individuals or community and make the world a better place to live in.

Sl No.	COURSE CODE	COURSE DESCRIPTION	COURSE OUTCOME
1	HISGEC/DSC101T/ GE-501T	History of India from the Earliest times up to 300CE.	The objective of the paper is to analyse the various source materials for the reconstruction of Ancient Indian History. The paper intends to acquaint the students about the process of evolution of Indian culture, society and politics through which human societies have evolved to their present stage of development. Also students know about the rise of Buddhism and Jainism.
2	HISGEC/DSC-201T/ GE-601T	History of India from C.300 to 1206	The paper tries to highlight the political and cultural development in India under the Kushanas, the Guptas, the Vardhanas, the Palas and the Rashtrakutas. The paper intends to acquaint the people with the State formation and cultural developments in South India under Cholas, Chalukyas and Pallavas. The course also highlights the tremendous progress in the field of art, architecture, painting, literature and science.
3	HISGEC/DSC-301T	History of India from 1206 to 1707	This course provides an overview of the main trends and developments in India during the Sultanate and Mughals. It acquaints the students to understand the administrative apparatus, society, economy and culture of India in pre-modern period. The emergence of Maratha power has also been discussed.
4	SEC-301T	Archaeology and Museology	This course provides the basic idea and knowledge about Archaeology and Museology. This course planned to provide professional knowledge in the field of Museology. It equips students with theoretical as well as practical knowledge of conservation and preservation.
5	HISGEC/DSC-401	History of India from 1707 to 1950	The paper tries to highlight the major factors that led to the establishment and consolidation of the British rule in India and their forms of exploitation. This period also witnessed the socio-religious movement and the reform movement in Indian societies. Man like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar fought against the evil practices prevailed in the society. The paper also acquaints the students about the process of the growth of nationalist movement which ultimately led to end the British rule.

6	SEC-401T	Evolution of Indian culture	This course focusses in the various forms of popular cultural practices, various folk songs and music. The course help students to know about the eminent personalities like Pandit Ravi Shankar, Ustad Bismillah Khan, Pandit Birju Maharaj and Dr. Bhupen Hazarika and their contribution to Indian culture. Students also gained knowledge about India's first Nobel laureates Rabindranath Tagore and his Visva Bharati.
7	HISDSE-501T	History of Europe (1789-1914)	The paper will help the students to know about the French revolution, its effects in different parts of Europe and the political turmoil followed by it. The course highlights the rise of dictatorship in various parts of the world and the secret alliances formed between different countries. Students also acquaint knowledge on First world war and its devastating effect on humanity and world.
8	SEC-501T	Historical Tourism in India	The course intend to develop tourism, help to preserve Indian heritage and culture and projecting the same to the world through which people can employed themselves. Through this course students are encouraged to explore various historical places of their locality and project them before the world. It helps students to know about the growing opportunity of tourism Industry.
9	HISDSE-601T	Modern World(1914-1961)	The course aim at acquainting the students with the development in the world politics and the formation of league of nations for the maintaining the world peace. The course highlights the rise of dictatorship in various parts of the world. The course focuses on the causes and effects of World War II and formation of UNO. This paper familiarizing the students about the progress of Cold War and Non- Aligned movement.
10	SEC-601T	History of Tea Industry In Assam	The objective of this paper is to give a general outline of the growth and development of Tea Industry In Assam under British rule. The course also highlights the various labour unrest in different plantation areas of Assam.

COURSE AND PROGRAMME OUTCOME OF ALL DEPARTMENTS
NEHRU COLLEGE, PAILAPOOL

DEPARTMENT OF HISTORY

NEHRU COLLEGE, PAILAPOOL

PROGRAMME SPECIFIC OUTCOMES (PSO) & COURSE OUT (CO) for FYUG
Programme under NEP- 2020 (w.e.f.2023-2024)

NAME OF THE PROGRAMME: B.A (CBCS) & FYUG in HISTORY(Pass)

