**BACHELOR OF ARTS – MIZO**

**COURSE OUTCOME**

**MZ/3/FC/3 (MIL): MIZO THU LEH HLA KAMKEUNA** **(Introduction to Mizo Literature)**

**Outcomes:**

▪ Recognized and understand the meaning of targeted grammatical structures in written and spoken form ▪ Know the coherent and the beauty of language and literature.

▪ Understand the process of communicating and interpreting human experience through literary representation. In doing so, they develop reading, writing and analytical skill especially in Mizo language.

**MZ/1/EC/1: THUTLUANG (Prose & Essay)**

**Outcomes**:

• Understand different ideas and concepts through their reading of essays.

•Use a variety of accurate sentence structure.

• Produce a well-organized academic essay.

**MZ/2/EC/2: HLA (Poetry – 1)**

**Outcomes:**

• Analyze the various elements of poetry such as diction, tone, form, genre, imagery, symbolism, theme etc.

• Apply the principle of literary criticism to the analysis of poetry.

• Develop their critical thinking skills.

**MZ/3/EC/3: LEMCHAN TAWI (Short Plays)**

**Outcomes:**

▪ Understand historical contexts, psycho-social aspects and discern the various cultural and moral values associated.

▪ Well acquainted with the literary genre of Drama.

▪ Understand the structure of full-length play and one act play, dramatic devices and ancient Mizo culture through these short plays.

**MZ/4/EC/4: ESSAY**

**Outcomes:**

▪ Develop their critical thinking capabilities focused through the course as an important need. ▪ Exposed to a range of contexts where the language is used to meet a variety of real-life communication needs.

▪ Use appropriate organization and order of words, sentences and paragraphs within an essay.

**MZ/5/CC/5: THEORY OF LITERATURE**

**Outcomes:**

Analyze the various element of poetry, drama, prose. Such as diction, tone genre, imaginary, symbol, simile etc.

Understand the literary criticism and ignite critical thinking and writing.

Classify all major literary genres.

**MZ/5/CC/6: SELECTED ENGLISH POEMS**

**Outcomes:**

Recognize poetry from a variety of cultures, languages and historic periods.

Know the rhythms, metric and other musical aspect of poetry.

Understand and appreciate poetry as literary art form.

**MZ/5/CC/7: POETRY – II**

**Outcomes:**

▪ Recognize Mizo folk songs, patriotic songs and ancient Mizo languages through the poems. ▪ Develop their critical thinking skill.

▪ Apply the principles of literary criticism to the analysis of poetry.

**MZ/5/CC/8 (B): PROSE WRITING**

**Outcomes:**

▪ Understand ancient Mizo religion, practices, and superstitious, their customs and society.

▪ Understand historical contexts, psycho-social aspects and culture and moral values associated with the contexts.

▪ Examine the issues discussed in the text in the socio-historic and cultural context.

**MZ/6/CC/9: HISTORY OF MIZO LITERATURE**

**Outcomes:**

▪ Learn the development of Mizo literature. Such as development of drama, poetry and prose writing.

▪ Apply literary terminology for narrative, poetic and dramatic genres.

▪ Explore literary element.

**MZ/6/CC/10: FICTION – II**

**Outcomes:**

▪ Understand the origin and development of novel as a literary genre.

▪ Analyze the theme and setting of a fictional work.

▪ Identify the literary, cultural, historical, political influence of fictional works in the literary world.

**MZ/6/CC/11: MIZO LANGUAGE AND GRAMMAR**

Outcomes:

▪ Know the beauty of the coherence of language and literature especially Mizo language.

▪ It helps the student to improve their understanding of Mizo language and grammar.

▪ Use a variety of accurate sentence structure.

**MZ/6/CC/12: SELECTED ENGLISH PROSE**

**Outcomes:**

▪ Understand various culture and moral values associated with the text.

▪ Know the beauty of the coherence of English language and literature.

▪ It helps the student to improve their understanding of English language

**BACHELOR OF ARTS - ENGLISH COURSE OBJECTIVE AND OUTCOME**

**ENG/I/FC/1: Poetry, Prose and Short Stories**

**Course Objective:**

**▪** The main objective of the course is to brush up on the basics of grammar like the Parts of Speech, the Tense, Change of Voice, Speech, and Concord. The objective of teaching Grammar is to enable the students carry out their communication purposes. These units will be taught keeping in mind the improvement of the students in their reading, writing and speaking skills.

▪ Letter Writing like Job application, Resume Writing, Report Writing will make the students understand the main essence of writing, be it formal or business. The Course is focussed in learning the formal method of letter writing and communication which will provide valuable information on business-related and formal matters.

▪ Having excellent reading comprehension skills is crucial, and, and the Course is also focussed in improving Students Reading and Writing Skills through Precise writing and reading comprehension. The course will increase the enjoyment and effectiveness of reading and will help them not only academically, but professionally, and personally. Students will be able to understand both the idea and details of any given text, and they will be able to identify the different components of the text as well.

**Course Outcome:**

▪ The Grammar, Writings, with the inclusion of Oral Communication and Oral Examination in the Course content enables students to become more confident in their usage and application of the English language. Learning proper grammar and writing skills makes it possible for them to effectively talk about language

▪ Students have also developed effective organizational strategies for their writings.

▪ The course also greatly enhances the presentation and composition skills of the students. Their participation in presentation and Oral Examinations boost their confidence and, what was taught in class is effectively utilized by the students in practical manner.

