

187/10

**CORE COURSE**

**Semester I**

**HIS-1016: HISTORY OF INDIA- I**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history. The course will also train the students to analyse the various stages of evolution of human cultures and the belief systems in the proto- history period.

**Unit I. Reconstructing Ancient Indian History**

- [a] Early Indian notions of History
- [b] Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary
- [c] Historical interpretations (with special reference to gender, environment, technology, and regions)

**Unit II. Pre-historic hunter-gatherers**

- [a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.
- [b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

**Unit III. The advent of food production**

- [a] Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange

**Unit IV. The Harappan civilization**

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

**Unit V. Cultures in transition**

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

- [a] North India (circa 1500 BCE-300 BCE)
- [b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)
- [c] Tamilakam (circa 300 BCE to circa CE 300)

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118-HC-1026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE  
ANCIENT WORLD

Lectures : 5; Tutorial : 1 (per week)

**Course Outcome:** after the completion of this paper, the students will be able to explain the processes and stages of the evolution of the variety of cultural pattern throughout antiquarian periods in History. They will be able to relate the connections between the various Bronze Age civilizations in the ancient world as well as development of slave and polis societies in ancient Greece.

**Unit I. Evolution of Humankind:**

- [a] Paleolithic and Mesolithic cultures.
- [b] Food production: beginnings of agriculture
- [c] Animal husbandry.

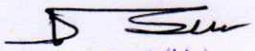
**Unit II. Bronze Age Civilizations: economy, social stratification, state structure, religion**

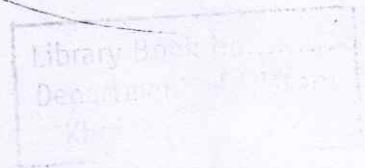
- [a] Egypt (Old Kingdom)
- [b] Mesopotamia (up to the Akkadian Empire);
- [c] China (Shang);

**Unit III. Nomadic groups in Central and West Asia**

- [a] From Bronze to Iron age: Anatolia and Greece
- [b] Minoan Civilization
- [c] Debate on Iron

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SEMESTER II

HIS-HC-2016: HISTORY OF INDIA- II

Lecture : 5 Tutorial : 1 (per week)

**Course Outcome:** On successful completion of this course the students will be able to explain the economic and socio-cultural connections, transitions and stratifications during the ruling houses, empires and the politico-administrative nuances of early Indian History from 300 BCE to 300 CE.


**Unit I. Economy and Society** (circa 300 BCE to circa CE 300):

- [a] Expansion of agrarian economy: production relations.
- [b] Urban growth: north India, central India and the Deccan;
- [c] craft Production: trade and trade routes; coinage.
- [d] Social stratification: class, *Varna*, *jati*, untouchability; gender; marriage and property relations

**Unit II. Changing political formations** (circa 300 BCE to circa CE 300):

- [a] The Mauryan Empire

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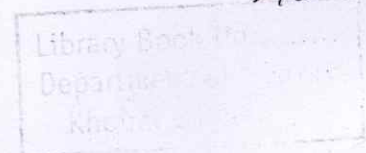
**HIS-11C-2026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE  
MEDIEVAL WORLD**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** After the completion of this course, the students will be able to analyse and explain the historical socio-political, administrative and economic patterns of the medieval world. They will be able to describe the emergence, growth and decline of various politico-administrative and economic patterns and the resultant changes therein.

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**Course Outcome:** The completion of this paper will enable the students to relate and explain the developments in India in its political and economic fields and its relation to the social and cultural patterns therein in the historical time period between c.700 to 1206. They will also be able to analyse India's interaction with another wave of foreign influence and the changes brought in its wake in the period.

**Unit I. Studying Early Medieval India:**

- (a) Historical geography; Sources: texts, epigraphic and numismatic data
- (b) Debates on Indian feudalism, rise of the Rajputs and the nature of the state

**Unit II. Political Structures:**

- (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals
- (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah
- (d) Early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

**Unit III. Agrarian Structure and Social Change:**

- (a) Agricultural expansion; crops
- (b) Landlords and peasants
- (c) Proliferation of castes; status of untouchables
- (d) Tribes as peasants and their place in the Varna order

**Unit IV. Trade and Commerce:**

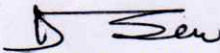
- (a) Inter-regional trade
- (b) Maritime trade
- (c) Medium of exchange
- (d) Process of urbanization
- (e) Merchant guilds of South India

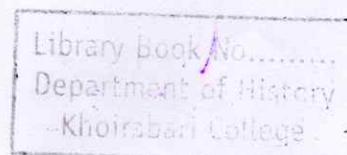
**Unit V. Religious and Cultural Developments:**

- (a) Bhakti, Tantricism, Puranic traditions; Buddhism and Jainism; Popular religious cults
- (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- (c) Art and architecture: Evolution of regional styles

**Readings:**

- R.S. Sharma, *Indian Feudalism* (circa 300 - 1200).  
B.D. Chattopadhyaya, *The Making of Early Medieval India*.  
R.S. Sharma and K.M. Shrimali, eds, *Comprehensive History of India*, Vol. IV (A & B).  
Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, The Delhi Sultanate  
Hermann Kulke, ed., *The State in India* (AD 1000 - AD 1700).  
N. Karashima, *South Indian History and Society* (Studies from

  
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**UIN HC-3026: RISE OF THE MODERN WEST – I**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** On completion of this course, the students will be able to explain the major trends and developments in the Western world between the 14<sup>th</sup> to the 16<sup>th</sup> century CE. They will be able to explore and analyse the significant historical shifts and events and the resultant effects on the civilizations of Europe in the period.

**Unit I. Transition from feudalism (to capitalism):**

- [a] concepts of feudalism; regional variations
- [b] The Crisis of Feudalism
- [c] Economic Crisis : commercial decline, decay of towns and epidemics
- [d] The transition debate : Maurice Dobb and Paul Sweezy; Marc Bloch, Georges Duby; the Brenner Debate

**Unit II. Geographical explorations and early colonial expansion:**

- [a] Factors and motives behind voyages and explorations
- [b] the conquests of the Americas:
- [c] beginning of the era of colonization;
- [d] mining and plantation; the African slaves.


