

GHANA KANTA BORAH COLLEGE, TAMULICHIGA

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FIRST CYCLE NAAC ACCREDITATION 2022

Criterion 2

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution.

1. B.A Programmes Outcomes
2. POs and COs, Dept of English
3. POs and COs ,Dept of Education
4. POs and Cos, Dept of Assamese
5. POs and COs ,Dept of Pol. Science
6. POs and COs ,Dept of History
7. POs and Cos, Dept of Economics
8. POs and COs ,Dept of Sociology

Submitted to



**THE NATIONAL ASSESMENT AND ACCREDITATION
COUNCIL**



GKB COLLEGE, TAMULICHIGA
Programme Outcomes (PO)
Bachelor of Arts (B.A.)

- P.O. No. 01** The students acquire knowledge in the field of social science, literature & humanities.
- P.O. No. 02** The B.A. graduates will be acquainted with the social, economical, historical, political thinking.
- P.O. No. 03** The B.A. programme outcomes empower the students to appear and face various competitive examinations.
- P.O. No. 04** The programme provides the students to be a responsible citizen of India
- P.O. No. 05** The students will be acquainted to think & act over for solution of different issues prevailed in the human life to make the world better than ever.

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Programme Outcome and Course Outcomes of B.A. Course.

Dept. of Assamese (G.K.B. College Tamulichiga)

Subject:- Honours (Assamese)

Stream:-Arts

After completion of the course in Assamese, the students get a grip on the history of Assamese literature, the Assamese linguistic, Assamese phonetics, grammatical construction, folk literature and culture, society and religious traditions of Assamese.

1st Semester Paper code-1

Name of the paper:- History of Assamese Literature

(From beginning to till Sankarottar Age)

1. In this paper students will be able to get introduce and learn ancient Assamese Literature from beginning to till ISankarottar era .
2. In this paper students will be able to introduce with the characteristics and diversity of Assamese Literature till the Sankarottar Era.
3. In this paper will able to introduce the overall development of the like folk culture, oral literature etc.

1st Semester Paper: Assamese c-2

(History of Assamese Literature)

(From Arunudoi to Contemporary Age)

- 1.Students will introduce with the history of Assamese Literature for the period of Arunudoi to contemporary Age.
- 2.Students will introduce and dirversity of Assamese Literature from the period of Arunudoi to contemporary Age.

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1st Semester AECC-2

(Communicative Assamese)

1. It will develop the communication skills of learners in Assamese.

B.A. 2nd Semester Assamese Honours paper c-3

(Introduce to Linguistics)

1. Students will introduce with language its meaning nature and its various forms.

2. Students will introduce with linguistics and its branches as well the aspects of study of linguistics.

B.A. 2nd Semester Assamese Honours paper c-4

(Assamese Poets)

1. Students will introduce with the history of poetics in terms of Indian context.

Subject: Assamese (selection of Assamese poetry)

B.A. 3rd Semester Assamese Honours

paper c-5

1. Students will introduce with the literary theories and its nature and scopes.

2. Students will understand the common trajectory of growth literary criticism and the various aspects of literary criticism and its branches.

3. It will grow the capacity of the students to understanding and analysis of literary texts.

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Subject: Assamese (selection of Assamese poetry)

Paper c-6

1. Students will introduce with the history of Assamese Poetry.
2. Students will introduce with the characteristics and diversity of Assamese poetry.
3. Students will introduce with some selected poets and their work.

Assamese Honours paper c-7

(Studies on the culture of Assam)

1. Students will introduce with the meaning, nature, scope and characteristics of culture.
2. It will acquaint the learners with cultural background of Assam as a unique cultural spot of observation as it has been occupied by various ethnic groups of people.
3. Students will be able to exhibit diverse cultural traits & preservation of the region.

B.A. 4th Semester Subject: Assamese paper c-8

(Theory and Practice of Comparative Literature.)

1. Students will acquaint with the nature, scope and meaning of comparative Indian literature and the various perspectives of it.
2. Students will be able to compare various literary texts of Assamese with text of different languages.
3. This paper will be able to introduce the new subjects and general characteristics with the comparative literature.

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G. K. B. Tamuli Chuga



4. This paper is able to introduce the system and necessity of comparative literature in comparison to general and Assamese literature.

B.A.4th Semester paper c-9

(Indo Aryan Languages of Assam)

1. Students will understand the evolution process of Indo Aryan languages.
2. Students will develop some idea about Sanskrit, Pali and Prakrit language through some selected texts.
3. It develops the grammatical conceptuality of Assamese language and will come to know the formation and development of Assamese language.

Paper C-10 (Selection of Assamese Prose)

1. Students will introduce with the characteristics and diversity of Assamese prose.
2. Students will introduce with the developmental history of Assamese prose literature.

Subject: Assamese 5th Sem Honours.

Paper C-11 (Assamese Drama)

1. Students will acquaint with the movements of the growth of Assamese Drama.
2. They will acquaint with the Assamese Drama from the period of Sankardeva to Modern period and the cultural contexts of their production and reception as well as that define the ethos of the texts.

Paper C-12 (Studies on Assamese Linguistics)

1. Students will introduce with the theoretical knowledge of phonology, Morphology, formation of Assamese Language.
2. It will develop the language skill of students.

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DSE-1 (Assamese Grammar,lexicon and Idiomatic usages)

- 1.students will introduce Assamese Grammar.
- 2.Students will introduce different Idioms of Assamese Language.

Paper:- D S E -2 (Introduce to Indian Literature)

- 1.Students will develop some idea about Indian Literature and its trends through some selected texts of various languages of India and aboard.
2. Students will acquaint with the unity and diversity of Indian literature.
3. In this paper students will be able to introduce to different Literature with others literature.
- 4.In this paper students will be able to introduce to Indian Literature with others literature of world.