▪ The Course adds meaning to what is learned in the class. Courses taught are not just mere words but thoughts and ideas. The Course increases the enjoyment and effectiveness of reading, writing and speaking among the students. One of the positive outcome of the course is the increasing number of students’ feedback in the class.

**ENGLISH/II/FC/2: Poetry, Prose and Short Stories**

**Course Objective:**

▪ The course includes both poetry and prose from the likes of Yeats, Wordsworth, Keats, Donne Jawaharlal Nehru, and Jim Corbett. It also includes translated work, ‘Lali’ from the Mizo to the English.

The Course focuses on learning English Poetry from the Elizabethan Age, Metaphysical and Romantic Poetry to Modern era. Learning different genres of poetry to different literary backgrounds is also the objective of the course.

▪ This course also aims to bring about important themes like womanhood, traditional femininity, the dangers of vanity and the importance of bravery, tradition and history of certain cultures, and the morals, values and principles of humanity

▪ One of the basic purpose of the learning Poetry is also to learn forms of expression from different genres. Reading poetry will evoke feelings and thoughts on a subject while reading it will encourage the students to connect and find meaning. Reading and learning Poetry and Prose through the Course is bound to have a positive impact on the social and emotional learning of students. It may offer them a new way of thinking and expression.

**Course Outcome:**

▪ The course/textbook is a major tool in the hands of a language teacher to teach prose and poetry with their wide range of genres. The course enables the students to understand the basic terminology and practical elements of poetry. The contents of the course helps students to familiarize on poetry which is the highest form of literature, and influences them because it shows different shades of human beings. It helps them to familiarize with poetical trends of different eras.

▪ This course with its varied genres with varied themes brings to light the important issues a person is faced with in the contemporary world. The various poems and prose included in this course challenges its readers to become better human beings while at the same time keeping them aware of important issues like courage and bravery. This course is thus extremely relevant for its young readers.

▪ Variety of literary genres in the course demonstrate in the students an ability to apply literary techniques and values, interpret texts in a variety of genres by performing close readings, analysing texts from a variety of theoretical perspectives, develops cultural literacy by ensuring that students can recognize the way literature interprets the human experience and cultural values, and use literature to understand and interpret meaningful life experiences.

**ENG/III/FC/3: Poetry and Short Stories (MIL-Alternative English)**

**Course Objective:**

▪ To enable students to read the poem with correct rhyme and rhythm. ▪ To grasp the central idea of the poem.

▪ To create love for English Literature to students. ▪ To inculcate love for writing prose pieces.

▪ To communicate to students the exclusive message of the story/poem.

**Course Outcome:**

▪ Student’s reading skills are improved.

▪ They learn to appreciate prose and poetry.

▪ Students came to know the beauty of personification especially in poetry.

▪ Gradual improvement of students’ imaginative power.

▪ Self- expression is developed through the study of prose and poetry.

**ENG/I/EC/1: History of English Literature**

**Course Objective:**

▪ By studying history of literature, students can learn about history to inform themselves about the vital connections between the present and the past so that they can cultivate a desire to learn more; learn about the forces, individuals, trends, and events that shaped the present.

▪ Students will become familiar with important literary figures and canonical works of the historical period that is studied.

▪ Students should be able to show insight into the distinctive features of major literary movements and genres. They should be able to situate them in their socio-cultural and historical contexts. Course Outcome:

▪ History plays a fundamental role in shaping literature. Every novel, play or poem one reads is influenced by the political context in which it is written, the people that the author knows and the wider society that frames the entire world.

▪ It helps to understand the philosophical movements and ideas that permeated a particular culture at a particular time. It leads us intellectually and emotionally and also deepens our understanding of the English history and society, and takes us beyond the limited experience of our lives.

▪ By studying history and the lives of writers, literature convey the depth of thought, richness of emotion, and insight into the characters of that they write. When we dip into the rich variety of novels, poems, and plays which constitute English literature, it is possible to understand how contemporary western culture has developed into what it is today.

**English /II/EC/2: History of English Language and Phonetics**

**Course Objective:**

One of the intentions of A History of the English Language is to equip students with the skills, insights and appropriate theoretical approaches necessary to analyse and describe changes in the structure of the English language from the earliest written records to the present day. The main aim of studying Phonetics is to develop the ability to identify and produce English key sounds as well as its basic rhythm, stress and intonation patterns in context.

**Course Outcome**:

▪ Learning the origin of a word is very important. When reading anything from the past, understanding the etymology of a word is profoundly enlightening, provides enhanced perspective about its most effective use. Students not only understand its original meaning but also obtain how it may have transformed over time, how people have used it past and present.

▪ Phonetics helps students in decoding words and pronouncing it correctly and helps to improve their fluency and accent. It also gives a systematic, conscious consideration of how speech sounds are made, what they sound like, and how they compare with each other.

**ENG/III/EC/3: Poetry and Short Stories**

**Course Objective:**

▪ To acquaint students the stories from various states of the North East.

▪ To enable students to think and write in English.

▪ To develop students’ translation skills.

▪ To develop students writing skills.

▪ To develop love for English Literature.

**Course Outcome:**

▪ Acquainted with the cultures and traditions of people from various states of the North East.

▪ Improvement of students’ writing skills.

▪ More interest in English Literature.

▪ Appreciation of translation works.

▪ Enhancement of students’ vocabulary.

