

**DEPARTMENT OF EDUCATION
ZISAJI PRESIDENCY COLLEGE, KIPHIRE, NAGALAND**

**BA EDUCATION HONOURS (FYUGP)
4 YEARS DEGREE WITH HONOURS / HONOURS WITH RESEARCH**

PROGRAMME OUTCOME: The Bachelor of Arts in Education Programme at Zisaji Presidency College, Kiphire, affiliated with Nagaland University, is structured under the Four-Year Undergraduate Programme (FYUGP) as per the NEP 2020. This programme aims to provide students with a comprehensive understanding of educational theories and practices, emphasising the psychological, sociological and philosophical foundations of education. Students are encouraged to critically analyse contemporary issues in Indian education, develop leadership and managerial skills and engage with educational technology and research methodologies. The curriculum is designed to be holistic and multidisciplinary encompasses core courses, skill enhancement courses, and interdisciplinary subjects. It aims to prepare the graduates to be equipped with the necessary skills and knowledge to contribute effectively in various educational settings.

Programme General Outcome:

1. **Holistic Development:** Develop intellectual, emotional, ethical and social competencies through multidisciplinary learning.
2. **Critical Thinking and Problem Solving:** Cultivate analytical and problem-solving skills to make informed decisions in various life situations.
3. **Effective Communications:** Enhance communication skills for effective teaching, presentation and community engagement.
4. **Digital and Technological Competence:** Use digital tools and platforms for academic research, presentations and collaborative work.
5. **Ethics and Civic Responsibility:** Instill ethical values, social awareness and responsibility towards community, society and the environment.
6. **Lifelong Learning:** Promote self-directed learning, adaptability and readiness for further education and employment.

Program Specific Outcomes –

1. **Understand Foundational Theories:** Gain insights into psychological, philosophical and sociological foundations of education.
2. **Develop Research competence:** Acquire the ability to design and conduct educational research.
3. **Apply Educational Technology:** Integrate modern educational technologies into teaching and learning processes.
4. **Promote Inclusive Education:** Understand and implement inclusive education practices.
5. **Engage in Community and Lifelong Learning:** Participate actively in community engagement initiatives and pursue continuous professional development.
6. **Understand Educational Policies and Structures:** Comprehend the structure of Indian education system, including current trends, issues and policy frameworks.

COURSE OUTCOMES:

SL. NO	COURSE CODE	NAME OF THE COURSE	COURSE OUTCOME
SEMESTER-1			
1	EDN C-1	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	This course offers a foundational understanding of psychology and its role in education. It covers growth and development during adolescence, individual differences, intelligence, creativity, learning theories, and personality development, helping students apply psychological concepts to educational context.
2	EDN C-2	PHILOSOPHICAL FOUNDATIONS OF EDUCATION	This course introduces students to the basics of educational philosophy, its aims, and functions. It covers major philosophical schools, values and their inculcation, and the role of freedom and discipline, helping students understand the relevance of philosophical ideas in education.
3	EDN SEC-1	LIFE SKILL EDUCATION	This course teaches students the concept, objectives, and importance of life skills education, focusing on developing essential skills like problem-solving, decision-making, communication, and emotional coping. It also covers effective teaching methods for life skills and highlights the role of teachers and communities in life skill education, equipping students with practical skills to tackle real-life challenges.
SEMESTER-2			
4	EDN C-3	SOCIOLOGICAL FOUNDATIONS OF EDUCATION	This course introduces students to educational sociology, emphasizing its role in social change through politics, technology, and reforms. It explores how social groups, interaction, and stratification affect education, and highlights education's role in cultural transmission, especially Naga and Indian heritage. Students also examine key social issues, including Communitization in Nagaland, fostering sociological awareness.
5	EDN C-4	BASICS OF EDUCATIONAL RESEARCH	This course provides students with a foundational understanding of educational research, including its meaning, characteristics, and various types such as basic, applied, and action research. Students will learn to formulate hypotheses, conduct literature reviews, and design research using appropriate sampling techniques. The course also equips them with skills in both qualitative and quantitative data analysis, enabling effective interpretation of research findings, and guides them in writing research synopses and reports.

6	IDC-HIE	HISTORY OF INDIAN EDUCATION	This course covers the evolution of education in India, from ancient Vedic and Buddhist systems to Islamic education and the impact of Christian missionaries during British rule. It also examines key reforms like the Charter Act, Macaulay's Minutes, and movements for compulsory education, highlighting their influence on the Indian education system.
SEMESTER-3			
7	EDN C-5	TRENDS & ISSUES OF MODERN INDIAN EDUCATION	This course equips students with a comprehensive understanding of the significant issues in contemporary Indian education, preparing them to critically assess and contribute to the ongoing educational reforms in the country.
8	EDN C-6	EDUCATIONAL MEASUREMENT & EVALUATION	This course provides students with an understanding of educational measurement and evaluation, focusing on test construction, assessment principles, and tools like the Likert Scale and Rorschach Test. It highlights key assessment qualities such as validity and reliability, and trains students in evaluating psychological traits, standardizing tests, scoring, reporting results, and maintaining cumulative records effectively.
SEMESTER-4			
9	EDN C-7	EDUCATIONAL TECHNOLOGY	This course provides students with an understanding of educational technology, its scope, and components, including hardware and software. It covers communication in teaching, the use of mass media, and the systems approach to instructional design. Students will explore innovative methods like micro-teaching and programmed learning, and learn to use tools like Computer-Assisted Instruction and ICT in distance education.
10	EDN C-8	DEVELOPMENT OF EDUCATION IN INDIA	This course offers students a comprehensive overview of the historical development of education in India, from ancient Vedic and Buddhist systems to medieval Islamic education and the influence of Christian missionaries during British rule. It highlights key educational reforms and Acts, including Macaulay's Minutes and Wood's Despatch, and explores movements for compulsory education like Gokhale's Bill and Basic Education. The course helps students understand how historical developments have shaped the current Indian education system.

11	EDN SEC-2	COMMUNICATION SKILLS	These learning outcomes will enable the students to have strong foundation in communication principles, skills and techniques, and hence communicate confidently in both personal and professional settings.
SEMESTER-5			
12	EDN C-9	EDUCATION IN MODERN INDIA	This course enables students to understand the impact of various education commissions and policies in India, including the NPEs of 1986, 1992, and 2019. It covers constitutional provisions like the Right to Education Act and inclusive education for children with disabilities. Students will examine key reports such as the National Knowledge Commission and Yash Pal Committee, understand the roles of bodies like UGC, NCERT, and NAAC, and analyze educational challenges in the North-East, particularly in Nagaland.
13	EDN C-10	EDUCATIONAL MANAGEMENT	This course introduces students to educational management, covering its scope, styles, and key functions. It emphasizes decision-making, managing teaching-learning processes, and organizing curricular and co-curricular activities. Students will also learn about institutional roles, planning timetables and infrastructure, and fostering a positive school climate through effective discipline and educational planning.
14	EDN C-11	STATISTICS IN EDUCATION	This course teaches students the basics of educational statistics, including measures of central tendency and variability, normal probability, and data correlation methods. Students will also learn to represent educational data using graphs like pie charts, histograms, and cumulative frequency graphs.
SEMESTER-6			
15	EDN C-12	CURRICULUM DEVOPMENT & CONSTRUCTION	This course offers students a foundational understanding of curriculum theory, types, and development. It explores the role of curriculum in personality growth and distinguishes core from co-curricular activities. Students will analyze key Indian reforms like the 1966 Commission and NCF 2005, gaining skills to design, implement, and evaluate effective curricula.
16	EDN C-13	GUIDANCE & COUNSELLING IN EDUCATION	This course equips students with the foundational knowledge and skills to provide guidance and counseling in educational settings, especially focusing on vocational and career counseling for students and adults.
17	EDN C-14	STRUCTURE &	This course provides students with a comprehensive

		ISSUES OF CONTEMPORARY EDUCATION IN INDIA	understanding of India's education system, including its structure, objectives, policies, and reforms. It covers challenges in both school and higher education, evaluates government programs like Samagra Shiksha Abhiyan and RUSA, and examines the role of regulatory and training institutions in shaping the future of education in India.
18	EDN C-15	INCLUSIVE EDUCATION	This course prepares students to appreciate the value of inclusive education, comprehend the challenges faced by children with special needs, and understand the crucial roles of various stakeholders in ensuring these children receive appropriate education and support in society.
SEMESTER-7			
19	EDN C-16 A	PEDAGOGY	By the end of this course, students will understand pedagogy, effective teaching principles, and the link between teaching and learning. They will gain skills in classroom observation, lesson planning, and teaching strategies. The course also highlights the teacher's multifaceted role as planner, facilitator, counselor, researcher, and contributor to community development.
	EDNC-16 B	DISTANCE EDUCATION	This course will equip students with the concept, growth, and challenges of distance education, including learner support systems and technologies. They will explore its role in community development, particularly in rural areas and women's empowerment, and learn about the status of multi-media and online platforms like UGC-SWAYAM in enhancing distance education.
20	EDN C-17A	DEVELOPMENT OF EDUCATION IN NORTH-EAST INDIA	Students will understand the history and development of education in North-East India, including challenges in elementary, secondary, and higher education. They will explore issues like universalization of elementary education, vocationalization at the secondary level, and the status of teacher education and educational administration in the region.
	EDNC-17 B	COMPARATIVE EDUCATION	Students will understand the meaning, scope, and importance of comparative education and its methods. They will explore the education systems of different countries, focusing on primary, secondary, higher education, and teacher education, with comparative studies of India, the USA, and the UK. Students will also gain insights into the factors and approaches within comparative education.
21	EDN C-18 A	GENDER AND EDUCATION	By the end of this course, students will understand key concepts in gender studies, including the

			differences between sex and gender, and the importance of gender sensitization. They will examine gender socialization, biases in education, and the gender gap in areas like politics, employment, and health. Additionally, students will explore gender justice, women's rights, and the social legislation for women in India.
	EDN C-18 B	ECONOMICS OF EDUCATION	By the end of this course, students will understand the relationship between education and economic development, including the role of education in economic growth. They will explore the economics of education, including funding sources, human resource development, and issues like unemployment and education's impact on productivity and economic growth.
21		RESEARCH METHODOLOGY	This course will make students gain a solid understanding of research methodology, including research design, data collection methods, and analysis techniques. They will develop skills in formulating research questions, hypothesis testing, and interpreting research findings, preparing them to conduct and evaluate research effectively.
SEMESTER-8			
22	EDN DSE-4 A	VALUE EDUCATION	By the end of this course, students will understand the importance of value education and how it shapes society. They will learn about human values, strategies for teaching values, and the role of education in promoting values like democracy and social justice, as outlined in the Indian Constitution.
23	EDN DSE-4B	POPULATION EDUCATION	This course will equip students about key trends in population education, explore national and social issues related to population, and learn the role of education in addressing these challenges. They will also analyze current population rates and propose measures for improvement.
24	EDN DSE-4C	RESEARCH PROJECT/DISSERTATION	By the end of this course, students will have a thorough understanding of the research project/dissertation process, including the key steps involved in designing, conducting, and presenting a research study. They will learn to formulate research objectives, conduct literature reviews, select appropriate methods, and analyze data effectively. Students will also gain proficiency in writing research reports following APA guidelines, ensuring proper structure and referencing.