B.A. 6th Semester

Paper C-13(Seclction from Assamese Prose)

- 1.Students will introduce with the characteristics and diversity of Assamese prose.
- 2.Students will introduce with nature and diversity of Assamese prose with some selected prose from Assamese literature.

Paper C-14(Language and Script of Assam)

- 1.Students will introduce with the languages of Assam and the dialects of the region.
- 2.Students will also introduce with the script of Assamese language and the other languages of Assam.

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Paper DSE-3(World Literature)

- 1.This paper students will able to introduce the New concepts of world literature.
- 2.This paper students will able to introduce the system and necessity of World Literature in comparison to Indian and Assamese literature.

Paper DSE-4 A- (Special Author)

- 1.This paper students will able to increase their knowledge the special Author.
- 2.This paper students will able to introduce the literary style of the special Author.

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2. Students will acquaint with the unity and diversity of Indian literature.
3. In this paper students will be able to introduce to different Literature with others literature.
4. In this paper students will be able to introduce to Indian Literature with others literature of world.

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Programmes Offered

Bachelor in Education

The Department of History of G.K.B. College, Tamulichiga has been offering three years Bachelor in Education programme comprising of total six semesters .ie., 1st, 2nd, 3rd, 4th, 5th and 6th. To impart the programme based learning experiences , the syllabus of Dibrugarh University is being adopted.

Programme Outcomes

After Completion of the programme, the students will be able to

- Know the meaning, concept and aims of education. They will be able to know the philosophical and sociological bases of education.
- Know the meaning ,concept and different branches of psychology,
- Learn how to construct and administer different psychological tests, conduct psychological experiments along with the measurement and evaluation .
- Know the historical background of education ,development of education in pre-independent and post-independent India.
- Get Knowledge about the hierarchy and systems involved in Educational administration ,management and planning .They will also be able to know the inter-relationships between education and economy .
- Know the prevailing educational systems in other developed nations and the best practices adopted by them.
- Possess qualities to some extent of a guide or a counsellor to cope up with the psychological, societal or career related issues in educational environment those may affect the pupils mental health and hygiene.
- Know the constitutional provisions, recent trends and reforms in policy matters of education with special reference to holistic and inclusive education.
- Acquaint themselves with the best teaching skills ,use of ICT and preparation of lesson plans by way of theoretical knowledge and practical class-room teaching.

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Programme Specific Outcomes

HONOURS

Semester	Outcomes
1 ST Honours	After completion of the programme students will be able to 1) understand the concept of education, concept of philosophy and philosophical bases of education. 2) understand the inseparable relationship between society and education, role of education in growth and development of society.
2 ND Honours	On completion of the programme students will be able to 1) know about the concept of psychology and its significance in teaching learning process. 2) have better knowledge of educational administration, management and planning.
3 RD Honours	After completion of the programme students will be able to 1) know about the significant contributions of some selected Philosophers in the field of education. 2) understand the significance of measurement and evaluation in education along with statistics, psychological tools and techniques. 3) know how to conduct psychological tests and experiments in educational set-up.
4 TH Honours	After completion of the programme students will be able to 1) know the historical development of education in Pre-independent and Post-independent India, 2) know how to prepare lesson plans and train themselves in active phase of Teaching. 3) experience teaching in practical. 4) know the importance of technology for making effective teaching and equip with skills for use of ICT.
5 TH Honours	After completion of the programme students will be able to 1) know about the governmental initiatives over time relating to the educational need for all-round upliftment of the nation in post-independent India. 2) know about the prevailing educational systems of different countries in the world.
6 TH Honours	On completion of the programme students will be able to 1) get knowledge of emerging trends in the field of education with special relevance to constitutional provisions, social reforms and inclusiveness. 2) get the knowledge of best child rearing practices adoptable for parents and teachers. Understand the needs and problems of adolescents.

DSE (For 5th and 6th Semester Honours)

Semester	Outcomes
5 TH	After completion of the programme students will be able to 1) understand the importance of guidance and counseling over an individual's

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	life span. 2) understand different issues related to mental health and measures to keep themselves mentally healthy.
6 TH	After completion of the programme students will be able to 1) understand the role of education in economic development and role of economy in the development of education. 2) know how to plan, prepare, conduct and report a project.

ELECTIVES (From 1st Sem to 4th Sem)

Semester	Outcomes
1 ST	After completion of the programme students will be able to understand the importance of guidance and counselling over an individual's life span.
2 ND	After completion of the programme students will be able to know about the constitutional provisions towards human rights and education.
3 RD	After completion of the programme students will be able to understand different issues related to mental health and hygiene.
4 TH	After completion of the programme students will be able to understand the role of education in economic development and role of economy in the development of education.

Course Outcomes

HONOURS

Course Code & Course Title	Outcomes
EDNH101 Philosophical Foundation of Education	After completion of the course students will be able to 1) describe the modern concept, aims, functions and role of education. 2) describe the role of Philosophy in Education. 3) explain the basic tenants of the given Indian and Western Philosophies and their influence in Education. 4) appraise the contribution of the given philosophers in the domain of education
EDNH102 Sociological Foundation of Education	After completion of the course students will be able to 1) explain the concept, approaches and theories of educational sociology. 2) illustrate Social Aspects, Social Processes and role of Education. 3) explain the role of Education in Social Change and Development. 4) describe various Social Groups and their Education. 5) explain different Political Ideologies and their bearings on Education
EDNH201 Psychological Foundation of Education	After completion of the course students will be able to 1) explain the concept, nature, scope and uses of psychology in Education. 2) explain the influence of growth and development in education. 3) describe the meaning, concept, variables, types and theories of learning. 4) discuss the concept and theories of intelligence and creativity. 5) explain the meaning, concept, factors and theories of personality. 6) describe the concepts of mental health and mental hygiene, measures of mental