**ENG/IV/EC/4: Fiction-I**

**Course Objective**:

This course includes English fiction from the eighteenth century to the Victorian Age. Daniel Defoe’s Robinson Crusoe, Emily Bronte’s Wuthering Heights, Jonathan Swift’s Gulliver’s Travels, Thomas Hardy’s The Return of the Native and Charles Dickens’ Hard Times are studied in this course. This course gives a detailed study of the contemporary times and touches on themes like individuality, Christianity, white supremacy, man and the natural world, the mechanization of humans in the nineteenth century, the relation of society with the state and masculinity and femininity.

**Course Outcome:**

The novels included in this course enables students to have an in depth study of man’s relation with nature and with his fellow beings. It also teaches students to have an awareness of the inter-relation of nature with civilization and also the courage of wilful man. This course enables students to have a vivid idea of class discrimination in eighteenth and nineteenth century England and how “hard times” can be overcome when one has grit and courage.

**ENG/V/CC/5: Drama-I**

**Course Objective:**

Drama is an interpretation of human life. The objective of learning drama is to enhance student’s artistic and creative abilities and to give them a better understanding of themselves and the world. It aims in expressing the need for social change and to communicate a universal theme to interpret and to create information, ideas and emotions. Students who study Drama will develop various fundamental performance and have a better production skills and proficiency in oral communication. Drama promotes self-discipline, confidence and team work and develops skills in interpreting, researching, negotiating, problem solving and decision making.

**Course Outcome:**

The course content in paper v consists of five different plays with different themes that primarily focus on moral teachings. While teaching each unit it is mainly considered to enable students to associate the various themes with the society and the world. The outcome of learning Drama is to enable students to describe, analyse, interpret and evaluate dramatic literature and theatrical productions. To be able to articulate the formal, technical, historical, and theoretical attributes of various literary products. In Drama students are able to explore intellectual, social, physical, emotional and moral domains through various styles and themes which involves thought, feeling and action.

**ENG/V/CC/6: Women’s Writings**

**Course Objective:**

▪ The Course aims to familiarize the students with deeper understanding of the lives and experiences of women in various cultural contexts. While providing conceptual models for a comparative analysis of the situation of women globally, especially women of India, African descent, and England. Women’s Writing prescribed for study ranges from Indian Women Writers to English Writers, and African American Women Writers. The major aim of the course is to provide opportunities for students to analyze the hierarchies of race, class and gender in different cultural context. Also, to analyze in a systematic manner the situation of women in our own country, India and other cultures from a variety of disciplinary perspectives. ▪ It aims to expose students to a substantial body of knowledge about the social construction of gender in various cultural contexts from a variety of disciplinary perspectives.

▪ To analyze the ways in which gender, race, ethnicity, class, and sexuality construct the social, cultural, and biological experience of both men and women in all societies. To recognize the masculine bias in the history of knowledge.

▪ To Interpret literary works by women at an advanced undergraduate level.

**Course Outcome**:

▪ The Course, from Indian, English, and African American Women writers features literary language used by these women writers, including genre and form; Literary, cultural, and socio-political themes of women’s writing. The different styles, language, and genres of writings, from Indian English to African Folk language is learned through the course. The historical and material contexts in which these women wrote and shared their work, the status and reception of women’s writing across various geographical locations and time periods is effectively learnt by the students. Students have the opportunity of learning women's writings, about feminism and the history, culture, and politics of women.

▪ Students have the advantage of learning about Women’s contribution to society & social processes through their writings, and perception of their lives, the broader social reality and their struggles and aspirations, economic empowerment of women, and helps in building new knowledge on Women in National and Global Perspectives.

▪ Women’s Writings help to develop in students’ indicators relevant to Global and Indian context on Women Empowerment and Leadership, and helps understand how gender, race, ethnicity, class, and sexuality construct the social, cultural, and biological experience of both men and women in all societies

▪ Students have the advantage of participating in Departmental Seminars and presenting critical and theoretical debates surrounding women's writing at advanced undergraduate level. The Course helps them in understanding cultural, intercultural, and trans historical concerns relating to women's writing.

**ENG/V/CC/7: Literary Theory and Criticism**

**Course Objective:**

This course aims to bring about knowledge on literary criticism from the Classical Age starting with Plato till the Modern Age or Twentieth Century Criticism which comprised of New Criticism, Russian Formalism and Archetypal Criticism. The main objective of this course is to educate students on the history of literary criticism, how criticism came into being and how the growth of literature goes hand in hand with the growth of literary criticism.

**Course Outcome**:

Literary Criticism, in the words of Robert Spiller, is concerned with “describing and explaining the expression in literature of a people during a period of time in a place, and usually in a specific language.” This course focuses on the principles of literature and describes the features and forms that make up a literary work. The major outcome of this course will thus be to enable the students to understand and appreciate and moreover comprehend good literature. Students will become aware of the various stages of literary criticism and how such studies will enable them in their reading and analysis of texts.

**ENG/V/CC/8: Fiction-II- Popular Studies (Option- B)**

**Course Objective**:

▪ Popular culture is a collection of ideas that permeate the lives of a society and has a significant impact on the way we view the world around us. It has so much to offer, such as entertainment, sports, news, politics, fashion and technology etc. It is an integral part of who we are as people. ▪ Utilizing popular culture in the education system not only encourages healthy assimilation of diverse cultural influences, which is not only vital for emotional and cognitive development, but also inspires interest by making subjects relevant to students.

**Course Outcome:**

▪ The study of popular culture has immense possibilities and opens up new frontiers of learning, borderlands of ideas, mores and customs. It informs how people make sense of the world. It reveals what society believes about itself; it can also be used as an instrument for effecting social change.