DURATION OF THE PROGRAMME: 3 YEARS & 4 YEARS

DESIGN AND IMPLEMENTATION: ASSAM UNIVERSITY, SILCHAR

INTRODUCTION FROM: 2018-19 & 2023-24 ACADEMIC SESSION

Semester	Paper	Course Title	Course Outcome
	HISDSC101T	History of India from Earliest Times up to 300 BCE	After completing this course, the students will be able to understand about the historiographical trends, interpretation of the historical sources of ancient India, acquire knowledge about the Vedic Period, The rise of Jainism and Buddhism. The paper will help the students in understanding the history of our ancestors along with the

I			Cultural transitions that happened in due course of time.
	HISDSC102T	History of India: From Mauryan ascendancy to Harsha Era	The objective to the paper is to have a thorough understanding of the Ancient Indian History. The paper deals with the various sources that helps to reconstruct the Ancient Indian History, political achievements of the important dynasties and their administration.
	HISDSM101T	History of India from earliest times till the Mauryan period	Students will acquire knowledge about the historiographical trends, interpretation of the historical sources of ancient India. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism. The paper will help the students in understanding the history of our ancestors along with the cultural transitions that happened in due course of time.
	HISSEC101	Archaeology &	This course intends to introduce learners to the vibrant field of archaeology & museum studies. It will

		Muscology	acquaint them with concepts, theories, legislation, and methodologies related to archaeology and museums. It will also make the learners aware of their role in society and their various activities.
	HISIDC101T	History of Environment	The objective of the paper is to familiarize the students with the discipline, environmental history, to know the relation between ecology and human civilization, to understand the social movements emerged due to environmental factors.

Semester	Paper	Course Title	Course Outcome
	HISDSC151T	HISTORY OF EARLY MEDIEVAL INDIA	Students will learn and analyses the transition from historic centuries to the early medieval period. They'll be able to delineate changes in the realm of polity and culture, about the invasion by the Arabs from the northwest and the resistance.
			Students will be able to identify the major political

II	HISDSC152T	HISTORY OF INDIA FROM 1206 - 1526 CE	developments in the History of India during the period. Outline the political changes, career and achievements of the rulers and their administrations and continuities in the field of culture, about the bhakti movement and Sufi movement.
	HISDSM151	HISTORY OF INDIA FROM SHUNGA TO PUSHYABHUTI DYNASTY	The objective to the paper is to have a thorough understanding of the Ancient Indian History. The paper deals with the various sources that helps to reconstruct the Ancient Indian History, political achievements of the important dynasties and their administration.
	HISSEC151	EVOLUTION OF INDIAN CULTURE	This course enables students to explore various aspects of cultural heritage and cultural diversity from a historical perspective that discusses numerous cultural practices that have evolved over centuries. The students can gather knowledge about the cultural heritage, cultural forms and cultural expressions

			performing arts, fairs, and festivals of our country.
	HISIDC151T	GENDER STUDIES	The objective of the course is to introduce the basic concepts and precepts of gender studies. It seeks to engage the students in feminist debates and discourse of gender history and create gender sensitivity and encourage research in the field. The course is built on an interdisciplinary approach of understanding gender.

DEPARTMENT OF ECONOMICS

Program outcome (PO), Program specific outcomes (PSO), Course Outcome (CO)
Name of the Programme: B.A. Economics (Core and General)

Economics is a social science. It deals with human behaviour as a relationship between unlimited wants and limited resources having alternative uses in the ordinary business of life. It is a unique discipline that requires understanding of Mathematics, Statistics, Commerce, Political Science, History, philosophy, Environmental science, Law, Management etc. Thus knowledge in economics improves the rationality of learners and also helps to attain maximum benefit with minimum resources.

Program Outcome (PO):

Study of Economics enables the learners to understand people, businesses, markets, financial institutions and the economy of a nation. They could respond better to the threats and opportunities that emerge around when things change. It helps them to be involved in the process of economic development. Finally, to ensure sound knowledge of the subject as prescribed by the Assam University.

Program Specific Outcome (PSO):

It enables students to understand the economic conditions of the country. Students could also predict the future course of action plan for growth and development through their knowledge in plans and programmes introduced by the governments and other agencies. They will be equipped with tools (like Data analysis, understanding of budget making, entrepreneurship) and resources to resolve the burning problems like unemployment, poverty and mobilization of resources in the country in a sustained manner.