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	health in school.
EDNH202 Educational Administration and Management	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> 1) define the concept of Educational Management. 2) describe the types of management and modern trends of Educational management. 3) define the concept of educational leadership 4) explain the principles of educational leadership 5) describe the styles of leadership and its implication in educational leadership. 6) define the concept of educational planning and its importance 7) analyze the role and importance of educational supervision 8) suggest measures to ensure quality in educational management.
EDNH301 Great Educators & Educational thoughts	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> 1) describe the contribution of the given philosophers in the domain of education 2) explain the relevance of the educational thought of the given philosophers
EDNH302 Measurement & Evaluation in Education	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> 1) explain the meaning, nature, scope, need and types of measurement and evaluation in education. 2) describe the meaning of psychological tests, their characteristics and process of construction. 3) describe some specific tools to measure achievement, intelligence, personality and aptitude. 4) describe the meaning and nature of different statistical measures. 5) use statistics in measurement and evaluation in education
EDNH303 Experimental psychology & Lab. Practical	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> 1) explain the concept, scope and need of Experimental psychology. 2) conduct and report psychological experiments. 3) describe the meaning and nature of memory, immediate memory, memory span and conduct practical or experiment. 4) explain the concept of attention, span of attention and conduct practical. 5) explain the concept, theories and methods of learning and conduct practical. 6) state the concept of personality, different techniques of personality testing and conduct practical. 7) state the concept of intelligence, historical background of intelligence testing and its related practical
EDNH401 Education in pre independent India	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> 1) explain the concept of education in the context of Indian heritage. 2) describe the education in ancient India, particularly Vedic Education and Buddhist Education. 3) critically examine the education system in Medieval India. 4) evaluate the education system during British period with special emphasis on different commissions and committees.
EDNH402 Techniques of teaching	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> 1) explain the meaning and nature of teaching. 2) describe the principles of teaching and learning. 3) describe the role of teacher at different phases of teaching. 4) explain the importance of planning lessons in teaching-learning process. 5) describe the concept of teaching skills and the stages of micro-teaching cycle. 6) formulate objectives of different subjects taught in Elementary and Secondary levels.



	7) describe different methods and approaches of teaching.
EDNH4020 Teaching Practice	After completion of the course students will be able to 1) demonstrate a few teaching skills in classroom. 2) integrate the teaching skills in real classroom situations. 3) prepare lesson plans for Micro-teaching and Practice teaching.
EDNH403 Educational Technology	After completion of the course students will be able to 1) describe the concept, nature and components of Educational Technology. 2) distinguish between Educational technology and Instructional Technology. 3) apply ICT in teaching learning. 4) describe the concept, components and characteristics of communication. 5) demonstrate the skills for effective communication. 6) apply Models of teaching, personalized system of instruction, programmed learning in teaching learning.
EDNH501 Education in post independent India.	After completion of the course students will be able to 1) describe the educational scenario at the time of Independence. 2) explain the roles of various Commissions and Committees in the development of education in post independent India. 3) describe the recent educational developments in India.
EDNH502 Education in world perspective	After completion of the course students will be able to 1) explain the meaning and definition, nature, scope and purpose of comparative education. 2) describe the factors influencing in national system of education. 3) describe the methods of comparative education. 4) explain the organization, administration, objectives and examination systems of different countries. 5) describe the vocational and teacher education of different countries, specially UK, USA, India and Japan. 6) explain the open education system in world perspective.
EDNH601 Emerging trends in Indian Education	After completion of the course students will be able to 1) explain the need of constitutional provisions and the role of constitution in equalizing educational opportunities in the diverse Indian Society. 2) identify the challenges of Indian education at different levels and suggest measures to overcome these. 3) define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Adult education, Human right education, Value education, population education etc. 4) critically examine and evaluate the initiatives taken by Government of India through various plans and policies to counter the challenges of Indian education. 5) explain the political influences on the national education system. 6) analyze the role of international agencies in development of education
EDNH602 Child & Adolescent psychology	After completion of the course students will be able to 1) explain the significance of a study of childhood and adolescence today. 2) describe the developmental changes of childhood and adolescence. 3) summarize the effect of family dynamics on child and adolescent development 4) explain the significance of the role of society in monitoring and guiding young children in their proper development.

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DSE (For 5th and 6th Sem)

Course Code & Course Title	Outcomes
DSEED501 Guidance & Counselling	After completion of the course students will be able to 1) describe meaning, nature, purpose and scope of guidance and counselling. 2) describe the characteristics and functions of guidance and counselling. 3) state the basic principles of guidance and counselling. 4) explain the types and areas of guidance and counselling. 5) use various tools and techniques of guidance in appropriate context. 6) explain the qualities and role of a counsellor.
DSEED504 Mental health Issues	After completion of the course students will be able to 1) explain the need and importance of understanding the concepts of mental health and hygiene in the emerging society. 2) emphasize with people having psychological and maladjustment problems. 3) describe the role of different agencies of society and their impacts on the development of an individual's personality. 4) describe the various components of positive psychology and its significance in the teaching learning processes. 5) integrate yoga in their day-to-day lives for holistic health.
DSEED602 Economics of education	After completion of the course students will be able to 1) describe the meaning, scope and importance of Economics of Education 2) define and illustrate the concepts used in economics of Education. 3) examine the historical development of Economics of Education. 4) explain the concept of Education as a good, demand and supply of education, Utility of Education etc. 5) explain the concept of investment in education, return on investment in education, education as production, etc. 6) explain the concepts of different types of Educational cost. 7) examine the concepts of human capital formation, Education financing, Educational Planning etc.
DSEED604 Project report	After completion of the course students will be able to 1) explain the process for conducting a Project. 2) know how to identify problems, define problems, formulation of objectives, selection of appropriate methods for solving the problem. 3) prepare a project report.