**Unit III. Renaissance:**

- [a] Origins and impact
- [b] Humanism in Renaissance
- [c] Re-discovery of Classics
- [d] Italian influence on Art, Architecture, Culture, Education and Polity; Northern Humanism

**Unit IV. Reformation in the 16th century: Origin and impact**

- [a] Martin Luther, John Calvin, Zwingli
- [b] The Radical Reformation: Anabaptists, Huguenots
- [c] English Reformation and the state
- [d] Counter Revolution

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Lectures : 5; Tutorial : 1 (per week)

**Course Outcome:** After completion of this course students will be able to explain the political and administrative history of medieval period of India from 1206 to 1550 AD. They will also be able to analyse the sources of history, regional variations, social, cultural and economic set up of the period.

**Unit I. Sources:**

- (a) Persian *tarikh* tradition
- (b) Foreigners' accounts; vernacular literature.
- (c) Epigraphy and numismatics.
- (d) Architecture.

**Unit II. Polity:**

- (a) Foundation, expansion and consolidation of the Sultanate of Delhi; Theories of kingship
- (b) The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Sayyids; The Lodhis; Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat
- (c) Ruling elites; Sufis, *ulema* and the political authority; imperial monuments and coinage

**Unit III. Society and Economy:**

- (a) *Iqta*; revenue-free grants
- (b) Agricultural production; technology
- (c) Changes in rural society; revenue systems
- (d) Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

**Unit IV. Regional Polities:**

- (a) Bahmani, Vijayanagar,
- (b) Gujarat, Malwa, Jaunpur, Assam and Bengal
- (c) Consolidation of regional identities: art, architecture and literature

**Unit V. Religion and Culture:**

- (a) Sufi *silsilas*: Chishti and Suhrawardi; doctrines and practices; social roles; literature
  - (b) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas;
- Nathpanthis; Kabir, Nanak and the Sant tradition

**Readings:**

- Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, *The Delhi Sultanate*.  
Satish Chandra, *Medieval India I*.  
Peter Jackson, *The Delhi Sultanate*.  
Catherine Asher and Cynthia Talbot, *India Before Europe*.  
Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India*, Vol. I.  
K.A. Nizami, *Religion and Politics in the Thirteenth Century*.  
W.H. McLeod, Karine Schomer, et al, Eds, *The Sants*.  
S.A.A. Rizvi, *A History of Sufism in India*, Vol. I.  
Mohibul Hasan, *Historians of Medieval India*.

**Course Outcome:** After the completion of this course, the student will be able to explain the political and intellectual currents in Europe in the Modern Age. They will also be able to relate the circumstances and causal factors of the intellectual and revolutionary currents of both Europe and America at the beginning of the Modern age

**Unit I. Europe in the 17<sup>th</sup> Century:**

- (a) Formation of nation-states : Spain; France; England; Russia
- (b) The 17th century crisis: economic, social and political dimensions.

**Unit II. The English Revolution:**

- (a) Major issues.
- (b) Political and intellectual currents.

**Unit III. European Economy:**

- (a) Development of science: Renaissance to the 17th century.
- (b) Concepts of Mercantilism and Imperialism.
- (c) Mercantilism in the 17<sup>th</sup> and 18<sup>th</sup> centuries.

**Unit IV. Politics in the 18th century:**

- (a) Parliamentary monarchy; patterns of Absolutism in Europe.
- (b) American Revolution : Political and economic issues.

**Unit V. Prelude to the Industrial Revolution.**

- (a) Money economy
- (b) The Putting Out system

**Readings:**

- T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.  
H. Butterfield, *The Origins of Modern Science*.  
Carlo M. Cipolla, *Fontana Economic History of Europe, Vols. II and III*. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000 -1700. 3rd ed. (1993)*  
D.C. Coleman (ed.), *Revisions in Mercantilism*.  
Ralph Davis, *The Rise of the Atlantic Economics*.  
Maurice Dobb, *Studies in the Development of Capitalism*.  
J.R. Hale, *Renaissance Europe*.  
R. Hall, *From Galileo to Newton*.  
Christopher Hill, *A Century of Revolutions*.  
Rodney Hilton, *Transition from Feudalism to Capitalism*.  
H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*.  
Stephen J. Lee, *Aspects of European History, 1494 - 1789*.  
G. Parker, *Europe in Crisis, 1598 - 1648*.  
G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.



**HIS IIC-4026 : HISTORY OF INDIA V (c. 1550 - 1605)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** At the completion of this course, the students will be able to analyse the circumstances and historical shifts and foundations of a variety of administrative and political setup in India between c.1550-1605. They will also be able to describe the inter relationships between the economy, culture and religious practices of the period.

**Unit I. Sources and Historiography:**

- (a) Persian literature; translations;
- (b) Memoirs and travelogues; vernacular literature.
- (c) Epigraphy and numismatics.
- (d) Architecture.

**Unit II. Establishment of Mughal rule:**

- (a) India on the eve of Babur's invasion
- (b) Fire arms, military technology and warfare
- (c) Humayun's struggle for empire
- (d) Sher Shah : administrative and revenue reforms

**Unit III. Consolidation of Mughal rule under Akbar:**

- (a) Campaigns and conquests: tactics and technology.
- (b) Evolution of administrative institutions: *zabt, mansab, jagir, madad-i-maash.*
- (c) Revolts and resistance.

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**HIS-11C-1036 : HISTORY OF INDIA VI (c. 1605 - 1750)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** after the completion of this course, the students will be able to explain and reconstruct the linkages of the history of India under the Mughal Rule. As a whole, this course will enable them to relate to the socio-economic and religious orientation of the people of Medieval period in India.