BA in Economics Discipline Specific Core (DSC) and Core Course (CC) Outcome:

Microeconomics: This course is designed to equip the students to understand the demand and supply side behaviour of human beings as a consumer as well as a

producer. It also raises the rationality of learners to dichotomise the positive and normative aspects in our ordinary day to day life.

Macroeconomics: This course is designed to provide knowledge regarding the economic systems and aggregate behaviour of market demand and supply. This also enables us to understand the measurement and determination of GDP (National Income), full employment, price stability (measures to control inflation- deflation), and maintaining BoP in a closed and open economy.

Money and Banking: This course attempts to understand the monetary economy of a nation. It provides knowledge in the in depth concepts of monetary economics like money and its measures, impact of rise and fall in value of money, theories of money, banking and its policies to control credit and international financial institutions like IMF, World Bank etc.

Public Finance: It is designed to enable learners to know the role of public authorities in raising revenue (tax & non-tax) and its spending for the welfare of the masses.

Economic Development and policy in India : This course is designed to make learners understand the economic functioning and conditions of our country in the context of the agricultural, industrial and service sector. It also enables us to understand the economy's growth and development as compared to the rest of the countries in different continents of the world in context of demography and capital formation.

History of Economic thought : It is designed to provide knowledge about the systematic development of economic theories beginning from pre-modern and modern era and different schools of thought.

Environmental economics : In today's world, environmental pollution is a challenge to sustain the growth of an economy and its future. Thus the study of the course helps learners to equip themselves with the tools and policies to control pollution to achieve sustainable economic growth and development.

Mathematics for Economists: This course enables students to define all the relevant assumptions, conditions, and causal structures of economic theories in

mathematical terms. It allows students to use mathematical tools such as algebra and calculus to describe economic phenomena and draw precise inferences from their basic assumptions and definitions. Second, it allows to operationalize these theories and inferences so that they can be tested empirically using quantitative data and, if validated, used to produce quantitative predictions about economic matters for the benefit of businesses, investors, and policymakers.

Econometrics

This course enables students to translate abstract economic theories into useful tools for everyday economic policymaking by combining mathematical economics with statistical methods. The objective of econometrics as a whole is to convert qualitative statements—such as “the relationship between two or more variables is positive”—into quantitative statements.

Statistical methods of Economics: Students will understand the basic concepts of descriptive and inferential statistics. It will help students understand situations radically and solve them.

Data Analysis Students will learn to identify, compile, interpret and analyse quantitative economic data using econometric methods like mean, median, mode and advanced regression analysis to assess economic relationships.

Every programme & course has its own learning outcomes. Our department is preparing activity plans and displaying them on the departmental notice board. Programme outcomes, course outcomes and their importance are exchanged to Teachers and Students.

Department of Bengali

Name of the program: Four Year Undergraduate Programme

Duration of the program: 4 years / 8 Semester

Design and implementation: Assam University, Silchar

Started from the Academic Session: 2023 -24

(implemented under NEP 2020)

Sl. No	Semester	Course Code	Course Description	Course Outcome
1	1 st	DSC- 101	History of Bengali literature: Old and Medieval Period. This paper aims to provide a clear idea on Origin and Development of different genres of Bengali Literature up to eighteenth century .	Students will be having a historical perspective to understand Literature in general and Bengali Literature in particular. They will also have ability to relate Literature with development of different religious sects in Bengal.
2	1 st	DSC-102	History of Bengali Literature 19 th Century This paper aims to provide a clear idea on origin and department of different genres of Bengali Literature in the nineteenth Century. It will also discuss the ideological conflicts in nineteenth Century that conditioned development of new literary genres in the backdrop of colonial situation. .	Students will be having a historical perspective to understand literature in general and Bengali literature in particular. They will be getting basic idea on ideologies of modernity ; and will also have the ability to relate literature with social cultural and ideological conflicts in history
			This paper aims to provide a clear idea	Students will be having a

			eighteenth century .	general and Bengali literature in particular. They will also have ability to relate Literature with development of different religious sects in Bengal.
4	1 st	SEC- 101	This paper aims to make the learners skilled on varied types of communication in today's world. It further offers instruction on manuscript preparation and creative content writing.	Students will be enriched with multi-faced communication skills and writing skills; which will make them eligible for getting job in media and publication sector.