ELECTIVES (from 1st Sem to 4th Sem)

Course Code & Course Title	Outcomes
GEED101 Guidance & Counselling	After completion of the course students will be able to 1) describe meaning, nature, purpose and scope of guidance and counselling. 2) describe the characteristics and functions of guidance and counselling. 3) state the basic principles of guidance and counselling. 4) explain the types and areas of guidance and counselling. 5) use various tools and techniques of guidance in appropriate context. 6) explain the qualities and role of a counsellor

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<p>GEED201</p> <p>Human rights education</p>	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none">1) explain the meaning, definition, nature, scope, theories and constitutional provisions towards human rights.2) describe the concept, objectives, principles, need and curriculum for human rights education.3) describe methods and activities for teaching human right education.4) describe the factors promoting human right education.5) describe the basics of human rights education i.e. societal, political, regionalism and limitations of its6) explain the role of different agencies of human rights education
<p>GEED302</p> <p>Mental health Issues</p>	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none">1) explain the need and importance of understanding the concepts of mental health and hygiene in the emerging society.2) deal with person having psychological and mal-adjustment problems.3) describe the role of different agencies of society and their impacts on the development of an individual's personality.4) describe various components of positive psychology and its significance in the teaching learning processes.5) integrate Yoga in their day to day life for their holistic health.
<p>GEED401</p> <p>Economics of Education</p>	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none">1) describe the meaning, scope and importance of Economics of Education2) define and illustrate the concepts used in economics of Education.3) examine the historical development of Economics of Education.4) explain the concept of Education as a good, demand and supply of education, Utility of Education etc.

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BA ENGLISH PROGRAMME OUTCOME

1. **Comprehension:** The knowledge of the English language will be increased which will enable students to enhance their comprehension of a variety of material including books, online content, audio-video, cinema, documents, public speech etc.
2. **Effective Communication:** The students will develop capacity of understanding and expressing critical ideas through speech and writing in English. Their interactive capability will be enhanced in English and will develop themselves as better socially interactive persons.
3. **Critical Thinking:** Through wide reading of different literary texts belonging to different cultures of the world, the ability of critical thinking and judgment of literary expression will be enhanced.
4. **Better Employability:** The employability of the students will increase due to development of their linguistic competence and communication skills. Enhanced capability of comprehension, critical thinking, judgment and expression will increase the acceptance of the students in the competitive market. Students will be welcomed into careers in journalism, teaching, research, tourism, advertising, publishing, news reading, front office reception etc.
5. **Social Acceptance:** Developing good standards of behavioural attitude through wide study of the Humanities, students will develop themselves as socially responsible citizens having good emotional integrity which will ensure them better social acceptance.
6. **Self Direction and Lifelong Learning:** The programme will enable students to develop a sense of self appraisal and self-estimation which will instigate them to constantly upgrade themselves through continuous reading. This will help keep themselves always updating their knowledge, skills and understanding of the world.

PROGRAMME SPECIFIC OUTCOME OF ENGLIS HONOURS

1. **Exposure to Worldwide Issues, Concerns and isms:** Students will get acquainted and sensitised to major issues, literary trends of the nation and the world which will develop awareness of the world in them. Outlook regarding cultural, political, philosophical, religious diversity of the world will be widened.
2. **Literary Acumen:** Students will get a comprehensive idea of English literature written by literary stalwarts of different nationality hailing from a variety of cultural, political backgrounds. They will be able to judge literary quality of a variety of genres like poetry, drama, novel, story and their sub-genres which will develop their literary acumen.
3. **Cultural Integration:** Students will be aware of the importance of the coexistence of different cultural perspectives and be tolerant to views different from their own.
4. **Academic Writing:** Development of skills of interpretation, analysis, appreciation of literature along with writing and presentation skills will help students in careers like journalism, publishing, research and teaching.

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COURSE SPECIFIC OUTCOME OF ENGLISH HONOURS

COURSE 1: INDIAN CLASSICAL LITERATURE

1. Students will be acquainted with the rich cultural heritage of ancient Indian literature, especially Sanskrit and Brajabali (Assam) literature.
2. Students will be in a position to understand and appreciate rich Indian classical literary traditions, rituals, thoughts and aesthetic philosophies.
3. Students will have a firsthand experience of Sanskrit epic poetry, poetic drama and concepts of 'Rasa' as well as traditional Assamese poetic drama form 'Bhaona' as propounded by Srimanta Sankardeva.

COURSE 2: EUROPEAN CLASSICAL LITERATURE

1. Students will be acquainted to the richness of classical European literature comprising of Greek and Latin literature.
2. Students will be in a position to understand and appreciate classical Greek epic poetry, classical Greek tragedy, classical Roman comedy, classical Roman epic and satire and distinguish between them.
3. Students will be capable of understanding the source of Western literary paradigm, the factors behind formation of western canon.

COURSE 3: INDIAN WRITING IN ENGLISH

1. Students will be introduced to Indian Writing in English both before and after Independence and various socio-political, cultural themes and deals with the discourse of post-colonialism.
2. Students will be capable of understanding how does Indian Writing in English becomes a tool to write back to the Empire and dismantle the colonial hegemony in the postcolonial, globalized world and create separate identity of its own.

COURSE 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

1. Students learn about historical art/drama movements in Europe especially the Renaissance which was a milestone event in European history. Students learn how it rebelled against the superstitions of the Middle Ages ushering in an era of liberty in art, literature and science, bringing in a revolution in intellectual thought.
2. The learners would be in a position to determine the influence of the European Renaissance on the works of the Elizabethan authors, including Shakespeare.

COURSE 5: AMERICAN LITERATURE

1. Students will be able to locate American Literature as a second world literary site, different from the conventional British Literature and read through American poetry, novel and Drama.
2. Students will read through textual depictions of slavery and its probable resistance and the circumstances that gave rise to the prolific identity issues around 'American dream' depicted in texts.
1. Students will learn about the struggle between Blacks and White settlers on one hand; and Red Indians and White Americans on the leading to emergence of a "New America" with promise of greater Civil Liberty.