**Unit I. Political Culture under Jahangir and Shah Jahan:**

- (a) Extension of Mughal rule; changes in mansab and jagir systems; imperial culture.
- (b) Syncreticism of Jahangir, Shah Jahan and Dara Sukoh
- (c) Architecture and Paintings

**Unit II. Mughal Empire under Aurangzeb:**

- (a) State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions
- (b) Conquests and limits of expansion
- (c) Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts

**Unit III. Patterns of Regional Politics:**

- (a) Rajput political culture and state formation.
- (b) Deccan kingdoms.
- (c) Emergence of the Marathas; Shivaji; expansion under the Peshwas.

**Unit IV. Trade and Commerce:**

- (a) Crafts and technologies; Monetary system

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Semester: V

**HS-HC-5016: History of Modern Europe- I (c. 1780-1939)**

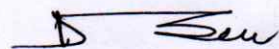
**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** After the completion of this course the students will be able to evaluate the historical evolution and political developments that occurred in Europe in the period between 1780 to 1939. They will also be able to critically analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period.

**Unit I. The French Revolution and its European repercussions:**

[a] Crisis of *ancien regime*

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**HIS-HC-5026 : HISTORY OF INDIA VII (c. 1780 - 1857)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** After the completion of this course, the students will be able to relate the circumstances leading to the consolidation of colonial rule over India and their consequences. They will also be able to explain the orientation of the indigenous population and the masses towards resistance to the colonial exploitation. The course will also enable the students to analyse popular uprisings among the tribal, peasant and common people against the British policies.

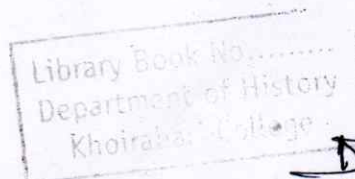
**Unit I. Expansion and Consolidation of colonial Power:**

- [a] European trading companies in India : Portuguese, Dutch, English and French
- [b] Mercantilism, foreign trade and early forms of exaction.
- [c] Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.

**Unit II. Colonial State and Ideology:**

- [a] Arms of the colonial state: army, police, law.
- [b] Ideologies of the Raj and racial attitudes.
- [c] Education: indigenous and modern.

**Unit III. Rural Economy and Society:**



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**HIS 101 : HISTORY OF INDIA VIII (c. 1857 - 1950)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** At the completion of this course, the learners will be able to analyse the nature of British colonial exploitation, the social mobilizations during the period between 1857 to 1950 and also the techniques of Indian resistance to British policies. It will also enable the students to explain the circumstances leading to de-colonization and also the initial period of nation building in India.

**Unit I. Cultural changes and Socio-Religious Reform Movements:**

- [a] The advent of printing and its implications
- [b] Reform and Revival: Brahma Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- [c] Debates around gender
- [d] Making of religious and linguistic identities
- [e] Caste: sanskritising and anti Brahmanical trends

**Unit II. Nationalism: Trends up to 1919:**

- [a] Political ideology and organizations, formation of INC
- [b] Moderates and extremists.
- [c] Swadeshi movement
- [d] Revolutionaries

**Unit III. Gandhian nationalism after 1919: Ideas and Movements:**

- [a] Mahatma Gandhi: his Perspectives and Methods
- [b] (i) Impact of the First World War
- (ii) Rowlatt Satyagraha and Jallianwala Bagh
- (iii) Non- Cooperative and Civil Disobedience
- (iv) Provincial Autonomy, Quit India and INA
- [c] Left wing movements
- [d] Princely India: States people movements
- [e] Nationalism and Culture: literature and art

**Unit IV. Nationalism and Social Groups:**

- [a] Landlords; Peasants
- [b] Middle Classes
- [c] Tribal
- [d] Labour
- [e] Dalits
- [f] Women
- [g] Business groups

**Unit V. Communalism and Partition:**

- [a] Ideologies and practices: RSS, Hindu Maha Sabha, Muslim League.

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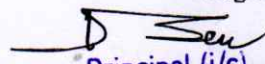
**UIS-HC-6026: HISTORY OF MODERN EUROPE II (c. 1780 -1939)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the period

**Unit I. Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:**

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**III. III. 5016: HISTORY OF ASSAM (UPTO c. 1228)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** This paper will give a general outline of the history of Assam from the earliest times to the advent of the Ahoms in the 13<sup>th</sup> century. Upon completion, students will be acquainted with major stages of developments in the political, social and cultural history of Assam during the early times.

**Unit-I:**

- [a] A brief survey of the sources: Literary, Archaeological
- [b] Land and people: Migration routes
- [c] Cultural linkages with South East Asia : the Stone Jars of Dima Hasao

**Unit-II:**

- [a] Origin and antiquity of Pragjyotisha or Kamrupa Society
- [b] Traditional rulers and early History
- [c] Religion and belief systems

**Unit-III:**

Political dynasties:

- [a] Varmana
- [b] Salastambha
- [c] Pala

**Unit-IV:**

- [a] Political condition of Assam in the Post-Pala period.
- [b] Turko-Afghan invasions
- [c] Disintegration of the Kingdom of Kamarupa

**Unit-V:**

- [a] Central and Provincial administration
- [b] Judicial administration
- [c] Revenue administration
- [d] Cultural Life : Literature, Art and architecture

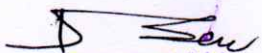
**Readings**

Baruah, S.L. : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985

H. K. Barpujari : *The Comprehensive History of Assam Vol. I*

E. A. Gait : *A History of Assam*

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Lectures : 5; Tutorial : 1 (per week)

**Course Outcome:** On completion of this paper, students will be able to identify major stages of developments in the political, social and cultural history of Assam during the medieval times. This paper will enable the student to explain the history of Assam from the 13<sup>th</sup> century to the occupation of Assam by the English East India Company in the first quarter of the 19<sup>th</sup> century.

**Unit I**

- [a] Sources- archaeological, epigraphic, literary, numismatic and accounts of the foreign travelers; *Buranjis*
- [b] Political conditions of the Brahmaputra valley at the time of foundation of the Ahom Kingdom.
- [c] Sui-ka-pha - An assessment
- [d] State information in the Brahmaputra valley-the Chutiya, Kachari and the Koch state

**Unit-II**

- [a] Expansion of the Ahom Kingdom in the 16<sup>th</sup> century: Suhungmung (Dihingiya Raja)
- [b] Political Developments in the 17<sup>th</sup> century: rule of Pratap Singha)
- [c] Ahom-Mughal wars- the treaty of 1639.