5	1 st	IDC-101	This paper aims to provide instruction on different genres of nineteenth century Bengali Literature.	Students will be getting the taste of reading literature; they can get into lifelong dialogue with literature. Understanding the dynamics of time & space through literature make people more humane. It will also make the learners eligible to be a teacher of Bengali literature in primary level.
6	1 st	AEC - 101	This paper aims to provide the learners some ideas on Bengali language studies and nineteenth century Bengali literature.	Students will able to write Bengali8 Correctly, and will get interested in reading Bengali literature.
7	2 nd	DSC 151	History of Bengali literature (20 th Century) This paper aims to provide instruction on multi-dimensional expansion of genres of Bengali	Students will be having a historical perspective to understand literature in general and Bengali literature in particular. They will be getting basic idea on ideologies of

			literature in twentieth century.	modernity vis some vis its limitations; and shaping of post – colonial thoughts and expressions in the context of Bengali literature.
8	2 nd	DSC-152	This paper emphasizes on critical reading of medieval Bengali texts. Discussion on different religious sects and their literary traditions, early romanticism in texts of Arakan court etc.	Students will be enriched with historical perspective to literature, clear ideas on popular deities and sectarian literature; conflicts & coordination of religious sects, religion and humanity in medieval Bengal. The course will help understanding contemporary society and enrich the students with humane & ethical values.
9	2 nd	DSM - 151	This paper aims to provide a clear idea on origin and development of different genres of Bengali literature up to eighteenth century .	Students will be having a historical perspective to understand literature in general and Bengali literature in particular. They will also have ability to relate literature with development of different religious sects in Bengal.
10	2 nd	SEC - 151	This paper aims to make the learners skilled on DTP and use of ICT in creative writing, blogging, academic writing and content writing in print & electronic media. It emphasizes on instruction on MS word and MS Power Point. It also offers instruction on proof reading.	Students will be enriched with multi-faced content writing skill, DTP & proof reading ; which will make eligible for getting job in print & electronic media and publication sector ; and will also open scope for self-employment, start – up business etc.

DEPARTMENT OF HINDI
NEHRU COLLEGE, PAILAPOOL

DEPARTMENT OF PHILOSOPHY

PROGRAMME SPECIFIC OUTCOMES (PSO) & COURSE OUT (CO)

NAME OF THE PROGRAMME : B.A (CBCS) & FYUG in Philosophy (Pass)

DURATION OF THE PROGRAMME : 3 YEARS & 4 YEARS

DESIGN AND IMPLEMENTATION : ASSAM UNIVERSITY, SILCHAR

INTRODUCTION FROM : 2018-19 & 2023-24 ACADEMIC SESSION

PROGRAMME SPECIFIC OUTCOMES (PSO)

- 1) Inculcate the skill of critical Inquiry which is necessary for philosophical discourse in order to generate the creative thoughts objectively.
- 2) Proficiency in philosophical investigation, ability to explain theories and identify valid argument.
- 3) Equip the students with skillful methodology of philosophy so that they can help themselves to analyze the problem, frame the hypothesis, and authenticate reasoning and to get a suggestive or acceptable conclusion.
- 4) Continue to acquire applicable knowledge and skills appropriate to professional activities and demonstrate highest standard of moral/ethical issues in human society.
- 5) Create awareness to become an enlightened citizen with commitment to deliver one's responsibilities and value to the society.
- 6) Understanding of the fundamental principles in Philosophy and methods in logical tradition (Indian & Western) and capability of developing Ideas based on them.
- 7) Inculcate philosophical/logical reasoning.
- 8) Prepare and encourage students for research studies in Western and Indian Philosophy and other applied fields.
- 9) Provide advanced knowledge on topics in Philosophy, applied philosophy and human values empowering the students to pursue higher degrees at reputed academic institutions.