			<p>Additionally, they will be equipped to handle challenges during the research process, prepare a detailed project report, and effectively present their findings and conclusions. The course will culminate in a final assessment of their research report and a viva voce, enhancing their research and presentation skills.</p>
25	EDNGE-6	MENTAL HEALTH EDUCATION	<p>By the end of this course, students will understand the concepts of mental health, its relationship with education, and the characteristics of a mentally healthy person. They will explore mental health problems, adjustment mechanisms, and diagnostic and remedial techniques. Students will also learn about mental health promotion in schools, including yoga's role in mental well-being.</p>

HISTORY DEPARTMENT
Zisaji Presidency College, Kiphire, Nagaland

B.A. History Honours (FYUGP)
Four-Years Degree with Honours

The Bachelor of Arts in History Programme at Zisaji Presidency College, Kiphire, affiliated with Nagaland University, is structured under the Four-Year Undergraduate Programme (FYUGP) as prescribed by the National Education Policy 2020. This undergraduate programme aims to educate students with a holistic understanding of history since Palaeolithic period to the Modern Age. Likewise, courses offered under the programme emphasises on the foundational aspects including- Palaeolithic, Mesolithic, Neolithic, Ancient history, Medieval history and the Modern history. The comparative study of history provides proper knowledge to the students how the human life transformed from Old Stone Age to the present Modern Age. It imparts the whole knowledge of how human evolution took place, transforming their life from vagabond to sedentary life. The programme is designed to encourage the students to know the whole human history as the New Education Policy 2020 had set forth to allow the students to know the history with limited portion of syllabus. After completing the programme, students are expected to have a more comprehensive knowledge of history, that after further studies, they may also think of contributing something new in the history by doing the research works in the near future.

Programme Outcome:

The programme outcome of History usually meant the broad learning outcomes or competencies that a student is expected to gain after completing a degree. These outcomes are often set in higher education guidelines. Here are the programme outcomes of history:

- knowledge of the past: The student may gain a broad understanding of world, national and regional histories, including political, social, economic, cultural and intellectual developments.
- Critical thinking: Develop the ability to critically analyse historical sources, interpretations and narratives distinguishing between fact, bias and perspective.
- Research Skill: Acquire the skill to use primary and secondary sources, archives, inscriptions, material culture and digital databases for historical research.
- understanding change and continuity: Recognize how societies transform over time and understand continuity, causation, and historical context.
- Interdisciplinary perspective: relative history with allied disciplines like archaeology, anthropology, political science, sociology, economics, and literature.
- Communication skills: Develop the ability to present historical arguments clearly in written, oral, and digital forms.
- Ethical and Civic Awareness: Understanding heritage, cultural diversity and historical responsibilities, fostering values of tolerance, secularism and citizenship.
- Global and Comparative Awareness: appreciate cross- cultural interactions, global processes and their impact on regional and local histories.

- Problem- solving and Application: Apply historical knowledge to contemporary issues such as identity, heritage management, social justice and policy- making.
- Employability and Life Skills: Prepare for careers in teaching research, civil services, heritage management, tourism, museums, archives, media and related fields.

FIRST SEMESTER

Paper code	Course code	Name of The paper	Course outcome
C-1	His/MJ-101	History of India (From earliest times to Gupta period)	<ul style="list-style-type: none"> • Students will be able to understand the prehistoric foundation, the knowledge of early human life, tools, and cultural evolution during the Stone Age and Chalcolithic periods. • Awareness of the Indus planning, trade, religion, technology and cultural achievements of India's first urban culture. • The students would have the knowledge of Vedic and Later Vedic society. Understanding social structure, religious tradition from pastoral to agrarian society. • The students would understand the development of states like Mahajanapadas, Magadhan ascendancy, and the rise of the Mauryan Empire under the Chandragupta and Ashoka. • The student would know the political and administrative system during the ancient period. • The students would understand the religious and philosophical growth such as Buddhism, Jainism and developments in Vedic - Brahmanical thought.
C-2	His/MJ-102	Social formations and Cultural patterns of the Ancient World	<ul style="list-style-type: none"> • The students would understand the early civilizations, how ancient societies such as Mesopotamia, Egypt, Greece, and Roman developed politically, socially and economically. • Students will be able to compare the ability to compare different ancient cultures and recognize both similarities and difference in social structures, economy, religion and governance. • Students will be able to have awareness of social formation by understanding the evolution from tribal and clan-based societies to more complex class-based and state -organized systems.
Paper Code 03	His/Sec C-103	Fairs and Festivals in North East India	<ul style="list-style-type: none"> • The students would understand the cultural diversity that one may gain insight into the rich diversity of tribal and non-tribal communities of the regions. • The festivals like Bihu (Assam), Hornbill (Nagaland), Chapchar kut (Mizoram) and Losar (Arunachal Pradesh, Sikkim) shows case varied traditions, values and lifestyles. • Students may learn to preserve their indigenous traditions. This study may help in documenting oral traditions, rituals, folk dances and music. • The students may learn to safeguard intangible heritage from being lost due to modernization. • The students may learn that all the festivals are related to the agricultural activities either sowing or harvesting. • It provides understanding of the link between nature, spirituality and community life.

SECOND SEMESTER

Paper code	Course code	Name of The paper	Course outcome
C-4	His/MJ-C-201	History of India (Post Gupta to 1200 C.E)	<ul style="list-style-type: none">• Studying the History of India from the Gupta to 1200 C.E, would provide several outcomes for students, especially in understanding the political, social, economic, and cultural developments of early medieval India.• Students would understand the decline of the Gupta empire and the rise of regional powers such as Vardhanas, Palas, Pratiharas, Rashtrakutas, Chalukyas and Cholas.• Students may also learn to analysing the emergence of feudal structures and decentralization.• The students would understand the religious and cultural developments such as Hinduism, growth of temple architecture and the flourishing of Bhakti tradition.
C-5	His/MJ-202	Social Formations and Cultural patterns of the Medieval World	<ul style="list-style-type: none">• Students may understand the feudal structures and grasp the nature of medieval social hierarchies such as feudalism in Europe, manorial systems, and similar agrarian based structures elsewhere• Students may be helped in understanding the relationship between lords, vassals, peasants or serfs and the functioning of land-based economic• Students would understand the religious and intellectual development which would provide the knowledge of the central role of religion such as Christianity, Islam, Buddhism, Hinduism, in shaping medieval societies.• The student would understand the urbanization and trade and revival of towns, craft guilds and market places.• The students would understand the cultural interactions and exchange which would demonstrate how intercultural contacts such as crusades, Islamic expansion, Mongol empire, missionary activities which facilitated transfer of technology, art and ideas.

THIRD SEMESTER

Paper code	Course code	Name of The paper	Course outcome
C-5	His/MJ-301	History of India (C 1206-1526	<ul style="list-style-type: none">• studying the History of India from 1206 to 1526 C.E. the Delhi Sultanate period up to the eve of the Mughal Empire would allow the students to understand the political developments.• Students would understand the foundation, consolidation, and decline of the Delhi Sultanate under the Slave, Khalji, Tghlaqu, Sayyid and the Lodi dynasties.• Students would understand the socio-economic Transformations by examining the agrarian systems, land revenue practices like iqta system and trade networks.• Students would also understand the religious and cultural interactions and learn about the spread of Islam in India, Sufi and Bhakti movements and interfaith exchanges.

			<ul style="list-style-type: none"> • The students would also learn about the art and architecture and appreciate the growth of Indo-Islamic architecture, including mosques, forts, tombs, and new city designs for example Siri, Tughlaquabad.
C-6	His/MJ-302	History of Europe 13 th Century to 1789	<ul style="list-style-type: none"> • Studying the history of Europe from the 13th Century to 1789 from the late Medieval period to the eve of the French Revolution would give the students a wide understanding of Europe's transition from feudalism to modernity. • The student would understand the Late Medieval society and Economy by understanding the decline of feudalism, and Black Death, peasant uprising, and the crisis of the 14th century. • The students would understand the Renaissance and Humanism by appreciating the intellectual, artistic and cultural revival in Italy and its spread across the Europe. • The students would also understand the reformation and counter-reformation by understanding Martin Luther, Calvinism and the fragmentation of Christendom. • The students would also understand the rise of Nation-states and Absolutism by tracing the formation of centralized monarchies in France, Spain and England, studying absolutist rulers like Louis XIV and contrasting models such as constitutional monarchy in England
303	HIS/SE-303	Archive and Museum	<ul style="list-style-type: none"> • understanding heritage imparts the students to preserve and manage the historical monuments. • It creates awareness among the students in general to preserve the historical sites in the local area. • The students are well verse with the knowledge of documentation and record keeping, the ability to classify, catalogue, and maintain archives systematically for the research and reference. • The students gain a deeper appreciation for primary sources such as manuscripts, records artifacts and ow they shape our understanding of history. • Training to design exhibitions curate collections and communicate knowledge to the wider public, enhancing museum education and heritage awareness
304	His/MD-304	Understanding Heritage	<ul style="list-style-type: none"> • Students develop respect for the variety of cultural traditions, practices, and heritage values across societies. • The students would have the ability to identify and explain tangible heritage monuments, artifacts, sites and intangible heritage such as oral traditions, rituals, music languages. • The students would have knowledge of methods for protecting, conserving, and managing cultural and natural heritage.

			<ul style="list-style-type: none"> • The students would acquire the ability to use heritage sources sites, archives, artifacts and oral traditions for academic and cultural research. • the students would understand the role of heritage in shaping collective memory, cultural identity and national integration.
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FOURTH SEMESTER

Paper code	Course code	Name of The paper	Course outcome
C-7	His/MJ-401	History of India (C.1526-1605)	<ul style="list-style-type: none"> • Studying the History of India from 1526 to 1605 C.E. makes the students to understand the Mughal empire under Babur to the reign of Akbar • It would make the students to understand the foundation of the Mughal empire in the battle of Panipat in 1526. • The students would also understand the rise and consolidation under Akbar by gaining insights into Akbar's military conquest, expansion of empire and strategies of integration. The students would also understand the administrative system such as Mansabdari system and Zabt revenue system. • The students would also understand the statecraft and political thought by examining Akbar's policies of centralization, governance and diplomacy with Rajputs and other regional powers. • The students would also understand the society and economy of the Mughal empire by analyzing agrarian structures, land revenue system and patterns of trade and urban
C - 8	His/MJ-402	History of Europe (1789-1919)	<ul style="list-style-type: none"> • studying the history of Europe from 1789 to 1919 from the French revolution to the aftermath of world war I, would allow the students to understand the revolutionary transformations. They would understand the causes, course, and consequences of the French Revolution (1789), including the fall of monarchy, rise of republicanism, and spread of revolutionary ideals. • Students would also analyse how the revolution influence nationalism, liberalism and democracy in Europe. • Students would also understand the Napoleonic era and its legacy by studying the rise and fall of Napoleon Bonaparte, his reforms and their impact on European political and legal system. • The students would also understand the restoration and revolution of the 19th Century by examining the congress of Vienna (1815) and the conservative order under Metternich. • The students would also understand the Nationalism and unification of some countries such as Italy, Germany, and understand the role of nationalism in reshaping the European political map
403	HIS/SE-403	Orality and Oral Culture in India	<ul style="list-style-type: none"> • Studying orality and oral culture in India would lead the students to understanding oral traditions by gaining insights into the richness of oral traditions in India, including folktales, myths, ballads, proverbs, etc.