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COURSE 6: POPULAR LITERATURE

1. 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.
2. Students get to understand terms and areas such as 'bestsellers', 'classics', 'Children's Literature', 'thriller' etc through in-depth textual scrutiny and analysis.
3. Students get densely introduced to forms of 'fiction' including the visual media such as films. Students study film areas such as James Bond, Pulp Fiction, Detective and Crime genres.

COURSE 7: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES

1. This course makes students learn British Literature of the 17th century in its varied genres, the historical ruptures and intellectual debates of the time such as Puritanism.
2. The course makes students explore the issues on succession and individualism pertinent to the Jacobean Age and relate issues with textual ramifications.

COURSE 8: BRITISH LITERATURE: 18TH CENTURY

1. Students get a strong sense of the political influence coming to literary compositions. They get introduced to forms like 'mock-epic', 'satire' and 'political literature'.
2. Students get a strong sense of the political influences on Literary compositions.
3. Students get the knowledge of the rise of the Novel for the first time in English literature/England. The advent of the periodicals saw the rise of empiricism and literature for the first time in English Literature.

COURSE 9: BRITISH ROMANTIC LITERATURE

1. The students get acquainted with certain major movements like French Revolution, American Revolution and Romanticism and their influence on literature.
2. Learners would be in a position to know and appreciate the values of a literature characterised by emotion, passion, love towards nature, exerting of imagination, everyday speech. They will be able to understand musicality in art/poetry and the use of poetry for the common masses.

COURSE 10: BRITISH LITERATURE: 19TH CENTURY

1. Students 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 during the Victorian period.
2. Students would be able to understand concepts like utilitarianism, surplus value, Victorian prudishness, survival of the fittest etc.
3. Students also understand scientific discoveries such as Darwin's theory of the evolution of Man in a historical and literary preview.

COURSE 11: WOMEN'S WRITING

1. Learners would be sensitised to gender-related issues, and would be able to see things from the perspective of the Other.
2. Students will be introduced to those stories, poems, novels, autobiographies, and theoretical writings that most clearly articulate struggle to define women's experiences and challenge patriarchal constructs.
3. Students learn women's writings as different texts highlighting on gender issues, and areas that deal with women's subjective positions in society.

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COURSE 12: BRITISH LITERATURE: THE EARLY 20TH CENTURY

1. Students learn about intellectual movements, art movements of the 20th century with reference to a number of political upheavals and monumental historical events which had a deep effect on English Literature announcing the beginning and growth of modernism
2. Students will learn the impact of the imperialistic World War-I on the minds of the people across Europe, rise of Capitalism with its dehumanizing processes resulting in alienated, disenfranchised subjects, triggering a philosophical shift that was encapsulated in symbolism, existentialism, cubism, Dadaism, expressionism, and nihilism.

COURSE 13: MODERN EUROPEAN DRAMA

1. Students will witness revival of drama in Europe after its demeanour in Romantic and Victorian periods as an important vehicle for representation of political, social, individual, economic conditions the post-war Europe, with all its attendant ills and trauma.
2. Students also learn about the deep engagement of theatre with important socio-political issues of Europe in the post-War time. Students relate dramatic schools/movements such as Naturalist school, absurdist drama, and Epic theatre with textual frameworks and ideas and issues coming from various parts of Europe.

COURSE 14: POSTCOLONIAL LITERATURES

1. Students will be acquainted with English texts written by the writers having and expressing their colonial experience.
2. Students will learn about issues like language, identity, point of view, displacement, physical and mental colonialism, Decolonisation, nationalism, fundamentalism, globalization, diaspora, colonial legacy, regionalism, ethnicity, race etc.

DSE 1: MODERN INDIAN WRITING IN ENGLISH TRANSLATION

1. Students will get a glimpse of a vast diversity of modern Indian writings in *Bhasha* traditions exploring multiple regions.
2. Students will get a dense idea about translation exercise. They practice literary understanding and interpretation through translation as an inter-lingual and inter-cultural exchange between languages and cultures. It helps them bridge the gap between the vernacular language and English, providing cross cultural references and link it with political and social movements creating interest in the students.

DSE 2: LITERATURE OF THE INDIAN DIASPORA

1. Student will get introduced to the issues that haunt the Indian writers who have settled abroad, despite being Indians in terms of roots and emotional make-up.
2. They will get acquainted with the concepts of alienation, displacement, existential rootlessness, nostalgia, quest for identity, hybridity and so forth.
3. 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“. 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: LITERARY CRITICISM

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Department of English
Ghana Kanta Borah College, Tamuliichiga



1. Students will be acquainted with major trends in literary criticism from the Romantic theory of poetry propounded by Wordsworth and Coleridge to modernist poetics of Woolf and Eliot, New Criticism of Richards and Cleanth Brooks, and an introduction to recent trends in criticism, particularly feminist criticism.
2. Learners will be in a position to understand the texts in terms of the contexts, which could be purely aesthetic, historical, textual or political. They will be able to read texts by adopting the ideologies of the different reading processes.

DSE 4: WORLD LITERATURES

1. Students will be introduced to a variety of literature written in different countries of the world which are able to prove their significance outside of their countries and in the world.
2. By the end of the course, the student will be able to identify and analyse a variety of major works of world literature; compare and contrast writing styles and generic forms from different periods and cultures; identify major themes of representative poetic and fictional works, and trace the influence of one literature upon another.

DSE 5: LITERARY THEORY

1. Students will be acquainted with four relevant discourses or theories, viz. Marxism, Feminism, Poststructuralism and Postcolonial Studies.
2. 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. They will be able to relate their reading of literature through such theories, which would in turn facilitate their interpretive strategies.

DSE 6: LITERATURE AND CINEMA

1. This course investigates relationships between two media, film and literature, studying works linked across the two media by genre, topic, and style. Learners will be able to appreciate major works of cinema and of literary narrative.
2. The learners understand the elements involved in adapting texts to film. They will demonstrate analytical skills in visual literacy and reading filmic texts. Students will demonstrate a familiarity with ways of discussing and evaluating films as reflections of cultures and source texts.