▪ Popular culture study is interdisciplinary. There is fascination of teaching and learning something new for both the teacher and the students, examining topics that were never critically examined before, of finding new approaches to an exciting subject. Besides their textbooks, social media/ internet plays important role and so, the students never get bored of the subject. ▪ Popular culture allows large heterogeneous masses of people to identify collectively. It serves an inclusionary role in society as it unites the masses on ideals of acceptable forms of behaviour. So, popular culture appeals to people because it provides opportunities for both individual happiness and communal bonding.

**ENG/VI/CC/9: Indian Writing in English**

**Course Objective:**

▪ Awareness to students about the social issues like superstitions, casteism, poverty and illiteracy in the Indian society.

▪ To develop self-expression through various skills of creative writing. ▪ To depict a blend of Indian and Western cultures.

▪ To enable students to accept foreign influences in India. Course Outcome: ▪ Students are aware of the social issues in the Indian society

▪ It helps students to refine their writing skills and expand their vocabularies.

▪ Cultural understanding among students.

▪ Acceptance of English language as our own.

**ENG/VI/CC/10: Drama-II**

**Course Objective:**

The objective of learning drama in paper X is to focus on classless society and to eliminate sexual war in the society. It aims to encourage all classes of people men and women to realize their collective and individual importance in society, and at same time to enable them to work for securing entries into higher classes.

**Course Outcome:**

The course content in paper X mainly focus on social reformation through various characters who experienced gender inequality and class distinction in the society as well as in the family. While teaching each unit it is mainly considered to enable students to associate the various themes with the society and the world. The outcome of learning these various themes will generate in understanding the importance of gender equality and to realize the evil of social inequality.

**ENG/VI/CC/11: Literary Criticism**

**Course Objective:** This course is a follow-up of Paper VII where the students were introduced to the history of Literary Criticism down the ages. This course brings about an in-depth study of the essays written by the wellknown critics starting from Samuel Johnson of the Neoclassical Age to F.R. Leavis of the twenty-first century. This course gives the students a detailed study of the plays of Shakespeare, poetry of the Romantic age focusing on the ‘romantic sentiment’, the study of poetry, the function of criticism and the connection between literary criticism and philosophy.

**Course Outcome:**

Literary Criticism, in the words of Robert Spiller, is concerned with “describing and explaining the expression in literature of a people during a period of time in a place, and usually in a specific language.” This course focuses on the principles of literature and describes the features and forms that make up a literary work. The major outcome of this course will thus be to enable the students to understand and appreciate and moreover comprehend good literature. Students will become aware of the various stages of literary criticism and how such studies will enable them in their reading and analysis of texts.

**ENG/VI/CC/12: American Literature (Option-A)**

**Course Objective:**

▪ The Course, American Literature aims to demonstrate the American literary tradition, a part of the broader tradition of English-language literature. One of the objective is to explain the basic characteristics of all kinds of literature such as characters, plots, settings, images and themes embodying the ideas of Americans and to tell stories of certain characters Americans had with their unique culture. It aims to reveal the culture and history of the United States with an opportunity to get to know American culture, history, and great works produced by great authors.

▪ The Course aims to teach students about different literary eras, movements and authors of America, including the racism and social bias during the 1930’s to contemporary, the Great Depression, the Civil Rights Movement, the 1950s and the 1960s. It aims to highlight a wide spectrum, from law to social standing, from childhood innocence to racism, from psychological to illusion, materialism to simplicity, and bravery to moral conduct and determination.

▪ To understand the themes of American Literature relevant to the American society; The American Dream (Death of a Salesman), Loss of Innocence (The Catcher in the Rye), Coming of Age and Racism (To Kill a Mockingbird), Relationship with Nature and Society, Survival of the Fittest (The Old Man and the Sea), Alienation, Isolation and Illusion (Streetcar Named Desire). And also to learn three characteristics of American Literature include – plot of decline, indifferent of nature, 3rd person omniscient reaction to romanticism and surrealism.

**Course Outcome:**

▪ The Course strengthens the critical thinking abilities of the students allowing them to reflect and make connections through their reading and writings, including analyzing, evaluating and interpreting works of American literature across different cultures and time periods of great works produced by great authors. Students are exposed to and demonstrate a broad knowledge of major and minor authors, major texts and contexts and defining intellectual issues of American literature, enriched by familiarity with the same in other European and/ or non-European literature. Students also develop and demonstrate an awareness of the significance of literature and of literary form, and of the role American literature play in the larger context.

▪ Through the course, Students are familiar with different literary eras, movements and authors of America apart from learning English Literature which was the conventional course prescribed in their previous syllabus. ▪ The themes of American Literature as objective of the course is thoroughly learnt by the students along with three main characteristics of American Literature; the plot of decline, indifferent of nature, 3rd person omniscient reaction to romanticism and surrealism which is a common form of American Literature.

**BACHELOR OF ARTS – POLITICAL SCIENCE COURSE OBJECTIVE & OUTCOME**

**Paper – I Government and Politics of Mizoram**

**Outcomes**:

* It provides understanding on the origin of Mizo Society covering political and economic development right from the pre-British period and after the annexation of the British.
* It supplies a comprehensive knowledge on the origin of political parties in Mizoram. Their achievements and functions till today.
* It enhances student’s knowledge on the functioning of vital political institutions and constitutional institutions such as Governor, Chief Minister, Legislative Assembly, Municipality, District Council and Village Council.