			<ul style="list-style-type: none"> • Students would learn to preserve the indigenous knowledge by documenting oral histories of their communities, especially tribal and marginalized groups. •the Students would gain the knowledge to explore the histories beyond the written texts, by preserving the oral history
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FIFTH SEMESTER

Paper code	Course code	Name of The paper	Course outcome
C-9	His/MJ-501	History of India (1605-1707)	<ul style="list-style-type: none"> •Studying the History of India from 1605 to 1707 C.E. from Jahangir's reign to the death of Aurangzeb would lead make the students to understand the reigns of Jahangir, Shah Jahan, and Aurangzeb, focusing on consolidation and expansion of the Mughal empire. •The students would also understand the war of succession among the nobles, administrative policies, and the challenges faced by the empire in its later phase. • The students would also understand the administrative and economic structures by studying the continuation and refinement of the mansabdari and revenue system. • The students would also understand the religion and state policy by examining the Jahangir and Shah Jahan's policies of relative religious tolerance. They would also understand the art and architecture during the Mughal period.
C-10	His/MJ-502	History of Modern World :1919-1945	<ul style="list-style-type: none"> • Studying the history of the Modern world form 1919 to 1945 would make the students understand the consequences of the treaty of Versailles and the reshaping of Europe after 1919. •It would make the students to understand the role of the League of Nations and its limitations in maintaining peace. • Students would also understand the rise of Totalitarian Regimes by examining the rise of Fascism in Italy, Nazism in Germany and Militarism in Japan. • the students would also understand the Great Depression (1929), its worldwide impact, and responses like Roosevelt's New Deal. • The students would also learn about the Global conflicts and crises by exploring the causes and consequences of aggression in Manchuria, Ethiopia and Spain.
C-11	His/MJ-503	History of Christianity in Nagaland	<ul style="list-style-type: none"> • Studying the history of Christianity in Nagaland, the students would understand the religious transformation, how Christianity was introduced by missionaries in the 19th century and how it gradually replaced traditional religion. • the students would understand and explain the role of American Baptist missionaries in shaping Naga society and identity. • The students would also know how the conversion had influenced the outlook of the people, values and social customs. •They would understand how Christianity led to the decline of certain indigenous practices such as headhunting, animistic rituals, while encouraging literacy, education and modern medicine

SIXTH SEMESTER

Paper code	Course code	Name of The paper	Course outcome
C-12	His/MJ-601	History of India (1707-1857)	<ul style="list-style-type: none"> • the period from 1707 to 1857 is a turning point in Indian history. Studying this phase yields many outcomes, since it covers the decline of the Mughal empire, rise of regional states, expansion of European powers, and the foundation of British rule. • The students would also understand the political outcome how Mughal empire decline and rose the successor states such as Awadh, Hyderabad, Bengal, Mysore, Maratha, etc. • The students would also understand how the British East India Company gradually expanded their political power and started controlling the whole India through diplomacy, alliance and wars. • The students would also understand the economic outcome how agriculture, trade and industry changed with the decline of Mughal empire and rise of European trading dominance.
C-13	His/MJ-602	Political history of the Nagas	<ul style="list-style-type: none"> • studying the political history of the Nagas had many important outcomes because it deals with their traditional political systems, colonial encounters, and modern political movements. The students would understand the traditional political structures of different Naga tribes such as village republic, councils, customary laws, chieftainship, etc. • the students would know the evolution of Naga consciousness from resistance against outsiders to the rise of Naga nationalism. • the students would know the role of Naga political organizations such as Naga Club, NNC, NSCN, and their demand for self-determination. • The students would appreciate the importance of customary law traditions and village democracy in shaping the modern governance. • The students would build respect for cultural diversity, indigenous rights and conflict resolution.
C-14	His/MJ-603	History of India (1857-1947)	<ul style="list-style-type: none"> • The period from 1857 to 1947 marks the crucial phase of India's transformation from a colony under direct British crown rule to achieving independence. • By studying this phase, the students would understand the aftermath of the 1857 revolution and how it change the British policies in India. • The students would also learn how the British Raj was established and its political, social and economic in India. • The students would also understand the political movements with social, economic and cultural changes. • The students would also understand the diverse ideologies between the Moderates and the Extremists revolutionaries, societies, etc. that contributed to freedom.

C-15	His/MJ-604	History of Northeast India (1822-1947)	<ul style="list-style-type: none"> •The period from 1822 to 1947 in Northeast India is very significant because it covers the advent and consolidation of British colonial rule, economic and social transformations, resistance movements, and the region's role in India's independence struggle. • Through this studies, the students would understand how the British gradually annexed different parts of Northeast India like Assam after the treaty of Yandaboo in 1826, hill areas through military expeditions. • The students would understand how the tribal resistance and revolt against the British such as, Khamti rebellion 9n 1839, Khasi rebellion under the Tirof Singh, Anglo -kuki war, Naga resistance, et. •The students would understand and appreciate the struggles and sacrifices of Northeast leaders and communities against the colonial domination.

SEVENTH SEMESTER

Paper code	Course code	Name of The paper	Course outcome
C-16	His/MJ-701	Social and political history of the Nagas	<ul style="list-style-type: none"> • studying the social and political history of the Nagas is very important because it gives a holistic picture of their traditional life, colonial encounters and modern identity. • The students would understand the traditional Naga society: kinship, clan system, customs, village councils, festivals and oral traditions. • Students would learn about the traditional political system of different Naga tribes like the village republic, chieftainship, customary laws. • The students would also understand the ability to critically analyse oral traditions, folklore, missionary records and colonial archives as historical sources. •The students would learn to interpret skills for debates on ethnicity, nationalism, and self-determination. •Studying the social and political history of the Nagas would understand their traditional society, indigenous political systems, colonial experiences and modern nationalist movements.
C-17	His/MJ-702	Archaeology: Methods & Approaches	<ul style="list-style-type: none"> •Studying the archaeology, methods and approaches would understand different archaeological methods: survey, excavation, dating techniques, material analysis, conservation. • The students would also learn about major theoretica approaches like culture-historical, processual, post-processual, Marxist, ethno-archaeology, etc. •The students would learn how to interpret material remains to reconstruct economy, society, culture and technology of past civilizations. •The students would to analyse artifacts and ecofacts to interpret past human activities.
C-18	His/MJ-703	Ancient India: Religious,	<ul style="list-style-type: none"> •Studying ancient Indian religious, political and economic history provides a broad understanding of how early Indian civilization developed in different dimensions.

		Political & Economic history	<ul style="list-style-type: none"> • The students would understand the origin and evolution of major religions such as Vedic religion, Buddhism, Jainism, Ajivikas, Bhakti traditions and their role in shaping society • The students would also learn about the political systems from early tribal polities, mahajapadas, Mauryas, Guptas, regional kingdoms and their administrative institutions. • The students would also learn about the economic foundations like the agriculture, trade routes, coinage, urban centers, craft production, and guilds.
C-19	His/MJ-704	Historical methods	<ul style="list-style-type: none"> • Studying historical methods is essential for anyone learning history because it teaches how historians collect, verify, interpret and present the past. • The students would also understand the nature and scope of history as a discipline. • They would learn different historical methods such as collection of sources, source criticism, internal and external criticism, chronology and interpretation. • The students would learn to develop the ability to analyse and evaluate historical evidence critically. • The students would also learn and appreciation of the role of history in shaping identity, heritage, and collective memory.

EIGHTH SEMESTER

Paper code	Course code	Name of The paper	Course outcome
C-20	His/MJ-801	Modern Indian society	<ul style="list-style-type: none"> • understand social transformation and explain how colonialism, nationalism, reform movements, and independence shaped the structure of modern Indian Society. • Analyze social institutions and examine the role of caste, class, gender, family and religion in the making of contemporary India. • Evaluate reform movements, assess the impact of 19th to 20th century social and religious reformers such as Raja Ram Mohan Roy, Jyotiba Phule, Gandhi, Dr. B.R. Ambedkar on Indian society • Appreciate diversity and pluralism of multicultural, multi-linguistic and multi-religious nature of Indian society and its Challenges • Study Social change after Independence by analyse policies, legislations, and movements addressing issues like caste discrimination, gender equality, education, reservation, and rural-urban transformation. • Understand modernization and Globalization by discussing how industrialization, urbanization, migration, media, and technology have reshaped the Indian society. • Identify social problems and Challenges by critically examining issues such as communalism, poverty, unemployment, inequality, environmental concerns, and identity politics in modern India.

C-21	His/MJ-802	History of Indian Archaeology	<ul style="list-style-type: none"> • Trace the Development of Archaeology in India by understanding how the discipline evolved from antiquarianism and colonial explorations to scientific archaeology. • Understand Theoretical shifts by recognizing the transition from descriptive and culture -historical approaches to processual and post -processual trends in Indian Archaeology. • Study key excavations and discoveries to gain knowledge of landmark archaeological discoveries such as Harappa, Mohenjodaro, Mauryan sites, megaliths and rock art traditions. •analyse methods and techniques by learning about changing methods of excavation, exploration, dating techniques, conservation and heritage management in India • appreciate cultural heritage by understanding the importance of preserving India’s material remains and monuments as part of national identity. • Critical thinking to develop the ability to critically assess colonial biases and nationalist interpretations in the writing of Indian archaeology.
C-22	His/MJ-803	Medieval India: Social-Religious, Polity and economy	<ul style="list-style-type: none"> • understand social structure by explaining the features of medieval Indian society, including caste, class, gender roles, rural-urban life, and cultural interaction. •Examine religious Developments by analysing the rise of Bhakti and Sufi movement which promoted to the social and cultural reform in the society. • Evaluate political systems by understanding the nature of polity under the Delhi Sultanate, Mughal, regional kingdoms and the kingship administration. • Study economic patterns by assessing medieval Indian economy in terms of agriculture, trade, craft production, land revenue systems and monetary circulation. • Appreciate cultural interaction by recognizing how it interacted between different communities such as Hindu, Muslim, Jain, Buddhist, Christian, etc. shaped the Indian culture. • Critically evaluate the historiographical debates about medieval Indian society such as Indian feudalism, nature of Mughal polity, agrarian crisis, decline of Mughal empire.
C-23	His/MJ-804	Outline of World History	<ul style="list-style-type: none"> • understand the broad Historical development, tracing the major phases of world history from ancient to modern times. • compare civilizations by examining similarities and differences among civilizations such as Mesopotamia, Egypt, Greece, Rome, China, India, Islamic world and Europe. • analyse Global transformations by studying key events like the Renaissance, reformation enlightenment, industrial revolution, world wars, cold war and decolonization. • Identity social, political and Economic patterns by recognising the development of states, empires, religions, trade networks, capitalism, socialism, democracy and nationalism. •Evaluate impact of Colonialism and imperialism by assessing how colonial expansion shaped Asia, Africa and Latin America and how resistance and independence movements emerged.

			<ul style="list-style-type: none">• Appreciate Global diversity by developing awareness of different cultures, religions and traditions that contributed to the making of the modern world.
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Political Science
Four-Year Degree with Honours / Honours with Research
Zisaji Presidency College,
Kiphire, Nagaland

The Bachelor of Arts in Political Science Programme at Zisaji Presidency College, Kiphire, affiliated with Nagaland University, is structured under the Four-Year Undergraduate Programme (FYUGP) as prescribed by the National Education Policy 2020.

This undergraduate programme aims to educate students with a holistic understanding of key political processes, debates, philosophies and theories that make Political Science what it is. Likewise, courses offered under the programme emphasises on the foundational aspects of political science including- constitutional frameworks, political institutions at the state and global level, contemporary society and politics at the domestic and regional level, foreign policy building, comparative study of political systems, early and modern political thoughts and philosophies, public administration, electoral politics, research methodology etc. among others. The programme is designed to encourage critical thinking and writing. After completing the programme, students are expected to have a more comprehensive knowledge of the subject matter and use it to critically evaluate the contemporary socio-political realities and prepare them for further research studies in any educational setting or beyond. With the ample materials and guidance, students can develop research aptitudes necessary for a sound academic career in the long run.

