



# BORHOLLA COLLEGE

*Affiliated to Dibrugarh University*

Estd: 1990

P.O. – Borholla - 785631

Dist- Jorhat (Assam)

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## Notice

The following Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO) for all the courses are designed on the basis of the syllabus prescribed by the affiliating University i.e. Dibrugarh University, Dibrugarh, Assam.

(Mr. Biren Dutta)

Principal, Borholla College

Principal  
BORHOLLA COLLEGE  
Borholla, Jorhat (Assam)

**DEPARTMENT OF ASSAMESE,  
BORHOLLA COLLEGE, BORHOLLA**

**BA ASSAMESE PROGRAMME OUTCOMES AND COURSE OUTCOMES:**

**PROGRAMME OUTCOME:**

PO1: The graduate course in Assamese major incorporates Assamese literature from the 9th to the 21st century and also includes Western and Eastern literature.

PO2: Students will gain knowledge of various aspects like tourism, archaeology, agriculture and fashion like indigenous dress and ornaments. They will also gain information on various religious and historical places of interest, archaeology variety and scope of agriculture.

PO3: Students will gain competence over the Assamese language and will be able to enhance their communicative skills.

PO4: After completion of this course students will gain information on the Assamese culture and tradition. The course will provide skills in creative writing.

PO5: After passing out with major in Assamese, students get opportunity for post graduation in literature, linguistics, cultural studies, mass communication and tourism.

PO6: Students also get opportunity for fashion designing and beautician course.

PO7: They can engage themselves as teachers.

**PROGRAMME SPECIFIC OUTCOME:**

PSO1: The graduate course in Assamese major incorporates Assamese literature from the 9th to the 21st century and also includes Western and Eastern literature.

PSO2: The cultural history paper includes various aspects like tourism, archaeology, agriculture and fashion (indigenous dress and ornaments). It also encompasses information on various religious and historical places of interest, archeology.

PSO3: The paper on Linguistics deals with the grammar of the Assamese language.

PSO4: After completion of this course student will gain information on the Assamese culture and tradition. The course will provide skills in creative writing.

PSO5: Competence in the language will empower their communication skills.

PSO6: After passing out with major in Assamese, students get opportunity for post graduate in literature, linguistics, cultural studies, mass communication and tourism.

PSO7: After completing the course on mass communication and journalism, the learners will be able to engage themselves in various medium of mass media like newspapers, magazines, radio, electronic media etc.

## **COURSE OUTCOME:**

### **C-1 (HISTORY OF ASSAMESE LITERATURE UPTO POST SANKARADEVA PERIOD)**

CO 1: Introducing the general idea of the history of Assamese literature with the distinction of different ages of literature.

CO 2: To give the detailed idea of folk literature in Assam and its characteristics with special emphasis on folk songs, Folk dance, Musical instruments etc.

CO 3: To make the students aware about the literature of Pre Sankaradeva period with special reference to Madhava Kandali and Hema Saraswati.

CO 4: To understand the characteristics of the literature of the period of Sankaradeva.

CO 5: To enable the students to understand the literature Post Sankari period with special emphasis on the contribution of Bhattadeva, Charita hahitya, historical literature and the practical use of the literature of that time.

### **C-2 (HISTORY OF ASSAMESE LITERATURE FROM ARUNODOI TO CONTEMPORARY PERIOD)**

CO 1: To enable the students to understand the trend of Assamese literature from the establishment of Modern Assamese literature up to the contemporary period.

CO 2: Introducing the background of Modern Assamese Literature.

CO 3: To make the students aware about the literature of different ages like Arunodoi period, Hemchandra-Gunaviram stage, Junaki and post Junaki period, Ramdhenu period and Contemporary period.

CO 4: After reading this paper the students will be able to understand the characteristics of the literature of those periods.

### **C-3 (INTRODUCTION TO LINGUISTICS)**

CO 1: To make the students aware about the various aspects of linguistics on the basis of the study of the history of language of both East and West.

CO 2: The students will be able to understand the basic concepts of language, its definition and different nature of language study.

CO 3: The students will be given a general idea about the different language families of the world.

### **C-4 (POETICS)**

CO 1: To make the students aware about the literary theories on the basis of Indian and Western literary theories.

CO 2: Introduces a study of literary theory and criticism of Eastern and Western literature and their influence on Indian literature.

CO 3: To make students capable to understand the rhyme schemes of Assamese language in the context of Indian rhyme schemes.

CO 4: This paper is an introduction to the classicism, mysticism, romanticism, materialism and modernism in the context of Assamese literature and language.

CO 5: To enable the students to use ornamental words in the context of Assamese language and literature.

### **C-5 (LITERARY CRITICISM)**

CO 1: To make the students aware about the definition of literature and its characteristics.

CO 2: To acquaint the students about the different sections and genres of literature.

CO 3: To make students capable to understand the theories of literary criticism and their necessity in literary study.

CO 4: They will be introduced with various genres of literature like poetry, drama, novel, short stories, satires etc.

### **C-6 (SELECTION FROM ASSAMESE POETRY)**

CO 1: Students will be given an idea about the history of Assamese Poetry and its development throughout the ages.

CO 2: To introduce the Assamese traditional folk poetry with special reference to selected poems.

CO 3: To give a general idea about the collection of mystical poems of old Assamese literary period.

CO 4: To enable the students analyze the old Assamese poems with reference to the Borgeetas of Sankaradeva, poems of Madhava Kandali etc.

CO 5: This course also covers the poetic contribution of the poets of modern period in Assamese literature.

### **C-7 (STUDIES ON THE CULTURE OF ASSAM)**

CO 1: The students will be able to define the theories of cultural studies.

CO 2: To give a general idea about the indigenous tribes of Assam and their unique cultural traditions.

CO 3: To know the traditional cultural practices of Missing and Sonowal Kachari tribes of Assam

CO 4: To know about the traditional attire and ornaments of Bodo and Karbi tribes of Assam.

CO 5: To have a general idea about the traditional architecture and archaeology of Assam.

### **C-8 (THEORY AND PRACTICE OF COMPARATIVE LITERATURE)**

CO 1: To introduce about the beginning theory of comparative literature.

CO 2: To make the students aware about the various aspects of the study of comparative literature.

CO 3: After completing this paper students will be able to know about the development of study of comparative literature in India.

CO 4: At the same time they will have an idea about the context of comparative literature in Assam and its development throughout the ages.

### **C-9 (INDO-ARYAN LANGUAGES AND ASSAMESE)**

CO 1: Students will get an idea about the development of Indo-Aryan languages in India.

CO 2: They will be able to analyze the different stages of Indo-Aryan languages with special reference to Sanskrit, Pali, Prakrit etc.

CO 3: A comparative study of the Indo-Aryan languages is there in this course.

CO 4: The students will be introduced with the development of Assamese language from the old Assamese period to the modern age.

### **C-10 (SELECTION FROM ASSAMESE PROSE)**

CO 1: The prime outcome of this course is that after reading this, students will be able to answer questions on the Assamese Prose from its emergence to the present time.

CO 2: Special focus is given on some selected prose contributed by eminent authors throughout the ages up to the contemporary period.

CO 3: Students will be able to critically appreciate the Assamese prose on the basis of contributions from eminent writers like Bhattadeva, Krishkanta Handique, Benudhar Sarmah, Jyotiprasad Agarwalla, Homen Borgohain etc.

CO 4: The paper includes all the eminent prose writers of all ages of Assamese literary history.

### **C-11 (ASSAMESE DRAMA)**

CO 1: To aware the students about the history of Assamese dramatic tradition.

CO 2: The students will be able to answer various questions related to the development of Assamese dramatic art from ancient period to modern age.

CO 3: To enable the students to critically examine the pros and cons of Assamese drama with special reference to the contribution of various playwrights of Assamese drama throughout the ages.

### **C-12 (STUDIES ON ASSAMESE LINGUISTICS)**

CO 1: To aware the students about the scientific study of the language.

CO 2: After completing this course students will have an idea about the basic concepts of linguistics study.

CO 3: It will help the students in acquiring the idea about scientific analysis of language on the basis of phonology, morphology, syntactic and semantic

CO 4: This course focuses on the grammatology of Assamese language which enables the students to use grammatical rules properly.

### **C-13 (SELECTION FROM ASSAMESE PROSE)**

CO 1: Students will be able to analyze various branches of Assamese prose after completing this course.

CO 2: It will focus on Assamese short stories, novels, biography and autobiography, travel writing and scientific writing.

### **C-14 (LANGUAGE AND SCRIPT OF ASSAM)**

CO 1: Students will get a general about the languages of Assam which have Aryan origin.

CO 2: To introduce the linguistic characteristic of the Assamese language

CO 3: To have an idea about the Assamese dialect and sub dialects.

CO 4: The emergence of Assamese dialect and its development.

### **AECC-2 (COMMUNICATIVE ASSAMESE)**

CO 1: To enhance the communicative skill of the students in Assamese language

CO 2: After studying this course students will be able to communicate with each other through proper use of pronunciation and other rhetoric.

CO 3: It will also increase the writing skill in the Assamese Language.

CO 4: This paper will enhance the knowledge of vocabulary, use of sentence structure etc. which will increase the writing skill of the students.

### **SEC-1 (INTRODUCTION TO TRANSLATION AND PRACTICE)**

CO 1: The students will have an idea about the definition of translation and its necessity in present day context.

CO 2: This paper focuses on the practice of translation methodically and enables the students to apply it in practical field.

CO 3: The students will be able to translate the Assamese language to Hindi, English, and Bengali and vice versa.

### **SEC-2 (PREPARATION OF RESEARCH PAPER)**

CO 1: Introduce the general concept of research paper and other related features.

CO 2: After completing this paper of two credits students will be able to prepare research papers academically.

### **DSE-1 (ASSAMESE GRAMMAR, LEXICON AND IDIOMATIC USAGES)**

CO 1: The students will be able to use Assamese language in proper way after completing this course.

CO 2: To introduce the rules and regulations of pronunciation of Assamese words and Assamese Grammar.

CO 3: The students will be able to use Assamese phrase and idioms in proper way.

CO 4: Administrative use of the language will be taught in the proper way.

### **DSE-2 (INTRODUCTION TO INDIAN LITERATURE)**

CO 1: Students will be able to have an idea about the Indian literary tradition, its origin, development and characteristics.

CO 2: To introduce the students with the development Indian poetry.

CO 3: Students will have a general idea about the Indian short story, Indian novel and Indian dramatic tradition.

CO 4: After completing this course they will be able to analyze the rich tradition of Indian literature with special focus on contributions of eminent personalities.

### **DSE-3 (INTRODUCTION TO WORLD LITERATURE)**

CO 1: Making the students capable to answer questions on world literature.

CO 2: The course includes selected stories, poems and dramas of foreign writers with reputation.

CO 3: To enable the students analyze those works of literature, translated versions are used as prescribed by the affiliating university.

CO 4: After having a general idea regarding the characteristics of world literature, the students will be able to make a comparative study of the Assamese literature.

#### **DSE-4(A) (SPECIAL AUTHOR)**

CO 1: To make the students aware about the contribution of some of the eminent personalities of Assamese literature.

CO 2: The course includes selected works of Bhupen Hazarika, Bhabendranath Saikia, Birendrakumar Bhattacharya, Mamoni Roysam Goswami and Nirupoma Borgohain.

CO 3: After reading this paper students will be able to have an idea of the life and literary contribution of these eminent personalities in Assamese literature.

#### **DSE-4(B) (PROJECT)**

CO 1: After this course students will be able to prepare project report following the steps and procedures of research project.

CO 2: The teachers will guide the students to select topic, prepare objectives and conducting the research step by step.

CO 3: The topic will be based on Assamese language, literature or culture.

#### **GE-1(A) (PERFORMING ARTS)**

CO 1: Introducing the general idea of performing art with its meaning and definitions.

CO 2: To make the students understand the meaning of folk art and culture and their divisions.

CO 3: To introduce the various folk culture of Assam including ojpali, husori, dorongi khuliya bhawaria, putola nas, gumrag, bagorumba, dewdhoni nritya etc.

#### **GE-1(B) (CULTURE OF ASSAM AND CULTURAL TOURISM)**

CO 1: To introduce the rich and diversified cultural background of Assam.

CO 2: To make the students aware about the natural beauty of the villages and the traditional living style of the indigenous tribes of Assam.

CO 3: This paper focuses on various aspects of tourism with special emphasis on different types like ecotourism, rural tourism, medical tourism, cultural tourism, religious tourism etc.

CO 4: After reading this paper students will be able to focus on the prospects of tourism in Assam and its restraints.

CO 5: This paper involves field study. It acquaints students with observation, data collection and preparation of field reports after visiting the potential tourist destinations.



### **GE-2 (TEACHING OF ASSAMESE LITERATURE)**

CO 1: After completing this course students will be able to understand the importance of literature study and its objectives.

CO 2: To aware the students about the necessity of lesson plan and its importance in literature study.

CO 3: The students will be able to critically approach various genres of literature like prose, poetry etc.

CO 4: To introduce the various aspects of literary creation and find out the aesthetic beauty in Assamese literature.

CO 5: To acquaint the students with the Five Formal Steps of Instruction by Herbert.

### **GE-3 (TEACHING OF ASSAMESE LANGUAGE)**

CO 1: The students will be able to acquaint themselves with the importance of linguistics study and its methods.

CO 2: To introduce the basic elements of Assamese language.

CO 3: To discuss the importance of study of grammar in language study.

CO 4: The procedures of learning Assamese language as second language acquisition.

### **GE-4 (SOCIOLOGY OF LITERATURE)**

CO 1: Students will be able to make a relation between society and literature.

CO 2: To introduce them with the sociological approach of literature.

CO 3: To discuss the importance of the study of sociology of literature.

CO 4: To understand the practical use of the sociological study of literature.

### **MIL-1 (HISTORY OF ASSAMESE LITERATURE)**

CO 1: To enable the students to understand the history of Assamese literature from the Pre Sankari age to contemporary period.

CO 2: Introducing the background of Modern Assamese Literature.

CO 3: To make the students aware about the literature of different ages like Pre Sankari, Sankari, post Sankari, Arunodoi period, , Junaki and post Junaki period, and Contemporary period.

CO 4: After reading this paper the students will be able to understand the characteristics of the literature of those periods.

## **MIL-2 (SELECTION FROM ASSAMESE LITERATURE)**

CO 1: To enable the students to critically appreciate the Assamese poems of different ages.

CO 2: Students will be able to critically examine the various characteristics of Assamese drama with the help of dramatic contributions of selected playwrights.

CO 3: To make the students aware about the prose of Assamese literature.

CO 4: After reading this paper the students will be able to understand the characteristics of Assamese story and novels.

## **DSC-1(A) (LANGUAGE AND SCRIPTS OF ASSAM)**

CO 1: Students will get a general about the languages of Assam which have Aryan origin.

CO 2: To introduce the linguistic characteristic of the Assamese language

CO 3: To have an idea about the Assamese dialect and sub dialects.

CO 4: The emergence of Assamese dialect and its development.

## **DSC-1(B) (ASSAMESE PROSE)**

CO 1: The prime outcome of this course is that after reading this, students will be able to answer questions on the Assamese Prose from its emergence to the present time.

CO 2: Special focus is given on some selected prose contributed by eminent authors throughout the ages up to the contemporary period.

CO 3: Students will be able to critically appreciate the Assamese prose on the basis of contributions from eminent writers like Bhattadeva, Krishkanta Handique, Benudhar Sarmah, Jyotiprasad Agarwalla, Homen Borgohain etc.

CO 4: The paper includes all the eminent prose writers of all ages of Assamese literary history.

## **DSC-1(C) (ASSAMESE POETRY AND DRAMA)**

CO 1: The students will be able to appreciate Assamese poetry and drama after reading this course.

CO 2: The paper focuses on the rich tradition of Assamese poetry and drama from the beginning to the contemporary period.

CO 3: Students will be able to get the aesthetic beauty of the literary contributions of some of the eminent playwrights and poets of all the ages.

## **DSC-1(D) (LANGUAGE AND CULTURE OF ASSAM)**

CO 1: Students will get a general about the languages of Assam which have Aryan origin.

CO 2: To introduce the linguistic characteristic of the Assamese language

CO 3: To acquaint the students with the rich cultural heritage of Assam.

CO 4: The students will have an idea about the folk culture of Assam.

CO 5: After reading this course students will have an idea about the agrarian society of Assam as well as festivals.

### **SEC-1(A) (PRAGMATICS OF ASSAMESE WRITING)**

CO 1: Students will get a general about the use of Assamese language in formal purposes.

CO 2: To introduce the standard use of the language.

CO 3: To acquaint the students with official use of the language and different patterns.

CO 4: students will be able to use the language in practical purposes like pamphlet writing, press releases, writing proceedings of formal meetings etc.

### **SEC-1(B) (INTRODUCTION TO TRANSLATION AND PRACTICE)**

CO 1: The students will have an idea about the definition of translation and its necessity in present day context.

CO 2: This paper focuses on the practice of translation methodically and enables the students to apply it in practical field.

CO 3: The students will be able to translate the Assamese language to Hindi, English, and Bengali and vice versa.