**Paper –II Indian Government and Politics**

**Outcomes:**

* It inculcates to the students a detail account on the making of India’s constitution and its salient features like Preamble, Fundamental Rights and Duties and Directive Principles of State Policies and their relevance.
* It provides comprehension on the nature of Indian polity- federalism and loopholes in it.
* Enhances students’ knowledge on the significant organs of Government both at the centre and state level.

**Paper – III Major Political System**

**Outcomes:**

* It provides deeper understanding on the salient features of the major political system in the world such as Britain, USA, Switzerland and China, each of which are peculiar and politically important in today’s world.
* Vital organs of Government in these countries and their powers and functions have been deliberately analyzed and presented to the students.
* Party system and their functioning have been clearly thrown into light by the paper.

**Paper – IV Political Theory**

**Outcomes:**

* It furnished profound ideas on the important approaches to the study of political theory and the application of each approach to the study of political events.
* It traces the origin of the institution of state by using different views on it and inculcates into the students about the important characteristic of sovereignty.
* Important concepts in political science such as- liberty, equality, rights, justice, democracy, have been analyzed in details and furnished them to the students.

**Paper- V Western Political Thought**

**Outcomes:**

* The paper lays out theories of classic thinkers in the field of various important aspects of the state. It furnishes the quest on how to create a perfect state from time to time.
* It then focuses on the medieval thinkers and their quest for finding better explanation or solution to the prevailing problems faced by the society.
* It also provides the path forward as envisaged by these classical writers and medieval thinkers.

**Paper- VI International Relations**

**Outcomes:**

* It facilitates a better understanding on the study of International Relations by applying realist and idealist approach to the study of the discipline.
* It provides a detail analysis on the meaning and nature of sovereign nation state system and how the states are drowned by their natural interest. Emergence of third world and its impact on world politics had been clearly highlighted.
* It lays out one of the landmark events in world history i.e., Cold War in a detail manner and provides a further analysis on the world after cold war.

**Paper – VII Public Administration**

**Outcomes:**

* The paper gives a detail analysis on the meaning, nature and scope of Public Administration and studies it through various approach.
* Organization type, their structures and the process of power distribution have been given by the paper.
* It provides a brief account of civil servant and minister relations in India and the process legislative and judicial control over administration.

**Paper- VIII (a) Human Rights**

**Outcomes**:

* The paper categorically comes up with the meaning and classification of human rights. It then provides a detail understanding on the major landmarks in the historical development of human rights prior to the establishment of UN. It emphatically stresses the equality of all human beings and inculcates a sense of respecting a right to life and human dignity.
* It provides a detail account of the United Nations’ contribution on human Rights. Specific groups related rights such as women, children, minorities, disabled and old ages to the students.
* The paper facilitates an analysis of human rights provision under the Indian Constitution and the vital body of National Human Rights Commission and its functions.

**Paper- IX Indian Political Thought**

**Outcomes:**

* This paper furnishes brief outline of the sources of Indian political thought. It enables students to comprehend various sources of Indian political thought and their contribution in the political system prevailing in the ancient period.
* It then provides the early medieval thinkers and their thoughts on social liberalism, Vedic nationalism and internationalism.
* It contributes to the understanding of modern Indian thinkers and their far-reaching thought which acts as the foundation of nationalism during freedom struggle.

**Paper- X Indian Foreign Policy**

**Outcomes:**

* It facilitates an understanding on the basic determinants of Indian foreign policy and briefly lays out the principles and objectives of the Indian foreign policy.
* It provides profound analysis on India’s relations with major countries such as US, Russia and China and focuses on the major issues involved in these relations.
* Then it gives a detail account on the relations with important neighbouring countries such as Pakistan, Bangladesh and Sri Lanka. Its eulogies peaceful co-existence as a parameter for national development.

**Paper- XI United Nations**

**Outcome**s:

* The paper throws light on the origin of the League of Nation and its failure. It is followed by the analysis of the historical development of the UN and enlightened students with the objectives and principles of the UN.
* It lays out a detail account on the principal organs of the UN – General Assembly, Security Council, Economic and Social Council, Secretariat and International Court of Justice and their respective functions.
* Then it highlighted the functioning of UN in peacekeeping and as human rights watchdog. Further it enables students to grasp broader knowledge on the relevance of UN in post-cold war period and the needs of reforms in it.

**Paper- XII : Political Sociology Outcomes:**

* It furnishes deeper understanding on the meaning, scope and nature of political sociology to the students by applying various approaches to the study of the discipline.
* It then commands attention to the vital concepts like power, authority, legitimacy, political socialization and political culture.
* It provides knowledge on the social stratification particularly on the caste and class politics in contemporary Indian society.

**BACHELOR OF ARTS – HISTORY COURSE**

**OBJECTIVES & OUTCOME**

**Program Outcomes:**

Students graduating with a B.A. in History would possess the following: -

▪ good understanding and knowledge of the history of Mizoram, India and World.

▪ good understanding and knowledge of global history in other regions of the world.

▪ good knowledge and problem-solving skills in analyzing contemporary and historical events. ▪ good communication skills in oral and written forms.

▪ good skills in historical research, analysis, and presentations.

**UG/Hist/I/EC/01: History of Mizoram (up to 1960s)**

**Course objectives:** The course intended to familiarized the student with the nature of historical development and present a broad outline of the political history of Mizoram up to 1960s.

**Course outcome**:

▪ Comprehend the Mizo origin and pre-colonial Mizo society.

▪ Understand the colonial encounter and establishment of administration in Mizoram.

▪ Familiar the beginning and development of Christianity in Mizoram.

▪ Develop an understanding the political development of Mizoram.