Programme Outcome:

- ***Critical Analysis of Political Concepts and Systems:*** Students will be able to critically analyze fundamental political concepts (e.g., justice, power, liberty, equality), diverse political ideologies, and various forms of governance (e.g., democracy, authoritarianism, federalism) across different national and international contexts, moving beyond mere definitions to nuanced understanding and comparative assessment.
- ***Understanding of Indian Political Thought and Constitutional Framework:*** Students will develop a comprehensive understanding of the evolution of Indian political thought, including ancient, medieval, and modern streams, and critically engage with the Indian constitutional framework, its values, institutions, and the ongoing debates surrounding its implementation and challenges.
- ***Application of Political Theories to Contemporary Issues and Global Challenges:*** Students will be able to apply theoretical frameworks and empirical knowledge from Political Science to analyze contemporary political events, policy challenges (e.g., development, human rights, environmental issues, conflict), and global issues, fostering a nuanced understanding of their causes, consequences, and potential solutions.
- ***Civic Engagement, Ethical Reasoning, and Research Skills:*** Students will cultivate an informed and responsible approach to civic engagement, developing ethical reasoning skills to address political dilemmas. They will also acquire foundational research skills, including data collection, analysis, and effective communication of political arguments, preparing them for higher studies, public service, and informed citizenship.

COURSE OUTCOMES:

SL. NO	COURSE CODE	NAME OF THE COURSE	COURSE OUTCOMES
SEMESTER I			
1	POL/H/ C-1	Constitutional Government & Democracy in India	<ul style="list-style-type: none"> • Students will be able to comprehend the historical evolution, philosophical underpinnings, and salient features of the Indian Constitution, including the Preamble, Fundamental Rights, Directive Principles of State Policy, and Fundamental Duties. • Students will be able to analyze the structure and functioning of the key institutions of Indian democracy at the Union, State, and local levels. This includes the roles and responsibilities of the Legislature (Parliament and State Assemblies), the Executive (President, Prime Minister, Governors, Chief Ministers, and bureaucracy), and the Judiciary (Supreme Court and High Courts). They will also be able to evaluate the processes of elections, political parties, and the dynamics of federalism and decentralization in India. • Students will be able to critically evaluate the working of constitutionalism and democratic practices in India, including the challenges and resilience of democratic institutions, the protection of fundamental rights, the role of judicial review, and the impact of socio-economic factors on Indian democracy. This also involves understanding contemporary issues such as social justice, gender equality, and the ongoing debates surrounding constitutional amendments and their impact on the democratic fabric of the nation.
2	POL/H/C-2	Understanding Political Theory	<ul style="list-style-type: none"> • Students can identify and explain core concepts in political theory, such as power, justice, liberty, equality, authority, and legitimacy. This includes understanding different definitions and interpretations of these concepts as they have been debated throughout the history of political thought. • Students will be able to analyze the major ideas and arguments of influential political thinkers and understand the development of different schools of thought within political theory. This involves engaging with the works of classical and modern theorists and recognizing the key debates and

			<p>intellectual lineages within traditions like liberalism, conservatism, socialism, and feminism.</p> <ul style="list-style-type: none"> • Students will be able to apply different political theories and concepts to analyze contemporary political issues and challenges. This involves using theoretical frameworks to understand and evaluate current events, policy debates, and social movements.
3	POL/H/SEC-1	Legislative Support (SEC)	<ul style="list-style-type: none"> • Students will be able to identify and explain the specific roles, responsibilities, and powers of Members of Parliament, State Legislators, and functionaries of Rural and Urban Local Self-Government bodies in India. • Students will be able to write and critically assess the law-making procedure, including the role of parliamentary committees and the process of amendments in shaping legislation. • Students will be able to explain the budgeting process in India and analyze the critical role of the Parliament in the formulation, debate, and approval of the Union Budget.
SEMESTER II			
4	POL/H/C-3	Political Process in India	<ul style="list-style-type: none"> • Students will be able to analyze the electoral system in India, including its key features, processes, and reforms. They will also be able to evaluate different forms of political participation beyond voting, such as activism, civil society engagement, and social movements, and understand the factors influencing voter behavior and electoral outcomes in the Indian context. • Students will be able to critically analyze the historical and social rationale behind affirmative action policies for Scheduled Castes (SCs) and Scheduled Tribes (STs) in India, trace the evolution of these policies through constitutional provisions and legislative enactments, and evaluate their multifaceted impact on social justice, representation, and the broader socio-economic landscape of India, particularly considering the specific context and ongoing

			<p>debates.</p> <ul style="list-style-type: none"> • Students will be able to critically evaluate the shifting nature of the Indian state since independence, analyzing its trajectory from an emphasis on developmental planning and welfare provision towards increasingly prominent coercive and surveillance dimensions, while considering the regional variations and specific experiences within states.
5	POL/H/C-4	Political Theory- Concepts & Debate	<ul style="list-style-type: none"> • Students will be able to critically analyze and differentiate between various conceptions of rights (natural, human, legal), equality (formal, substantive, equality of opportunity, equality of outcome), justice (distributive, procedural, restorative), and liberty (negative, positive, republican). • Students will be able to examine the complex interconnections and potential tensions between the concepts of rights, equality, justice, and liberty. This involves analyzing how different understandings of one concept can impact the interpretation and application of others and exploring historical and contemporary debates about prioritizing or balancing these values in different political contexts. • Students will be able to apply different theoretical frameworks related to rights, equality, justice, and liberty to analyze contemporary political and social issues in India. This involves using theoretical lenses to understand and evaluate debates surrounding social justice movements, minority rights, gender equality, freedom of expression, and the role of the state in promoting these values within the Indian context.
6	POL/H/IDC	Feminism: Theory and Practice	<ul style="list-style-type: none"> • Students will be able to trace the origins and historical progression of feminist thought, differentiate between various phases of feminism, and critically examine key theoretical perspectives such as liberal, socialist, and radical feminism, including their relevance to pre and post-colonial India.

			<ul style="list-style-type: none"> • Students will be able to define and critically analyze core concepts like patriarchy, sex/gender, private/public spheres, and masculinity/femininity, and apply these concepts to understand power dynamics and social structures related to gender. • Students will be able to assess the impact of patrilineal and matrilineal practices on gender relations within Indian families, analyze women's property rights, and critically examine the sexual division of labor, including the significance of unpaid, underpaid, and casual work performed by women in India.
SEMESTER III			
7	POL/H/C-5	Introduction to Comparative Government & Politics	<ul style="list-style-type: none"> • Students will be able to analyze the structures, functions, and dynamics of diverse political systems across different countries, including parliamentary, presidential, and semi-presidential systems, federal and unitary states, and various electoral systems. This involves identifying key institutional differences and similarities, understanding the impact of these variations on political processes, and drawing comparisons between the Indian political system and those of other nations, potentially including neighboring countries or those with similar colonial histories. • Students will be able to critically evaluate core concepts in comparative politics, such as democratization, authoritarianism, political culture, political participation, nationalism, and globalization, and apply these concepts to understand political phenomena in different regional contexts. This includes examining how these concepts manifest differently across various countries and regions, including South Asia and Southeast Asia, and analyzing their relevance to understanding political developments within India and its neighboring countries. • Students will be able to compare and

			<p>contrast the key features of the political systems (including constitutional frameworks, executive-legislative relations, and federal/unitary structures) and the dynamics of their respective party systems (including the number and types of parties, their ideologies, electoral performance, and influence on governance) in the USA, France, and Russia, analyzing the historical, social, and cultural factors that have shaped their development and considering the implications of these differences for democratic processes and political stability in each country as of April 2025.</p>
8	POL/H/C-6	Classical Political Philosophy	<ul style="list-style-type: none"> • Students will be able to identify, explain, and critically analyze the core political concepts (such as justice, virtue, the good life, citizenship, and the ideal state) and the major arguments of key classical political philosophers, including Plato, Aristotle, and potentially pre-Socratic thinkers or Roman philosophers like Cicero. This involves comprehending their historical context and the enduring relevance of their ideas to understanding fundamental questions about politics and human nature. • Students will be able to analyze and compare the contrasting perspectives of Hobbes, Machiavelli, and Locke on the nature of legitimate political authority, the role of the ruler, and the relationship between the individual and the state. This includes evaluating their different approaches to issues such as the justification for political obligation, the limits of government power, and the importance of individual rights versus state security.
9	POL/H/SEC-2	Democratic Awareness with Legal Literacy (SEC)	<ul style="list-style-type: none"> • Students will be able to outline the historical development of the legal system in India and differentiate between the various types of courts, tribunals, and their respective jurisdictions, including specialized courts. • Students will be able to describe the roles of the police and executive in criminal law administration, referencing the IPC and evaluate various alternative

			<p>dispute settlement mechanisms like Lok Adalats and non-formal arbitration.</p> <ul style="list-style-type: none"> • Students will be able to identify and explain Fundamental Rights, Directive Principles, and Fundamental Duties, and recognize key legal provisions protecting women, Scheduled Castes, and Scheduled Tribes within the framework of Indian constitutional law.
SEMESTER IV			
10	POL/H/C-7	<p>Perspectives on International Relations & World History</p>	<ul style="list-style-type: none"> • Students will be able to identify, explain, and compare the major theoretical perspectives in International Relations, such as Realism, Liberalism, Constructivism, and Marxism, analyzing their core assumptions, key concepts, and approaches to understanding global political phenomena. This includes evaluating the strengths and weaknesses of each theory in explaining historical and contemporary international events, considering their relevance to India's foreign policy and its engagement with the world. • Students will be able to critically analyze key concepts and contemporary issues in world politics, such as sovereignty, the state system, power, security (traditional and non-traditional), globalization, interdependence, international institutions, human rights, and environmental politics. This involves understanding the historical evolution of these concepts and issues, examining different perspectives on them, and evaluating their significance in shaping the current global landscape, particularly as they relate to India's role and interests in the international arena. • Students will be able to evaluate the roles and interactions of various actors in world politics, including states, international organizations (like the UN, WTO), non-governmental organizations (NGOs), multinational corporations (MNCs), and individuals. They will also be able to analyze the major processes shaping international relations, such as diplomacy, conflict, cooperation, integration, and fragmentation. This includes understanding the dynamics of power relations, the complexities of multilateralism, and the challenges of achieving global governance in the 21st century, with a specific focus on how these actors and

			processes impact India's foreign policy choices and its position in the global order.
11	POL/H/C-8	Modern Political Philosophy	<ul style="list-style-type: none"> • Students will be able to identify and critically analyze the core concepts and arguments presented by Jean-Jacques Rousseau, John Stuart Mill, Mary Wollstonecraft, and Karl Marx regarding human nature, liberty, equality, justice, the role of the state, and social organization. This includes understanding the nuances of their individual perspectives on concepts like the general will, utilitarianism, the subjection of women, alienation, and historical materialism, and how these ideas continue to resonate in contemporary political discourse. • Students will be able to compare the key ideas and approaches of Rousseau, Mill, Wollstonecraft, and Marx, identifying points of convergence and divergence in their analyses of power, individual rights, social inequalities, and the ideal political order. This involves understanding how their philosophies relate to broader intellectual traditions of the Enlightenment, liberalism, and socialism, and how their critiques of existing social and political arrangements offer different pathways for social change, relevant to ongoing debates on development and social justice in India today. • Students will be able to evaluate the enduring relevance and limitations of the political philosophies of Rousseau, Mill, Wollstonecraft, and Marx in understanding contemporary political challenges and debates, including issues of democracy, individual freedoms, gender equality, economic inequality, and social justice in the 21st century,
12	POL/H/SEC-3	Public Opinion and Survey Research (SEC)	<ul style="list-style-type: none"> • Students will be able to define public opinion, explain its characteristic and significance in a democracy, and differentiate between various probability and non-probability sampling methods used to measure it. • Students will be able to critically evaluate different interview techniques and questionnaire design principles, focusing on