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- 8) Prepare and encourage students for research studies in Western and Indian Philosophy and other applied fields.
- 9) Provide advanced knowledge on topics in Philosophy, applied philosophy and human values empowering the students to pursue higher degrees at reputed academic institutions.
- 10) Strong foundation on critical thinking and representation of philosophical theories which have strong links and applications in day-to-day life particularly practical ethics, tradition, culture, socio-political aspects of philosophy and cognitive sciences.
- 11) This field explains the ultimate nature of existence, reality, knowledge and goodness as discoverable by human reasoning.
- 12) This area concerned with the questions of how one should live (ethics); what sorts of things exist and what are their essential nature (metaphysics); what counts as genuine knowledge (epistemology).
- 13) This module will help the beginners of philosophy which is designed to understand the basic concepts and problems in philosophy which will definitely improve the interest of the students.

14) There are so many social issues in the present society. So, it is very necessary for the youth how to tackle the situation. It will be helpful for the students if he/she knows how to apply ethical rules and principles in practical life.

SI NO.	COURSE CODE	COURSE DESCRIPTION	COURSE OUTCOME
1	PHIPDSC/GEC101T PHISEC101T / PHISEC151T	LOGIC LOGIC-I (Aristotelian) LOGIC-I (Modern Logic)	This course helps the student to learn logical analysis, deduction and develop a rational bend of mind. The student not only gains knowledge of traditional Aristotelian logic but also of symbolic logic -the use of symbols, the truth-functions and using truth-tables for testing the validity of arguments and-statement forms. It helps to develop a critical and logical mental attitude.
2	PHIPDSC/GEC201T PHPDSC151T/ PHPDSC152T	ETHICS I (Indian) & (Western)	With completion of this paper students should be aware of logical concepts of ethics as a normative study which develops moral thinking in students. It also introduces notion of the ultimate aims of our human life in our students like concepts of karmayoga, purushartha in Indian philosophical context. Students also be able to apply the concept of moral and nonmoral actions as well as the differences between motive and intention in their everyday life. Students will also be able to relate

			<p>their choices, actions and consequences to ethical decision making. Learners will also be able to demonstrate enhancement in their understanding of the major approaches to ethics and their application to contemporary moral problems in society.</p>
3	<p>PHIPDSC101T/ GEC301T & PHPDSM 101T / 151T</p>	<p>EPISTEMOLOGY AND METAPHYSICS (INDIAN)</p>	<p>The course contains the lofty ideas and thoughts of the classical Indian philosophy and its significance to the contemporary philosophy, understanding the various arguments and counter argument of different schools of Indian philosophy.</p>
4	<p>PHIPDSC102T/ GEC401T & PHPDSC 102T</p>	<p>EPISTEMOLOGY AND METAPHYSICS (WESTERN)</p>	<p>This paper concentrates on the fundamental notion of knowledge and truth. The students can explore the important philosophical theories like Rationalism, empiricism, Realism, Idealism, the concepts of cause and substance. It helps to develop a strong knowledge base of philosophical enquiry and criticism.</p>
5	<p>PHIPSEC401T & PHIIDC 101T</p>	<p>APPLIED ETHICS- 1</p>	<p>The objective of the course is the application of ethical rules and principles which can apply for wellbeing of the society. This course designed for the theory of animal rights, abortion, euthanasia, Eco-centrism, anthropocentrism etc. This course aims to introducing students to the ethical debates on the</p>

			topics such as these and preparing students to analyze the topics through a philosophical lens.
6	PHIPDSE-501T	CONTEMPORARY WESTERN PHILOSOPHY	The course focuses on the analytic or linguistic study of metaphysical concepts through the principle of verification. This course is an attempt to make an ideal knowledge which cannot misinterpret and try to show the fact about language and reality.
7	PHIPGE-501T	LOGIC	This course helps the student to learn logical analysis, deduction and develop a rational bend of mind. The students not only gain knowledge of traditional Aristotelian logic but also of symbolic logic- the use of symbols, the truth-functions and using truth-tables for testing the validity of arguments and statement-forms. It helps to develop a critical and logical mental attitude. (Same as PHIP-101T)
8	PHIPDSE-601	CONTEMPORARY INDIAN PHILOSOPHY	This course is emphasizing of the modern Indian Philosophical concepts. The fundamental of this unit is to develop the idea regarding Gandhi, Vivekananda, Tagore, K.C Bhattacharjee, Iqbal and Aurobindo's philosophy. The aim of this course is motivate students towards the principles of contemporary Indian philosophers. This will help learners to change their behavior towards