**Unit -III**

- [a] Assam in the second half of the 17<sup>th</sup> Century- the Ahom-Mughal Wars – Mir Jumla's Assam Invasion- causes and consequences,
- [b] Invasion of Ram Singha - the Battle of Saraighat (1671) and its results
- [c] Post-Saraighat Assam: Ascendancy of the Tungkhungia dynasty – the reign of Gadadhar Singha.

**Unit: IV**

- [a] Ahom Rule at its zenith of RudraSingha (1696-1714) to RajeswarSingha (1751-1769)
- [b] Decline and fall of the Ahom Kingdom the Moamariya Rebellion and the
- [c] Burmese Invasions- The English East India Company in Assam Politics
- [d] Treaty of Yandaboo and Assam

**Unit :V**

- [a] Ahom system of administration: the Paik system
- [b] Ahom Policy towards the neighbouring hill tribes
- [c] Religious life --Sankaradeva and the Neo Vaishnavite Movement- background and implications
- [d] Cultural developments : Art, Architecture and literature.

**Readings**

Barpujari, H.K. : *The Comprehensive History of Assam, Vol II and III*, Publication Board, Assam



Lectures : 5; Tutorial : 1 (per week)

**Course Outcome:** Upon completion of this course, students will be able to describe the period of British rule in Assam after its annexation by the imperialist forces. They will also be able to situate the development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyse the main currents of the political and socio-economic developments in Assam during the colonial period.

**Unit I:**

- [a] Political condition in Assam on the eve of the British rule.
- [b] Establishment and Consolidation of the British rule: Reforms and Reorganizations- David Scott – Annexation of Lower Assam, Administrative
- [c] Reorganisation and Revenue Measures of Scott; Robertson – Administrative and Revenue Measures; Jenkins' Administrative Measures

**Unit II:**

- [a] Ahom Monarchy in Upper Assam (1833-38)
- [b] Annexation of Cachar
- [c] Early phase of Revolts and Resistance to British rule- Gomdhar Konwar, Piyali Phukan, U Tirut Singh,
- [d] The Khamti and the Singpho rebellion
- [e] The 1857 Revolt in Assam and its aftermath.

**Unit III:**

- [a] Establishment of Chief Commissionership in Assam.
- [b] Land Revenue Measures and Peasant Uprisings in 19th century Assam
- [c] Growth of national consciousness – Assam Association, Sarbajanik Sabhas, Raiyat Sabhas.
- [d] Government of India Act, 1919 – Dyarchy on Trial in Assam.

**Unit IV :**

- [a] Non Co-operation Movement and Swarajist Politics in Assam
- [b] The Civil Disobedience Movement
- [c] Trade Union and Allied Movements
- [d] Tribal League and Politics in Assam

**Unit V:**

- [a] Quit India Movement in Assam.
- [b] Cabinet Mission Plan and the Grouping Controversy
- [c] The Sylhet Referendum.

## III- HE-6026 : ASSAM SINCE INDEPENDENCE

Lectures : 5; Tutorial : 1 (per week)

**Course Outcome:** Students will be able to assess the aftermath of Partition and other socio-economic developments in post-independence Assam upon completion of this course. They will also be able to identify the main currents of political and socio-economic development in Assam after India's independence and the causes and impact of various struggles and movements in contemporary Assam.

### Unit I- Political developments

- (a) Political changes and impact of partition
- (b) Administrative Re-organisation.
- (c) Indo-China War (1962)
- (d) Electoral politics in Assam
- (e) Independence of Bangladesh and its impact on Assam

### Unit II- Economic developments

- (a) Economic impact of the Partition
- (b) Revenue policies
- (c) Five year plans
- (d) Industrialisation and Urban Development
- (e) Demographic Changes
- (f) Transport and communication

### Unit III : Movements and Ethnic Ressurgence :

- (a) Growth of middle class
- (b) Language movement

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Department of History  
Khoirabari College

**HIS -HG-3016 :HISTORY OF INDIA (c. 1757 to 1947)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to understand the major factors that led to the establishment and consolidation of British rule in India. They will also be able to identify the process of growth of resistance against British colonial rule and the eventual growth of Indian nationalist movement, which ultimately led to the end of the British rule in the country.

**Unit: I**

[a] : Political condition in post-Mughal period and rise of regional powers : Bengal, Oudh and Hyderabad

[b] : The Battle of Plassey and the Battle of Buxar - the establishment of the British rule in India.

[c]: Robert Clive and his Dual Administration in Bengal.

**Unit: II**

## Course Outcome Evaluation Method

- **Sessional Examination Evaluation:**

The results of every sessional examination are evaluated in the department level. Remedial classes and counseling are undertaken. If required, as supplementary measures for the students.

- **Assignment Evaluation:**

Assignment on every subject is compulsory for every student. After the completion of every unit, assignment is given to the students and evaluated. The slow learners are often given assignment.

- **Group Discussion:**

Group discussions are also conducted to evaluate the students. Basically topics on academic, social concern and current affairs are chosen.

- **Field Survey**

Field survey is compulsory for the students of every department. The survey is undertaken with the topic related to concern subject.

- **Practical examination:**

The College has practical papers in Education and Geography subjects. Categorically all practical classes are done and the performance of students is evaluated

- **End Semester Exam Result Analysis:**

Soon after the declaration of result of every semester, the results are analysed in presence of all the teachers and to cope up the situation special stress is given.