			<p>question wording, fairness, and clarity for accurate data collection.</p> <ul style="list-style-type: none"> • Students will be able to manage and analyze survey research data, and effectively interpret and present findings from quantitative public opinion surveys.
SEMESTER V			
13	POL/H/C-9	Perspectives on Public Administration	<ul style="list-style-type: none"> • Students will be able to identify and explain the major classical and contemporary theories and approaches in public administration, such as bureaucracy, scientific management, human relations, systems theory, new public management, and new public service. This includes understanding their core principles, historical context, strengths, and limitations in the context of governance and public service delivery, particularly as they relate to the Indian administrative system and its evolution. • Students will be able to critically analyze key concepts and principles in public administration, including efficiency, effectiveness, accountability, transparency, equity, and responsiveness. This involves understanding their theoretical underpinnings, practical implications for public sector organizations, and the challenges of their application in diverse socio-cultural and political contexts, such as those prevalent in India. • Students will be able to evaluate contemporary issues and debates shaping the field of public administration, such as the role of technology, privatization, globalization, citizen engagement, and sustainable development.
14	POL/H/C-10	Modern Indian Political Thought-1	<ul style="list-style-type: none"> • Students will be able to identify and differentiate between the core tenets of Brahmanic, Shramanic, Islamic, and Syncretic political thought traditions prevalent in pre-colonial India, demonstrating an understanding of their historical context and key figures. • Students will be able to analyze foundational texts such as the <i>Mahabharata</i> (specifically Shantiparva), Kautilya's <i>Arthashastra</i>, and the <i>Aggannasutta</i>

			<p>(Digha Nikaya) to extract and critically evaluate their respective theories of state, kingship, <i>rajadharma</i>, and foreign policy.</p> <ul style="list-style-type: none"> • Students will be able to articulate and compare the political ideals and theories of governance espoused by prominent medieval Muslim Indian thinkers like Barani and Abul Fazal, and further discuss the contributions of figures like Kabir and Guru Nanak to notions of social and religious harmony within pre-colonial Indian thought
15	POL/H/C-11	Global Politics	<ul style="list-style-type: none"> • Students will be able to define and critically analyze various conceptions of globalization, including its political, economic, cultural, and technological dimensions, and evaluate the debates surrounding sovereignty and territoriality in a globalized world. • Students will be able to identify and explain the roles of key agents of globalization, such as the World Bank, WTO, TNCs, and IMF, and assess the impact of global social movements and NGOs in resistance to or engagement with globalization. • Students will be able to analyze major contemporary global issues, including climate change, nuclear proliferation, resource security, poverty, migration, and international terrorism, by applying relevant theoretical perspectives and identifying potential solutions or challenges.
SEMESTER VI			
16	POL/H/C-12	Human Rights in a Comparative Perspective	<ul style="list-style-type: none"> • Students will be able to explain the historical evolution, core meaning, and significance of human rights, differentiating between the three generations of rights and identifying key international conventions. • Students will be able to identify and describe the roles and functions of major national and international institutions dedicated to protecting human rights, including the UNHRC, National Human Rights Commission, and State Human Rights Commissions. • Students will be able to analyze specific instances and patterns of human rights violations related to caste, race, gender, and indigenous peoples in

			diverse geographical contexts (e.g., India, South Africa, Pakistan, Australia), and articulate various factors contributing to these violations as well as potential remedies and protection measures.
17	POL/H/C-13	Indian Political Thought-II	<ul style="list-style-type: none"> • Students will be able to identify and critically analyze the key contributions of prominent Renaissance and Socio-Political thinkers (e.g., Rammohan Roy, Jyotibha Phule, Vivekananda, V.D. Savarkar) to the discourse on rights, social reform, nationalism, and ideal society in India. • Students will be able to compare and contrast the ideas of Secular Nationalist and Socialist thinkers (e.g., Mahatma Gandhi, Ambedkar, Nehru, Ram Manohar Lohia) on concepts such as ahimsa, social justice, secularism, and socialism within the context of Indian political thought. • Students will be able to discuss the foundational ideas of early feminist thinkers like Pandita Ramabai, understanding their critiques of orthodoxy and contributions to gender discourse in pre- and post-independence India.
18	POL/H/C-14	Political Processes & Institutions in Comparative Perspective	<ul style="list-style-type: none"> • Students will be able to explain and critically apply various approaches to comparative politics, including political culture and new institutionalism, demonstrating an understanding of their meanings, types, and relevance in analyzing political systems. • Students will be able to analyze and compare the functioning of political parties, party systems, pressure groups, and diverse electoral processes and systems across different political contexts. • Students will be able to discuss the evolution and characteristics of the nation-state in both Western Europe and post-colonial countries, and critically evaluate the processes of democratization in post-authoritarian and post-communist states, as well as the practices of federalism and decentralization in comparative perspective.
19	POL/H/C-15	Public Policy & Administration in	<ul style="list-style-type: none"> • Students will be able to define, characterize, and

		India	<p>analyze various models of public policy, demonstrating an understanding of the public policy process in India.</p> <ul style="list-style-type: none"> • Students will be able to explain the concept and significance of decentralization, including its types and approaches, and critically assess the functioning of rural and urban local self-governance in India. • Students will be able to identify and evaluate key aspects of the citizen-administration interface, such as public service delivery and grievance redressal mechanisms (e.g., RTI, Lokpal, Citizens' Charter, E-Governance), and discuss the concept, approaches, and specific policies related to social welfare administration in India.
SEMESTER VII			
20	POL/H/C-16	Understanding Northeast India with Special Reference to Nagaland	<ul style="list-style-type: none"> • Students will be able to describe the diverse geographical, cultural, social, and economic characteristics of Northeast India, identifying the unique features that define the region. • Students will be able to analyze the evolution and impact of both traditional and modern political institutions in Northeast India, particularly in states like Arunachal Pradesh, Meghalaya, Mizoram, and Nagaland, and assess the influence of British colonial rule on the region's politics, administration, culture, and religion. • Students will be able to critically examine contemporary issues and challenges facing Northeast India, including identity-based movements, sub-nationalism, migration, and underdevelopment, demonstrating an understanding of their historical roots and socio-political implications.
21	POL/H/C-17	Understanding South Asia	<ul style="list-style-type: none"> • Students will be able to define South Asia as a distinct geopolitical region, analyzing the enduring impacts of colonialism and post-colonial history on its political and socio-economic landscape. • Students will be able to evaluate the geopolitical

			<p>significance of South Asia in changing world politics, specifically examining the conflicting interests between India and China and their implications for regional dynamics.</p> <ul style="list-style-type: none"> • Students will be able to compare and contrast the governmental structures and political systems of key South Asian countries (e.g., Bhutan, Pakistan, Nepal), and assess the challenges and prospects for economic development, trade, and regional cooperation through organizations like SAARC and BIMSTEC.
22	POL/H/C-18	India's Foreign Policy in a Globalizing World	<ul style="list-style-type: none"> • Students will be able to explain the historical evolution, fundamental principles, objectives, and key determinants of India's foreign policy, identifying the various agencies involved in its formulation. • Students will be able to analyze India's bilateral relations with major global powers (USA, Japan, Russia, EU) and its immediate neighbors (China, Pakistan, Bangladesh, Sri Lanka), identifying the complexities and evolving dynamics in these relationships. • Students will be able to evaluate India's engagement with significant regional organizations (SAARC, ASEAN, BRICS, BIMSTEC) and critically assess India's concerns and challenges in a globalizing world, particularly concerning trade, security, terrorism, and global peace.
23	POL/H/C-19	RESEARCH METHODOLOGY	*
SEMESTER VIII			
24	POL/H/C-20	*	*
25	POL/H/C-21	*	*
26	POL/H/C-22	*	*
27	POL/H/C-23	*	*
*Paper codes and titles are yet to be officially formulated by the Nagaland University.			

Department of English
Zisaji Presidency College, Kiphire, Nagaland
BA English Honours (FYUGP)
4 years degree with honours/honours with research

Programme Outcome:

Programme General Outcome

Bachelor's Degree (Major) is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills and values that a student intends to acquire in order to look for professional avenues or move to higher education at the postgraduate level.

Bachelor's Degree(Major)programmes attract entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the particular field of study/profession. Thus, BA (Major) Course in English aims to equip Learners to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.

Qualification descriptors at this level reflect in-depth and specialized knowledge and understanding of their subjects enriched by domain knowledge, student knowledge, critical thinking and effective communication skills. Knowledge at this level includes generic information about what all holders of the qualification are able to do, and the qualities and skills that they have. Courses, therefore, reflect different aspirations of types of Learners, and skills, learning needs and personal circumstances, needed thereof. Programmes assess not only academic skills but also other skills and attributes including what graduate level education requires, recognizes and accredits in order for the major Degree to sync with national standards and be compatible with international practices.

The attributes and outcomes associated with specialized programmes of study such as BA Major in English are predominantly comprised of structured learning opportunities. These programmes are devoted to classroom learning, group and individual learning and library and field research projects. The key component in the programme is developing the ability to communicate at different levels, ranging from basic to critical communication.

To complete the programme of study the student needs to demonstrate knowledge of the subject, understanding of one's location, ability to critically appreciate a text or tradition in itself or in relation to others, knowledge of the development of the discipline locally and globally through classroom study, self-study and research of existing literatures and current practices. The critical perspective, thus acquired, helps the student to link the degree to life skills including professional skills and awareness with an understanding of human and literary value

Program Specific Outcome

The Major programme in any subject is, in effect, a bridge between secondary and tertiary level education and postgraduate education. So it is important to make the courses in this programme as inclusive and broad as possible even as they also carry the imprints of specialized programmes of study. The objectives of the LOCF in English, therefore, revisit traditional expectations of teaching and learning English by centre-staging outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

The **broad objectives** of the Learning Outcomes-based Curriculum Framework (LOCF) in English Literature (Major) can therefore be outlined through the following points:

- 1. Prospects of the Curriculum:** Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a degree student with Major in English;
- 2. Core Values:** Enabling prospective Learners, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for English Literature (Major);
- 3. Bridge to the World:** Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the Learners also are aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;
- 4. Assimilation of Ability, Balance, harmony and Inclusiveness:** Identifying and defining such aspects or attributes of English Literature (Major) that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;
- 5. Frame for National Standards:** Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of English Literature (Major) and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;

6. **Pliability:** Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all Learners and the kind of flexibility and openness required foreducation;
7. **Pedagogy:** Providing higher education institutions an important point of reference for designingteaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards for English Literature (Major) with shift from domain knowledge to processes of realizing the outcomes;
8. **Development:** Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide Learners a clear direction of learning.