### **SEC-2(A) (MASS COMMUNICATION AND JOURNALISM IN ASSAM)**

CO 1: The students will have an idea about the definition of mass communication and its various features.

CO 2: This paper focuses on the introduction of journalism with relevant clauses and acts prevailing in present scenario.

CO 3: Students will be taught about the pros and cons of preparation of reports for the different medium of mass media including newspaper, radio, magazines etc.

*Baikia*  
H.O.D.  
Department of Assamese  
Borholla College

**DEPARTMENT OF ENGLISH**  
**BORHOLLA COLLEGE, BORHOLLA**

**BA ENGLISH**

**PROGRAMME OUTCOME AND COURSE OUTCOME**

**PROGRAMME OUTCOME:-**

- Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
- Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
- Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
- Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.
- Students should be able to understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.
- Students must develop both verbal and non verbal communication skills to communicate with the stakeholders in the society.
- It will help in inculcating moral-ethical values, broadening their overall perspective and developing an inquisitive and critical bent of mind. They will learn historical contexts, psychosocial aspects and discern various cultural and moral values.
- Students will be more competent in the English language. Their reading, writing and thinking skills in the English language will be enhanced.

**PROGRAMME SPECIFIC OUTCOME:**

PSO1: Students will be acquainted with the English literary tradition of different periods – medieval, renaissance, restoration and romantic and to critically relate the socio- political and cultural trends of the age to the different literacy traditions of the different ages.

PSO2: Students will be able to understand critical concepts like post colonialism and post modernism towards appreciation of poetry and fiction. Apart from British texts, they are introduced to literary texts from other cultures like American and Latin American.

PSO 3: Students will attain knowledge of the impact of contemporary philosophy, ideas and art movements on modern drama.

PSO 4: Students will study the diversity of themes and styles that the genre of the essay has adopted and the wider political, social and cultural contexts in which they were written.

PSO 5: A study of the memoirs, letters and biographies of selected texts of English, European, American and Indian writers will enable students to deal with issues like construction and representation in seemingly linear, transparent and straight forward accounts of lives of significant people.

PSO 6: A study of the selected fiction, letters and poetry will enlighten students about the way women are represented and the status and condition of women in a patriarchal society and the resistance they have put up.

PSO 7: Students will also be enlightened about the changing dynamics in the relationship between man and nature, nature and culture. They will learn to see nature as a central presence in man's life and not just as a passive background.

PSO 8: Students will obtain knowledge of a specific range of western myths and mythical characters and their functions.

PSO 9: Students will be able to place and read the texts in Indian Writing in English in the light of the historical, political and cultural circumstances of their production.

PSO 10: The students' competence of the English language will be enhanced. It will develop the students' reading and writing skills.

## **COURSE OUTCOME (COs):**

### **C-1: COURSE CODE: 10100 (INDIAN CLASSICAL LITERATURE)**

COURSE OBJECTIVES: The objective of this course is to acquaint the students with the rich cultural heritage of ancient Indian literature, especially Sanskrit Literature. Indian classical literature can claim the rare distinction of attaining the summit of creative excellence and artistic/aesthetic sensibility, especially in Sanskrit in the immortal plays of Kalidasa, the epics The Ramayana and The Mahabharata, Shudraka's Mrcchakatika, among others. Although Srimanta Sankaradeva of Assam cannot be regarded as 'classical' from the purview of temporality, his works are characterised by classical sensibilities and in the context of Assamese literature and culture, his works are held as immortal classics. Therefore, Sankardeva's inclusion in this course is determined by his works' timeless appeal and relevance. One of his famous plays Parijata Harana has been included.

CO 1: After completing this course, the learner shall be in a position to understand and appreciate the rich Indian classical literary tradition including its distinctive aesthetic philosophies.

CO 2: It would provide them with the conceptual resources to make a comparative assessment between the Indian and the Western classical tradition, thereby enabling their knowledge and understanding of the two great ancient literary traditions.

### **C-2: COURSE CODE: 10200 (EUROPEAN CLASSICAL LITERATURE)**

COURSE OBJECTIVES: European Classical literature implies the literature of ancient Greece and Rome. The study of 'ancient Greek literature' implies a study of literature written in Greek in the pre-Christian period, by non-Christians in the first six centuries of the Christian era. Roman literature, written in the Latin language remains an enduring legacy of the culture of ancient Rome. Latin literature drew heavily on the traditions of other cultures, particularly the more mature literary tradition of Greece, and the strong influence of earlier Greek authors are seen. The purpose of this course is to acquaint learners with the great heritage of European classical literature, starting from Homer's epic The Iliad to the satires of Horace. The importance of this course rests on the fact that English literature is heavily indebted to the classical works of Greece and Rome. Whether it is tragedy or comedy, satire or criticism, epic or lyric, the influence of classical literature in the works of the English authors is clearly in evidence. Therefore, learners will be acquainted with immortal classics like The Iliad and Metamorphosis, they get to learn about the difference between the Greek classics and the Latin classics, the different genres dabbled in by the classical writers, such as, tragedy, comedy, epic, satire, criticism and so forth.

CO 1: After the completion of the course, the learners shall be in a position to understand the source of Western literary paradigm.

CO 2: They will understand how the western literature was responsible for constituting the great tradition of the western canon, and one which govern our critical or comparative touchstone on 'what good literature ought to be.'

### **C-3: COURSE CODE: 20100 (INDIAN WRITING IN ENGLISH)**

COURSE OBJECTIVES: Indian Writing in English refers to the body of work by writers in India who write English and whose native language could be one of the numerous languages of India. It is also associated with the works of members of the Indian Diaspora. As a category, this production comes under the broader realm of postcolonial literature- the production from previously colonized countries such as India. Indian English Literature is an honest enterprise to demonstrate the ever rare gems of Indian Writing in English. From being singular and exceptional, rather gradual native flare - up of geniuses, Indian Writing in English has turned out to be a new form of Indian culture and voice in which India converses regularly. Indian Writers - poets, novelists, essayists, and dramatists have been making momentous and considerable contributions to world literature since pre - Independence era, the past few years have witnessed a gigantic prospering and thriving of Indian English Writing in the global market. Indian English Literature has attained an independent status in the realm of world Literature. Wide ranges of themes are dealt in Indian Writing in English. While this literature continues to reflect Indian culture, tradition, social values and even Indian history through the depiction of life in India and Indians living elsewhere, recent Indian English fiction has been trying to give expression to the Indian experience of the modern predicaments. The aim of this course is to introduce learners to Indian Writing in English from the colonial to the postcolonial period. Issues

such as identity politics, gendered differences, home, dislocation, language among others shall be underscored with the intention to understand the diversity of Indian culture and tradition across spatiality.

CO 1: It is believed that learners, after the culmination of this course, shall be in a better position to appreciate the diversity of customs and traditions in India.

CO 2: They would be able to map the intellectual trajectory from the pre- to post -independence period, and get the feel of the advancement that Indian writers in English are making, for which they are receiving plaudits, both at home as well as abroad.

#### **C-4: COURSE CODE: 20200 (BRITISH POETRY AND DRAMA: 14<sup>TH</sup> TO 17<sup>TH</sup> CENTURIES)**

COURSE OBJECTIVES: The objective of this course is to acquaint the learners with British poetry and drama from Chaucer to Shakespeare. The texts prescribed relate to the Age of Chaucer, Pre-Elizabethan and Elizabethan periods. Shakespeare figures predominantly in this course, with a tragedy, comedy and two sonnets prescribed. Marlowe's play encapsulates the spirit of the Renaissance, thereby placing the Elizabethan period in a proper perspective.

CO 1: To acquaint the students with the literary contributions of Chaucer and his influence in the literary tradition of that period.

CO 2: After completing this course, the learners would be in a position to determine the influence of the European Renaissance on the works of the Elizabethan authors, including Shakespeare.

#### **C-5: COURSE CODE: 30100 (AMERICAN LITERATURE)**

COURSE OBJECTIVES: The objective of this course is to introduce the learners to American literature, a field that could be considered as comparatively recent in formulation, when compared to the literature of Britain and Continental Europe. It is a literature steeped in the reactionary philosophy of its Puritan forbears, and has a strong individualistic spirit running through it. The reality or illusion of the Great American Dream, the transcendentalist movement, the history of slavery in the South, the great economic depression etc., forms important contexts to American history and literature, and this course would attempt to highlight these issues as much as possible. All of these would be taken up in this course.

CO 1: It is hoped that learners would get a feel of American literature.

CO 2: They will be able to understand the poetics and politics of a literature characterized both by liberal and reactionary ideals.

#### **C-6: COURSE CODE: 30200 (POPULAR LITERATURE)**

COURSE OBJECTIVES: Popular literature includes those writings intended for the masses and those that find favor with large audiences. It can be distinguished from artistic literature in that it is designed primarily to entertain (britannia.com). The objective of this course is to acquaint learners with popular literature, such as crime thriller, graphic fiction, children's literature and so forth, generally regarded by purists to be 'low-brow' and meant for easy mass consumption. However, it would be wrong to assume

such a position insofar as the lines of distinction between what is literary and what is popular tends to be blurred.

CO 1: After the completion of this course, it is believed that learners would be in a position to appreciate the presence of a creative space and process that has the potential to affect readers to a degree that high-brow literature cannot achieve due to its propensity to target only a niche audience.

**C-7: COURSE CODE: 30300 (BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES)**

COURSE OBJECTIVES: English literature of the Seventeenth and the Eighteenth century was dominated by epoch-making political events, such as the Puritan Interregnum and the Restoration. These events were responsible for ushering in changes in the thought-processes of poets like Milton and Pope, dramatists like Webster and Behn, and so forth. From the romantic excesses of the Elizabethan literature to a literature marked by restraint and order, the learners would be in a position to experience a whole gamut of feelings that define a period and contradistinguishing it from another.

CO 1: After the completion of this course, learners will be in a position to understand the ways in which English drama and poetry began to emphasize on the importance of adhering to classical norms and forms.

**C-8: COURSE CODE: 40100 (BRITISH LITERATURE: 18TH CENTURY)**

COURSE OBJECTIVES: Continuing with Eighteenth-century literature, this course offers an array of texts across genres. The eighteenth-century was an age in which new modes of creative expression were coming to the fore, particular prose narratives of the likes of Swift and Sterne, among others. Irony and satire became important tools to depict society's ills. The age was also characterised by importance given to gender issues. Congreve's play bears enough testimony to this fact. Since, this period is also referred to as the Age of Enlightenment; 'reason' became the locus from which human's actions and cognition issued forth. Therefore, a fundamental philosophical shift ushered in, in the wake of the culture of positivism that set in during this period.

CO 1: After the completion of this course, learners will be in a position to understand the spirit of the age, as well as the literature embodying this spirit.

**C-9: COURSE CODE: 40200 (BRITISH ROMANTIC LITERATURE)**

COURSE OBJECTIVES: The literature of the Romantic period is considered to be the most affective in terms of the ways in which it was able to connect with people across class lines. Product of the revolutionary zeal precipitated by two great revolutions – the French Revolution and the American War of Independence – the highly imaginative, rhetorical, emotive, visionary, metaphysical, epical, sensuous aspects of the works, especially poetry, gave tremendous heft to this literature celebrating Nature in all its beauty, majesty and terror. The Gothic Novel became a dominant genre, which attempted to debunk the structure of rationality by emphasising on the reality of the supernatural.



CO 1: It is hoped that the learners would be in a position to know and appreciate the values of a literature characterized by emotion, passion, love towards nature, exerting of imagination and so forth in order to create a thing of beauty, which would be a joy forever.

### **C-10: COURSE CODE: 40300 (BRITISH LITERATURE: 19TH CENTURY)**

COURSE OBJECTIVES: The nineteenth-century is emblematic of a certain spiritual crisis that had set in due to the powerful impact of scientific ideology. Utilitarian values exhorting personal aggrandizement at the cost of social responsibility became the practice of daily lives of the people. Such an attitude finds ample illustration in the works of the nineteenth-century novelists and poets. This period, especially after 1837 is termed as ‘Victorian’ literature – a term that evokes notions of propriety, prudishness, censorship, among others, that was in sharp relief against the spirit of the erstwhile Romantic period. The period is also marked by ground-breaking theories propounded by Darwin, Marx and Freud, which impacted the thought processes of the people to such a remarkable extent that its effects are felt up to the present. Therefore, a reading of nineteenth-century English literature provides a fascinating opportunity to immerse oneself into the fraught historical context determined by contradictory, oppositional drives and processes.

CO 1: The learners will be in a position to understand the philosophical shift that came about due to the crises of faith pertaining to the culture of positivism that manifested its full presence during the Victorian period.

CO 2: It is also hoped that they would be able to understand concepts like utilitarianism, surplus value, Victorian prudishness, survival of the fittest etc., and will be able to analyse it along these lines (in the texts prescribed).

### **C-11: COURSE CODE: 50100 (WOMEN’S WRITING)**

COURSE OBJECTIVES: Unarguably the truest fact about human society is domination of women by men. Patriarchy believes in the superiority of man over women in all walks of life. Therefore, women were denied agency to air their views publicly or in writings. The fact that women had to resort to male pseudonyms in order to find readership is merely one instance to prove how patriarchal ideology has a stranglehold over the society at large. Since women have been systematically silenced by ‘phallogocentric’ ideology, they find it rather difficult to articulate their views. Privileging women’s writing is a way by means of which the thought, anxieties, fears, desires, emotions of the ‘second sex’ can be addressed. The objective of this course is to introduce learners to women’s writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women’s writing in a space that transcends or upends the male writing tradition through various (subversive) ways.

CO 1: It is hoped that the learners after completing this course, would be sensitized to gender-related issues, and would be able to see things from the perspective of the other.

**C-12: COURSE CODE: 50200 (BRITISH LITERATURE: THE EARLY 20TH CENTURY)**

COURSE OBJECTIVES: The early Twentieth-century British literature was characterized by experimentations on the level of both form and content. The imperialistic World War I impacted the minds of the people across Europe to such an extent that they began to suffer from various neurotic symptoms. Capitalism with its dehumanized processes and practices produced alienated, disenfranchised subjects, triggering a philosophical shift that was encapsulated in symbolism, existentialism, cubism, Dadaism, expressionism, and nihilism. These philosophies found ample space in Modernism in Literature, and this particular course attempts to chart these philosophical trajectories through early twentieth-century texts, particularly novels and poetry.

CO 1: It is believed that the learners would benefit from this course in terms of getting acquainted with concepts like stream-of-consciousness, Oedipus complex, *avant garde*, *gyre*, interior monologue, among many others.

**C-13: COURSE CODE: 60100 (MODERN EUROPEAN DRAMA)**

COURSE OBJECTIVES: The twentieth century marked the revival of drama after it was forced to shut down during the Puritan Interregnum. Even though the revival started during the Restoration Period, it subsequently lost ground during the Romantic and the Victorian Period. It was with the onset of the twentieth-century that drama made a magnificent return. It was in Europe, particularly the plays of the Norwegian playwright Henrik Ibsen, the German playwright Bertolt Brecht and French playwright Samuel Beckett that drama became an important vehicle for representing the political, social, individual, economic conditions the post-war Europe, with all its attendant ills and trauma. This course intends to read the plays by placing the epochal events of the period as the backdrop.

CO 1: It is hoped that the learners after completing this course will be in a comfortable space to know Modern drama with its entire attendant problematic.

**C-14: COURSE CODE: 60200 (POSTCOLONIAL LITERATURES)**

COURSE OBJECTIVES: This course introduces postcolonial literature to the learners. The importance of postcolonial studies in a globalised world in which more than three-quarters of the people living in the world today have had their lives shaped by the experience of colonialism, cannot be overestimated. The main focus in the course is on literary texts and literary analysis. The literary works chosen are English language texts from the erstwhile colonized countries including the countries subsumed under the rubric “the Commonwealth.” In this course we will deploy postcolonial theory to engage critically with texts within a postcolonial framework. We will focus on

such issues as language, identity, point of view, displacement, physical and mental colonisation, Decolonization, nationalism, fundamentalism, globalization and Diaspora, colonial legacy, gender and sexuality, regionalism, ethnicity, genocide, race, and so forth, and we will discuss how such issues are expressed in the literary texts. When taking into account the individual work's socio-historical context, however, it will become apparent that it may not be relevant to discuss all the issues mentioned in each separate work.

CO 1: The learners on culmination of the course are expected to be acquainted with both the texts and the contexts of the given period.

**DSE-1: COURSECODE: 50110(MODERN INDIAN WRITING IN ENGLISH TRANSLATION)**

COURSE OBJECTIVES: Salman Rushdie had stirred the hornet's nest by claiming that Writings in English from India were infinitely superior to that of 'vernacular' literatures existing in all regional Indian languages. This notion was vehemently opposed by many writers and intellectuals, with the likes of Amit Chaudhuri writing sustained critique against Rushdie's position. A cursory reading of translated works of Indian writing across regions would prove how significant has been the contributions of authors writings in the various regional languages. Since, reading these works in the original is most often not possible due to linguistic variations, English translation of immortal works of modern Indian writing would perhaps go a long way in understanding and appreciating the best in regional literature. This course aims to acquaint learners with the works of Indian writers working on regional literature from the north to the south, from the west to the east.