DSE 7: PARTITION LITERATURE

1. Students will get familiarized with the literature portraying the experience of pain and trauma during the partition of India and Pakistan after the Independence from British rule.
2. Learners will be in a position to comprehend the magnitude of the tragedy of partition and realise how the trauma associated with it impinges on the victim's daily lives and activities even in the present.

DSE 8: TRAVEL WRITING

1. Students will stand acquainted 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.
2. Learners will be able to appreciate the difference in representation from the category of gender, religion and race. The learners will realise that travel narratives are always already ideological in import, and hence they can only be regarded as representations, rather than truth.

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COURSE SPECIFIC OUTCOME OF AECC-1 ENGLISH COMMUNICATION

1. The students will be introduced to theory, fundamentals and tools of communication and develop in them vital communication skills which are integral to personal, social and professional interactions. Students will develop ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal.
2. Students will learn different theories about communication, various barriers and techniques to overcome such barriers of communication.
3. The students will be proficient in communication in professional situations like group discussions, personal interviews etc.
4. Students will learn reading as well as writing skills like report writing, note making, letter writing. Students will master reading and comprehensive techniques like summarizing, paraphrasing, analysis, interpretation, translation etc.

COURSE SPECIFIC OUTCOME OF SEC CREATIVE WRITING

1. Students will learn basics of creative and literary expression through traditional modes such as poetry and drama in English language.
2. The course will familiarize students to different tropes, figures of speech, important artistic elements of poetry and drama. Students will learn to distinguish between poetic and prosaic texts and will be able to critically appreciate literary texts which will enable to practice creative writing themselves.
3. The course will also enhance vocabulary and control over the English language. The course will cultivate the imaginative faculties through application based teaching and intensive practical sessions. Students will find themselves taught basic techniques of poetry composition, drama script writing, advertisement writing and designing which will enable them to take creative writing as profession.
4. Students will also know the basics of Screenplay writing and different important aspects of the cinema industry. They will also be introduced to the basics of the New Media (social media), the Internet, and advertisement in television/Internet.
5. Students will also be learn professional skills like Proofreading, Editing in the print industry which will enable them to connect with the printing industry professionally.

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Head of the Department
Department of English
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Department of History
G.K.B. College, Tamulichiga ,Jorhat
Programes Offered



The Department of History of G.K.B. College, Tamulichiga has been offering three years Bachelor degree in History programme comprising of total six semesters. i.e., 1st, 2nd, 3rd, 4th, 5th and 6th. The Department of History has been providing the syllabus under DU. Since the establishment of the college.

Programme Outcomes

The following points are the expected outcomes of the three years B.A. programme of History.

- a) The student will be able to know the basic concepts of History.
- b) Students will be able to achieve knowledge about the changes the transformations in polity, Economy and Society in the early period and the cultural interactions of early India with the southeast Asian countries.
- c) Student will have an understanding of world history and various aspects of International relations.
- d) By studying Indian History the students will be able to know about the coming of the Mughals, establishment consolidation of the British rule and various steps of Indian nationalist movement.
- e) By studying European History the students will be able to know about the Major trends and developments that took place in Europe which ushered in ancient, medieval and modern age.
- f) The student will be able to know about the establishment of Ahom rule in Assam and the political, Economic developments in Assam during the colonial period.

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Secretary



Department of Political Science

G.K.B. College, Tamulichiga, Jorhat, Assam.

Programmes offered

Bachelor in Political Science: The Department of Political Science of G.K.B. College Tamulichiga has been offering three years Bachelors in Political Science since 1985. The Department has completed 38 years of its presence with significant contribution towards teaching in the discipline of Political Science.

The main mission of the Department is to pursue studies in socio-political processes with an aim to address challenges faced by the society, to create awareness in society about various rights, liberties and freedom that individuals enjoy and to create future citizens with moral commitment to these values. To impart the program based learning experiences the syllabus of Dibrugarh University is being adopted .

Programme Outcomes- The B.A in Political Science Programme of Dibrugarh University covers a comprehensive set of courses ranging from the study of Political theory to contemporary political issues.

The following points are the expected outcomes of the three year B.A Programme.

- The students will be able to know the basic concept of Political theory. Through the study of Political theory students are expected to develop critical thinking and arguments.
- The students will be able to gain knowledge towards comparative approaches and methods.
- Students will have an understanding of world History and various aspects of International Relations.
- Students will be able to achieve knowledge about the fundamentals of Indian Govt. and Politics which is very much important for Indian students.
- By studying Public Administration students are expected to ~~acquire~~ knowledge about management skills.
- By studying Human Rights students will be able to ^{Under}stand for the protection and promotion of Human Rights.
- By studying contemporary Politics of Assam students will be able to know their own history as well as culture.
- By studying Feminism students will be able to get knowledge about various injustices women have to face and their rights.
- By studying various Ideologies of different thinkers students will be able to get knowledge about various ideas

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G.K.B. College, Tamulichiga



PROGRAMME SPECIFIC OUTCOMES:

Honours

outcomes

1st semester	1)After completion of the program students will be able to understand the basic Concepts ,Approaches and Traditions of Pol.Theory. 2)Students will be able to understand the origin of the Indian Constitution and Constitutional Government and Democracy in India.
2nd Semester	1)After completion of the program students will be able to understand the concept of Freedom, Equality, Justice,Rights,and some other concepts related to state. 2)Students will understand Political Systems, Elections in India and the changing nature of the Indian state.
3rd Semester	1)After completion of the Programme students will be able to know the basic concept of Comparative Government and Politics. 2)Students will be able to understand the various perspectives on Public Administration. 3)They will get the knowledge of various perspectives on International Relations and World History.
4th Semester	1)After completion of the programs students will understand the Political processes and institutions in Comparative perspective. 2)They will understand the public policy and administration in India. 3)They will be able to know the various aspects of Global Politics.
5th Semester	1)After completion of the Programme Students will be able to understand the Classical Political Philosophy of Plato,Machiavelli,Hobbes and Locke . 2)Students will be able to understand Indian Political Thought. 3)They will be able to know contemporary politics in Assam. 4)Students will be able to understand Human Rights in a Comparative Perspectives.