The **specific objectives** of the BA programme in English Literature (Major) are to develop in the student the ability to demonstrable the following outcomes:

1. **Disciplinary Knowledge of English Literature and Literary Studies**

- a. ability to identify, speak and write about different literary genres, forms, periods and movements
- b. ability to understand and engage with various literary and critical concepts and categories
- c. ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d. ability to understand, appreciate, analyse, and use different theoretical frameworks
- e. ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently andpersuasively
- f. ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self questioning
- g. ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
- h. ability to see and respect difference and to transcend binaries

2. **Communication Skills**

- a. ability to speak and write clearly in standard, academic English
- b. ability to listen to and read carefully various view points and engage with them.
- c. Ability to use critical concepts and categories with clarity

3. **Critical Thinking**

- a. ability to read and analyse extant scholarship

- b. ability to substantiate critical readings of literary texts to persuade others
- c. ability to place texts in historical contexts and read them in terms of generic conventions and literary history

4. Analytical Reasoning

- a. Ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b. ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

5. Problem Solving

- a. Ability to transfer literary critical skills to read other cultural texts
- b. Ability to read any unfamiliar literary texts

6. Research-Related Skills

- a. ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b. ability to plan and write a research paper

7. Self-Directing Learning

- a. Ability to work independently in terms of reading literary and critical texts
- b. Ability to carry out personal research, postulate questions and search for answers

8. Multicultural Competence

- a. ability to engage with and understand literature from various nations and reasons and languages
- b. ability to respect and transcend differences

9. Teamwork and Time Management

- a. ability to participate constructively in class discussions
- b. ability to contribute to groupwork
- c. ability to meet a deadline

10. Scientific Reasoning

- a. ability to analyse texts, evaluating ideas and literary strategies
- b. ability to formulate logical and persuasive arguments

11. Reflective Thinking

- a. ability to locate oneself and see the influence of location—regional, national, global— on critical thinking and reading

12. Digital Literacy

- b. ability to use digital sources, and read them critically

c. ability to use digital resources for presentations

13. Moral and Ethical Values

- a. Ability to interrogate one’s own ethical values, and to be aware of ethical issues
- b. ability to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

14. Leadership Readiness

- a. ability to lead group discussions, to formulate questions for the class in literary and social texts

15. Life-long Learning

- b. ability to retain and build on critical reading skills
- c. ability to transfer such skills to other domains of one’s life and work

Course Outcome

Sl No	Paper Code	Course Code	Name of the Course	Course Outcome	Credit
SEMESTER I					
CORE COURSES					
	C-1	ICL	Indian Classical Literature	<ul style="list-style-type: none"> • Learners will learn the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100AD • Learners will appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes • Learners will historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres • Learners will trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures • Learners will understand, analyse and appreciate various texts with comparative perspectives 	
	C-2	ECL	European Classical Literature	<ul style="list-style-type: none"> • Learners will historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts 	

				<ul style="list-style-type: none"> • Learners will engage with classical literary traditions of Europe from the beginning till the 5th century AD • Learners will grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time • Learners will appreciate classical literature of Europe and pursue their interests in it • Learners will examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives • Learners will develop ability to pursue research in the field of classics • Learners will develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period 	
MINOR COURSES					
	M-1	ICL	Indian Classical Literature	<ul style="list-style-type: none"> • Learners will learn the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD • Learners will appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes • Learners will historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres • Learners will trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures • Learners will understand, analyse and appreciate various texts with comparative perspectives 	
INTERDISCIPLINARY COURSES					
	IDP 1	IPE	Introduction to Poetry in English	<ul style="list-style-type: none"> • Learners will be able to understand the nature and creative use of the English language by identifying literary terms and techniques related to poetry 	

				<ul style="list-style-type: none"> • Learners will be able to define and identify elements like rhyme, rhythm, meter, and various figures of speech and appreciate the aesthetic qualities of poetry • Learners will be able identify and discuss the central ideas and underlying meanings of poems • Learners will be able to identify, analyse, interpret and describe critical ideas, values and themes that appear in literary and cultural texts. • Learners will be able to understand how these values, ideas and themes inform and impact culture and society then and thus broaden their worldview. • Learners will develop a spirit of enquiry and independent thinking. 	
ABILITY ENHANCEMENT COURSES					
	AECC	ENG-1	English	<ul style="list-style-type: none"> • Learners will be introduced to the theory, fundamentals and tools of communication • Learners will develop in them vital communication skills integral to personal, social and professional interactions • Learners will be familiarised with speaking skills such as personal communication, social interactions; communication in professional situations such as interviews, group discussions and office environments; and important reading skills as well as writing skills such as report writing, note taking etc • Learners will develop the capability to share their thoughts, emotions and ideas in both communication and writing 	
SKILL ENHANCEMENT COURSES					
			English Phonetics	<ul style="list-style-type: none"> • Learners will develop an understanding of the sound system of English, including its organisation, variations, and application in pronunciation and analysis • Learners will be able to identify, produce and describe different sounds and apply stress, intonation and rhythm appropriately • Learners will be proficient in using the International Phonetic Alphabet (IPA) for transcribing and analysing English sounds 	

				<ul style="list-style-type: none"> • Learners will be familiarised with the varieties of English and the standard English 	
SEMESTER II					
CORE COURSES					
	C-3	IWE	Indian Writing in English	<ul style="list-style-type: none"> • Learners will appreciate the historical trajectory of various genres of IWE from colonial times till the present • Learners will critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism • Learners will critically appreciate the creative use of the English language in IWE • Learners will approach IWE from multiple positions based on historical and social locations 	
	C-4	BPD-1	British Poetry and Drama-14 th -17 th centuries	<ul style="list-style-type: none"> • Learners will understand the tradition of English literature from 14th to 17th centuries. • Learners will develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested • Learners will engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts • Learners will appreciate and analyse the poems and plays in the larger socio-political and religious contexts of the time. 	
MINOR COURSES					
	M-2	IWE	Indian Writing in English	<ul style="list-style-type: none"> • Learners will appreciate the historical trajectory of various genres of IWE from colonial times till the present • Learners will critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism • Learners will critically appreciate the creative use of the English language in IWE 	

				<ul style="list-style-type: none"> • Learners will approach IWE from multiple positions based on historical and social locations 	
INTERDISCIPLINARY COURSES					
	IDP 2	IDE	Introduction to Drama in English	<ul style="list-style-type: none"> • Learners will be able to understand the nature and creative use of the English language by identifying literary terms and techniques related to drama • Learner will learn to break down the elements of a play and how they contribute to its overall meaning • Learners will be able to understand dramatic devices, figurative language and imageries and how they contribute to the text's message. • Learners will be able to identify, analyse, interpret and describe critical ideas, values and themes that appear in literary and cultural texts. • Learners will be able to understand how these values, ideas and themes inform and impact culture and society then and thus broaden their worldview. • Learners will develop a spirit of enquiry and independent thinking. 	
ABILITY ENHANCEMENT COURSES					
	AECC	MIL-1	ALTERNATIVE ENGLISH 1	<ul style="list-style-type: none"> • Learners will demonstrate the ability to read literary texts in terms of genre and contexts • Learners will engage with and write cogently on issues to modern India and to local realities • Learners will critically appreciate the use of English in India 	
VALUE ADDED COURSES					
	VAC1	MCB	Mass Communication and Broadcasting	<ul style="list-style-type: none"> • Learners will understand media principles, processes and impact • Learners will get familiarised with the role, nature and essential elements of TV broadcasting and Radio broadcasting • Learners will learn the role and traits of a Newscaster • Learners will get familiarised with Anchoring, interviews and interviewing, Talk show, news reading and Radio talk • Learners will understand the role and traits of Radio drama and Disc Jockey 	

				<ul style="list-style-type: none"> • Learners will develop skills in writing, scripting and producing content for various media platforms such as news, blogs, radio and television • Learners will acquire knowledge and skills in using digital tools and technologies for media creation and dissemination • Learners will understand how to plan and execute media campaigns and strategies. 	
SEMESTER III					
CORE COURSES					
	C-5	AL	American Literature	<ul style="list-style-type: none"> • Learners will understand the depth and diversity of American literature keeping in mind the history and culture of the United States of America from the colonial period to the present (17thcentury to 21stcentury) • Learners will understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South the Wild West, Melting pot, Multi-culturalism etc. • Learners will appreciate the complexity of the origin and reception of American literature given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions • Learners will critically engage with the complex nature of American society given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities • Learners will critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities 	

				<ul style="list-style-type: none"> • Learners will explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres • Learners will relate the African American experience in America (both ante-bellum and post bellum) to issues of exclusion in societies relevant to their learning experience • Learners will analyse the American mind from global and Indian perspectives and situate the American in the contemporary world 	
	C-6	PL	Popular Literature	<ul style="list-style-type: none"> • Learners will trace the early history of print culture in England and the emergence of genre fiction and bestsellers • Learners will engage with debates on high and low culture, canonical and non-canonical literature • Learners will articulate the characteristics of various genres of non-literary fiction • Learners will investigate the role of popular fiction in the literary poly-system of various linguistic cultures • Learners will demonstrate how popular literature belongs to its time • Learners will use various methods of literary analysis to interpret popular literature 	
MINOR COURSES					
	M-3	AL	American Literature	<ul style="list-style-type: none"> • Learners will understand the depth and diversity of American literature keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century) • Learners will understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South the Wild West, Melting pot, Multi-culturalism etc. • Learners will appreciate the complexity of the origin and reception of American literature given its European and non-European historical 	

				<p>trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions</p> <ul style="list-style-type: none"> • Learners will critically engage with the complex nature of American society given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities • Learners will critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities • Learners will explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres • Learners will relate the African American experience in America (both ante-bellum and post bellum) to issues of exclusion in societies relevant to their learning experience • Learners will analyse the American mind from global and Indian perspectives and situate the American in the contemporary world 	
INTERDISCIPLINARY COURSES					
	IDP 3	IFE	Introduction to Fiction in English	<ul style="list-style-type: none"> • Learners will be able to understand the nature and creative use of the English language by identifying literary terms and techniques related to fiction • Learner will learn to break down the elements of a fiction and how they contribute to its overall meaning • Learners will be able to analyse the significance of several authors and their works. • Learners will be able to identify, analyse, interpret and describe critical ideas, values and themes that appear in literary and cultural texts. 	

				<ul style="list-style-type: none"> • Learners will be able to understand how these values, ideas and themes inform and impact culture and society then and thus broaden their worldview. • Learners will develop a spirit of enquiry and independent thinking. 	
ABILITY ENHANCEMENT COURSES					
	AECC	ENG-2	ENGLISH II	<ul style="list-style-type: none"> • Learners will understand literary cultures from Renaissance to the present • Learners will develop an understanding of different forms and types of British Literature through exposure to texts that highlight both compliance and contest to tradition • Learners will appreciate and analyse the texts in the larger socio-political and religious contexts of the time • Learners will demonstrate an awareness of nuances of the English language and its varieties • Learners will be able extend the knowledge of life in literature (say of animals, environment, gender, politics, nationalities, personal and ideological differences) to life and living situations 	
SKILL DEVELOPMENT COURSES					
	SEC-2		Basic English Communication Skills	<ul style="list-style-type: none"> • Learners will identify deviant use of English both in written and spoken forms • Learners will recognize the errors of usage and correct them • Learner will recognise their own ability to improve their own competence in using the language • Learners will understand and appreciate English spoken by people from different regions • Learner will use language for speaking with confidence in an intelligible and acceptable manner • Learners will understand the importance of reading for life • Learners will develop an interest for reading • Learners will read independently unfamiliar texts with comprehension 	

				<ul style="list-style-type: none"> • Learners will understand the importance of writing in academic life Learners will be able to write simple sentences without committing errors of spelling and grammar 	
SEMESTER IV					
CORE COURSES					
	C-7	BPD-2	British Poetry and Drama- 17 th & 18 th centuries	<ul style="list-style-type: none"> • Learners will identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry • Learners will demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries • Learners will examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others • Learners will show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama • Learners will analyse literary devices forms and techniques in order to appreciate and interpret the texts 	
	C-8	BL-1	British Literature: 18 th centuries	<ul style="list-style-type: none"> • Learners will explain and analyse the rise of the critical mind • Learners will trace the development of Restoration Comedy and anti-sentimental drama • Learners will examine and analyse the form and function of satire in the eighteenth century • Learners will appreciate and analyse the formal variations of Classicism • Learners will map the relationship between the formal and the political in the literature of the neo-classical period 	
MINOR COURSES					
	M-4	BPD-2	British Poetry and Drama- 17 th & 18 th centuries	<ul style="list-style-type: none"> • Learners will identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry 	