CO 1: After completing this course, it is expected that learners will be in a position to appreciate the literature of India as it exists in various regional languages.

CO 2: They would be able to understand the political, social and economic factors affecting people across regions and cultures.

**DSE 2: COURSE CODE: 50120 (LITERATURE OF THE INDIAN DIASPORA)**

COURSE OBJECTIVES: Generally, diasporic literature deals with alienation, displacement, existential rootlessness, nostalgia, quest for identity, hybridity and so forth. Indian diaspora writers have contributed immensely to literature, especially those writing in English. Salman Rushdie, Amitav Ghosh, Vikram Seth, Jhumpa Lahiri, Rohinton Mistry, V.S. Naipaul etc. are luminaries in the field of fiction and their works have earned both critical acclaim and commercial success. The objective of this course is to introduce learners to literature of the Indian Diaspora keeping in view

the issues that haunt the writers who have settled abroad, despite being Indians in terms of roots and emotional make-up.

CO 1: After completing this course, it is expected that learners will be in a position to understand the complexity of living as hyphenated identities in a space which is different from that of 'home'.

CO 2: They will be in a better position to understand the postcolonial condition of identities caught between the quest for a better life abroad and the acknowledgement of the futility surrounding such a rootless mobility.

### **DSE 3: COURSE CODE: 50130 (LITERARY CRITICISM)**

COURSE OBJECTIVES: The course presents an overview of major trends in literary criticism from the Romantic period to the present. The critical trajectory comprises of Romantic theory of poetry propounded by Wordsworth and Coleridge, modernist poetics of Woolf and Eliot, New Criticism of Richards and Cleanth Brooks, and an introduction to recent trends in criticism, particularly feminist criticism (by Maggie Humm).

CO 1: Criticism enables one to understand, appreciate and critique literary texts by inculcating the values of what good or bad literature tends to be.

CO 2: It is hoped that learners will be in a position to understand the texts in terms of the contexts, which could be purely aesthetic, historical, textual or political.

CO 3: They will be able to read texts by adopting the ideologies of the different reading processes.

### **DSE 4: COURSE CODE: 50140 (WORLD LITERATURES)**

COURSE OBJECTIVES: World literature is sometimes used to refer to the sum total of the world's national literatures, but usually it refers to the circulation of works into the wider world beyond their country of origin. It is important insofar as it enables the learners to know about the form and content of texts that are part of different specialties.

CO 1: By the end of the course, the student will be able to identify and analyze a variety of major works of world literature.

CO 2: They will be able to compare and contrast writing styles and generic forms from different periods and cultures.

CO 3: It is expected that they can identify major themes of representative poetic and fictional works and trace the influence of one literature upon another.

### **DSE 5: COURSE CODE: 60110 (LITERARY THEORY)**

COURSE OBJECTIVES: Literary theory is a field which is presently in great academic demand. It involves reading texts by deploying discourse/s. These discourses have political, social, economic,

gendered, cultural values, and when one reads literature through such discursive lenses, interpretation of texts tend to be multiple and heterogeneous. The objective of this course is to acquaint learners with four relevant discourses or theories. These are Marxism, Feminism, Post structuralism, and Postcolonial Studies.

CO 1: By the end of this course, the learners shall be in a position to know some of the significant texts of discourses revolving around class, gender, power, language, race, identity and so forth.

CO 2: They will be able to relate their reading of literature through such theories, which would in turn facilitate their interpretive strategies.

#### **DSE 6: COURSE CODE: 60120 (LITERATURE AND CINEMA)**

COURSE OBJECTIVES: This course investigates relationships between two media, film and literature, studying works linked across the two media by genre, topic, and style. It aims to sharpen appreciation of major works of cinema and of literary narrative.

CO 1: The learners are expected to understand the elements involved in adapting texts to film.

CO 2: They will demonstrate analytical skills in visual literacy and reading filmic texts.

CO 3: Students will demonstrate a familiarity with ways of discussing and evaluating films as reflections of cultures and source texts.

#### **DSE 7: COURSE CODE: 60130 (PARTITION LITERATURE)**

COURSE OBJECTIVES: The Partition was perhaps the most horrific event of the twentieth-century subcontinent's history. Thousands of innocent people across the divided nation (India and Pakistan) lost their lives, millions lost their homes, and migrations of unimaginable magnitude took place. It is important to understand the backgrounds and reason for the partition, but also to consider its effects on the lives of the people involved. The historical accounts may not be enough; imaginative literature helps fill in the gaps in understanding the emotional impact of these events on people's lives. So, the objective of this course is to read literature that captures the sense of the times. There will also be film screenings since cinema also helps capture both the horror and the repercussions of these events.

CO 1: After the culmination of this course, the learners will be in a position to comprehend the magnitude of the tragedy of partition and realize how the trauma associated with it impinges on the victim's daily lives and activities even in the present.

CO 2: The course will attempt to highlight the historical fact transmuted by imagination tends to prove the validity of literature in representing the truth of the human condition.

## **DSE 8: COURSE CODE: 60140 (TRAVEL WRITING)**

COURSE OBJECTIVES: Travel writing is an important field of study nowadays. It is concerned with writings of travelers as they document the ways of a foreign culture, which might be ethnocentric in assumption, or some form of reverse ethnocentrism might be at work as well. The objective of this course is to read travelers' accounts of places from the past to the present. It encompasses writings of eminent travel writers from the medieval period to the present. The course will attempt to underscore the problematic associated with the genre, such as, the claims to authenticity of the narratives events, the role of imagination, the ethnocentric gaze, the element of wonder, and so forth.

CO 1: The learners would be in a position to understand the cultural dynamics of narratives written by travelers.

CO 2: They will be able to appreciate the difference in representation from the category of gender, religion and race.

CO 3: The learners will realize that travel narratives are always already ideological in import, and hence they can only be regarded as representations, rather than truth.

## **GE 1: COURSE CODE: 10210 (LANGUAGE LITERATURE AND CULTURE)**

COURSE OBJECTIVE: This course is designed to introduce the students with the basic concepts of language its characteristics its structure and how it functions The course further aims to familiarize the students how language is influenced by the socio-political-economic cultural realities of the society It also wants to acquaint the students about the relation between language and literature.

CO 1: The learners will be become familiar with various aspects related to language and its implications on culture and society.

CO 2: They will be able to appreciate the relevance of Indian literary texts in contemporary contexts.

CO 3: It is also expected that the learners will be able to comprehend the impact of social and cultural changes on language and communication.

## **GE 2: COURSE CODE: 20210 (MEDIA AND COMMUNICATION SKILLS)**

COURSE OBJECTIVES: The objective of this course is to introduce learners to media and communication skills. In this digital-visual landscape, it is necessary to be equipped with knowledge and technical expertise of new media. This course will enable learners with skills pertaining to mass communication in all its manifestations.

CO 1: It is expected that this course will act as a beginner's guide to media communication.

CO 2: It will enable them to opt for a career in journalism, television or digital media by continuing their study in this field in more rigorous terms in their postgraduate level.

### **GE 3: COURSE CODE: 30210 (TEXT AND PERFORMANCE)**

COURSE OBJECTIVE: This course aims at enabling the students to understand the link between texts and the contexts against which they are created. It is designed to help students be acquainted with the technical aspects of performance while at the same time enabling them to appreciate the significance of adaptations of literacy of a particular social milieu.

CO 1: The learners will be able to analyze various adaptations of literary texts.

CO 2: They will develop knowledge and understanding about key issue related to theoretical production and performance.

### **GE 4: COURSE CODE: 40210 (CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT)**

COURSE OBJECTIVES: This course will familiarise learners with gender issues related to its construction, legislation, resistance and marginalisation in the pan-Indian context. The objective of this course is to sensitise learners to the multiple forms of subjugation that patriarchy subjects women. It will also attempt to suggest strategies to resist or subvert such strategic silencing by means of an alternative discourse – feminism – a means to empower what Simone de Beauvoir ironically termed as the ‘second sex.’

CO 1: The learners will get acquainted with gender issues, including the politics of how it is constructed, reinforced and sustained.

CO 2: They will get apprised of women’s resistance against patriarchy through women’s movements, and well as understand the silence of twice marginalized sections, like Dalit women and tribal groups.

### **AECC 1: ENGLISH COMMUNICATION** (Ability Enhancement Compulsory Courses offered)

COURSE OBJECTIVES: The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced. The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are: Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking

etc. While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science.

CO 1: It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

CO 2: The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below.

CO 3: Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

### **AECC 2: COURSE CODE: 10320 (ALTERNATIVE ENGLISH)**

COURSE OBJECTIVES: This course is offered in lieu of MIL, for learners who do not have the required competence to take up any of the modern Indian languages that are part of the undergraduate curriculum. The objective of this course is to acquaint learners with some of the most representative Prose Pieces and Short Stories in the western literary and cultural canon. However, the course also accommodates texts that are significant in Indian writing in English. The rationale for including this course as part of AECC courses is to impart learners with the idea of the best that has been written (or translated) in the East as well as the West.

CO 1: After completing this course, learners will be in a position to understand and appreciate the value of the two sub-genres, prose and short stories.

CO 2: It is fictional in mode. The students will be able to understand cultural practices of the West and the East.

CO 3: It will broaden their perspective to accommodate disparate ideologies that operate in different spaces on account of cultural differences.

### **SEC 1: COURSE CODE: 30410 (ENGLISH LANGUAGE TEACHING) (ELT)**

COURSE OBJECTIVES: The objective of this course is to acquaint the learners with the methodologies of teaching English in classroom situation. There are various teaching aids to acquire proficiency in a given language. The scientific approach to teaching or learning a language can be quite rewarding and this course aims to acquaint learners with the tools and strategies of ELT.

CO 1: The learners will be in a position to acquire skills pertaining to teaching English.

### **SEC 2: COURSE CODE: 30420 (SOFT SKILLS)**

COURSE OBJECTIVES: Soft skills include communication skills, work ethic, positive attitude, emotional intelligence and other personal attributes crucial for success in business or career. Soft skills can be learnt and practiced for personal fulfillment and progress in career. This course provides the soft skills required mainly for professional achievements, and in the process, many of the personal requirements of an individual can be compiled with.



CO 1: After completing this course the learners will be able to enhance the soft skill which is needed in the practical as well as professional life.

CO 2: It will help the students in the personal progress as well as in professional development.

### **SEC 3: COURSE CODE: 40410 (CREATIVE WRITING)**

CO 1: The learners will acquire knowledge about the art and craft of academic as well as creative writing in English.

CO 2: It will help the learners to acquire the requisite knowledge for writing media reports, preparing for publication etc.

### **SEC 4: COURSE CODE: 40420 (BUSINESS COMMUNICATION)**

**COURSE OBJECTIVES:** This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favorable outside the firm environment, as well as an effective internal communications program. Business Communication introduces you to a variety of technical and business writing theories and practices designed to be applicable to the production of business communication in the real world. It teaches the fundamentals of good business writing, including protocols for business letters, memoranda, electronic mail, good and bad messages, persuasive messages and formal reports and proposals. In addition, there will be instruction in oral presentation and in depth practice on both an individual and a collaborative basis.

CO 1: Students will learn how to enhance their business communication with technically based media.

CO 2: This course will make you conversant with the basic forms, formats and techniques of business writing so that you will be thoroughly prepared to take part in real-world business fields.

CO 3: This course will give you the latest research information on language in general and the writing process specifically so that you will become a highly confident and skilled writer.

CO 4: This course will provide discussion of all relevant communicational theories so that you can apply this knowledge to a myriad of different communicational tasks and genres.

*Munmori Sankia*  
19/05/2022  
(Munmori Sankia)  
Head  
Department of English  
Bortholla College

**DEPARTMENT OF ECONOMICS  
BORHOLLA COLLEGE, BORHOLLA**

**PROGRAMME OUTCOME AND COURSE OUTCOME OF BA ECONOMICS**

**PROGRAMME OUTCOME:**

PO 1: While going through the course, students will have an idea of using quantitative techniques and other fields of economics. Students are trained to analyze economic theory in an empirical context.

PO 2: This course will help students in answering certain basic questions as to why some countries are lagging behind and what measures they need to take to promote growth.

PO 3: Exposure to the capital market enables the students to explain the modalities of resource assets.

PO 4: The course also tends to help students to understand about Indian planning.

PO 5: This course helps the students to know about the methods of sampling (i.e. sampling design) and furthermore, to know how to prepare the Questionnaire or a schedule.

PO 6: Knowledge in the handling of statistical tools like averages of location, variability, correlation, regression, normal Poisson, binomial distribution, probability, distribution, x-test, z-test, F-test etc. helps the students in further research work.

**PROGRAMME SPECIFIC OUTCOME:**

PSO 1: Statistical data analysis in social sciences can be done by the students.

PSO 2: The course increases the proficiency of the students to take up courses like company secretary (CS), marketing management, financial management, tax consultancy, hotel management, entrepreneurship development, micro-finance dairy development programme, etc.

PSO 3: It equips the students in the use of statistical tools and to apply them in data analysis.

**COURSE OUTCOME:**

**B.A. HONOURS PROGRAMME IN ECONOMICS:**

**COURSE CODE: ECNHC101**

**COURSE TITLE: INTRODUCTORY MICROECONOMICS**

CO 1: This course is designed to expose the students to the basic principles of microeconomic theory.

CO 2: The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

**COURSE CODE: ECNHC102**  
**COURSE TITLE: MATHEMATICAL METHODS FOR ECONOMICS–I**

CO 1: The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus.

CO 2: In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

**COURSE CODE: ECNHC201**  
**COURSE TITLE: INTRODUCTORY MACROECONOMICS**

CO 1: After reading this course the students will be able to answer questions on the basic concepts of Macroeconomics.

CO 2: This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variables like savings, investment, GDP, money, inflation and the balance of payments.

**COURSE CODE: ECNHC202**  
**COURSE TITLE: MATHEMATICAL METHODS FOR ECONOMICS – II**

CO 1: This course will transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus.

CO 2: In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

**COURSE CODE: ECNHC301**  
**COURSE TITLE: ESSENTIALS OF MICROECONOMICS**

CO 1: The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents.

CO 2: Learners will know how the mathematical tools are used to facilitate understanding of the basic concepts.

CO 3: This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.

**COURSE CODE: ECNHC302**  
**COURSE TITLE: ESSENTIALS OF MACROECONOMICS**

CO 1: This course introduces the students to formal modeling of a macro-economy in terms of analytical tools.

CO 2: The students will be able to analyze 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.

CO 3: It also introduces the students to various theoretical issues related to an open economy.

**COURSE CODE: ECNHC303**  
**COURSE TITLE: STATISTICAL METHODS FOR ECONOMICS**

CO 1: The students will be acquainted with statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference.

CO 2: It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions.

CO 3: This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference.

**COURSE CODE: ECNHC401**  
**COURSE TITLE: ADVANCED MICROECONOMICS**

CO 1: After completing this course the learners will have conceptual clarity on mathematical tools and reasoning coupled with the usage of those mathematical tools and reasoning.

CO 2: It covers general equilibrium and welfare, imperfect markets and topics under information economics.

**COURSE CODE: ECNHC402**  
**COURSE TITLE: ADVANCED MACROECONOMICS**

CO 1: The students will learn the long run dynamic issues like growth and technical progress.

CO 2: It also provides the micro-foundations to the various aggregative concepts used in the previous course.

**COURSE CODE: ECNHC403**  
**COURSE TITLE: INTRODUCTORY ECONOMETRICS**

CO 1: In this course the students will get the comprehensive introduction to basic econometric concepts and techniques.

CO 2: It covers statistical concepts of hypothesis testing, estimation and diagnostic checking of simple and multiple regression models.

CO 3: The learners will also get an idea about the consequences of tests for misspecification of regression models.

**COURSE CODE: ECNHC501**  
**COURSE TITLE: INDIAN ECONOMY- I**

CO 1: This course reviews major trends in economic indicators in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points by using appropriate analytical frameworks.

CO 2: The learners will have a general idea about the emerging issues also.

**COURSE CODE: ECNHC502**  
**COURSE TITLE: DEVELOPMENT ECONOMICS – I**

CO 1: The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models.

CO 2: The students will learn that the axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored.

CO 3: 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.

**COURSE CODE: ECNHC601**  
**COURSE TITLE: INDIAN ECONOMY- II**

CO 1: This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. Emphasis needs to be given in capturing the emerging issues.

**COURSE CODE: ECNHC602**  
**COURSE TITLE: DEVELOPMENT ECONOMICS-II**

CO 1: It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries.

CO 2: The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

**COURSE CODE: ECNHDSE501**

**COURSE TITLE: ECONOMICS OF HEALTH AND EDUCATION**

CO 1: The learners will know that the importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases.

CO 2: This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

**COURSE CODE: ECNHDSE502**

**COURSE TITLE: APPLIED ECONOMETRICS**

Co 1: The aim of this course is to provide a foundation in applied econometric analysis and develop skills required for empirical research in economics. Topics include specification and selection of regression models, dynamic econometric models, advanced methods in regression analysis and panel data models.

CO 2: Since the emphasis is on application of methods, this course requires understanding of econometric software and computing skills.