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OFFICE OF THE PRINCIPAL  
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Recognised Under Section 2(F) and 12 (B) UGC Act. 1956

P.O.- Khoirabari :: Dist.- Udalguri, B.T.R. (Assam)

PIN - 784522

Dr. Debabrata Sen

Principal I/C

Ph. No. : 9101662896

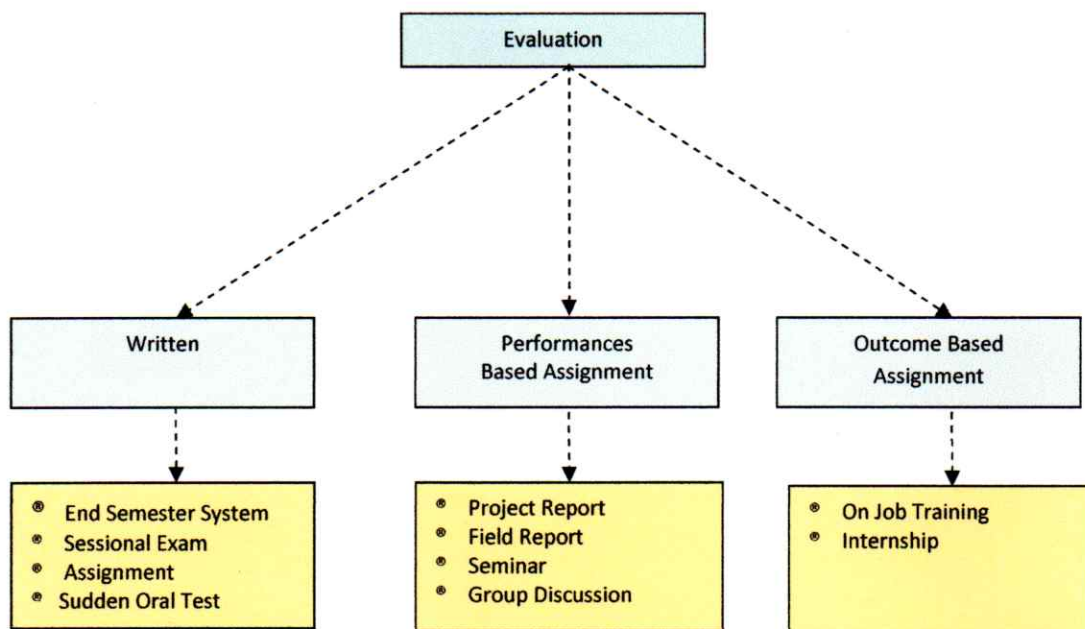
E-mail id : khoirabaricollege@gmail.com

Website : www.khoirabaricollege.in

Ref. No. ....

Date .....


**2.6.2 Course Outcome Evaluation**



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**COURSE OUTCOME**  
**Department of Geography**  
**Khoirabari College**


<b>Programme</b>	<b>BA GEOGRAPHY</b>
<b>Course Outcome</b>	<b>GGY - HC - 1016: Geomorphology (Core Course)</b>
C01	The students will learn that the earth is unstable and it is undergoing constant changes due to dynamic earth's processes.
C02	The students will come to know about the meaning and scope of geomorphology as a major branch of Physical Geography.
C03	After gaining knowledge based on the contents embodied in this paper, the students will be able to realize the importance of geomorphological knowledge as applied in various developmental activities executed in different areas
<b>Course Outcome</b>	<b>GGY-HC-1026: Cartographic Techniques ( Core Course)</b>
C01	Understanding the importance of various cartographic techniques in geographical study.
C02	General understanding of map type, map scale and map content.
C03	An acquaintance of different cartographic techniques for representation of various facets of physical and human geographic data of any area
<b>Course Outcome</b>	<b>GGY-HG-1016: Physical Geography</b>
C01	The students will learn that the earth is unstable and it is undergoing constant changes due to dynamic earth's processes
C02	The students will come to know about the meaning and scope of geomorphology, which a major branch of Physical Geography
C03	After gaining knowledge based on the contents embodied in this paper, the students will be able to realize the importance of geomorphological knowledge as applied in various developmental activities executed on the land and over the earth's surface.
<b>Course Outcome</b>	<b>GGY - HG -1026 :Geography of Tourism</b>
C01	The paper will be useful for students in developing ideas on how geographical factors determine tourism activities and how geographers seek to address issues of development and carrying capacities of varied environments. It will also build skills among students to engage them to work with tourism/eco-tourism planning exercises
<b>Course Outcome</b>	<b>GGY-HC-2016: Human Geography</b>
C01	The paper will be useful for students in developing ideas on human-environment issues that geographers usually address in the anthropogenic
C02	The paper will be useful for students preparing for UGC NET/SLET exams and other competitive exams including the civil services
<b>Course Outcome</b>	<b>GGY-HC-2026: Climatology and Biogeography</b>
C01	The paper will be useful for students in developing ideas on climate related aspects of geographical analyses.
C02	The paper will help provide theoretical insights and perspectives to students if they wish to pursue a research programme in future.
C03	Students will develop a basic understanding of the introductory concepts in biogeography.
C04	The paper be very useful for students preparing for UGC NET-JRF / SLET exam and other competitive exams including civil services
<b>Course Outcome</b>	<b>GGY-HG-2016: Human Geography</b>
C01	The paper will be useful for students in developing ideas on human-environment issues that geographers usually address in the anthropocene.