**UG/Hist/II/EC/02: History of India up to post Maurya period**

**Course objectives:** This course is designed to familiarize students with the social, economic, political and cultural developments in India from the Chalcolithic period up to the post-Maurya period. The purpose is to introduce students to elements of change and continuity in Indian history.

**Course outcome :**

▪ Understands the social life and cultural status of the people under study.

▪ Understands the society, religion and political history.

▪ Analyse the establishment of the various dynasties, their art and architecture.

**UG/Hist/III/EC/03 : History of India (Gupta to Sultanate periods)**

**Course objective:** This course is designed to familiarize students with the social, economic, political and cultural developments in India from the Gupta to the early medieval period. The purpose is to introduce students to elements of change and continuity in Indian history.

**Course Outcomes:**

▪ Understand the process of transition from early period to the medieval period and figure out the key determinants that made this transition possible.

▪ Develop an understanding of the growing cultural, political and economic linkage between north and south India and find out the ways in which a pan Indian cultural pattern took shape. ▪ Understand the development of the era, to assess how it was different from the previous and how it organically leads to the succeeding changes in Indian polity.

**UG/Hist/IV/EC/04 : History of the Mughals**

**Course objectives:** This course is intended to provide an overview of the main trends and developments in India during the Mughal period. The emphasis of the history will be the socioeconomic and cultural pattern in understanding the polity and society as they took shape in the periods under study.

**Course outcomes:**

▪ Understanding the different regional powers and the administrative, social – economic and cultural aspect during the period.

▪ Understanding in the field of art, literature and cultural during the Mughal era.

▪ Develop and understanding about formation expansion and consolidation of Mughal empire.

**UG/Hist/IV/CC/05: Modern India-I**

**Course objectives:** This course is designed to acquaint the students with the growth and consolidation of colonial rule in India and the major socio-economic and religious developments during this period.

**Course outcome:**

▪ Explain and analyse key historical event or process in the area during the period under study. ▪ Understand the difference between opinions and substantiated scholarly claims.

▪ Identify the change occurs over time.

**UG/Hist/IV/CC/06: Historiography**

**Course objectives**: The paper introduces students to the meaning and scope of history along with The traditions of historical writing from ancient to modern times. In the context of Indian history, the course is also aimed to acquaint students the knowledge of the various approaches in writing the pasts in the nineteenth century.

**Course outcome:**

▪ Emphasize the complex nature of past experiences and compare competing historical narratives.

▪ Challenge arguments of historical inevitability.

▪ Analyse cause and effect relationships and multiple causation.

**UG/Hist/IV/CC/07: Early Modern Europe**

**Course objectives:** This paper balances political, economic, religious, and cultural history of Continental Europe till the early modern period. Beginning with the fifteenth-century conquest of the “Atlantic Mediterranean”, it traces the emergence of Europe as the first truly global power while at the same time the people, ideas, and forces that have shaped the character and institutions of the modern world are discussed.

**Course outcome**:

* Identify the fundamental features of the early modern period and understands the problems of defining the different period.
* Appreciate that there are different approaches to the study of historical periods.
* Understands what evidence we can obtain from historical sources used in the study of early modern Europe.

**UG/Hist/IV/CC/08 (C) : History of Northeast India (1822-1986)**

**Course objectives:** The objective of this course is to familiarize students with the major trends of political, social, and economic developments in northeast India from 1822 till the reorganisation of states in 1972.

**Course outcome:**

* Identify the key events which define change over time in a particular place or region.
* Understands how people have existed, acted and thought in the period under study.
* Analyse what influence the past has on the present.

**UG/Hist/IV/CC/09: Modern World History**

**Course objectives:** With an emphasis on Europe, this course will analyse the political, economic, social and cultural transformations of the modern world that took place from the nineteenth century till the end of the Second World War

**Course outcome:**

▪ Analyse historical processes that shape individuals and communities drawing on detailed knowledge about the history of the area under study

▪ Think critically about the varieties of experience in the historical records.

▪ Understands the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural tradition, gender and class.

**UG/Hist/IV/CC/10 : Contemporary World**

**Course objectives:** The course is designed to be a survey of the political, economic, social and cultural history of the world since the end of the Second World War

**Course outcome**:

▪ Acquire essential concepts, skills, and analytical methods needed to explore diverse historical phenomena taking place in the twentieth century.

▪ Understand the local, national, regional, and global aspects of diverse historical occurrences.

▪ To distinguish and define the principal ideological and cultural milieu characterizing a given historical time and place.

▪ To identify the mechanism used to maintain the nuclei of global power as manifest in alliances and institutions.

**UG/Hist/IV/CC/11 : Modern India-II**

**Course objectives:** This course gives special emphasis on the growth and development of national and anti-colonial movements in India. The role played by individuals and groups in the struggle for independence is also a main feature of this paper.

**Course outcome:**

▪ Assess, use and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the period under study.

▪ Understands the influence of political ideologies, economic structures, social organization, cultural perceptions and natural environments on historical events.

▪ Compare eras and regions in order to define enduring issues.

**UG/Hist/IV/CC/12 (C): History of Modern China**

**Course objectives**: This course intends to impart students the knowledge of major historical developments from the 19th to the early 20th centuries in China.

**Course outcome:**

▪ Analyse the emergence of modern China and its impact on world polity.

▪ Interpret the complexity and diversity of events.

▪ Recognize a range of viewpoints.