**COURSE CODE: ECNHDSE503**

**COURSE TITLE: ECONOMIC HISTORY OF INDIA (1857-1947)**

CO 1: This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule.

CO 2: This course links directly to the course on India's economic development after independence in 1947.

**COURSE CODE: ECNHDSE504**

**COURSE TITLE: GAME THEORY**

CO 1: The students will know about Game theory, which is an integral part of modern economic analysis. Game theory introduces the students to elementary game theory under complete information.

CO 2: This course introduces the basic concepts of game theory in a way that allows students to use them in solving simple problems. The course will deal with the solution concepts for normal form and extensive form games along with a variety of economic applications.

**COURSE CODE: ECNHDSE505**  
**COURSE TITLE: MONEY AND FINANCIAL MARKETS**

CO 1: This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions.

CO 2: It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

**COURSE CODE: ECNHDSE506**  
**COURSE TITLE: PUBLIC ECONOMICS**

CO 1: Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures.

CO 2: The course encompasses a host of topics including public goods, market failures and externalities. The paper is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

**COURSE CODE: ECNHDSE601**  
**COURSE TITLE: FINANCIAL ECONOMICS**

CO 1: This course introduces students to the economics of finance. Some of the basic models used to benchmark valuation of assets and derivatives are given to study in detail. The course ends with a brief introduction to corporate finance.

**COURSE CODE: ECNHDSE602**  
**COURSE TITLE: ENVIRONMENTAL ECONOMICS**

CO 1: This course aims to focus on economic causes of environmental problems; in particular, how economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies.

CO 2: It also aims to address Economic implications of environmental policy 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.

**COURSE CODE: ECNHDSE603**  
**COURSE TITLE: INTERNATIONAL ECONOMICS**

CO 1: This course develops a systematic exposition of models that try to explain the composition, direction, and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics, focusing on national policies as well as international monetary systems.

CO 2: It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.

**COURSE CODE: ECNHDSE604**  
**COURSE TITLE: THE ECONOMY OF NORTH-EAST INDIA**

CO 1: The learners will be acquainted with the characteristics as well as with the current issues of the economy of North-East India. The learners will also be able to know the performance and problems of the primary, secondary and tertiary sectors of North-East India.

**COURSE CODE: ECNHDSE605**  
**COURSE TITLE: HISTORY OF ECONOMIC THOUGHT**

CO 1: The objective of this course is to acquaint the learners with the historical developments in the economic thoughts propounded by different schools.

**COURSE CODE: ECNGE1**  
**COURSE TITLE: INTRODUCTORY MICROECONOMICS**

CO 1: This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

**COURSE CODE: ECNGE2**  
**COURSE TITLE: INTRODUCTORY MACROECONOMICS**

CO 1: This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

**COURSE CODE: ECNGE3.1**  
**COURSE TITLE: INDIAN ECONOMY I**

CO 1: Using appropriate analytical frameworks, this course reviews major trends in economic indicators in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Emphasis needs to be given in capturing the emerging issues.



**COURSE CODE: ECNGE3.2**  
**COURSE TITLE: MONEY AND FINANCIAL MARKET**

CO 1: This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions.

CO 2: It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

**COURSE CODE: ECNGE3.3**  
**COURSE TITLE: ENVIRONMENTAL ECONOMICS**

CO 1: This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Since several environmental problems are caused by economic activity (for instance, carbon emissions, overharvesting of renewable resources and air and water pollution as a by-product of industrial activity), this course examines different approaches to adjusting behaviour through economic institutions such as markets and incentives as well as through regulation, etc.

CO 2: It also addresses the economic implications of environmental changes. Conversely, the impact of economic growth on the environment is also addressed under the rubric of sustainable development. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course.

CO 3: The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organizations.

**COURSE CODE: ECNGE4.1**  
**COURSE TITLE: INDIAN ECONOMY-II**

CO 1: This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. Emphasis needs to be given in capturing the emerging issues.

**COURSE CODE: ECNGE4.2**  
**COURSE TITLE: ECONOMIC HISTORY OF INDIA (1857-1947)**

CO 1: This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

**COURSE CODE: ECNGE4.3**  
**COURSE TITLE: PUBLIC FINANCE**

CO 1: This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics.

CO 2: It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralization in India.

**B.A. NON-HONOURS PROGRAMME IN ECONOMICS:**

**COURSE CODE: ECNGC101**  
**COURSE TITLE: PRINCIPLES OF MICROECONOMICS – I**

CO 1: After completing this course learners will have the basic principles in Microeconomic theory and their applications.

**COURSE CODE: ECNGC201**  
**COURSE TITLE: PRINCIPLES OF MICROECONOMICS – II**

CO 1: After completing this course learners will have the basic principles in Microeconomic theory and their applications that are not discussed in the previous course.

**COURSE CODE: ECNGC301**  
**COURSE TITLE: PRINCIPLES OF MACROECONOMICS-I**

CO 1: This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

**COURSE CODE: ECNGC401**  
**COURSE TITLE: PRINCIPLES OF MACROECONOMICS-II**

CO 1: This is a sequel to Principles of Macroeconomics–I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

**COURSE CODE: ECNGDSE1**  
**COURSE TITLE: ECONOMIC DEVELOPMENT AND POLICY IN INDIA–I**

CO 1: This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

**COURSE CODE: ECNGDSE2**  
**COURSE TITLE: MONEY AND BANKING**

CO 1: This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions.

CO 1: It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

**COURSE CODE: ECNGDSE3**  
**COURSE TITLE: ENVIRONMENTAL ECONOMICS**

CO 1: This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Since several environmental problems are caused by economic activity (for instance, carbon emissions, overharvesting of renewable resources and air and water pollution as a by-product of industrial activity), this course examines different approaches to adjusting behaviour through economic institutions such as markets and incentives as well as through regulation, etc.

CO 2: It also addresses the economic implications of environmental. Conversely, the impact of economic growth on the environment is also addressed under the rubric of sustainable development. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organizations.

**COURSE CODE: ECNGDSE4**  
**COURSE TITLE: ECONOMIC DEVELOPMENT AND POLICY IN INDIA–II**

CO 1: Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy–I.

CO 2: This course examines sector-specific trends in key indicators and their implications in the post-Independence period.

**COURSE CODE: ECNGDSE5**  
**COURSE TITLE: ECONOMIC HISTORY OF INDIA (1857-1947)**

CO 1: This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule.

CO 2: This course links directly to the course on India's economic development after independence in 1947.

**COURSE CODE: ECNGDSE6**  
**COURSE TITLE: PUBLIC FINANCE**

CO 1: This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics.

CO 2: It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralization in India.

**COURSE CODE: ECNGE1**  
**COURSE TITLE: INTRODUCTORY MICROECONOMICS**

CO 1: This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

**COURSE CODE: ECNGE2**  
**COURSE TITLE: INTRODUCTORY MACROECONOMICS**

CO 1: This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy.

CO 2: This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

*Jogoi*  
23/05/2022  
H O D  
Dept of Economics  
Bomdila College

**DEPARTMENT OF EDUCATION  
BORHOLLA COLLEGE, BORHOLLA**

**PROGRAMME OUTCOME:**

PO1: Understanding the role of education in a changing social context and critically analyze its operational effectiveness in that context.

PO2: Understand the nature and processes of learning relevant for human being.

PO3: Understanding the process of social interaction and its relevance in education.

PO4: Familiarize students with methods of educational research, educational technology, measurement and evaluation in the field of education, to understand the various issues and problems in the Indian Educational System and to acquaint students with the existing education system of various developed and developing countries.

PO5: Develop scientific attitude among the students through experimental psychology.

PO6: Familiarize students with philosophical enquiry as a basis of all educational endeavors.

PO7: Students will understand the management process and develop knowledge on Recourse Management, Institutional Management, Financial Management and Personal Management.

PO8: Will familiarize the students with environmental and population issues.

PO9: Will acquaint students with continuing educational and population issues.

**PROGRAMME SPECIFIC OUTCOME:**

PSO1: Will inculcate in the students' knowledge of the process foundation theories philosophies and principles of education.

PSO2: Develop the ability of scientific thinking and attitudes as well as critical thinking.

PSO3: Will attain knowledge about various teaching skills and how to use it in class room management

PSO4: Will acquire the ability to engage in life-long and self-directed learning.

## **COURSE OUTCOME OF BA EDUCATION**

### **B.A. HONOURS PROGRAMME IN EDUCATION:**

#### **EDNH101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

CO 1: On completion of the course, the students will be able to describe the modern concept, aims, functions and role of education and the role of Philosophy in Education.

CO 2: They will be able to explain the basic tenants of the given Indian and Western Philosophies and their influence in Education.

CO 3: They will be able to appraise the contribution of the given philosophers in the domain of education.

#### **EDNH102: SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

CO 1: On completion of the course, the students will be able to explain the concept, approaches and theories of educational sociology.

CO 2: They will be able illustrate Social Aspects, Social Processes and role of Education.

CO 3: Learners will know how to explain the role of Education in Social Change and Development.

CO 4: They will be able to describe various Social Groups and their Education.

CO 5: They will be able to explain different Political Ideologies and their bearings on Education.

#### **EDNH201: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

On completion of the course, the students will be able to:

CO 1. Explain the concept, nature, scope and uses of psychology in Education.

CO 2. Explain the influence of growth and development in education.

CO 3. Describe the meaning, concept, variables, types and theories of learning.

CO 4. Discuss the concept and theories of intelligence and creativity.

CO 5. Explain the meaning, concept, factors and theories of personality.

CO 6. Describe the concepts of mental health and mental hygiene, measures of mental health in school.

#### **EDNH202: EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

On completion of the course, learners will be able to-

CO 1. Define the concept of Educational Management.

CO 2. Describe the types of management and modern trends of Educational management.

CO 3. Define the concept of educational leadership

CO 4. Explain the principles of educational leadership

CO 5. Describe the styles of leadership and its implication in educational leadership.

CO 6. Define the concept of educational planning and its importance

CO 7. Analyze the role and importance of educational supervision

CO 8. Suggest measures to ensure quality in educational management.

### **EDNH301: GREAT EDUCATORS AND EDUCATIONAL THOUGHTS**

CO 1: After completion of the Course, the students will be able to describe the contribution of the given philosophers in the domain of education.

CO 2: Learners will be able to explain the relevance of the educational thought of the given philosophers.

### **EDNH302 : MEASUREMENT AND EVALUATION IN EDUCATION**

CO 1: Learners will be to explain the meaning, nature, scope, need and types of measurement and evaluation in education.

CO 2: Learners will be to describe the meaning of psychological tests, their characteristics and process of construction.

CO 3: Learners will be to describe some specific tools to measure achievement, intelligence, personality and aptitude.

CO 4: Learners will be to describe the meaning and nature of different statistical measures.

CO 5: Learners will be to use statistics in measurement and evaluation in education.

### **EDNH303: EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL**

CO 1: On completion of the course, the students will be able to explain the concept, scope and need of Experimental psychology.

CO 2: On completion of the course, the students will be able to conduct and report of psychological experiments.

CO 3: On completion of the course, the students will be able to describe the meaning and nature of memory, immediate memory, memory span and its related practical.

CO 4: On completion of the course, the students will be able to explain the concept of attention, span of attention and its related practical.

CO 5: On completion of the course, the students will be able to explain the concept, theories and methods of learning and its related practical.

CO 6: On completion of the course, the students will be able to state the concept of personality, different techniques of personality testing and its related practical.

CO 7: On completion of the course, the students will be able to state the concept of intelligence, historical background of intelligence testing and its related practical.

### **EDNH401: EDUCATION IN PRE-INDEPENDENT INDIA**

CO 1: The students will be able to explain the concept of education in the context of Indian heritage.

CO 2: They will have an idea about the education in ancient India, particularly Vedic Education and Buddhist Education.

CO 3: The students will be able to critically examine the education system in Medieval India.

CO 4: They will be acquainted with the evaluation the education system during British period with special emphasis on the commissions and committees.

### **EDNH402: TECHNIQUES OF TEACHING**

CO 1: Learners will be able to explain the meaning and nature of teaching.

CO 2: Learners will be able to describe the principles of teaching and learning.

CO 3: Learners will be able to describe the role of teacher at different phases of teaching.

CO 4: Learners will be able to explain the importance of planning lessons in teaching-learning process.

CO 5: Learners will be able to describe the concept of teaching skills and the stages of microteaching cycle.

CO 6: Learners will be able to state the objectives of teaching different subjects in Elementary and Secondary levels.

CO 7: Learners will be able to describe different methods and approaches of teaching.

### **EDNH4020: TEACHING PRACTICE**

CO 1: On completion of the course, the students will be able to demonstrate a few teaching skills in classroom.



CO 2: On completion of the course, the students will be able to integrate the teaching skills in real classroom situations.

CO 3: On completion of the course, the students will be able to prepare lesson plans for Microteaching and Practice teaching.

### **EDNH403: EDUCATIONAL TECHNOLOGY**

CO 1: Learners will be able to describe the concept, nature and components of Educational Technology

CO 2: This course will make the students capable to distinguish between Educational technology and Instructional Technology

CO 3: They will know how to apply ICT in teaching learning

CO 4: Learners will be able to analyze the concept, components and characteristics of communication

CO 5: The course demonstrates the skills of effective communication.

CO 6 Students will be able to apply Models of teaching, personalized system of instruction, and programmed learning in teaching learning.

### **EDNH501: EDUCATION IN POST-INDEPENDENT INDIA**

CO 1: On completion of this course learners will be able to describe the educational scenario at the time of Independence.

CO 2: On completion of this course learners will be able to explain the roles of various Commissions and Committees in the development of education in post independent India.

CO 3: On completion of this course learners will be able to describe the recent educational developments in India.

### **EDNH502: EDUCATION IN WORLD PERSPECTIVE**

CO 1: After reading this course learners will be able to explain the meaning and definition, nature, scope and purpose of comparative education.

CO 2: After studying this course learners will be able to describe the factors influencing in national system of education.

CO 3: After reading this course learners will be able to describe the methods of comparative education.

CO 4: After reading this course learners will be able to explain the organization, administration, objectives and examination systems of the countries.

CO 5: After reading this course learners will be able to describe the vocational and teacher education of different countries, especially UK, USA, India and Japan.

CO 6: After reading this course learners will be able to explain the open education in world perspective.

### **EDNH601: EMERGING TRENDS IN INDIAN EDUCATION**

CO 1: This course will enable the learners to explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.

CO 2: This course will enable the learners to identify the challenges of Indian education at different levels and suggest measures to overcome these.

CO 3: This course will enable the learners to define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Inclusive education, Adult education, Human right education, Value education, population education etc.

CO 4: This course will enable the learners to critically examine and evaluate the initiatives taken by Government of India through various plans and policies to counter the challenges of Indian education.

CO 5: This course will enable the learners to explain the political influences on the national education system.

CO 6: This course will enable the learners to analyze the role of international agencies in development of education.

### **EDNH602: CHILD & ADOLESCENT PSYCHOLOGY**

CO 1: The outcome of this course is that it will enable the students to explain the significance of a study of childhood and adolescence today.

CO 2: The outcome of this course is that it will enable the students to describe the developmental changes of childhood and adolescence.

CO 3: The outcome of this course is that it will enable the students to summarize the effect of family dynamics on child and adolescent development

CO 4: The outcome of this course is that it will enable the students to explain the significance of the role of society in monitoring and guiding young children in their proper development.

## **DSEED501 / GEED101: GUIDANCE AND COUNSELLING**

CO 1: This course will make the students competent to describe meaning, nature, purpose and scope of guidance and counseling.

CO 2: This course will make the students competent to describe the characteristics and functions of guidance and counseling.

CO 3: This course will make the students competent to state the basic principles of guidance and counseling.

CO 4: This course will make the students competent to explain the types and areas of guidance and counseling.

CO 5: This course will make the students competent to use various tools and techniques of guidance in appropriate context.

CO 6: This course will make the students competent to explain the qualities and role of a counselor.

## **DSEED502 / GEED102: VALUE EDUCATION**

CO 1: After completing this course the learners will be able to explain the concepts of values and value education.

CO 2: After completing this course the learners will be able to describe the importance of value education in the 21st century.

CO 3: After completing this course the learners will be able to describe the need of values in creating a better world.

CO 4: After completing this course the learners will be able to explain the promotion of value through education.

## **DSEED503 / GEED301: INCLUSIVE EDUCATION**

CO 1: On completion of the course, the students will be able to explain the concept of special education, integrated education, and inclusive education.

CO 2: On completion of the course, the students will be able to discuss the global and national commitments towards the education of children with diverse needs.

CO 3: On completion of the course, the students will be able to appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.

CO 4: On completion of the course, the students will be able to analyze critically the recommendations of various commissions and committees towards teacher preparation for inclusive education.

CO 5: On completion of the course, the students will be able to describe the nature of difficulties encountered by children and in preparing conducive teaching learning environment in inclusive schools.

CO 6: On completion of the course, the students will be able to identify existing support services for promoting inclusive practice.

CO 7: On completion of the course, the students will be able to describe the policy perspectives related to education of socially disadvantaged section in India.

CO 8: On completion of the course, the students will be able to describe the schemes and programmes for education of socially disadvantaged groups.