  
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C02	The paper will be useful for students preparing for various competitive examinations including the civil services.
<b>Course Outcome</b>	<b>GGY-HG-2026: Disaster Management</b>
C01	The students will be able to analyse the causes and management issues related to disasters taking place in students' own localities.
C02	The students will be able to differentiate the types of disasters, causes and their impact on environment and society along with various disaster management strategies and their applicability in different instuations.
<b>Course Outcome</b>	<b>GGY-HC-3016: Economic Geography</b>
C02	The paper will be useful for students in developing ideas on how geographical aspects organise economic space and will offer perspectives to students if they wish to pursue a research programme.
C03	The paper will be useful for students preparing for UGC NET/SLET exams and other competitive exams including the civil services
<b>Course Outcome</b>	<b>GGY-HC-3026: Geography of India with Special Reference to N.E. India</b>
C01	The paper will be useful for students in developing understanding on Indian geography and its various dimensions
C02	It will also be useful for students preparing for various competitive examinations including civil services.
<b>Course Outcome</b>	<b>GGY-HC-3036: Quantitative Methods in Geography</b>
C01	Thorough understanding of the statistical methods and techniques used in geographical Studies.
C02	Understanding of tabulation, analysis and interpretation of geographical data.
<b>Course Outcome</b>	<b>GGY-SE-3014: River Basin Studies</b>
C01	At the end of the course, the students will be able to learn use of a few instruments like rotameter, planimeter, Dumpy Level, etc.
C02	To learn the basics of morphometric analysis techniques
C03	To acquaint with the field methods of river studies in across-section.
<b>Course Outcome</b>	<b>GGY-SE-3024: Thematic Cartography</b>
C01	Understanding the importance of various techniques of preparation of maps in geographical study.
C02	General understanding of preparation of different types of plan and maps.
C03	An acquaintance of different cartographic techniques for representation of various facets of earth's surface.
<b>Course Outcome</b>	<b>GGY-HG-3016: Economic Geography</b>
C01	This paper will be useful for the students in developing understanding on how geographical factors organize economic space, and to acquire knowledge about spatial patterns of various economic activities on the earth.
<b>Course Outcome</b>	<b>GGY-HG-3026: Cartographic Methods</b>
C01	Understandingtheimportanceofvariouscartographictechniquesingeographicalstudy.
C02	General understanding of map type, map scale and map content.
C03	An acquaintance of different cartographic techniques for representation of various facets of physical and human geographic data of any area.
<b>Course Outcome</b>	<b>GGY-HC-4016: Environmental Geography and Disaster Management</b>
C01	This paper will be useful for students in developing ideas on environmental issues including disasters that geographers usually address.
C02	This paper will be useful for students preparing for different competitive exams including the civil services.
<b>Course Outcome</b>	<b>GGY-HC-4026: Population and Settlement Geography</b>
C01	The paper will be useful for students in developing ideas about spatio-temporal changes in the characteristics of population and settlement and the factors

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	associated with them.
C02	The paper will be useful for students preparing for various competitive exams including the civil services.
<b>Course Outcome</b>	<b>GGY-HC-4036: Remote Sensing, GIS and GP</b>
C01	The paper remains useful for students in developing skills in spatial data analysis if they wish to pursue a research programme.
C02	The paper will be useful for students preparing for different competitive exams including the civil services.
<b>Course Outcome</b>	<b>GGY-SE-4014: Advanced Statistical Techniques for Spatial Analysis</b>
C01	It provides general understanding of geographical data and application of various statistical measures for their meaningful analysis.
C02	Acquiring basic knowledge about probability and normal distributions and their applications for sample data collection and analysis.
C03	Understanding the patterns and processes associated with various geographical phenomena through application of different statistical techniques.
<b>Course Outcome</b>	<b>GGY-SE-4024: Surveying Techniques</b>
C01	Understanding the importance of various surveying techniques in geographical study.
C02	General understanding of preparation procedures of different types of plan and map.
C03	An acquaintance of different surveying techniques for representation of various spatial objects/Phenomena.
<b>Course Outcome</b>	<b>GGY-HG-4016: Geography of India with Reference N.E. India</b>
C01	The paper will be useful for students in developing understanding on Indian geography and its various dimensions.
C02	It will also be useful for students preparing for various competitive examinations including civil services.
<b>Course Outcome</b>	<b>GGY-HG-4026: Population and Settlement Geography</b>
C01	The paper will be useful for students in developing ideas about spatio-temporal changes in the characteristics of population and settlement and the factors associated with them.
C02	The paper will be useful for students preparing for various competitive exams including the civil services.
<b>Course Outcome</b>	<b>GGY-HC-5016: Social and Political Geography</b>
C01	This course will help equip the students to comprehend various social and political aspects of phenomena and their interface within the realm of geography.
C02	The paper will be very useful for students preparing for various competitive examinations including civil services.
<b>Course Outcome</b>	<b>GGY-HC-5026: Field Techniques in Geography</b>
C01	This course will help students to proceed with a research problem and the steps she/he should adopt and the tools and craft to be employed for doing quality research.
C02	Students perceive fieldwork to be beneficial to their learning, because through it they experience 'geographical reality', and have deeper understanding of the subject.
C03	students will have a chance to interact with respondents and collect data through questionnaire directly from the field.
C04	This course will develop understanding about designing and writing a field report.
<b>Course Outcome</b>	<b>GGY-HE-5016: Geography of Transportation</b>

  
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C01	The students will be able to understand and analyse the principal issues confronting the transportation systems from geographical perspectives.
C02	The students will get an insight into various transportation systems from global and India perspectives.
<b>Course Outcome</b>	<b>GGY-HE-5026: Regional Development and Planning</b>
C01	The paper will be useful for students in developing ideas on disparities within and between countries and their fallout.
C02	The paper will help provide theoretical insights and perspectives to students, if they wish to pursue a higher studies or research in future.
C03	The paper will be very useful for students preparing for various competitive examinations including civil services.
<b>Course Outcome</b>	<b>GGY-HE-5036: Urban Geography</b>
C01	The paper will be useful for students in developing ideas on how geographical factors organize urban spaces and how geographers seek to address various urban problems and issues.
C02	It will help build skills among students seeking advanced studies on urban development and planning.
C03	The paper will be very useful for students preparing for various competitive examinations including civil services.
<b>Course Outcome</b>	<b>GGY-HE-5046: Agricultural Geography</b>
C01	This paper will be useful for students in developing ideas about agricultural practices and their distribution and characteristics
C02	This paper will also be useful to the students in understanding the world agricultural systems.
C03	This paper will help develop understanding of location of agricultural activities and associated contemporary problems and challenges.
<b>Course Outcome</b>	<b>GGY-HC-6016: Geographical Thought</b>
C01	This course develops a comprehensive understanding of the discipline
C02	This course helps the students to apply the historic and contemporary perspective to explain and approach the real world geographic problems
<b>Course Outcome</b>	<b>GGY-HC-6026: Research Methods in Geography and Project Work</b>
C01	This course will help the students to proceed with a research problem and the steps she/he should adopt and the tools and craft to be employed while doing quality research.
<b>Course Outcome</b>	<b>GGY-HE-6016: Geography of Health</b>
C01	Understanding of the concept of human health and healthcare from the perspective of geography.
C02	Acquiring knowledge about factors influencing human health and occurrence of diseases in varying ecological settings.
C03	Providing useful information about the impact of global climate change on human health and occurrence of various diseases in different ecological settings in India.
<b>Course Outcome</b>	<b>GGY-HE-6026: Hydrology</b>
C01	After completion of this course the students will be able to speak on the basic concepts of hydrology and its application in river basin studies. Students will also have a practical orientation of the concepts both in laboratory and in the field.
<b>Course Outcome</b>	<b>GGY-HE-6036: Geography of Tourism</b>
C01	The paper will be useful for students in developing ideas on how