**DEPARTMENT OF EDUCATION**

**BACHELOR OF ARTS - EDUCATION PROGRAMME AND COURSE OUTCOME Programme Objectives of UG Bachelor of Arts (BA) in Educatio**n

▪ to develop extensive knowledge about educational concepts, ideas, methods and applications.

▪ to promote deep understanding and insight about educational concepts, ideas, methods and applications.

▪ to develop the higher cognitive abilities of students like logical and analytical reasoning abilities, etc. and help them function at higher cognitive levels.

▪ to develop and promote the different aspects of students’ personality as well as helping them to have an integrated and balanced personality.

▪ to promote the knowledge of real-life situations in order to create new ideas, methods, techniques, innovations, etc in the field of education.

▪ to promote scientific temper and research enthusiasm among students. Programme Outcomes of UG Bachelor of Arts (BA) in Education Core

▪ acquainted with the basic tenets of Education. They should be fully aware of the concepts, ideas, laws and principles which form the foundation of Education.

▪ understand the meaning of educational concepts and ideas and be able to explain ideas and concepts in their own words.

▪ Acquired knowledge for the purpose of creating new ideas, methods and solutions to problems. ▪ Analytical ability for in-depth/ investigative studies.

▪ Ability to make judgement on the value of educational ideas/methodologies and to make appropriate suggestions and innovations.

**EDN/l/CC/01 : Psychological Foundations of Education**  **Credit-6**

**Course Objectives:**

* To enable the students to understand the structure and functions of higher mental processes
* To enable the students to understand the meaning and scope of educational psychology.
* To enable them to understand the dimensions of growth (i.e. social, emotional, creative and intellectual) and the causes of individual differences.
* To enable them to understand different aspects of personality and means of developing an integrated personality.
* To develop understanding of the process of learning and teaching and problems of learning.
* To understand the role of the school, the teacher and the environment for the growth of children.
* To understand the problems of adolescents and role of education in solving those problems.

**EDN/l/CC/02 : Philosophical and Sociological Foundations of Education Credit -6**

**Course Objectives**

* To develop an understanding of the roles of Philosophy and Sociology in Education
* To develop an understanding of some major schools of philosophy and their contributions to educational theory and practice
* To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better human relationships
* To develop understanding of some current problems relating to education.

**EDN/l/CC/03: Development of Education in India. Credit -6**

**Course Objectives**

* To help students understand the development of education in India in historical perspective.
* To understand the salient features of education in ancient, medieval and British India.
* To acquaint them with significant points of selected educational documents and reports of these periods.
* To have adequate knowledge of the recommendations of various Commissions and committees on Indian education.
* To help students understand the development of education in Mizoram in historical perspective.

**EDN/l/CC/04: Issues and Trends in Contemporary Indian Education**

**Course Objectives**

* To develop in students an understanding of basic issues relating to early childhood, elementary, secondary and higher education.
* To develop in students an understanding of the roles and functions of some organizations, regulating bodies etc. concerning elementary, secondary and higher education.
* To develop in students an understanding of some important modern trends in education

**EDN/V/CC/05**  **Introduction to Research Methodology and Statistics in Education.Credit -6**

**Course Objectives**

* To develop an understanding among students about the concept and types of educational research
* To acquaint them with the various steps of research, sampling designs, tools of data collection etc.
* To acquaint the students with the basic statistics techniques
* To develop ability to organize educational data and use various statistical measures in the analysis and interpretation of data
* To develop the ability to interpret test results
* To develop the ability to represent educational data through graphs and to develop skills in analyzing different descriptive measures.

**EDN/V/CC/06 : Early Childhood Care and Education**

**Course Objectives**

* To enable students to have broad perspectives on early childhood care and education in India.
* To acquaint Students with the understanding of basic types of early childhood care and education centres
* To orient students on the art of establishing an early childhood care and education centre.
* To develop in students the ability to make proper planning for early childhood care and education programme.
* To develop in students the ability to organize activities successfully for realizing the objectives of early childhood care and education

**EDN/V/CC/07: Educational Evaluation Credit 6**

**Course Objectives**

* To develop an understanding of the need and importance of Evaluation in Education
* To develop an understanding of various types of measuring scales
* To develop an understanding of the various characteristics of tests
* To develop knowledge about the process of constructing different types of items for tests.
* To develop understanding of the processes of standardizing the test.
* To develop knowledge about the new trends in evaluation.

**EDN/V/CC/08/A :**  **Optional – (A): Educational Technology**

**Course Objectives**

* To enable students to understand about the concept, nature and scope of Educational Technology
* To expose students to the basic developments in Educational Technology

**EDN/V/CC/08/B :**  **Optional – (B)** **Educational Guidance and Counseling**

**Course Objectives**

* To help in understanding the meaning and importance of guidance and counseling
* To develop the ability to interpret various records for assessing the student’s strengths and weaknesses
* To develop the ability to identify gifted children who need enrichment and to channelize their unique potentialities in a positive way through proper guidance
* To develop the ability to identify exceptional children who need special care and help and to make such provisions for them
* To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships
* To understand the qualities of an ideal counselor. To help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life through proper counseling. To develop interest in one’s own personal and professional growth.