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6th Semester	<p>1)After completion of the Programme students will be able to understand the Modern Political Philosophy of Rousseau, Mill,Marx and Kollontai.</p> <p>2)They will be able to understand the Indian Political Thought of Gandhi,Ambedkar,Iqbal,Rammohan Roy .</p> <p>3)They will get knowledge about Public Policy in India.</p> <p>4)They will able to understand India's Foreign Policy in a Globalizing world.</p>
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COURSE SPECIFIC OUTCOMES:

Course code

C-1.1	<p>a)Students will develop an idea about Pol.theory, its history and approaches and thereby be able to access its critical and contemporary trends.</p> <p>b)Students will be able to reconcile Political Theory and Practice through reflections on the ideas and practices related to State,Citizenship and Democracy .</p>
C-1.2	<p>a)Students will understand the Constitutional design of States structure and institutions and their actual working over time.</p> <p>b)The Constitution of India accommodates conflicting impulses(of liberty and justice, territorial decentralization and a strong union for instance)within itself. Students will be able to understand the embodiment of some of these conflicts in Constitutional provisions and understand how these have played out in political practice.</p>
C-2.1	<p>a)Students will become familiar with the basic normative concepts of Pol.Theory.On the basis of it students will be able to Critically analyse and interpret the social practice of present time.</p> <p>b)Students will be able to know important debates of the subject and they will understand that there is no settled way of understanding concepts and that in the light of new insights and challenges.</p>
C-2.2	<p>a)Students will understand the actual working of modern Government institutions, premise on the existence of individual society,in a context marked by communitarian solidarities and their mutual transformation thereby.</p> <p>b)Students will become familiar with the working of Indian state and contradictory dynamics of modern state power.</p>

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<p><u>C-3.1</u></p>	<p>a)Students will become familiar with basic concepts and approaches to the study of Comparative politics. b)Students will understand the historical framework of various themes of Comparative analysis in developed and developing countries.</p>
<p><u>C-3.2</u></p>	<p>a)Students will understand classical and contemporary administrative theories and its historical context. b)They will have a comprehensive understanding on contemporary administrative trends,including feminism and Ecological conservation and contemporary administrative developments.</p>
<p><u>C-3.3</u></p>	<p>a)Students will understand different theoretical approaches for studying international relations. b)Students will understand the key milestones in world history and be aware of the implicit Eurocentrism.</p>
<p><u>C-4.1</u></p>	<p>a)Students will be trained in the application of Comparative methods to the study of politics. b)Students will understand some of the range of issues, literature and methods that cover Comparative political process.</p>
<p><u>C-4.2</u></p>	<p>a)Students will understand the interface between public policy and administration in India . b)They will understand the issues of decentralization, financial management, citizen and administration and social welfare from a non western perspective.</p>
<p><u>C-4.3</u></p>	<p>a)Students will understand the key debates on the meaning and nature of Globalization from different perspectives. b)Students will understand contemporary global issues such as proliferation of nuclear weapons, Ecological issues, Global Terrorism and Human Security etc.</p>
<p><u>C-5.1</u></p>	<p>a)The students will become familiar with classical political philosophy particularly with the manner in which the political questions were first posed. b)They will know how Machiavelli inaugurated modern politics followed by Hobbes and Locke.</p>

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<u>C-5.2</u>	<p>a)The Students will be able to know the specific elements of Indian Political Thought spanning over two millennia.</p> <p>b)They will understand the view of some individual thinkers particularly Manu, Kautilya, Buddha, Barani, Abul Fazal, Kabir etc.</p>
<u>C-6.1</u>	<p>a)Students will know that the philosophy and politics are closely intertwined in the light of five major debates of Political Philosophy such as Modernism, Romanticism, Liberal Socialism, Radicalism and Ecologism.</p>
<u>C-6.2</u>	<p>a)Students will know the modernity of Indian Political Thought.</p> <p>b)They will understand modern Indian Political thought from varied social and temporal contexts in the light of views of Rammohan Roy, Pandita Ramabai, Gandhi, Nehru, Tagore, Ambedkar, Lohia, Vivekananda, Iqbal and Savarkar.</p>
<u>DSE 1A</u>	<p>a)Students will know the politics of contemporary Assam and its neighboring states.</p> <p>b)Students will understand the region.</p>
<u>DSE-2A</u>	<p>a)Students will understand about Human Rights through a study of specific issues in a Comparative Perspective.</p>
<u>DSE-3A</u>	<p>a)Students will understand the theoretical and practical concepts and methods that can be employed in the analysis of public policy.</p> <p>b)Students will know the integrative link between political Science, Economic theory and the practical world of development and social change.</p>
<u>DSE-4A</u>	<p>a)Students will understand the domestic sources and the structural constraints on the genesis, evolution and practice of India's Foreign Policy.</p> <p>b)Students will know 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 theU N facilitate an understanding of the changing positions and development of India's role as a global player</p>
<u>GE-1A</u>	<p>After completion of this course student will be able to know the struggle of Indian people against colonialism from different theoretical perspective.</p>

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<u>GE-2A</u>	Students will be able to know about the contemporary debates on Feminism and history of Feminist struggle in the west, socialist societies and in the colonial countries.
<u>GE-3B</u>	Students will be able to know different dimensions of governance and major debates of governance in contemporary time.
<u>GE-4A</u>	Students will be able to make a clear idea about the issues and process of Globalization based on critical analysis of the various anchors and dimensions of Globalization.