### **DSEED504 / GEED302: MENTAL HEALTH ISSUES**

CO 1: The expected outcome is that after studying this course student will be able to explain the need and importance of understanding the concepts of mental health and hygiene in the emerging society.

CO 2: The expected outcome is that after studying this course students will be able to empathize with people having psychological and maladjustment problems.

CO 3: The expected outcome is that after studying this course student will be able to describe the role of different agencies of society and their impacts on the development of an individual's personality.

CO 4: The expected outcome is that after studying this course student will be able to describe the various components of positive psychology and its significance in the teaching learning processes.

CO 5: The expected outcome is that after studying this course students will be able to integrate yoga in their day-to-day lives for holistic health.

### **DSEED601 / GEED201: HUMAN RIGHTS EDUCATION**

CO 1: Students will be able to explain the meaning, definition, nature, scope, theories and constitutional perspectives of human rights.

CO 2: Students will be able to describe the concept, objectives, principles, need and curriculum, of human rights education.

CO 3: Students will be able to describe methods and activities of teaching human right education.

CO 4: Students will be able to describe the factors promoting human right education.

CO 5: Students will be able to describe the basics of human rights education i.e. societal, political, regionalism and limitations of its

CO 6: Students will be able to explain the role of different agencies of human rights education.

## **DSEED602 / GEED 401: ECONOMICS OF EDUCATION**

CO 1: On completion of the course, students will be able to describe the meaning, scope and importance of Economics of Education

CO 2: On completion of the course, students will be able to define and illustrate the concepts used in economics of Education.

CO 3: On completion of the course, students will be able to examine the historical development of Economics of Education.

CO 4: On completion of the course, students will be able to explain the concept of Education as a good, demand and supply of education, Utility of Education etc.

CO 5: On completion of the course, students will be able to explain the concept of investment in education, return on investment in education, education as production process etc.

CO 6: On completion of the course, students will be able to explain the concepts of different types of Educational cost.

CO 7: On completion of the course, students will be able to examine the concepts of human capital formation, Education financing, Educational Planning etc.

## **DSEED603 / GEED202: GENDER AND EDUCATION**

CO 1: Expected Learning Outcome is that on completion of the course, the students will be able to explain the meaning and nature of gender and its related terms.

CO 2: Expected Learning Outcome is that on completion of the course, the students will be able to describe the gender biases and gender inequality in family, school and society.

CO 3: Expected Learning Outcome is that on completion of the course, the students will be able to describe the gender issues related to school education.

CO 4: Expected Learning Outcome is that on completion of the course, the students will be able to analyze the laws and policies related to gender equality.

## **DSEED604: PROJECT REPORT**

CO 1: After completion of this course, the student will be able to explain the process of conducting a Project.

CO 2: After completion of this course, the student will be able to identify the problems for Educational Project.

CO 3: After completion of this course, the student will be able to solve problems faced in educational field through project.

## **COURSE OUTCOME B.A. IN EDUCATION (NON - HONOURS):**

### **EDCN101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

CO 1: Expected Learning Outcome is that on completion of the course, the students will be able to describe the modern concept, aims, functions and role of education.

CO 2: Expected Learning Outcome is that on completion of the course, the students will be able to describe the role of Philosophy in Education.

CO 3: Expected Learning Outcome is that on completion of the course, the students will be able to explain the basic tenants of the given Indian and Western Philosophies and their influence in Education.

CO 4: Expected Learning Outcome is that on completion of the course, the students will be able to appraise the contribution of the given philosophers in the domain of education.

### **EDCN201: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

CO 1: The students will be able to explain the concept, nature, scope and uses of psychology in Education.

CO 2: The students will be able to explain the influence of growth and development in education.

CO 3: The students will be able to describe the meaning, concept, variables, types and theories of learning.

CO 4: The students will be able to discuss the concept and theories of intelligence and creativity.

CO 5: The students will be able to explain the meaning, concept, factors and theories of personality.

CO 6: The students will be able to describe the concepts of mental health and mental hygiene, measures of mental health in school.

### **EDCN301: SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

CO 1: Expected Learning Outcome is that on completion of the course, the students will be able to explain the concept, approaches and theories of educational sociology.

CO 2: Expected Learning Outcome is that on completion of the course, the students will be able to illustrate Social Aspects, Social Processes and role of Education.

CO 3: Expected Learning Outcome is that on completion of the course, the students will be able to explain the role of Education in Social Change and Development.

CO 4: Expected Learning Outcome is that on completion of the course, the students will be able to describe various Social Groups and their Education.

CO 5: Expected Learning Outcome is that on completion of the course, the students will be able to explain different Political Ideologies and their bearings on Education.

### **EDCN401: EMERGING TRENDS IN INDIAN EDUCATION**

CO 1: On completion of the course, the students will be able to explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.

CO 2: On completion of the course, the students will be able to identify the challenges of Indian education at different levels and suggest measures to overcome these.

CO 3: On completion of the course, the students will be able to define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Inclusive education, Adult education, Human right education, Value education, population education etc.

CO 4: On completion of the course, the students will be able to critically examine and evaluate the initiatives taken by Government of India through various plans and policies to counter the challenges of Indian education.

CO 5: On completion of the course, the students will be able to explain the political influences on the national education system.

CO 6: On completion of the course, the students will be able to analyze the role of international agencies in development of education.

### **EDDSEN501: GREAT EDUCATORS AND EDUCATIONAL THOUGHT**

CO 1: After completion of the Course, the students will be able to describe the contribution of the given philosophers in the domain of education

CO 2: After completion of the Course, the students will be able to- explain the relevance of the educational thought of the given philosophers

### **EDDSEN502: MEASUREMENT AND EVALUATION IN EDUCATION**

CO 1: The students will be able to explain the meaning, nature, scope, need and types of measurement and evaluation in education.

CO 2: The students will be able to describe the meaning of psychological tests, their characteristics and process of construction.

CO 3: The students will be able to describe some specific tools to measure achievement, intelligence, personality and aptitude.

CO 4: The students will be able to describe the meaning and nature of different statistical measures.

CO 5: The students will be able to use statistics in measurement and evaluation in education.

### **EDDSEN503 / GEEDN501: EDUCATION IN PRE-INDEPENDENT INDIA**

CO 1: On completion of the course, the learners will be able to explain the concept of education in the context of Indian heritage.

CO 2: On completion of the course, the learners will be able to describe the education in ancient India, particularly Vedic Education and Buddhist Education.

CO 3: On completion of the course, the learners will be able to critically examine the education system in Medieval India.

CO 4: On completion of the course, the learners will be able to evaluate the education system during British period with special emphasis on the commissions and committees.

### **EDDSEN504: EDUCATION IN WORLD PERSPECTIVE**

CO 1: Expected Learning Outcome is that after completion of the course, the students will be able to explain the meaning and definition, nature, scope and purpose of comparative education.

CO 2: Expected Learning Outcome is that after completion of the course, the students will be able to describe the factors influencing in national system of education.

CO 3: Expected Learning Outcome is that after completion of the course, the students will be able to describe the methods of comparative education.

CO 4: Expected Learning Outcome is that after completion of the course, the students will be able to explain the organization, administration, objectives and examination systems of the countries.

CO 5: Expected Learning Outcome is that after completion of the course, the students will be able to describe the vocational and teacher education of different countries, especially UK, USA, India and Japan.

CO 6: Expected Learning Outcome is that after completion of the course, the students will be able to explain the open education in world perspective.

### **EDDSEN505 / GEEDN502: GUIDANCE AND COUNSELLING**

CO 1: The students will be able to describe meaning, nature, purpose and scope of guidance and counseling.

CO 2: The students will be able to describe the characteristics and functions of guidance and counseling.

CO 3: The students will be able to state the basic principles of guidance and counseling.

CO 4: The students will be able to explain the types and areas of guidance and counseling.

CO 5: The students will be able to use various tools and techniques of guidance in appropriate context.



CO 6: The students will be able to explain the qualities and role of a counselor.

### **EDDSEN506 / GEEDN503: VALUE EDUCATION**

CO 1: Expected Learning Outcome is to explain the concepts of values and value education.

CO 2: Expected Learning Outcome is to describe the importance of value education in the 21st century.

CO 3: Expected Learning Outcome is to describe the need of values in creating a better world.

CO 4: Expected Learning Outcome is to explain the promotion of value through education.

### **EDDSEN507: INCLUSIVE EDUCATION**

CO 1: On completion of the course, the students will be able to explain the concept of special education, integrated education, and inclusive education.

CO 2: On completion of the course, the students will be able to discuss the global and national commitments towards the education of children with diverse needs.

CO 3: On completion of the course, the students will be able to appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.

CO 4: On completion of the course, the students will be able to analyze critically the recommendations of various commissions and committees towards teacher preparation for inclusive education.

CO 5: On completion of the course, the students will be able to describe the nature of difficulties encountered by children and in preparing conducive teaching learning environment in inclusive schools.

CO 6: On completion of the course, the students will be able to identify existing support services for promoting inclusive practice.

CO 7: On completion of the course, the students will be able to describe the policy perspectives related to education of socially disadvantaged section in India.

CO 8: On completion of the course, the students will be able to describe the schemes and programmes for education of socially disadvantaged groups.

### **EDDSEN508: MENTAL HEALTH ISSUES**

CO 1: The students will be able to explain the need and importance of understanding the concepts of mental health and hygiene in the emerging society.

CO 2: The students will be able to empathize with people having psychological and maladjustment problems.

CO 3: The students will be able to describe the role of different agencies of society and their impacts on the development of an individual's personality.

CO 4: The students will be able to describe the various components of positive psychology and its significance in the teaching learning processes.

CO 5: The students will be able to integrate yoga in their day-to-day lives for holistic health.

### **EDDSEN601: EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

CO 1: On completion of the course, learners will be able to define the concept of Educational Management.

CO 2: On completion of the course, learners will be able to describe the types of management and modern trends of Educational management.

CO 3: On completion of the course, learners will be able to define the concept of educational leadership.

CO 4: On completion of the course, learners will be able to explain the principles of educational leadership.

CO 5: On completion of the course, learners will be able to describe the styles of leadership and its implication in educational leadership.

CO 6: On completion of the course, learners will be able to define the concept of educational planning and its importance.

CO 7: On completion of the course, learners will be able to analyze the role and importance of educational supervision.

CO 8: On completion of the course, learners will be able to suggest measures to ensure quality in educational management.\

### **EDDSEN602 / GEEDN601: EDUCATION IN POST-INDEPENDENT INDIA**

CO 1: Learners will be able to describe the educational scenario at the time of Independence.

CO 2: Learners will be able to explain the roles of various Commissions and Committees in the development of education in post independent India.

CO 3: Learners will be able to describe the recent educational developments in India.

### **EDDSEN603: EDUCATIONAL TECHNOLOGY**

CO 1: The learners will be able to describe the concept, nature and components of Educational Technology.

CO 2: The learners will be able to distinguish between Educational technology and Instructional Technology.

CO 3: The learners will be able to apply ICT in teaching learning.

CO 4: The learners will be able to describe the concept, components and characteristics of communication.

CO 5: The learners will be able to demonstrate the skills of effective communication

CO 6: The learners will be able to apply Models of teaching, personalized system of instruction, programmed learning in teaching learning.

#### **EDDSEN604: CHILD & ADOLESCENT PSYCHOLOGY**

CO 1: Learners will have the capacity to explain the significance of a study of childhood and adolescence today.

CO 2: Learners will have the capacity to describe the developmental changes of childhood and adolescence.

CO 3: Learners will have the capacity to summarize the effect of family dynamics on child and adolescent development.

CO 4: Learners will have the capacity to explain the significance of the role of society in monitoring and guiding young children in their proper development.

#### **EDDSEN605 / GEEDN602: HUMAN RIGHTS EDUCATION**

CO 1: Expected learner outcome is that students will have the capacity to explain the meaning, definition, nature, scope, theories and constitutional perspectives of human rights.

CO 2: Expected learner outcome is that students will have the capacity to describe the concept, objectives, principles, need and curriculum, of human rights education.

CO 3: Expected learner outcome is that students will have the capacity to describe methods and activities of teaching human right education.

CO 4: Expected learner outcome is that students will have the capacity to describe the factors promoting human right education.

CO 5: Expected learner outcome is that students will have the capacity to describe the basics of human rights education i.e. societal, political, regionalism and limitations of its

CO 6: Expected learner outcome is that students will have the capacity to explain the role of different agencies of human rights education.

#### **EDDSEN606: ECONOMICS OF EDUCATION**

CO 1: The students will acquire the capacity to describe the meaning, scope and importance of Economics of Education

CO 2: The students will acquire the capacity to define and illustrate the concepts used in economics of Education.

CO 3: The students will acquire the capacity to examine the historical development of Economics of Education.

CO 4: The students will acquire the capacity to explain the concept of Education as a good, demand and supply of education, Utility of Education etc.

CO 5: The students will acquire the capacity to explain the concept of investment in education, return on investment in education, education as production process etc.

CO 6: The students will acquire the capacity to explain the concepts of different types of Educational cost.

CO 7: The students will acquire the capacity to examine the concepts of human capital formation, Education financing, Educational Planning etc.

### **EDDSEN607 / GEEDN603: GENDER AND EDUCATION**

CO 1: The students will be able to explain the meaning and nature of gender and its related terms.

CO 1: The students will be able to describe the gender biases and gender inequality in family, school and society.

CO 1: The students will be able to describe the gender issues related to school education.

CO 1: The students will be able to analyze the laws and policies related to gender equality.

*Deekia*  
23/05/2022  
Head  
Education Department  
Borholla College

**DEPARTMENT OF GEOGRAPHY  
BORHOLLA COLLEGE, BORHOLLA**

**PROGRAMME OUTCOME:**

PO1: Students will understand the distribution and production of resource, mobilization, utilization and exploitation of resources, sustainable development and future trend, environmental problems and optimum utilization of resources, a forestation, agro forestation, economic activity and human resource.

PO2: Human Geography will acquaint the students with understanding the origin, migration, growth, race, population problem, mode of living, man resource and man-land ratio.

PO3: In Regional Development Planning the students will learn to compare national planning techniques with that of develop counties like Japan and America and the advanced techniques and technologies they use in the use of resources, in planning environment and the pollution control measure they use.

PO4: Study of Regional India will give students knowledge of the resources and planning in indigenous resources, location significance of India, avenues for tourism development and border trades. It also studies areas of conflict and cooperation, trade and commerce on India with other SAARC countries.

PO5: The course equips students with knowledge Cartographic and Quantitative Methods of study and use of Statistical techniques, principles of application of Geographical Information System, GPS and Remote Sensing.

PO6: Population and Settlement Geography, Social and Political Geography studies environmental influences on population.

PO7: The students will gain knowledge of the regional geography of North East India with special focus on Assam.

**PROGAMME SPECIFIC OUTCOME:**

PSO1: The three year under graduate course in Geography (Major) quips the students with knowledge in different areas in Geography- geomorphology, oceanography, climatology, world regional geography, soil and biology, economic geography, human geography, development planning, cartography.

PSO2: The field trips and outdoor classes organized by the department gives the students the opportunity to apply their classroom knowledge in real life.

**COURSE OUTCOME:**

**GEOGRAPHY HONOURS:**

**COURSE C1 (THEORY)**

**GGRM 101T4: GEOMORPHOLOGY AND BIO GEOGRAPHY**

CO 1: The main objective of this paper is to make the students comprehend the various processes responsible for the development of diverse landforms on the earth surface.

CO 2: The learners will also be able to describe how the natural surrounding and human activities are responsible for the distribution of plants and animals.

**COURSE C1 (PRACTICAL)**

**GGRM 101P2: GEOMORPHIC TECHNIQUES**

CO 1: The main objective of this paper is to make the students understand the various morphometric techniques used in drainage analysis.

CO 2: The students will be acquainted with the various slope analysis techniques and uses of different types of scale.

**COURSE C2 (THEORY)**

**GGRM 102T4: CLIMATOLOGY**

CO 1: The main objective of this paper is to make the students aware of the composition of atmosphere and various climatic processes.

CO 2: The students will also learn about various factors responsible for the climatic disturbances.

**COURSE C2**

**GGRM 102P2: PRACTICALS BASED ON CLIMATIC DATA**

CO 1: The main objective of this paper is to make the students gain knowledge of the various weather symbols and to prepare graphs based on climatic data.

CO 2: The students will be able to find out the variability in the distribution of rainfall and the factors responsible for such variation in the pattern of rainfall.

**COURSE C3**

**GGRM201T6: HUMAN GEOGRAPHY (THEORY)**

CO 1: The objective of this paper is to introduce the major themes of human geography and its importance in present days.

CO 2: The students will also learn about population growth and factors responsible for uneven distribution of population in the world.

CO 3: The student will also gain knowledge about the population resource relationship and various types of settlement pattern.

**COURSE C4**  
**GGRM 202T4: GEOGRAPHY OF INDIA (THEORY)**

CO 1: The objective of this paper is to make the students familiar with the various aspects of India.

CO 2: The students will learn about the physical, anthropogenic and economic diversity of India and the factors responsible for such diversities.

**COURSE C4**  
**GGRM 202P2: PRACTICAL ON THEMATIC CARTOGRAPHY**

CO 1: The main objective of this paper is to make the students aware of the various application of thematic mapping and shape index analysis.