			others. The advantages of this course are to provide the concept of God, man, nature of the world, religion, reality etc.
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DEPARTMENT OF EDUCATION

PROGRAM SPECIFIC OUTCOMES, COURSE OUTCOMES FOR BACHELOR IN EDUCATION (PASS)

Programme Specific Outcomes

After the completion of the programme, the learner will be able to:

- Understand the role of school and education in ensuring sustainable development; critically analyse different theoretical perspectives on learning, learner, teaching, assessment and integrate this knowledge into practice.
- Explain the basic elements of education and development of education in India.
- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
- Critical awareness of professional ethics, code of conduct, social cultural values, human dignity and humanness and ability to critically engage in reflective practices.
- Apply disciplinary knowledge and transferable skills to new and unfamiliar contexts in order to identify and analyze the problems and to seek solutions to apply in solving real-life problems.
- Elucidate the foundations of education and elements of educational psychology, philosophy and sociology with a view to modify the behaviour in desired manner.
- Analyse various component of teaching learning process and challenges and opportunity of Indian education.
- Develop capability to understand the context of education in contemporary Indian society, appreciating the role of context and socio-political realities about learners in facilitating learning in inclusive settings.

Semester	Course code	Name of the course	Course outcome
1 st	DSM- 101	Introduction to Educational Philosophy	The course will have the following outcomes- <ul style="list-style-type: none">• The students will have a clear understanding of psychological foundations of education.• The learner will develop basic skills in psychology and their implications in education in solving educational problem, relationship between psychology and education, understand theories of learning, Intelligence and

			creativity.
	IDC- 101	Introduction to Teaching-Learning Process	<ul style="list-style-type: none"> • The students shall understand the concept, functions and scope of teaching learning process; maxims, levels, phases, variables and operations of teaching. • Proper teaching aid, principles of classroom management.
	SEC- 101	Yoga and Life Skill education	<ul style="list-style-type: none"> • Concept of holistic health, need and importance of physical education. • Types of Yoga and their importance in health and life; motivate learners to participate in yogic exercises and imbibe the art of living skill.
2 nd	DSM-151	Introduction to Educational Philosophy	<ul style="list-style-type: none"> • Meaning aims and functions of educational philosophy. • Students are acquainted with relationship between Philosophy and Education; Indian philosophy and western philosophy and their impact on education. • Contribution of great educators.
	IDC-151	Population Education	<ul style="list-style-type: none"> • Students know the concept of Indian population dynamics, population education policies and programmes in India. • Public health and Hygiene, family life education, approaches of teaching population education.
	SEC-151	Communication and Teaching skills	<ul style="list-style-type: none"> • Acquaint the learners with the concept and elements of communication; develop communication skills among learners; familiarize teaching skills.

			<ul style="list-style-type: none"> • Students are able to understand the managerial skills for classroom management.
3rd	DSM- 201	Sociological Foundations of Education	<ul style="list-style-type: none"> • Acquaint students with the nature of society, and its institutions in general and that of Indian society and culture in particular. • Understand the sociological foundations of education as well as the influence of social structure on education and vice versa. • Develop awareness of dynamics of social change and social mobility and their implications in education.
	IDC- 201	Open and Distance Education	<ul style="list-style-type: none"> •
	SEC- 201	Psychological practical and project work	<ul style="list-style-type: none"> •
			<ul style="list-style-type: none"> •

Course Details for Six Semesters (Pass) CBCS:

Semester	Course code	Name of the course	Course outcome
1 st	DSC – 101 / GE - 101	Principles of Education	<p>The course will have the following outcomes-</p> <ul style="list-style-type: none"> • Learners are acquainted with scientific and sound principles and theories of education; aims of education, dimensions of curriculum and teaching; discipline and freedom. • Students understand various agencies of education including emerging agencies in this era of information age.
2 nd	DSC – 201 / GE	Foundation of	<ul style="list-style-type: none"> • Students acquire basic

	- 201	educational psychology	<p>knowledge and understanding on psychological foundation of education.</p> <ul style="list-style-type: none"> • Relationship between psychology and education. • Develop basic skills in psychology and their implications in education in solving educational problem. • Understand theories of learning. • Students are well acquainted with the knowledge of intelligence and creativity.
3 rd	DSC - 301	Theories and ideas of philosophy in education	<ul style="list-style-type: none"> • Students understand the meaning, aims, functions and role of educational philosophy. • Relationship between philosophy and education. • Learners acquaint with Indian philosophy and Western schools of philosophy and their impact of education. • Contributions of great educators.
	SEC - 301	Yoga and Life skill education	<ul style="list-style-type: none"> • Learners understand the concept of holistic health; need and importance of physical education. • Learners acquire various life skills; and are introduced with the philosophical bases of Yoga. • Learners are acquainted with the types of yoga and their importance in health and life; learners are motivated to participate in yogic exercises and imbibe art of living skill.
4 th	DSC - 401	Education and society	<ul style="list-style-type: none"> • Students are acquainted with nature of society, and its institutions in general and that of Indian society and culture in particular.

			<ul style="list-style-type: none"> • Understand the sociological foundations of education as well as the influence of social structure on education and vice versa. • Students develop an awareness of dynamics of social change and social mobility and their implications in education.
	SEC - 401	Application of ICT in education	<ul style="list-style-type: none"> • Learners understand to integrate ICT into teaching, learning, administration and evaluation; develop information management; communication and collaborative skills. • Design and develop and use learning materials in teaching; practise safe, ethical ways of using ICT; use ICT for making classroom processes inclusive. • Prepare collaborative project for problem-solving, research using ICT; learning integrating technology tools for teaching learning, material development, and development collaborative network for sharing and learning.
5 th	DSE - 501	History and contemporary system of education in India	<ul style="list-style-type: none"> • Learners are acquainted with the salient features of education in India in Ancient and Medieval era; development of education in British India; significant developments and reforms of education in Independent India. • Learners understand the various stages of education prevalent in India as well as policies and programmes undertaken by various

			controlling authorities in order to ensure quality in education.
	SEC - 501	Application of Teaching-learning skill in classroom	<ul style="list-style-type: none"> • Learners understand the concept, nature and various skills of teaching-learning process. • Develop skill in teaching-learning process in classroom. • Develop basic skills in using various teaching devices.
	GE - 501	Principles of Education	<ul style="list-style-type: none"> • Learners are acquainted with scientific and sound principles and theories of education; aims of education, dimensions of curriculum and teaching; discipline and freedom. • Students understand various agencies of education including emerging agencies in this era of information age.
6 th	DSE - 601	Trends and issues in education	<ul style="list-style-type: none"> • Students acquire adequate knowledge of the emerging issues and trends in education. • Understand the issues and problems of adult education, lifelong learning, vocationalisation of education and women education with special reference to Assam. • Understand and develop awareness about population education, lifeskill education and inclusive education. • Develop basic understanding regarding globalization, sustainable development as well as value, peace and human rights education.
	SEC - 601	Leadership and organizational skill	<ul style="list-style-type: none"> • Students understand the concept, nature and various skills of leadership. • Develop emotional intelligence and inculcate

			<p>communication skills among the learners teaching-learning process in classroom.</p> <ul style="list-style-type: none"> • Develop leadership and group behaviour among the learners. • Develop an understanding of motivational and team development strategies.
	GE - 601	Foundation of educational psychology	<ul style="list-style-type: none"> • Students acquire basic knowledge and understanding on psychological foundation of education. • Relationship between psychology and education. • Develop basic skills in psychology and their implications in education in solving educational problem. • Understand theories of learning. • Students are well acquainted with the knowledge of intelligence and creativity.