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DEPARTMENT OF ECONOMICS

G.K.B. College ,Tamulichiga,Jorhat



Programmes Offered

The department of Economics G.K.B. College ,Tamulichiga has been offering three years Bachelor Degree course in Economics programme comprising of total Six Semester ie., 1st, 2nd, 3rd, 4th, 5th, 6th. The Department of Economics has been providing the syllabus under Dibrugarh University since the establishment of the college.

Programme Outcome:

After completion of the programme, the student will be able to

- a) Know the basic principles of micro-economics theory. The emphasis will be on thinking like an economist and the course will illustrate how micro economics concepts can be applied to analyze real life situation.
- b) Know the illustrating the method of applying mathematical techniques to economic theory in general.
- c) Know the basic concepts of macro-economics .
- d) Know behaviour on the consumer and producer and the behaviour of a competitive market.
- e) Know the essential of macro-economics .
- f) Know the statistical method for economics .
- g) Student will be able to achieve knowledge in Indian economy from post independence to recent recent year.
- h) Know the concept of development ,Strategies of development, poverty and inequality and growth models .
- i) Know the Economics or Health and Education.
- j) To achieve knowledge on money and financial markets of India .
- k) Know the economics causes a environment problems.
- l) To achieve various knowledge on international economics such as IMF, World Bank,Balance of payment and International trade between various countries in the world.
- m) To achieve the knowledge of north- eastern economy of India .
- n) Know the history or economics theory.

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Dept. of Economics



SOCIOLOGY DEPARTMENT
GHANA KANTA BORAH COLLEGE, TAMULICHIGA , JORHAT

Introduction:

Sociology is one of the most important subject about the study of human society by scientific method. This subject was inserted in the college curriculum at the very birth of the institution. Since then the department has been providing valuable information and knowledge regarding various social aspects and its importance to the students.

Programme Outcome :

After completed their Bachelor Degree in Sociology students will have many benefits-

Sociology provides scientific knowledge about human society and it is essential for progress and development in all aspects.

After passing the B.A in Sociology many students will be benefited to appear in the competitive examinations.

Sociology learning provides initial knowledge about society, social life and social interactions. It prepares an individual to social life by inculcating values, morals and manners. It gives knowledge about communication in which interacts like rural, urban and tribal communities. Knowledge of society will help enriching culture, social institutions, values, norms, solving social problem and all aspect of society.

Course Outcome:

Core Course 01 Introduction to Sociology – I

Students will be able to explain, define and describe Sociological concepts and explain main characteristics of social Institutions and able to convey the historical development of Sociology.

Core Course 02 Sociology of India – 1

To introduce the processes and modes of construction of knowledge of Indian society. It also provides to draw attention to the key concepts and Institution which are useful for the understanding of Indian Society.

GE 01 Indian Society: Images and Realities

This Course seeks to provide interdisciplinary introductions like village, town, region, caste, clans, religion, family, political economy to Indian Society.


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Core Course 03 Introduction to Sociology - II

The course provides a general introduction to sociological thought on studying from the original texts. It will also provides a foundation for thinkers in the other papers.

Core Course 04 Sociology of India - II

To introduce the variety ideas and debate about India and to engage with the multiple socio-political forces and ideologies which shape the terrain of the nations.

GE 02 Family and Intimacy

This paper tries to introduce students to a wide range of contemporary concerns of the Institutions of family, marriage, kinship, Bondage and critiques and transformations of Intimacy.

Core Course 05 Political Sociology

Introduce the major theoretical debate and concept in political sociology, which situating these within contemporary political issues and to developing a comparative understanding of political relationships through themes such as power governance and state and society relationships.

Core Course 06 Sociology of Religion

The course lays primacy to the understanding of religious over individual religions. The course draws the linkage between social and religion through different registers mentioned in the course outline.

Core Course 07 Sociology of Gender

To introduce sociology of gender aspect of sociological theories concept and perspectives to understanding of gender. It related to importance submatter, coloni, sex, sexuality, feminitives, masculinity, class, caste, family, gender, inequality including power, subordination etc.

GE 03 Rethinking Development

Through this paper students able to know different approaches to understanding development of India experiences with development from interdisciplinary perspectives.

Core Course 08 Economic Sociology

This course will enable the studying to have an understanding on the social and cultural bases of economic activity. It enables the significance of sociological analysis for the study of economic processes in local and global conexts.

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Core Course 09 Sociology of Kinship

The course provides to the general principle of kinship and marriage by reference to key terms and theoretical statements substantiated by the ethnographies. The course looks at the trajectories and new directions in kinship studies.

Core Course 10 Social Stratification

This paper deals with social inequality from sociological perspectives and thus acquaints students with theoretical Perspectives and diverse forms of social inequalities.

GE 04 Gender and Violence

The paper will provide the student understanding of logic of that violence awareness of its most common forms and tries to equip the students with a sociologically which is essential for students to know about this.

Core Course 11 Sociological Thinkers - I

This course provides to the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

Core Course 12 Sociological Research Methods - I

To Introduce the methodologies of sociological research methods . Some elementary knowledge of the complexities and philosophical underpinning of research.

DSE 01 Urban Sociology

The Urban Sociology will provide the student with knowledge on the perspectives of urban aspect of life. The students can studies the life style of the social structure of urban society and solve various problems.

Core Course 13 Sociological Thinkers II

The students able to know to post classical Sociological Thinking through some original texts.

Core Course 14 Sociological Research Methods II

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The Course will provide students with skill conceptualized research problem and carry out their research work . The course will provide student with some elementary knowledge of the complexities and philosophical underpinning of research.

DSE 06 Indian Sociological Traditions

This paper will provide students with perspectives of key Indian Sociologists. The paper will enable students to engage their understanding with issues of tradition and modernity ,Caste,tribe and gender in context to India and Indian Sociologists.

DSE 09 Societies in North East India

This course provides on multidimensional understanding of North East India with respect to historical , political and economic dimension has been occupied for different ethnic groups of people and their cultural traits and perspective social system.

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