**COURSE C5**  
**GGRM 301T4: CARTOGRAPHY (THEORY)**

CO 1: The main objective of this paper is to make the students aware about the history of map projection and uses of different types of map projection.

CO 2: The students will learn about the various surveying methods and the instrument used in it.

**COURSE C5**  
**GGRM 302P2: CARTOGRAPHIC TECHNIQUES (PRACTICAL)**

CO 1: The main objective of this paper is to enlighten the students with the different types of map projection and its uses.

**COURSE C6**  
**GGRM302T6: REGIONAL GEOGRAPHY OF WORLD (THEORY)**

CO 1: The main objective of this course to develop understanding of the learner about climate, soil and topography in different continents of the world.

CO 2: The learners will be acquainted with the industrialization and population distribution in developed, developing and underdeveloped nations of the world.

**COURSE C7**  
**GGRM 303T6: STATISTICAL METHODS IN GEOGRAPHY (THEORY)**

CO 1: The main objective of this paper is to make the students aware about the various statistical techniques used in geographical study.

**COURSE C8**  
**GGRM401T6: ECONOMIC GEOGRAPHY (THEORY)**

CO 1: The goal of this course is to enhance the learner with the basic ideas of primary, secondary and tertiary activities and its spatio-temporal pattern.

CO 2: The learners will also acquire the knowledge of some economic development models in relation to agriculture and industry.

**COURSE C 9**  
**GGRM402T6: ENVIRONMENTAL GEOGRAPHY (THEORY)**

CO 1: The objective of this course is to develop conceptual and theoretical ideas of environment as well as relationship between man and environment in different geo climatic regions.

CO 2: The learners will also attain the nature and intensity of some burning environmental issues at local, regional and global level along with mitigation programs and policies.

**COURSE C10**  
**GGRM403T4: REMOTE SESING AND GIS (THEORY)**

CO 1: The goal of this course is to enhance of the ability of the learners in the field of latest satellite based technology and data source such as remote sensing.

**COURSE C10**  
**GGRM403P2: REMOTE SENSING AND GIS (PRACTICAL)**

CO 1: The objective of the course is to develop some practical knowledge and skills in diversified applications of remote sensing data and technology.

**COURSE C11**  
**GGRM 501T4: REGIONAL PLANNING AND DEVELOPMENT (THEORY)**

CO 1: The objective of the paper is to improve the understanding of learners about Region, regionalization, Regional planning and development.

CO 2: It will also incorporate models associated with economic growth and development.

**COURSE C11**  
**GGRM 501P2: REGIONAL PLANNING AND DEVELOPMENT (PRACTICAL)**

CO 1: The basic objective of the course is to enhance the learner in the field of demarcation and distribution of resources.

CO 2: To make the students aware about methods of regionalization and resource disparity map.

**COURSE C12**  
**GGRM502T4: POPULATION GEOGRAPHY (THEORY)**



CO 1: The objective of this course is to enhance the learner with the basic ideas of population size, composition, growth and distribution along with its determinants.

CO 2: The course will also incorporate contemporary issues of population.

#### **COURSE C12**

##### **GGRM 502P2: POPULATION GEOGRAPHY (PRACTICAL)**

CO 1: The main objective of the course is to develop the cartographic ideas for the representation of major Demographic data.

#### **COURSE C 13**

##### **GGRM601T6: EVOLUTION OF GEOGRAPHICAL THOUGHT (THEORY)**

CO 1: The objective of the course is familiarizing the learner towards the development of geographic ideas during the era of ancient, pre-modern and modern period.

CO 2: The course will also enlighten the learners with the contemporary issues and approaches of development of the discipline.

#### **COURSE C14**

##### **GGRM602T6: DISASTER MANAGEMENT BASED PROJECT WORK**

CO 1: The main objective of the field work is to conduct an extensive survey over an area to evaluate the nature, intensity, frequency and impact of a Hazard/ disaster and suggesting possible mitigation measures.

#### **SEC 1(4C)**

##### **GGRM SEC301AP2: REMOTE SENSING (PRACTICAL)**

CO 1: The objective of the course is to develop some practical knowledge and skills in diversified applications of remote sensing data and technology.

##### **GGRM SEC301BP2: ADVANCED SPATIAL STATISTICAL TECHNIQUES**

CO 1: The objective of the course is to develop diversified statistical knowledge and skills in field of data collection, data processing and data analysis and interpretation.

CO 2: Students will be able to use Statistical Software Package like SPSS, MS Excel, R, etc.

#### **SEC 2 (4 C)**

##### **GGRMSEC401AP2: GEOGRAPHICAL INFORMATION SYSTEM (PRACTICAL)**

CO 1: The objective of the course is to enhance the technical skills in the field of processing and analysis of both spatial and non-spatial data in GIS Software acquired from GPS, Remote sensing and land base surveys and its utilities in various fields.

## **GGRM SEC401BP2: RESEARCH METHODS (PRACTICAL)**

CO 1: The main objective of the course to familiarize learner with the basic ideas of framing research questions/ research hypothesis, scientific methods of data collection and analysis along with preparation of research report.

### **ELECTIVE DISCIPLINE SPECIFIC DSE 1 (6 C) GGRM DSE501AT6: SETTLEMENT GEOGRAPHY**

CO 1: The objective of this course is to develop understanding of the learner about the concept, types and the classification of settlements.

CO 2: The course also familiarizes learners with the basic theories of market center and settlement evolution.

### **DSE 1 GGRM DSE501B T6: RESOURCE GEOGRAPHY**

CO 1: The main objective of the course to develop the concept of recourse, utilization pattern, classification and its distribution over the earth.

CO 2: The course also focuses on significances of resource management and sustainable development.

### **DSE 2 (6 C) GGRM DSE 502AT6: URBAN GEOGRAPHY**

CO 1: The main objective of this course is to introduce learners with the nature, scope and development of urban geography.

CO 2: The course also deals with pattern of urbanization in different parts of the world along with basic issues of urbanization in some of the major urban agglomerations in India.

### **DSE 2 (6 C) GGRM DSE502BT6: AGRICULTURAL GEOGRAPHY**

CO 1: The objective of this course to enhance the concept of agricultural activities, its determinants and types under different geo- environmental condition of the world.

CO 2: The course also introduces learners with some Land use and cropping intensity models.

### **DSE 3 (6 C) GGRM DSE 601AT6: GEOGRAPHY OF HEALTH AND WELLBEING**

CO 1: The objective of the course to conceptualize learner in the field of health and well being, relationship between human activities, health and environment.

CO 2: The course also covers broad aspects of pollution, climate change and health issues in different parts of the world.

**DSE 4 (6 C)**

**GGRM DSE 602AT6: HYDROLOGY AND OCEANOGRAPHY**

CO 1: The main objective of this course is to enhance the students about the concept and components of hydrological cycle and its intervention by anthropogenic activities.

CO 2: The course also incorporates bottom configuration and ocean dynamics along with physical and chemical properties of ocean sea water.

**DSE 4 (6 C)**

**GGRM DSE 602BT6: SOCIAL GEOGRAPHY**

CO 1: The main objective of this paper is to make the student understand the basic concept of social geography and the impact of technologies in social changes.

CO 2: The student will also know about the different social categories and social problems faced by the society today.

**ELECTIVE GENERIC PAPERS**

**GE 1 (6 C)**

**GGRM GE 101AT6: DISASTER MANAGEMENT**

CO 1: The main objective of this paper is to make the students aware about the concepts of hazards, disasters, risk and vulnerability.

CO 2: The students will be given proper guidance about the Do's And Don'ts during and post disaster period.

**GE 1**

**GGRM GE 101BT6: GEOGRAPHY OF TOURISM**

CO 1: The main objective of this paper is to make the students aware about the scope and nature of tourism.

CO 2: The students will also learn about the impact of tourism in the economy, environment and society.

**GE 2 (6 C)**

**GGRM GE 201AT6: SPATIAL INFORMATION TECHNOLOGY**

CO 1: The main objective of this paper is to enlightened the students about the application of various spatial information technologies and the data used for spatial information.

**GE 2**  
**GGRM GE201BT6 : REGIONAL DEVELOPMENT**

CO 1: The main objective of this paper is to introduce the student about the basic of regions and the need of regional planning in India.

CO 2: The students will also learn about the strategies and models used for regional planning.

**GE 3 (6 C)**  
**GGRM GE 301AT6: CLIMATE CHANGE: VULNERABILITY AND ADAPTATION**

CO 1: The main objective of this paper is to make the students understand climate change and the factors responsible for such changes.

CO 2: The students will also learn about the various negative impact of climate change on flora and fauna and its mitigations.

**GE 3**  
**GGRM GE301BT6: RURAL DEVELOPMENT**

CO 1: The main objective of this paper is to make the students understand meaning of rural development and the impact of rural economies on the economy of the country.

**GE 4 (6 C)**  
**GGRM GE401AT6: INDUSTRIAL GEOGRAPHY**

CO 1: The main objective of this paper is to make the students aware about the nature and scope of industrial geography.

CO 2: The students will also know about the various industrial policies of India and impact of industries in the environment, society and economy of India.

**GE 4**  
**GGRM GE 401BT6: SUSTAINABLE DEVELOPMENT**

CO 1: The main objective of this paper is to make the students understand the basic concept and history of development of sustainable development.

CO 2: The students will also know about the role of various agencies in sustainable development.

**COURSE OUTCOME: GEOGRAPHY NON HONOURS:**

**C1**  
**101T6: PHYSICAL GEOGRAPHY**

CO 1: The main objective of this paper is to make the students comprehend the various component of the earth, composition of atmosphere and various climatic processes.

CO 2: The students will also learn about components of hydrological cycle and its intervention by anthropogenic activities. The course also incorporates bottom configuration and ocean dynamics.

## **C2**

### **201T6: HUMAN GEOGRAPHY**

CO 1: The objective of this paper is to introduce the major themes of human geography and its importance in present days.

CO 2: The students will also learn about population growth and factors responsible for uneven distribution of population in the world.

CO 3: The student will also gain knowledge about the population resource relationship and various types of settlement pattern.

## **C3**

### **301T6 GENERAL CARTOGRAPHY (PRACTICAL)**

CO 1: The main objective of this paper is to enlighten the students with the different types of map projection and its uses.

## **C4**

### **401T6: ENVIRONMENTAL GEOGRAPHY**

CO 1: The objective of this course is to develop conceptual and theoretical ideas of environment as well as relationship between man and environment in different geo climatic regions.

CO 2: The learners will also attain the nature and intensity of some burning environmental issues at local, regional and global along with mitigation programs and policies.

### **SKILL ENHANCEMENT COURSE (2 COMPULSORY PAPERS):**

## **SEC1**

### **301AP2: REGIONAL PLANNING AND DEVELOPMENT**

CO 1: The main objective of this paper is to introduce the student about the basic of regions and the need of regional planning in India.

CO 2: The students will also learn about the strategies and models used for regional planning.

## **SEC 2**

### **SEC401AP2: REMOTE SENSING AND GPS BASED PROJECT REPORT (PRACTICAL)**

CO 1: The goal of this course is to enhance of the ability of the learners in the field of latest satellite based technology and data source such as remote sensing.

## **SEC 3**

### **SEC501AP2: GIS BASED PROJECT REPORT (PRACTICAL)**

CO 1: The goal of this course is to enhance of the ability of the learners in the field of mapping using GIS technologies.

## **SEC 4**

### **SEC601AP2: FIELD TECHNIQUES AND SURVEY BASED PROJECT REPORT**

CO 1: The main objective of the field work is to conduct an extensive survey over an area to evaluate the nature, intensity, frequency and impact of human on landforms and flora and fauna.

## **DISCIPLINE SPECIFIC ELECTIVE PAPERS:**

### **DSE 1**

#### **DSE 501AT6: GEOGRAPHY OF INDIA**

CO 1: The objective of this paper is to make the students familiar with the various aspects of India.

CO 2: The students will learn about the physical, anthropogenic and economic diversity of India and the factors responsible for such diversities.

### **DSE 1**

#### **DSE 501BT6: ECONOMIC GEOGRAPHY**

CO 1: The goal of this course is to enhance the learner with the basic ideas of primary, secondary and tertiary activities and its spatio-temporal pattern.

CO 2: The learners will also acquire the knowledge of some economic development models relation to agriculture and industry.

### **DSE 2**

#### **DSE 601AT6: DISASTER MANAGEMENT**

CO 1: The main objective of this paper is to make the students aware about the concepts of hazards, disasters, risk and vulnerability.

CO 2: In this paper an attempt has been made to prepare the students about the Do's And Don'ts during and post disaster.

## **DSE 2**

### **DSE601BT6: GEOGRAPHY OF TOURISM**

CO 1: The main objective of this paper is to make the students aware about the scope and nature of tourism.

CO 2: The students will also learn about the impact of tourism in the economy, environment and society.

### **GENERIC ELECTIVE:**

## **GE 1**

### **GE 501AT6: DISASTER RISK REDUCTION**

CO 1: The main objective of this paper is to make the students aware about the concepts of hazards, disasters, risk and vulnerability.

CO 2: In this paper an attempt has been made to prepare the students about the Do's And Don'ts during and post disaster.

## **GE 2**

### **GE 601AT6: SUSTAINABILITY AND DEVELOPMENT**

CO 1: The main objective of this paper is to make the students understand the basic concept and history of development of sustainable development.

CO 2: The students will also know about the role of various agencies in sustainable development.

*P. Bora*  
H.O.D.  
Deptt. of Geography  
Borholla College

**DEPARTMENT OF HISTORY  
BORHOLLA COLLEGE, BORHOLLA**

**PROGRAMME OUTCOME:**

PO1: The course will enable students to use methodological tools in the study of history.

PO2: Students will be oriented to the different periods in the history of India enabling them to understand the emergence of India from the ancient times to the present day.

PO3: The study of world civilization will help students understand the transition of Europe from the medieval to the modern age and also to comprehend the link between the coming of the Europeans to India and the establishment of colonies.

PO4: Students will understand the different scientific and technological developments in ancient and medieval India.

PO5: To give the students an insight into the regional history the course includes the history of Assam of different periods.

**PROGRAMME SPECIFIC OUTCOME:**

PSO1: Students will be acquainted with research methodology which will enrich their critical thinking abilities enabling them to look at history with critical insight.

PSO2: The history of different periods and countries will enable the students to gain a holistic view of the socio cultural, political and cultural history of different countries of the world at different stages and their impact on present times.

PSO3: Students will attain knowledge about the history of Assam from pre-Ahom era to the attainment of freedom in 1947.

PSO4: Students will gain knowledge of the scientific and technological developments in ancient and medieval India.

**COURSE OUTCOME:**

**Course Code: HISHC101**

**Course Title: HISTORY OF INDIA- I**

CO 1: The objective of this course is to analyze the various source materials for the reconstruction of Ancient Indian History and the approaches of historical reconstruction.



CO 2: The students will be acquainted the various ancient cultures, the technological, economic, political and religious development of the period concerned.

**Course Code: HISHC102**

**Course Title: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD**

CO 1: The students will be acquainted with the evolution of humankind, the beginning of food production, the Bronze Age., advent of iron, the slave society in ancient Greece, the economy and the Political culture of the ancient Greece.

**Course Code: HISHC103**

**Course Title: HISTORY OF INDIA II**

CO 1: The objective of this course is to acquaint the students with agrarian economy, the growth of urban centers in northern and central India and the Deccan as well as craft production, trade routes and coinage.

CO 2: students will be able to describe process of state formation and the Mauryan and post-Mauryan plities with special reference to the Kushnas, Satavahanas and Gana-Sanghas.

CO 3: Learners will have a general idea about land grants, land rights and peasantry, urban decline and religious traditions of early India.

**Course Code: HISHC104**

**Course Title: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD**

CO 1: The learners will be acquainted with the Roman Empire, slave society, the cultural and trade.

CO 2: The learners will be acquainted with the crisis and disintegration of the Roman Empire.

CO 3: The learners will be exposed to Economic development in Europe from 7th to 14th centuries covering production, technological developments, growth of towns and trade and feudal crisis.

**GENERIC ELECTIVE:**

**COURSE CODE: HISGE 1**

**COURSE TITLE: HISTORY OF ASSAM: 1228 –1826**

CO 1: The objective of this paper is to give a general outline of the history of Assam from the 13th century to the occupation of Assam by the English East India Company in the first quarter of the 19th century.

CO 2: It aims to acquaint the students with major stages of developments in the political, social and cultural history of the state during the most important formative period.

**COURSE CODE: HISGE 2**

**COURSE TITLE: HISTORY OF INDIA FROM THE EARLIEST TIMES TO 1526**

CO 1: The objective of this paper is to acquaint the students with the general outline of the history of India from the known earliest times to the coming of the Mughals to India in the first quarter of the 16th century.

CO 2: It is aimed at giving them a comprehensive idea of the developments in all spheres of life during this period.

**CORE COURSES-DISCIPLINE SPECIFIC COURSE (DSC):**

**COURSE CODE: HISGC101**

**COURSE TITLE: HISTORY OF ANCIENT INDIA**

CO 1: The paper intends to acquaint the students with the emergence of state system in north India, the development of imperial state structure, the state formation in the Deccan and in South India in the early period.