**EDN/VI/CC/09: Curriculum Development**

**Course Objectives**

* To understand the meaning, concept and scope of curriculum
* To understand the bases of curriculum construction, transaction, evaluation and innovation

**EDN/VI/CC/10 : Pedagogy ( Credit 6)**

**Course Objectives**

* To develop understanding of various theories of teaching
* To initiate students to the field of pedagogy
* To develop the ability to analyse classroom teaching-learning, and the ability to observe classroom behavior, and group dynamics.
* To develop positive attitude towards life and the teaching profession

**EDN/VI/CC/11 : Special Education ( Credit 6)**

**Course Objectives**

* To enable the students to understand the various types of disorders
* To enable the students to understand the problems of challenged children
* To enable the students to understand the process of educating challenged children
* To enable the students to understand the nature and characteristics of gifted and creative children
* To enable the students to know the educational provision for the gifted and creative children.

**EDN/VI/CC/12(A) :** -**Optional (A): Project Work**

**Course Objectives**

* To enable the students to have practical experience of applying the knowledge gained in theoretical paper
* To develop understanding of the process of selecting a research project
* To develop an understanding of the process of conducting a research project in the field of education
* To acquaint the students with the process of selecting tools, collecting data, organizing data, analyzing data and interpreting data
* To develop the skill of writing a report.

**EDN/VI/CC/12(B) : Educational Planning and Management**

**Course Objectives**

**\*** To develop knowledge and understanding of the Meaning, Scope, Process and Types of Management.

\* To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities

\* To develop the ability of making objective decision in educational management

**BACHELORS OF ARTS - ECONOMICS COURSE OBJECTIVES & OUTCOMES**

Introduction: It is a course focused on the core fundamentals of Economics, its theories and applications. It covers both qualitative and quantitative courses in Economics like Microeconomics, Macroeconomics, Econometrics, Economic Statistics, History of Economics, Indian Economy, etc.

**Economics Major Learning Objectives**

• Students will analyse the performance and functioning of government, markets and institutions in the context of social and economic problems.

• Students will think critically about economic models, evaluating their assumptions and implications.

• Individuals who earn a bachelor's in economics degree are suited for a variety of careers, including economist, financial analyst, and accountant.

• Students who major in economics develop important analytical and mathematical skills, along with refined critical thinking abilities.

**Eco/l/CC/01 MICROECONOMICS -1 Credit 6**

**Objective:** The course introduces key concepts in Microeconomics.

**Outcomes:** At the end of the course, the learner will be able to understand the basic principles underlying market mechanism-how the forces of demand and supply brings equilibrium in the market for goods and services.

**Eco/2/CC/02 MICROECONOMICS - II Credit 5**

**Objectives:** The course introduces key concepts in Microeconomics.

**Outcomes:** The leaners will understand how factor market works and the basic tools in welfare economics and trade theories.

**Eco/3/CC/03 MACROECONOMICS-I Credit 5**

**Objectives:** Explain the process of calculating national income and its components, its fluctuations and the various theories behind consumption, investment and other business cycles.

**Outcomes**: At the end of the course, the learner will be able to assess the workings of the economy and the role of investment and money; apply systems concepts and methodologies to analyse and understand interactions between environment and economic activities.

**Eco/4/CC/04 MACROECONOMICS - II Credit 5**

**Objectives:** To explain the role of money and banking in the economy.

**Outcomes:** At the end of the course, the learner will be able to understand fluctuations in the economy and models of economic growth.

**Eco/5/CC/05 INDIAN ECONOMY Credit 5**

**Objectives:** To introduce the basic features of Indian economy.

**Outcomes:** At the end of the course, the learner will understand the performance of Indian economy; have comprehensive understanding of Indian Economy; understand govt policies and programs; have an in-depth knowledge of Banking & Finance.

**Eco/5/CC/06 PUBLIC FINANCE Credit 5**

**Objectives:** To introduce the role of fiscal policy in economic stabilisation, distribution and development.

**Outcomes**: The learner, at the end of the course, will be able to follow the role and significance of public expenditure, taxation and public debt in the economy.

**Eco/5/CC/07 QUANTITATIVE TECHNIQUES-I Credits 5**

**Objectives:** To provide basic mathematical tools for economic analysis.

**Outcomes:** Interpret and analyse economic data using mathematical tools. Interpret and analyse economic data using mathematical tools. Develop a strong foundation in mathematics and statistical theory as the basis for growth over a professional career. Develop a high level of expertise in the application of statistics or psychometrics to educational research.

**Eco/5/CC/08C ECONOMIC DEVELOPMEN T & PLANNING Credit 5 Objectives:** To explain theories and approaches of economic development and role of planning.

**Outcomes:** The learners will be able to understand the dynamic interplay of various forces in understanding the development process.

**Eco/6/CC/09 ENVIRONMENTAL ECONOMICS Credit 5**

**Objective:** The course aims to provide fundamental concepts in environmental economics.

**Outcomes:** At the end of the course, the learners will be able to understand economy environmental linkages; apply systems concepts and methodologies to analyse and understand interactions between environment and economic activities.

**Eco/6/CC/10 QUANTITATIVE TECHNIQUES - II Credit 5**

**Objective:** Introduce qualitative methods in economics analysis.

**Outcome:** Define and understand applications of quantitative methods. Understand the basic concepts of descriptive and inferential statistics. It will help students understand situations radically and solve them.

**Eco/6/CC/l 1 FINANCIAL INSTITUTIONS AND MARKETS Credit 5 Objectives**: To introduce basic concepts in financial institutions and markets. **Outcomes:** At the end of the course, the learners will be able to understand working and performance of various segments of financial sectors.

**Eco/6/CC/12B INTERNATIONAL TRADE Credit 5**

**Objectives**: To explain theories of trade and gains from trade and role of protection and the pattern of India's trade.

**Outcomes:** At the end of the course, the learners will be able to understand impacts of protection in trade and liberalization of trade measures.