				<ul style="list-style-type: none"> • Learners will demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries • Learners will examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others • Learners will show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama • Learners will analyse literary devices forms and techniques in order to appreciate and interpret the texts 	
ABILITY ENHANCEMENT COURSES					
	AECC	MIL 2	ALTERNATIVE ENGLISH II	<ul style="list-style-type: none"> • Learners will show familiarity with the emergent body of literature being produced by writers from South Africa, Caribbean, South Asia, Australia and Canada and its socio-political-cultural contexts • Learners will demonstrate ability to show an understanding of cultural exchange processes as represented through literature • Learners will have knowledge about the prominent concepts in the texts of literature • Learners will appreciate new works in literature and pursue their interests in it • Learners will be able to examine different ways of reading and using literary texts across wide range of classical authors, genres and periods with comparative perspectives • Learners will develop to pursue research in the field of new literatures in English 	
SKILL ENHANCEMENT COURSES					
	SEC 3		Advanced English Communication Skills	<ul style="list-style-type: none"> • Learner will read and understand longer pieces of discourse independently • Learners will read and compare two texts for evaluating them • Learners will summarise a text for the benefit of peers orally or in writing 	

				<ul style="list-style-type: none"> • Learners will read and re-narrate a piece of text either orally or in writing • Learners will plan a piece of writing before drafting – brainstorming and developing web- charts/flow-diagrams/outlines • Learners will edit a piece of self and peer writing • Learners will learn the art of writing and revising the drafts • Learners will write a review of a text read for academic purpose or pleasure • Learners will understand the purpose and process of communication • Learners will identify and overcome barriers of communication • Learners will understand and appreciate the social norms of communication • Learners will understand and appreciate the principle of politeness in relation to the speaker/listener 	
VALUE ADDED COURSES					
	VAC2	AM	Advertisement and Media	<ul style="list-style-type: none"> • Learners will grasp the role of advertising in the broader business environment including its ethical and legal aspects • Learners will be able to identify different types of advertisements • Learners will learn to create advertisements, jingles and taglines • Learners will learn script writing for Television and radio • Learners will learn to write News reports and editorials • Learners will learn to edit Print and Online Media pieces • Learners will be able to understand different types of social media, its impact • Learners will be introduced to Cyber Media, Cyber crimes and how to control them 	
SEMESTER V					
CORE COURSES					
	C-9	BRL	British Romantic Literature	<ul style="list-style-type: none"> • Learners will understand Romanticism as a concept in relation to ancillary concepts like Classicism 	

				<ul style="list-style-type: none"> • Learners will understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences • Learners will analyse and understand the main characteristics of Romanticism • Learners will appreciate the canonical and representative poems and prose of the writers of the Romantic period. • Learners will develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody. • Learners will appreciate and analyse the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity • Learners will relate Romantic literary texts to other forms of expression such as painting, for instance. 	
	C-10	BL-2	British Literature: 19 th century	<ul style="list-style-type: none"> • Learners will identify and analyse the socio-economic-political contexts that inform the literature of the period • Learners will comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres • Learners will understand the conflict between self and society in different literary genres of the period Learners will link the rise of the novel to the expansion of Colonialism and Capitalism • Learners will understand the transition from Romantic to Victorian in literature and culture • Learners will link the Victorian temper to political contexts in English colonies • Learners will link the changes in the English countryside to changes brought about in similar settings in India 	
	C-11	WW	Women's Writing	<ul style="list-style-type: none"> • Learners will recognize the importance of gender specificity in literature 	

				<ul style="list-style-type: none"> • Learners will understand and appreciate the representation of female experience in literature • Learners will explain the difference between the feminine and the feminist as opposed to the female • Learners will examine and appreciate the role played by socio-cultural-economic contexts in defining woman • Learners will link the status of woman to social discrimination and social change • Learners will draw a location specific trajectory of female bonding or empowerment • Learners will be able to understand the complexity of social and biological constructions of manhood and womanhood • Learners will be able to examine the relationship of women to work and production 	
	MINOR COURSES				
	M-5	BRL	British Romantic Literature	<ul style="list-style-type: none"> • Learners will understand Romanticism as a concept in relation to ancillary concepts like Classicism • Learners will understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences • Learners will analyse and understand the main characteristics of Romanticism • Learners will appreciate the canonical and representative poems and prose of the writers of the Romantic period. • Learners will develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody. • Learners will appreciate and analyse the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity 	

				<ul style="list-style-type: none"> • Learners will relate Romantic literary texts to other forms of expression such as painting, for instance. 	
VALUE ADDED COURSES					
SEMESTER VI					
CORE COURSES					
	C-12	BL-3	British Literature: Early 20 th century	<ul style="list-style-type: none"> • Learners will trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe • Learners will link and distinguish between modernity and modernism • Learners will explain the links between developments in science and experiments in literature • Learners will explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism • Learners will identify and analyse the use and modernist technique in different genres in early twentieth century British literature • Learners will trace the history of the self and subjectivity in literature in the light of colonial consciousness • Learners will explain and analyse the idea of form in modernist literary texts from across major genres 	
	C-13	MED	Modern European Drama	<ul style="list-style-type: none"> • Student will understand the role of theatre and drama in the introduction and shaping of modernity • Learners will understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc. • Learners will understand how meaning is created in theatre and be able to write about innovations Learners will be introduced into theatrical practice in the late nineteenth and the twentieth century 	

	C-14	PCL	Postcolonial Literatures	<ul style="list-style-type: none"> • Learners will understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule • Learners will understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation • Learners will see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it • Learners will appreciate and analyse the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations • Learners will critically engage with issues of racism and imperialism during and after colonial occupation • Learners will appreciate the changing role and status of English in postcolonial literatures • Learners will link colonialism to modernity 	
	C-15	LT	Literary Theory	<ul style="list-style-type: none"> • Learners will have a historical overview of major literary theorists, particularly of the 20th century • Learners will show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices • Learners will develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society • Learners will historically situate literary theorists whose works had informed and shaped various literary theoretical discourses • Learners will identify theoretical concepts with theorists and movements with which they are associated and, in the process, understand their contexts 	

				<ul style="list-style-type: none"> • Learners will apply various theoretical frameworks and concepts to literary and cultural texts • Learners will evaluate and analyse strengths and limitations of theoretical frameworks and arguments • Learners will sharpen interpretative skills in the light of various theoretical frameworks 	
MINOR COURSES					
	M-6	BL-3	British Literature: Early 20 th century	<ul style="list-style-type: none"> • Learners will trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe • Learners will link and distinguish between modernity and modernism • Learners will explain the links between developments in science and experiments in literature • Learners will explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism • Learners will identify and analyse the use and modernist technique in different genres in early twentieth century British literature • Learners will trace the history of the self and subjectivity in literature in the light of colonial consciousness • Learners will explain and analyse the idea of form in modernist literary texts from a 	
SEMESTER VII					
CORE COURSES					
	C-16	LC	Literary Criticism	<ul style="list-style-type: none"> • Learners will understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods • Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g. difference between literary criticism and literary theory) 	

				<ul style="list-style-type: none"> • Learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory • Learners will have knowledge about major, critical movements and critics in various critical traditions –Indian (schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French) • Learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts • Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts • Learners will be able to evaluate and analyse strengths and limitations of critical/theoretical frameworks and arguments Learners will be able to strengthen and deepen their interpretative skills 	
	C-17	WL	World Literatures	<ul style="list-style-type: none"> • Learners will explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya. • Learners will appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world. • Learners will analyse and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions. • Learners will analyse and interpret literary texts in their contexts and locate them. 	
	C-18	PEM	Prose: Elizabethan to Modern Period	<ul style="list-style-type: none"> • Learners will understand the social, political and cultural factors that shaped prose writing during each period, from the Elizabethan era to the Modern period • Learners will be familiar with various prose genres, including essays, fiction, and non fiction and their evolution over time 	

				<ul style="list-style-type: none"> • Learners will learn to identify and analyse stylistic elements such as prose style, rhetorical devices, and narrative techniques, in different works • Learners will be able to identify and discuss recurring themes such as love, war, social injustice and colonialism and how they are explored in prose works • Learners will gain familiarity with important prose writers and their major works from each period • Learners will develop the ability to critically analyse and evaluate prose texts, considering authorial intent, historical context and literary techniques 	
	C-19	RM	Research Methodology	<ul style="list-style-type: none"> • Learners will develop a simple questionnaire to elicit specific information. • Learners will collect data based on a survey and arrive at inferences using a small sample • Learners will discuss and draft a plan for carrying out a piece of work systematically • Learners will refer to authentic sources of information and document the same properly. • Learners will provide proper explanation for technical terms in simple language. 	
MINOR COURSES					
	M-7	LC	Literary Criticism	<ul style="list-style-type: none"> • Learners will understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods • Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g. difference between literary criticism and literary theory) • Learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory 	

				<ul style="list-style-type: none"> • Learners will have knowledge about major, critical movements and critics in various critical traditions –Indian (schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French) • Learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts • Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts • Learners will be able to evaluate and analyse strengths and limitations of critical/theoretical frameworks and arguments • Learners will be able to strengthen and deepen their interpretative skills 	
SEMESTER VIII					
CORE COURSES					
	C-20	SHAK	Shakespeare	<ul style="list-style-type: none"> • Learners will demonstrate familiarity with major tragedies, comedies, histories and sonnets of Shakespeare • Learners will identify and analyse major themes and characters in Shakespearean drama • Learners will gain knowledge of historical and social backgrounds to Shakespearean drama • Learners will understand the origins and developments of the Elizabethan age • Learners will explicate Shakespearean language • Learners will understand Shakespeare's place in literary canon • Learners will understand and deploy common critical approaches to reading Shakespeare including those which focus on race, gender, sexuality, class and literacy 	
	C-21	SOP	Study of a Period	<ul style="list-style-type: none"> • Learners will understand the period's key political, social, economic, and cultural developments that shaped the literature of the period 	

				<ul style="list-style-type: none"> • Learners will be able to demonstrate a comprehensive understanding of the major events, figures and themes of the period • Learners will develop a deep understanding of the major authors, works, and literary forms of the period including poems, novels, plays, and essays • Learners will learn about different critical approaches to literature and be able to apply them to analyse literary texts • Learners will develop critical thinking skills through source analysis and will be able to evaluate different historical interpretations, develop arguments and support them with evidence • Learners will be able to synthesise information from different sources and develop understanding of the period 	
	C-22	MELENI	Multiethnic Literature in English from Northeast India	<ul style="list-style-type: none"> • Learners will be familiarised with a range of texts that exhibit the rich cultural diversity of the North-East and also the uniqueness of oral lores, political tales, historical and folk narratives of the region • Learners will understand the variegated ways of localising and locating knowledge in the light of the texts of this region • Learners will have a deeper exploration of the underlying nuances of poetry, fiction, drama and short stories • Learners will be able to compare myriad of social settings, political realities, historical projections and cultural representations of the eight states of the North-East. • Learners will critically engage with themes of identity, displacement and social issues reflected in the region's literature 	
	C-23	TCLE	21 st Century Literature in English	<ul style="list-style-type: none"> • Learners will be able to understand the social, historical and cultural contexts surrounding the creation and reception of literary works • Learners will be able to analyse literary works, identify and interpret literary elements and how they contribute to the overall meaning of a text • Learners will gain knowledge of the development of English literature, different movements and relevant theoretical frameworks 	