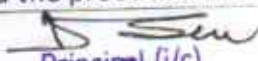
	geographical factors tangent on tourism activities and how geographers seek to address issues of development and carrying capacities of varied environments.
C02	It will also build skills for students seeking to enroll in a research programme and/or provide openings for them to work with tourism/eco-tourism planning agencies.
<b>Course Outcome</b>	<b>GGY-HE-6046: Geography of Resources and Development</b>
C01	This paper will be useful to students in developing ideas on different aspects of resources, and the linkages with development issues that geographers usually address.
C02	This paper will also be useful for students preparing for different competitive examinations including the civil services.

*D. Sen*  
Principal (i/c)  
Kheirabari College  
Kheirabari, Udalguri


## COURSE OUTCOME

### Department of Economics Khoirabari College


Programme	BA Economics
<b>COURSE OUTCOMES</b>	<b>ECO-HC-1016: INTRODUCTORY MICROECONOMICS</b>
C01	This course is designed to expose the students to the basic principles of microeconomic theory.
C02	The emphasis will be on thinking like an economist.
C03	The course will illustrate how microeconomic concepts can be applied to analyze real-life situations.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-1026: MATHEMATICAL METHODS IN ECONOMICS-I</b>
C01	The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level.
C02	The learners gain in this courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus.
C03	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.
C04	The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-2016: INTRODUCTORY MACROECONOMICS</b>
C01	This course aims to introduce the students to the basic concepts of Macroeconomics.
C02	Macroeconomics deals with the aggregate economy.
C03	This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable
C04	This course discusses savings, investment, GDP, money, inflation, and the balance of payments.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-2026: MATHEMATICAL METHODS IN ECONOMICS - II</b>
C01	The objective of this course is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level.
C02	The learners develop knowledge on microeconomic theory, macroeconomic theory, statistics and econometrics set.
C03	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.
C04	The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-3016: INTERMEDIATE MICROECONOMICS - I</b>
C01	The course is designed to provide a sound training in microeconomic theory to formally analyse the behaviour of individual agents.
C02	Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts.
C03	This course looks at the behaviour of the consumer and the producer and

  
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	also covers the behaviour of a competitive firm
<b>COURSE OUTCOMES</b>	<b>ECO-HC-3026: INTERMEDIATE MACROECONOMICS - I</b>
C01	This course introduces the students to formal modelling of a macro-economy in terms of analytical tools.
C02	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.
C03	It also introduces the students to various theoretical issues related to an open economy.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-3036: STATISTICAL METHODS FOR ECONOMICS</b>
C01	This is a course on statistical methods for economics.
C02	It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference.
C03	It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions.
C04	This is followed by a discussion on sampling techniques used to collect survey data.
C05	The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference.
C06	The course concludes with some topics in statistical inference that include point and interval estimation.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-4016: INTERMEDIATE MICROECONOMICS - II</b>
C01	This course is a sequel to Intermediate Microeconomics I.
C02	The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning.
C03	It covers general equilibrium and welfare, imperfect markets and topics under information economics.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-4026: INTERMEDIATE MACROECONOMICS - II</b>
C01	This course is a sequel to Intermediate Macroeconomics I.
C02	In this course, the students are introduced to the long run dynamic issues like growth and technical progress.
C03	It also provides the micro-foundations to the various aggregative concepts used in the previous course.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-4036: INTRODUCTORY ECONOMETRICS</b>
C01	This course provides a comprehensive introduction to basic econometric concepts and techniques.
C02	It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models.
C03	The course also covers the consequences of and tests for misspecification of regression models.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-5016: INDIAN ECONOMY-I</b>
C01	Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period.
C02	This course emphasis on paradigm shifts and turning points in the post-Independence period.

  
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C03	Given the rapid changes taking place in India, the reading list will have to be updated annually.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-5026: DEVELOPMENT ECONOMICS-I</b>
C01	The course begins with a discussion of alternative conceptions of development and their justification.
C02	It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models.
C03	The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored.
C04	The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.
<b>COURSE OUTCOMES</b>	<b>ECO-HE-5026: MONEY AND FINANCIAL MARKETS</b>
C01	This course exposes students to the theory and functioning of the monetary and financial sectors of the economy.
C02	It highlights the organization, structure and role of financial markets and institutions.
C03	It also discusses interest rates, monetary management and instruments of monetary control.
C04	Financial and banking sector reforms and monetary policy with special reference to India are also covered.
<b>COURSE OUTCOMES</b>	<b>ECO-HE-5036: PUBLIC FINANCE</b>
C01	This course is a non-technical overview of government finances with special reference to India.
C02	The course does not require any prior knowledge of economics.
C03	It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India.
C04	The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-6016: INDIAN ECONOMY-II</b>
C01	This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India.
C02	It highlights major policy debates and evaluates the Indian empirical evidence.
C03	Given the rapid changes taking place in the country, the reading list will have to be updated annually.
<b>COURSE OUTCOMES</b>	<b>ECO-HC-6026: DEVELOPMENT ECONOMICS-II</b>
C01	This is the second module of the economic development sequence.
C02	It begins with basic demographic concepts and their evolution during the process of development.
C03	The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries.
C04	The governance of communities and organizations is studied and this is then linked to questions of sustainable growth.