CO 2: The paper will apprise the students with the changes and transformations in polity, economy and society in the early period and the cultural interactions of early India with the Southeast Asian Countries.

**COURSE CODE: HISGC201**

**COURSE TITLE: HISTORY OF MEDIEVAL INDIA**

CO 1: The Objective of the Paper is to acquaint the pupils with political development in India from 1200 to 1750.

CO 2: It requires the pupils to understand the States in Medieval Times, Administrative apparatus and society, economy and culture of India in Pre-Modern Period.

**COURSE CODE: HISHC105**

**COURSE TITLE: HISTORY OF INDIA III (C. 750 -1206)**

CO 1: Students will be aware about the Early Medieval India and its historical geography.

CO 2: Learners will be able to describe the political structure, agrarian structure, trade and commerce and religious and cultural developments during that period.

**COURSE CODE: HISHC106**

**COURSE TITLE: RISE OF THE MODERN WEST – I**

CO 1: Students will have a general idea about transition from Feudalism to Capitalism and its problems and theories. They will also know about the motives, voyages and explorations of the early Colonial Expansion.

CO 2: Learners will know about Renaissance and its Social Roots, spread of Humanism in Europe and Renaissance Art.

CO 3: They will have knowledge about the origins and social background of Reformation, economic developments of the sixteenth century, Shift of economic balance from the Mediterranean to the Atlantic and emergence of European State System including Thirty Years War and Rise of Absolutism.

**COURSE CODE: HISHC107**

**COURSE TITLE: HISTORY OF INDIA IV (C.1206 - 1550)**

CO 1: Students will be able to interpret the Delhi Sultanate including Political Structures.

CO 2: They will be able to describe about the emergence of provincial Dynasties and their religious, social and cultural practices.

**COURSE CODE: HISHC108**

**COURSE TITLE: RISE OF THE MODERN WEST – II**

CO 1: Learners will get a general idea about the following features –

- a) Agriculture and Industry in Europe in the 17th century.

- b) Origin of English Civil war.
- c) Rise of Modern Science: Scientific Revolution (From Renaissance to 18th century).
- d) Development of Enlightenment.
- e) Origin and development of American Revolution.

**COURSE CODE: HISHC109**  
**PAPER IX: HISTORY OF INDIA V (C. 1550 - 1605)**

CO 1: Through this paper the students will be acquainted with the following topics:-

- I. Sources and Historiography.
- II. Establishment of Mughal rule.
- III. Consolidation of Mughal rule under Akbar.
- IV. Overview of society and economy of that period.
- V. Political and religious ideals of that period.

**COURSE CODE: HISGE 3**  
**COURSE TITLE: HISTORY OF INDIA: 1526 – 1947**

CO 1: After completing this course the students will have a general idea about the history of India from 1526 to 1947.

CO 2: They will be able to discuss the Political Conditions in Northern India in the beginning of the 16th century.

CO 3: This paper also focuses on the decline of the Mughal Empire and Beginning of the European Settlements in India.

CO 4: It includes the freedom struggle of India and up to 1947.

**COURSE CODE: HISGE 4.1**  
**COURSE TITLE: HISTORY OF MODERN ASSAM: 1826 –1947**

CO 1: This paper focuses on the political Condition in Assam on the Eve of the British rule and Assam history throughout the ages from 1826 to 1947.

CO 2: Students will get a general idea about the contribution of Assamese people of that time to the freedom struggle of India.

**COURSE CODE: HISGE 4.2**  
**COURSE TITLE: HISTORY OF EUROPE: 1453-1815**

CO 1: The different units in this course focus on –

1. Renaissance- meaning -background-impacts.
2. Colonial Expansion in the 15th –16th centuries – Causes, Extent and Implication.
3. The Scientific Revolution in the 16th –17th centuries - extent, nature and results.
4. American War of Independence- Political and Economic Issues and Significance and The Industrial Revolution in Europe- causes and significance.
5. The French Revolution- Causes, Courses and Significance.

**COURSE CODE: HISGC301**

**COURSE TITLE: HISTORY OF MODERN INDIA**

CO 1: To aware the students about decline and the disintegration of the Mughal Empire and the Growth of Regional Powers and expansion and consolidation of the British Rule under Warren Hastings and Lord Cornwallis.

CO 2: Students will know about the British Economic Policy in India – Land Revenue, Trade, Commercialization of Agriculture, the Drain Theory.

CO 3: Students will have a better idea about Gandhi in Indian politics- the Khilafat and the Non Co-operation Movement, the Civil Disobedience Movement etc.

**COURSE CODE: HISGC401**

**COURSE TITLE: EARLY AND MEDIEVAL ASSAM TILL 1826**

CO 1: Students will learn about Ahom State Formation and its Consolidation.

CO 2: At the same time they will have an idea about Decline of the Ahom Kingdom and the Moamariya Rebellion.

CO 3: Students will be introduced with the various sources of history study like Archaeological, Numismatic, Epigraphy, Literary Sources etc.

**COURSE CODE: HISHC1011**

**COURSE TITLE: HISTORY OF MODERN EUROPE- I (C. 1780-1919) I.**

CO 1: After reading this paper students will have a very good idea about the following features of European history –

- I. The French Revolution and its European Repercussions.

II. Restoration and Revolution: c. 1815 – 1848.

III Capitalist Industrialization and social and Economic Transformation: Late 18th century to AD 1914.

IV. Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries.

V. World War I.

**COURSE CODE: HISHC1012**

**COURSE TITLE: HISTORY OF INDIA VII (C. 1750 - 1857)**

CO 1: The prime focus in this paper is India in the Mid-18th Century.

CO 2: After completing this paper learners will be able to analyze Colonial State and Ideology, Rural Economy and Society, Trade and Industry and Popular Resistances that prevailed during the period from 1750 to 1857 in India.

**COURSE CODE: HISHC1013**

**COURSE TITLE: HISTORY OF INDIA VIII (C. 1857 - 1950)**

CO 1: The learners' outcome in this paper is that the students will have a better idea about the cultural changes and Social and Religious Reform Movements in India during 1857 – 1950.

CO 2: Students will have a better idea about Mahatma Gandhi and his contribution to the freedom struggle of India.

**COURSE CODE: HISHC1014**

**COURSE TITLE: HISTORY OF MODERN EUROPE II (C. 1780 -1939)**

CO 1: This paper focuses on the following topics of world history –

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

II. The Crisis of Feudalism in Russia and Experiments in Socialism.

III. Imperialism, War, and Crisis: c. 1880-1939.

IV. Post 1919 Political Development.

V. Cultural and Intellectual Developments since c. 1850.

**DISCIPLINE SPECIFIC ELECTIVE:**

**COURSE CODE: HISHDSE501**  
**COURSE TITLE: EARLY AND MEDIEVAL ASSAM TILL 1826**

CO 1: Students will learn about Ahom State Formation and its Consolidation.

CO 2: At the same time they will have an idea about Decline of the Ahom Kingdom and the Moamariya Rebellion.

CO 3: Students will be introduced with the various sources of history study like Archaeological, Numismatic, Epigraphy, Literary Sources etc.

**COURSE CODE: HISHDSE502**  
**COURSE TITLE: HISTORY OF MODERN ASSAM: 1826 –1947**

CO 1: This paper focuses on the political Condition in Assam on the Eve of the British rule and Assam history throughout the ages from 1826 to 1947.

CO 2: Students will get a general idea about the contribution of Assamese people of that time to the freedom struggle of India.

**COURSE CODE: HISHDSE601**  
**COURSE TITLE: SOCIAL AND ECONOMIC HISTORY OF ASSAM**

CO 1: Learners will know about the development of Caste System in Ancient Assam, Social Classes and Occupational Groups. Moreover they will know about the religious beliefs and practices in Ancient Assam. These are Vaishnavism, Saivism, Shaktism and Buddhism; Art, Sculpture and Architecture of Early Assam.

CO 2: They will be acquainted with the society and economy in Medieval Assam.

CO 3: Moreover learners will get an idea about society and economy in colonial Assam.

**COURSE CODE: HISHDSE602**  
**COURSE TITLE: HISTORIOGRAPHY**

CO 1: Students will be given an idea about the concept, sources and evolution of Historiography.

CO 2: They will also know about the Historical Traditions in India and Development of History Writing in India in Modern Period.

**COURSE CODE: HISHDSE603**  
**COURSE TITLE: HISTORY OF THE UNITED STATES OF AMERICA (C.1776-1945)**

CO 1: The students will have a general idea about the settlement and colonization by Europeans in the United States of America.

CO 2: Learners will be able to describe abolitionism and sectionalism and the rise of Republicanism, Lincoln and the Civil War in United States.

CO 3: They will also learn about Spanish-American War 1898, World War I and Fourteen Points of Woodrow Wilson, Great Depression and New Deal Reforms and connection between USA and World War II.

**DISCIPLINE SPECIFIC ELECTIVE (DSE):**

**COURSE CODE: HISGDSE1**

**COURSE TITLE: RISE OF MODERN WEST**

CO 1: The course outcome of this paper is to enable the learners to analyze Renaissance and its meaning, background and impacts.

CO 2: They will know about Colonial Expansion in the 15th –16th centuries and Commercial Revolution in Europe.

CO 3: The students will be acquainted with the Scientific Revolution in the 16th –17th centuries, Mercantilism and European Economy during 17th and 18th Centuries and the causes, courses and significance of the French Revolution.

**COURSE CODE: HISGDSE 2.1**

**COURSE TITLE: HISTORY OF EUROPE: 1815 – 1945**

CO 1: The students will be able to answer on any question related to the History of Europe from 1815 to 1945.

CO 2: They will have a general idea about The Congress of Vienna, the unification of Italy , the unification of Germany , France under Napoleon III with his internal and foreign Policies, Era of Reforms in Russia under Alexander II and Alexander III and Europe before the First World War, during the First World War and its Consequences.



**COURSE CODE: HISGDSE 2.2**

**COURSE TITLE: POLITY, SOCIETY AND ECONOMY OF MODERN ASSAM (1826-1947)**

CO 1: The learners will have an idea about Political Condition in Assam on the Eve of the British Rule.

CO 2: They will also know about the expansion of the British Rule in Assam and various laws and reforms initiated by them.

**GENERIC ELECTIVE (INTERDISCIPLINARY):**

**COURSE CODE: HISGE5**

**COURSE TITLE: WOMEN IN INDIAN HISTORY**

CO 1: Learners will know about the Women in Ancient Indian Society from the Vedic period. They will also know about the development of Women in India throughout the ages up to 19<sup>th</sup> century.

CO 2: At the same time they will know about the definition and scope of Feminist Movements and Development of Women's History in India.

CO 3: This paper focuses on the history of development of Women's Organization in Assam and their contribution to the freedom struggle of India.

**COURSE CODE: HISGE6**

**COURSE TITLE: ENVIRONMENTAL HISTORY**

CO 1: Learners will be acquainted with the emergence of Environmental History as a Branch of Historical studies.

CO 2: Students will know about the community interaction with the Environment in the early period in India and environmental factors that are responsible for the decline of Indus Valley Civilization.

CO 3: Students will be able to describe British Forest Policy in India and the view of Mahatma Gandhi and Nehru on environmental issues.

*Shandip*  
23/05/2022  
HOD  
Dept. of History  
Bongaiga College

**DEPARTMENT OF POLITICAL SCIENCE  
BORHOLLA COLLEGE, BORHOLLA**

**COURSE OUTCOME OF BA POLITICAL SCIENCE**

**B.A. HONOURS PROGRAMME IN POLITICAL SCIENCE:**

**1.1 COURSE -I: UNDERSTANDING POLITICAL THEORY**

CO 1: This course is divided into five units. The units introduce the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends.

CO 2: Further the last two units tend to reconcile political theory and practice through reflections on the ideas and practices related to State, Citizenship and Democracy.

**1.2 COURSE II: CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA**

CO 1: This course acquaints the students with the constitutional design of States' structure and institutions, and their actual working over time. The Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself.

CO 2: The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice.

CO 3: It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

**2.1 COURSE III: POLITICAL THEORY: CONCEPTS AND DEBATES**

CO 1: This course is divided into five units. The Course helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit.

CO 2: Further this course introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

**2.2 COURSE IV: POLITICAL PROCESS IN INDIA**

C.O 1: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence

of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby.

CO 2: It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

### **3.1 COURSE V: INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS**

CO 1: This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

### **3.2 COURSE -VI: PERSPECTIVES ON PUBLIC ADMINISTRATION**

CO 1: The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories.

CO 2: The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

### **3.3 COURSE VII: PERSPECTIVES ON INTERNATIONAL RELATIONS AND WORLD HISTORY**

CO 1: This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of-analysis approach.

CO 2: After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century.

CO 3: Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

### **4.1 COURSE VIII: POLITICAL PROCESSES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE**

CO 1: In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

## **4.2 COURSE -IX: PUBLIC POLICY AND ADMINISTRATION IN INDIA**

CO 1: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

## **4.3 COURSE – X: GLOBAL POLITICS**

CO 1: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks.

CO 2: The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

## **5.1 COURSE - XI: CLASSICAL POLITICAL PHILOSOPHY**

CO 1: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

## **5.2 COURSE – XII: INDIAN POLITICAL THOUGHT-I**

CO 1: This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes.

CO 2: The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

## **6.1 COURSE – XIII: MODERN POLITICAL PHILOSOPHY**

CO 1: Philosophy and politics are closely intertwined. We explore this convergence by identifying five main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

## **6.2 COURSE – XIV: INDIAN POLITICAL THOUGHT-II**

CO 1: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected

extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

### **DISCIPLINE SPECIFIC ELECTIVES:**

#### **DSE-1A: CONTEMPORARY POLITICS IN ASSAM**

C.O 1: After reading this paper students will be acquainted with the students with the politics of contemporary Assam and its neighboring states.

CO 2: Moreover, being located in the Northeast region it is invariably the concern of the students to have proper understanding of the region.

#### **DSE-1B: DILEMMAS IN POLITICS**

CO 1: This course is designed to explore, analyze and evaluate some of the central issues, values and debates in the/ contemporary world that has a bearing on normative political inquiry. The eight issues selected as dilemmas, though not exhaustive, are some of the salient ones discussed across societies.

#### **DSE-2A: HUMAN RIGHTS IN COMPARATIVE PERSPECTIVE**

CO 1: This course will enable the learners to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world.

CO 2: The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

#### **DSE-2B: DEVELOPMENT PROCESS AND SOCIAL MOVEMENTS IN CONTEMPORARY INDIA**

CO 1: This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

CO 2: Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus.

#### **DSE 3A: Public Policy in India**

CO 1: The learners will have a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes.

CO 2: The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

### **DSE 3B: UNDERSTANDING GLOBAL POLITICS**

CO 1: This course aims to provide students a basic yet interesting and insightful way of knowing and thinking about the world around them. It is centered on three sets of basic questions starting with what makes the world what it is by instructing students how they can conceptualize the world and their place within it.

CO 2: The students will be able to analyze the basic fault lines that drives the world apart which will help students explore how and why they need to think about the 'world' as a whole from alternate vantage points.

### **DSE 4A: INDIA'S FOREIGN POLICY IN A GLOBALIZING WORLD**

CO 1: This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavor is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level.

CO 2: Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

### **DSE 4B: UNDERSTANDING SOUTH ASIA**

CO 1: The course introduces the historical legacies and geopolitics of South Asia as a region. It imparts an understanding of political regime types as well as the socioeconomic issues of the region in a comparative framework.

CO 2: The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

## **GENERIC ELECTIVE PAPERS**

### **GE-1A: NATIONALISM IN INDIA**

CO 1: The purpose of this course is to help students understand the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins with the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence.

CO 2: The course tries to highlight its various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

## **GE-1B: CONTEMPORARY POLITICAL ECONOMY**

CO 1: Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives: 1. To familiarize the students with the different theoretical approaches; 2. To give a brief overview of the history of the evolution of the modern capitalist world; 3. To highlight the important contemporary problems, issues and debates on how these should be addressed.

## **GE-2A: FEMINISM: THEORY AND PRACTICE**

CO 1: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.

## **GE-2B: GANDHI AND THE CONTEMPORARY WORLD**

CO 1: Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

## **GE-3A: UNDERSTANDING AMBEDKAR**

CO 1: This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted.

CO 2: This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic phenomena of the society.

## **GE-3B: GOVERNANCE: ISSUES AND CHALLENGES**

CO 1: This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalizing world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

## **GE-4A: POLITICS OF GLOBALIZATION**

CO 1: The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective.

CO 2: This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

#### **GE-4B: UNITED NATIONS AND GLOBAL CONFLICTS**

CO 1: This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts.

CO 2: The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

#### **SKILL ENHANCEMENT COURSE**

##### **AECC-3A: DEMOCRATIC AWARENESS WITH LEGAL LITERACY**

CO 1: The student will be aware of the institutions that comprise the legal system - the courts, police, jails and the system of criminal justice administration. Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation.

CO 2: Learners have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons.

##### **AECC-3B: PUBLIC OPINION AND SURVEY RESEARCH**

CO 1: This course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India.