  
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C05	The course ends with reflections on the role of globalization and increased international dependence on the process of development.
<b>COURSE OUTCOMES</b>	<b>ECO-HE-6016: ENVIRONMENTAL ECONOMICS</b>
C01	This course focuses on economic causes of environmental problems.
C02	In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies.
C03	Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments.
C04	Selected topics on international environmental problems are also discussed
<b>COURSE OUTCOMES</b>	<b>ECO-HE-6026: INTERNATIONAL ECONOMICS</b>
C01	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.
C02	It then builds on the models of open economy macroeconomics developed in courses 08 and 12, focusing on national policies as well as international monetary systems.
C03	It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years.
C04	Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.
<b>COURSE OUTCOMES</b>	<b>ECO-RC-1016: Principles of Microeconomics-I</b>
C01	The course intends to expose the student to the basic principles in Microeconomic Theory.
C02	This Course illustrates Microeconomic Theory with applications.
<b>COURSE OUTCOMES</b>	<b>ECO-RC-2016: Principles of Microeconomics-II</b>
C01	This is a sequel to Fundamentals of Microeconomics covered in the first semester.
C02	This course develops the knowledge of market structures.
C03	This course enables the learners the determinations of prices in the market.
<b>COURSE OUTCOMES</b>	<b>ECO-RC-3016: Principles of Microeconomics-I</b>
C01	The Course introduces students to the basic concepts in Microeconomics, Microeconomics deals with the aggregate economy
C02	In this course the students are introduced to the definition, measurement of the Microeconomics variables like GDP, consumption, savings, investment and balance of payments.
C03	The course also discusses various theories of determining GDP in the short run.
<b>COURSE OUTCOMES</b>	<b>ECO-RC-4016: Principles of Microeconomics-II</b>
C01	This is a sequel to Principles of Microeconomics-I.
C02	It analyses various theories of determination of National Income in greater detail.
C03	It also introduces students to concept of inflation, its relationship with

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	unemployment and some basic concepts in an open economy.
<b>COURSE OUTCOMES</b>	<b>ECO-RE-5016: Economic Development and Policy in India-I</b>
C01	This course reviews major trends in aggregate economic indicators in India.
C02	This course places backdrop of major policy debates in India in the post-independence period.
<b>COURSE OUTCOMES</b>	<b>ECO-RE-6016: Economic Development and Policy in India-II</b>
C01	Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy-I,
C02	This course examines sector-specific trends in key indicators and their implications in the post-independence period.
<b>COURSE OUTCOMES</b>	<b>ECO-HG-1016: Fundamentals of Microeconomics</b>
C01	This course intends to expose the students to the basic principles in Microeconomics Theory
C02	This course illustrates Microeconomic Theory with applications.
<b>COURSE OUTCOMES</b>	<b>ECO-HG-2016: Microeconomic Theory</b>
C01	This is a sequel to Fundamentals of Microeconomics covered in the first semester.
C02	This course develops the knowledge of market structures.
C03	This course enables the learners the determination of prices in the market
<b>COURSE OUTCOMES</b>	<b>ECO-HG-3016: Fundamentals of Microeconomics</b>
C01	This course introduces students to the basic concepts in Macroeconomics, Macroeconomics deals with the aggregate economy.
C02	In this course the students are introduced to the definition, measurement of the Macroeconomic variables like GDP, consumption, savings, investment and balance of payments.
C03	The course also discusses various theories of determining GDP in the short run.
<b>COURSE OUTCOMES</b>	<b>ECO-HG-4016: Macroeconomics Theory</b>
C01	This is a sequel to Principles of Macroeconomics.
C02	It analyses various theories of determination of National Income in greater detail.
C03	It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.
<b>COURSE OUTCOMES</b>	<b>ECO-RG-5016: Economic Development and Policy in India-I</b>
C01	This course reviews major trends in aggregate economic indicators in India.
C02	This course places backdrop of major policy debates in India in the post-independence period.
<b>COURSE OUTCOMES</b>	<b>ECO-RE-6016: Economic Development and Policy in India-II</b>
C01	Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy-I
C02	This course examiner sector-specific trends in key indicators and their implications in the Post-Independence period.
<b>COURSE OUTCOMES</b>	<b>ECO-SE-3014: Data Collection and Presentation</b>
C01	This course helps students in understanding use of data, presentation of data using computer software like MS-Excel.
C02	Students will be involved practically to preparation of questionnaires/interview schedules.
C03	Students will be involved collection of both primary and secondary data

	and its presentation.
C04	Students will also be asked to prepare a report on collected data and will be evaluated accordingly.
<b>COURSE OUTCOMES</b>	<b>ECO-SE-4014: Data Analysis</b>
C01	This course discusses how data can be summarized and analysed for drawing statistical inferences.
C02	The students will be introduced to important data sources that are available.
C03	The students will also be trained in the use of statistical software like SPSS/PSPP to analyse data

  
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CBCS-based U.G. Course in Geography, 2019  
Discipline Specific Elective

Course Name: Research Methods and Project Work  
Paper Code: GGY - HE - 6044

*Course objectives*

The paper Research Methods (Practical) is will enable students to:

- Understand how to approach a research problem and to formulate research objectives and research questions in proper perspective. In addition, knowledge of formulating of hypothesis and testing, framing of questionnaires, understand both qualitative and quantitative techniques of data collection and analyze the same
- Understand the basics and utility of review of literature and preparation of research report.

*Course outcomes*

- This course will help students to proceed with a research problem and the steps she/he should adopt and the tools and craft to be employed which doing quality research.


Unit I: Research Methods

1. Geographic Enquiry: Definition and Ethics; Framing Research Questions, Objectives, Literature Review; Preparing Sample Questionnaire
2. Data Collection: Type and Sources of Data; Methods of Collection; Input and Editing
3. Data Analysis: Qualitative Data Analysis; Quantitative Data Analysis; Data Representation Techniques
4. Structure of a Research Report: Preliminaries; Text; References, Bibliography and Citations; Abstract
5. Preparation of a Research Report

Unit II: Disaster Management based Project Work

The Project Report based on any two field based case studies among following disasters and one disaster preparedness plan of respective college or locality:

1. Floods
2. Bank erosion
3. Drought

  
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