CO 2: It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

##### **AECC-4A: LEGISLATIVE PRACTICES AND PROCEDURES**

CO 1: To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work.

CO 2: These will help to understand complex policy issues, draft new legislation, track and analyze ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle interoffice communications.

CO 3: It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.



## **AECC-4B: PEACE AND CONFLICT RESOLUTION**

CO 1: The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically.

CO 2: It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations.

CO 3: This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories.

CO 4: The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today.

CO 5: The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

## **B.A. POLITICAL SCIENCE NON-HONOURS PROGRAMME:**

### **DSC- 1 A: INTRODUCTION TO POLITICAL THEORY**

CO 1: This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

### **DSC- 1 B: INDIAN GOVERNMENT AND POLITICS**

CO 1: Learners will know various features of Indian Politics and Nature of the State in India on the basis of Liberalism, Marxism and Gandhian philosophy. They will also know basic features of Indian Constitution - Debates on Fundamental Rights and Directive Principles, Institutional Functioning of Prime Minister, Parliament and Judiciary

CO 2: Students will be acquainted with Power Structure in India - Caste, Class, Patriarchy, Religion and Politics- Secularism and Communalism.

CO 3: The course discusses Parties and Party Systems in India; Strategies of Development- Planned Economy and Neo-Liberalism.

CO 4: Students will be able to describe various Social Movements in India, such as Workers, Peasants, Environmental and Women's Movement.

### **DSC- 1C: COMPARATIVE GOVERNMENT AND POLITICS**

CO 1: Students will be given idea about Comparative Politics, its Nature, Scope and Methods of Comparative Political Analysis.

CO 2: They will know about Classifications of Political Systems - Parliamentary and Presidential on the basis of UK and USA, Federal and Unitary on the basis of Canada and China.

### **DSC- 1D: INTRODUCTION TO INTERNATIONAL RELATIONS**

CO 1: This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

### **DSE 1A (I) : THEMES IN COMPARATIVE POLITICAL THEORY**

CO 1: This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions.

CO 2: By chiefly exploring the Indian and Western traditions of political theory through some select themes, the learners will be taught to appreciate the value and distinctiveness of comparative political theory.

### **DSE 1A (II): ADMINISTRATION AND PUBLIC POLICY: CONCEPTS AND THEORIES**

CO 1: Learners will be taught how Public Administration as a Discipline is taught, its evolution, meaning, scope and significance.

CO 2: They will learn about various Administrative Theories like Classical Theory, Scientific Management Theory, Human-Relations Theory, Rational Decision-Making Theory etc.

CO 3: Students will be able to analyze Elements and Politics of Development Administration, the New Public Management Paradigm and the Critical Perspective in the Post Globalized Era.

### **DSE 1B (I): DEMOCRACY AND GOVERNANCE**

CO 1: This Paper tries to explain the institutional aspects of democracy and how institutions function within a constitutional framework. It further delves into how democracy as a model of governance can be complimented by institution building.

### **DSE 1B (II): UNDERSTANDING GLOBALIZATION**

CO 1: This course will give students a basic understanding of what is meant by the phenomenon of globalization, its sources and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that require solutions at global level.

### **GE 1: READING GANDHI**

CO 1: The course seeks to meet two essential objectives: one, to acquaint the students with the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context.

CO 2: It also aims to acquaint the students with the social and political thought of Gandhi. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

## **GE 2: HUMAN RIGHTS GENDER AND ENVIRONMENT**

CO 1: This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

### **AECC-1 LEGISLATIVE SUPPORT**

CO 1: To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team.

### **AECC-2 PUBLIC OPINION AND SURVEY RESEARCH**

CO 1: This course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India.

CO 2: It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

### **AECC-3 DEMOCRATIC AWARENESS WITH LEGAL LITERACY**

CO 1: The proposed course aims to acquaint student with the structure and manner of functioning of the legal system in India.

### **AECC- 4 PEACE AND CONFLICT RESOLUTION**

CO 1: This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences.

CO 2: It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels.

CO 3: The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

*Sphulkan*  
H.O.D.  
Dept. of Political Science  
Borholla College  
Date

**DEPARTMENT OF SOCIOLOGY  
BORHOLLA COLLEGE, BORHOLLA**

**BA SOCIOLOGY COURSE OUTCOMES:**

**The Course Outcomes for all the semesters of BA Sociology are as following –**

**CORE COURSE 1  
INTRODUCTION TO SOCIOLOGY – I**

CO 1: The course will introduce the discipline of Sociology to students from diverse trainings and capabilities.

CO 2: The course is intended to introduce the students to a sociological way of thinking.

CO 3: It will create a foundation for the other more detailed and specialized courses in sociology.

**CORE CORSE 02  
SOCIOLOGY OF INDIA – I**

CO 1: This paper introduces the processes and modes of construction of knowledge of India.

CO 2: Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

**CORE COURSE 03  
INTRODUCTION TO SOCIOLOGY II**

CO 1: The course will enable the students to provide a general introduction to sociological thought.

CO 2: The focus is on studying from the original texts to give the students a flavour of how over a period of time thinkers have conceptualized various aspects of society.

CO 3: This paper also provides a foundation for thinkers in the other papers.

**CORE COURSE 03  
SOCIOLOGICAL THEROIES**

CO 1: The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology.

**CORE COURSE 04  
SOCIOLOGY OF INDIA – II**

CO 1: This paper aims to draw attention to the variety of ideas and debates about India.

CO 2: Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

**CORE COURSE 04**  
**METHODS OF SOCIOLOGICAL ENQUIRY**

CO 1: The course is a general introduction to the methodologies of sociological research methods.

CO 2: It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

**CORE COURSE 05**  
**POLITICAL SOCIOLOGY**

CO 1: The learners will get knowledge about some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues.

CO 2: A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.

**CORE COURSE 06**  
**SOCIOLOGY OF RELIGION**

CO 1: The course lays primacy to the understanding of religious over individual religions.

CO 2: Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts.

CO 3: Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

**CORE COURSE 07**  
**SOCIOLOGY OF GENDER**

CO 1: The course introduces gender as a critical sociological lens of enquiry in relation to various social fields.

CO 2: It also interrogates the categories of gender, sex, and sexuality.

**CORE COURSE 08**  
**ECONOMIC SOCIOLOGY**

CO 1: The course provides an understanding of the social and cultural bases of economic activity.

CO 2: It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

**CORE COURSE 09**  
**SOCIOLOGY OF KINSHIP**

CO 1: This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies.

CO 2: The course looks at the trajectories and new directions in kinship studies.

**CORE COURSE 10**  
**SOCIAL STRATIFICATION**

CO 1: This course introduces students to Sociological Study of Social Inequalities.

CO 2: It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

**CORE COURSE 11**  
**SOCIOLOGICAL THINKERS –I**

CO 1: The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

CO 2: The students will learn about August Comte, Karl Marx, Max Weber and Emile Durkheim.

**CORE COURSE 12**  
**SOCIOLOGICAL RESEARCH METHODS – I**

CO 1: The course is a general introduction to the methodologies of sociological research methods.

CO 2: It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

**CORE COURSE 13  
SOCIOLOGICAL THINKERS II**

CO 1: To students will be introduced to post-classical sociological thinking through some original texts.

CO 2: The learners will know about Orientation to Post-Classical Theories/ Schools in Sociology.

**CORE COURSE 14  
RESEARCH METHODS II**

CO 1: The course is an introductory course on how research is actually done.

CO 2: The students will learn about formulating research design, methods of data collection, and data analysis.

CO 3: It will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

**DISCIPLINE SPECIFIC ELECTIVE 01  
URBAN SOCIOLOGY**

CO 1: This course provides the students an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts.

CO 2: It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

**DISCIPLINE SPECIFIC ELECTIVE 01  
RELIGION AND SOCIETY**

CO 1: This course acquaints students with a sociological understanding of religion. It examines some forms of religion in India and its role in modern society.

**DISCIPLINE SPECIFIC ELECTIVE 02  
AGRARIAN SOCIOLOGY**

CO 1: This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature, but pays attention to Indian themes.

CO 2: It also introduces emerging global agrarian concerns.

**DISCIPLINE SPECIFIC ELECTIVE 03  
ENVIRONMENTAL SOCIOLOGY**

CO 1: After completing this course students will be able to analyze the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

**DISCIPLINE SPECIFIC ELECTIVE 03  
SOCIAL STRATIFICATION**

CO 1: The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

**DISCIPLINE SPECIFIC ELECTIVE 04  
SOCIOLOGY OF WORK**

CO 1: The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialization made a distinct rupture to that link.

CO 2: This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise the paper goes on to provide an outline as to how values and ideals of pluralized industrialism(s) have caused an absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

**DISCIPLINE SPECIFIC ELECTIVE 05**

CO 1: The course introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge.

CO 2: Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.

**DISCIPLINE SPECIFIC ELECTIVE 06  
INDIAN SOCIOLOGICAL TRADITION**



CO 1: Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay university way back in 1914. While the existence of a —Sociology in India and —Sociology of India have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc., sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender. This paper primarily provides perspectives of key Indian sociologists on some of these issues.

**DISCIPLINE SPECIFIC ELECTIVE 07**  
**VISUAL CULTURE**

CO 1: This paper introduces the students to the construction of ‘seeing’ as a social process. Through case studies covering various visual environments, the paper allows a scope to contextualize everyday visual culture within larger social debates around power, politics, identity and resistance.

**DISCIPLINE SPECIFIC ELECTIVE 08**  
**READING ETHNOGRAPHIES**

CO 1: This course encourages the student to read ethnographic texts in their entirety. They will learn about Ethnographic Mode of Enquiry and Constructing the Ethnographic Object.

CO 2: They will also be acquainted with Ethnographic Practices and Styles,

**DISCIPLINE SPECIFIC ELECTIVE 09**  
**SOCIETIES IN NORTH EAST INDIA**

CO 1: The course aims at providing a sociological understanding of Societies in North East India.

CO 2: It seeks to provide a multi-dimensional understanding of North East India with respect to social, historical, political and economic dimensions. Further, this course aims to provide a sociological understanding of the specificity of world views of diverse communities along with the emerging socio economic processes of the region.

**GENERIC ELECTIVE 01**  
**INDIAN SOCIETY: IMAGES AND REALITIES**

CO 1: This course seeks to provide an interdisciplinary introduction to Indian society.

CO 2: After completing this course the students will be able to discuss Sociological understanding of Ideas of India: Civilization, Colony, Nation and Society.

CO 3: They will learn about Institutions and Processes like Village, Town and Region Caste, Religion and Ethnicity Family and Gender and Political Economy.

CO 4: They will have Critical understanding of Civilization, Colony, Nation and Society.

**GENERIC ELECTIVE 01  
POLITY AND SOCIETY IN INDIA**

CO 1: This course seeks to introduce the students to the study of Indian politics from a sociological Perspective. In the process, it attempts to give the students theories, categories and conceptual tools to understand politics in relation to society in general.

**GENERIC ELECTIVE 02  
FAMILY AND INTIMACY**

CO 1: Family is one of the vital institutions of human society. It is experienced intimately and debated keenly. This course will enable the students to analyze the range of contemporary concerns pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.

**GENERIC ELECTIVE 02  
ECONOMY AND SOCIETY**

CO 1: The course introduces the students to the complex ways in which economic activity is embedded in social relations from a sociological view point.

**GENERIC ELECTIVE 03  
RETHINKING DEVELOPMENT**

CO 1: This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

**GENERIC ELECTIVE 04  
GENDER AND VIOLENCE**

CO 1: Gendered violence is routine and spectacular, structural as well as situated. This course will provide students an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociological outlook.

**GENERIC ELECTIVES 05**  
**SOCIOLOGY OF SOCIAL MOVEMENTS**

CO 1: This course looks at social movements from a sociological perspective. It introduces the contexts and concepts of social movements and attempts to theoretically locate them through concrete case studies.

**GENERIC ELECTIVE 06**  
**SOCIOLOGY OF EDUCATION**

CO 1: This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society.

CO 2: This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.

**GENERIC ELECTIVE 07**  
**SOCIOLOGY OF MEDIA**

CO 1: The purpose of this paper is to introduce the students to certain major themes of outlining the interconnections between media and society.

CO 2: The focus specifically is on the transmission and reception of media content and thus the various sections in this paper study the production, control and reception of media and its representations.

**GENERIC ELECTIVE 08**  
**POPULATION AND SOCIETY**

CO 1: This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, morality and migration on the composition, size and structure of population.

CO 2: The course addresses the issue of domestic and international population movement and their economic, political and social implication.

**SKILL ENHANCEMENT COURSE 01**  
**READING, WRITING AND REASONING FOR SOCIOLOGY**

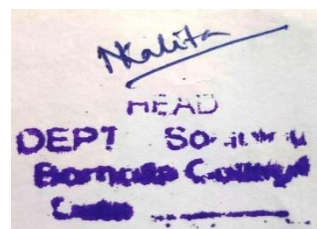
CO 1: Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using real texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.

CO 2: Through this course, students should learn how to recognize good or bad writing and should be equipped with the elementary techniques for „repairing“ bad or damaged prose.

**SKILL ENHANCEMENT COURSE 02**  
**ETHNOGRAPHIC FILMMAKING**

CO 1: This course focuses on doing sociology and social anthropology through forms other than the written; , in particular, the oral, aural, and the visual..

CO 2: It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography. One concern that may be pursued is how the visually challenged encounter, experience and represent the field. The course will be conducted through group work enabling a learning process between the visually challenged and the non-visually challenged.



## Course Outcome

### Department of Computer Science, Borholla College

#### Course outcome 5<sup>th</sup>/6<sup>th</sup> Semester

The course is designed to identify and use the different aspect of image and text editing. On completion of the course, students will be able to

1. Demonstrate knowledge of layers and masks.
2. Demonstrate knowledge of producing and reusing images.

#### Course outcome 3<sup>rd</sup> /4<sup>th</sup> Semester

The course is designed with an explain various aspects/ concepts of Adobe In Design. On completion of the course will be able to

1. Print and Create Digital Media Publication Using Adobe In Design.

### PGDCA Program

#### Fundamentals of Computer Application (101)

The course is designed to discuss about computers and their applications

- Explain the concept of various number systems
- Explain fundamental concepts of computer hardware and software
- Discuss the various operating system environments
- Introduce the various features of Microsoft Office

Learning Outcome: On completion of the course, students will be able to

- Identify computer hardware and peripheral devices
- Differentiate various number systems
- Distinguish the advantages and disadvantages of various operating systems.
- Use Microsoft Office suite.

#### Programming with C (102)

The course is designed to identify

- Explain the fundamental concepts of C programming language.
- Demonstrate C coding.
- Explain the skills for problem solving using C Program.

Learning Outcome: On completion of the course, students will be able to

- Comprehend fundamental concepts of C program.

- Develop C code for different problems.

### **Relational Database Management System (103)**

The course is designed to identify

- the concept of database
- Explain data modeling and database design.
- Discuss the use of SQL

Learning Outcome: On completion of the course, students will be able to

- Define database.
- Explain the advantages of database.
- Construct database model.
- Use RDBMS's back end and front end tools.

### **Data Communication and Computer Network (104)**

The course is designed to Introduce basics of Data Communications and Computer Networks.

Learning Outcome: On completion of the course, students will be able to

- Describe fundamental concepts of data communication and computer networks.
- Illustrate the Layers of ISO/OSI and TCP/IP reference model.

### **Project I (105)**

The course is designed to

- Explain basics of system analysis and design.↵
- Implement the concepts of 1 st semester courses.

Learning Outcome: On completion of the course, students will be able to

- Comprehend fundamental concepts of system analysis and design.
- Use and apply the concepts of courses of the 1st semester PGDCA program .

### **Introduction to Multimedia (201)**

The course is designed to Introduce

- The fundamental elements of multimedia.
- Describe how still images, sound, and video can be digitized on the computer.

Learning Outcome: On completion of the course, students will be able to

- Summarize the key concepts in current multimedia technology.
- Create quality multimedia software titles.

### **Desktop Publishing (202)**

The course is designed to

- Introduce PageMaker, CorelDraw and Photoshop
- Explain the basics of different kinds of printings

Learning Outcome: On completion of the course, students will be able to

- Create book works, building booklets, completing the book using PageMaker
- Create business cards, pamphlets, banners, newspapers, books using CorelDraw
- Use various tools of Photoshop

### **Internet & Web Technology(203)**

The course is designed to Identify

- Discuss different technology aspects of internet.
- Explain about importance of E-commerce, internet security
- Explain how an internet works.
- Write program in HTML, java Scripts to design web pages

Learning Outcome: On completion of the course, students will be able to

- Develop and publish web sites.
- Resolve Code and troubleshoot HTML web pages, incorporating CSS and JavaScript.

### **Mobile Technology (204)**

The course is designed to

- Discuss different mobile operating system.
- Discuss different methods for mobile application development

Learning Outcome: On completion of the course, students will be able to

- Explain different mobile operating system.
- Discuss various mobile technologies.
- Develop mobile applications.

### **Project II(205)**

The course is designed to implement the concepts in real life applications

Learning Outcome: On completion of the course, students will be able to Use and apply the concepts of courses of the PGDCA programme.