				<ul style="list-style-type: none"> • Learners will identify the varied 21st century literary genres and be able to explain their similarities and differences • Learners will appreciate the 21st century literary genres by composing flash fiction, spoken poetry and by watching a film on women empowerment • Learners will develop critical thinking, analytical reasoning and research skills related to literary texts 	
MINOR COURSES					
	M-8	SHAK	Shakespeare	<ul style="list-style-type: none"> • Learners will demonstrate familiarity with major tragedies, comedies, histories and sonnets of Shakespeare • Learners will identify and analyse major themes and characters in Shakespearean drama • Learners will gain knowledge of historical and social backgrounds to Shakespearean drama • Learners will understand the origins and developments of the Elizabethan age • Learners will explicate Shakespearean language • Learners will understand Shakespeare's place in literary canon • Learners will understand and deploy common critical approaches to reading Shakespeare including those which focus on race, gender, sexuality, class and literacy 	
RESEARCH PROJECT					
				<p>Learners will develop critical thinking, research skills, and the ability to communicate findings effectively</p> <p>Learner will be able to analyse complex problems, develop creative solutions and think critically</p> <p>Learners will gain proficiency in applying research methodologies, conducting literature reviews and evaluating research evidence</p> <p>Learners will be able to plan, execute, and manage independent research projects</p>	

				<p>Learners will be able to identify, define and delimit a problem within a specific field</p> <p>Learners will understand and apply theories, methods and tools to address a research problem</p> <p>Learners will learn to evaluate the achieved solution and the overall research process.</p>	
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**DEPARTMENT OF ECONOMICS
ZISAJI PRESIDENCY COLLEGE, KIPHIRE, NAGALAND**

**BA ECONOMICS HONOURS (FYUGP)
4 YEARS DEGREE WITH HONOURS / HONOURS WITH RESEARCH**

PROGRAMME OUTCOME:

The Bachelor's degree Programme in Economics aims to provide theoretical and practical knowledge that makes accurate analysis of the economic situation possible. The Department of Economics, Zisaji Presidency College tries to equip students with a robust understanding of economic principles, analytical skills, and the ability to apply these concepts to real-world scenarios. Graduates should be able to critically evaluate economic policies, analyze data using appropriate tools, and communicate economic ideas effectively. They should also be familiar with the Indian economy and its challenges, as well as the global economic landscape. The Zisaji Presidency College Economics graduates must be able to understand the interrelation between the economy and society; to consider economic problems from a global perspective and take a local approach to solve them; to make connections between an economic system's different components; to gauge the implications of decisions related to economic policy; and to respond to the economic problems arising from society in general and the different units that interact therein (e.g. institutions, private companies and sectors of the economy).

Programme General Outcome:

1. **Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
2. **Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
3. **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
4. **Effective Citizenship:** Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
5. **Ethical Awareness and Social Responsibility:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
6. **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
7. **Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Program Specific Outcomes – BA Economics

1. **Knowledge of Economic System:** An ability to understand economic theories and functioning of basic microeconomic and macroeconomic systems.

2. **Statistical and Mathematical Skills:** Acquaint with collection, organization, tabulation and analysis of empirical data. Ability to use basic mathematical and statistical tools to solve real economic problems.

3. **Econometric Applications:** Acquaint with basic and applied econometric tools and methods used in economics. The aim of this course is to provide a foundation in applied econometric analysis and develop skills required for empirical research in economics. It also covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models.

4. **Research skills:** Students should be able to identify economic problems, formulate research questions, and conduct research using appropriate methodologies and data analysis techniques.

5. **Problem-solving abilities:** Graduates should be able to apply economic principles to identify and solve real-world problems, including those related to policy, business, and development

6. **Development Perspectives:** Delineate the developmental policies designed for developed and developing economics. The course also acquaint with the measurement of development with the help of theories along with the conceptual issues of poverty and inequalities.

7. **Environmental Strategy and Management:** This course emphasises on environmental problems emerging from economic development. Economic principles are applied to valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments.

8. **Perspectives on Indian Economy:** Acquaint with basic issues of Indian economy and learn the basic concept of monetary analysis and financial marketing in Indian financial markets. This course reviews major trends in economic indicators and policy debates in India in the post-Independence period.

9. **Understanding of global economic trends:** Graduates should be aware of major economic trends, issues, and challenges in the global economy, such as globalization, international trade, and financial crises.

. COURSE OUTCOME:

SL. NO	COURSE CODE	NAME OF THE COURSE	COURSE OUTCOME
SEMESTER-1			
1	EC1.CC1	Introductory Microeconomics	The course introduces the students to the first course in economics from the perspective of individual decision making as consumers and producers. The students learn some basic principles of microeconomics, interactions of supply and demand, and characteristics of perfect and imperfect markets.
2	EC1.CC2	Mathematical Methods for Economics – I	This Course intention is to transmit the body of basic mathematics that enables the creation of economic theory in general. The course hones and upgrades the mathematical skills acquired in school and provides the mathematical foundation necessary for studying a variety of disciplines

			including economics, statistics, computer science, finance, and data analysis. The Course additionally makes the student more logical in making or refuting arguments
SEMESTER-2			
3	EC2.CC3	Introductory Macroeconomics	This course aims to develop the broad conceptual frameworks which will enable students to understand and comment upon real economic issues like inflation, money supply, GDP and their inter-linkages. It will also allow them to critically evaluate various macroeconomic policies in terms of a coherent logical structure.
4	EC2.CC4	Mathematical Methods for Economics – II	The course provides the mathematical foundations necessary for further study of a variety of disciplines including postgraduate economics, statistics, computer science, finance and data analytics. The analytical tools introduced in this course have applications wherever optimization techniques are used in business decision-making for managers and entrepreneurs alike. These tools are necessary for anyone seeking employment as an analyst in the corporate world.
SEMESTER-3			
5	EC3.CC5	Intermediate Microeconomics – I	The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm. The course trains the students of Economics about the basic elements of consumer theory and production theory and the functioning of perfectly competitive market. This course aims to give students a solid grasp of microeconomic analysis at the intermediate-level using mathematical techniques where appropriate.
6	EC3.CC6	Statistical Methods for Economics	At the end of the course, the student should understand the concept of random variables and be familiar with some commonly used discrete and continuous distributions of random variables. They will be able to estimate population parameters based on random samples and test hypotheses about these parameters. An important learning outcome of the course will be the capacity to analyse statistics in everyday life to distinguish systematic differences among populations from those that result from random sampling.

SEMESTER-4

7	EC4.CC7	Intermediate Microeconomics – II	This course is a sequel to Intermediate Microeconomics I. It provides a rigorous analysis of the way in which the market system functions as a mechanism for coordinating the independent choices of individual economic agents. It develops a basis for evaluating the efficiency and equity implications of competition and other market structures, and a perspective on the appropriate role of government. Included are the study of Game theory, General Equilibrium, market structure, and market failure.
8	EC4.CC8	Intermediate Macroeconomics – I	This course introduces students to formal modeling of the macro economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces students to various micro founded theories of macro behaviour, e.g., consumption and investment behaviour of households and the demand for money generated in the household sector. This course enables students to analyse the macroeconomic performance of various countries using formal analytical tools. It also allows them to evaluate important macroeconomic policies and their implications.

SEMESTER-5

9	EC5.CC9	Intermediate Macroeconomics – II	This course is a sequel to Intermediate Macroeconomics I. This course will enable students to combine their knowledge of the working of the macroeconomy with long run economic phenomena like economic growth, technological progress, R&D and innovation. It will also enable students to understand business cycles and the concomitant role of policies.
10	EC5.CC10	Introductory Econometrics	Through this course, students will learn the basic quantitative techniques needed to undertake applied research projects. They will also learn to estimate linear models using ordinary least squares and make inferences about population parameters. They will also understand the biases created through mis-specified models, such as those that occur when variables are omitted.
11	EC5.CC11	Indian Economy	This course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.

SEMESTER-6

12	EC6.CC12	Development Economics I	This course introduces students to the basics of development economics, with in depth discussions of the concepts of development, growth, poverty, inequality, as well as the underlying political institutions.
13	EC6.CC13	Public Economics	The module aims to introduce students to the main theoretical and empirical concepts in public economics, equip students with a thorough analytical grasp of implications of government intervention for allocation, distribution and stabilization, and familiarise students with the main issues in government revenues and expenditure. At the end of the module the students should be able to demonstrate their understanding of public economics. In some models, the student will be required to deal with simple algebra problems that will help them to better understand these concepts, use diagrammatic analysis to demonstrate and compare the economic welfare effects of various environmental policy options, demonstrate their understanding of the usefulness and problems related to taxation and government expenditure, and demonstrate their critical understanding of public policies.
14	EC6.CC14	International Economics	The module aims to introduce students to the main theoretical and empirical concepts in international trade, equip students with a thorough analytical grasp of trade theory, ranging from Ricardian comparative advantage to modern theories of intra-industry trade, and familiarise students with the main issues in trade policy and with the basic features of the international trading regime. At the end of the course, the students should be able to demonstrate their understanding of the economic concepts of trade theory. In some models, the student will be required to deal with simple algebraic problems that will help them to better understand these concepts, use diagrammatic analysis to demonstrate and compare the economic welfare effects of free trade and protection, demonstrate their understanding of the usefulness and problems related to topics in international trade, and demonstrate their critical understanding of trade policies.
15	EC6.CC15A	Political Economy – I	A political economy undergraduate course aims to equip students with the ability to analyze the complex interplay between political and economic systems, understanding how they shape society and

			its development. Students should be able to critically evaluate the impact of political institutions and policies on economic outcomes, and vice versa. They should also be able to apply theoretical frameworks to real-world political and economic issues, develop analytical skills, and engage in informed debates on contemporary challenges.
	EC6.CC15B	Applied Econometrics	The course assumes that students have a basic knowledge of statistics, mathematics as well as basic econometric theory. It builds on the compulsory Introductory Econometrics course and teaches students a broad set of commonly used econometric methods. These include estimating models with limited dependent variables and the use of instrumental variables to estimate models with endogenous regressors

SEMESTER-7

16	EC7.CC16A	Political Economy – II	This course aims at uncovering how political mechanisms and institutions affect economic outcomes. It uses a combination of game theoretic and empirical methods from previously studied economics courses and beyond to explore the incentives of the major political actors (voters and politicians, as well as special interest groups, bureaucrats, media), factors that affect their behaviour, and how their behaviours shape the policy making and institutions. The topics may include (but are not limited to) voting, electoral competition, lobbying, role of media, conflict.
	EC7.CC16B	Money and Banking	The present course is designed to acquaint the students with the Comprehension of conceptual issues of money in an economy, understanding of functions and role of banking system , the working of banks and to familiarize them with the basic principles and concepts which are often used in banking literature.
17	EC7.CC17A	Economics of Health and Education	Upon successful completion of a course on the Economics of Health and Education, students will be able to understand key concepts, theories, and models related to both fields, including the economic implications of health and education policies. They will also gain skills in evaluating these policies, modeling education production functions, understanding returns to education, and conducting research and analysis in these areas.
	EC7.CC17B	Economic history of India (1857-1947)	By the end of this course student will be able to identify the major ideas associated with each group or thinker studied, and thereby the origins of

			contemporary theory are better comprehended. They are expected to place the theories and ideas studied within the context of the times in which they developed, evaluate different streams of economic thinking as well some personalities who had a major impact on the history of economic thought.
18	EC7.CC18A	Environmental Economics	This paper aims to equip the students to understand the linkage between the economy and the environment, theoretically understand the causes of environmental problems , analyse the alternative policy measures to deal with environmental issues , compare the alternative valuation techniques for nonmarket environmental resources
	EC7.CC18B	Development Economics II	This course teaches the student various aspects of the Indian economy, as well as important themes relating to the environment and sustainable development. It also introduces them to some issues of globalisation
19	EC7.CC19	Research Methodology	This course is designed to introduce undergraduate students to the importance of research methodology and its basic tools for understanding social reality. It also helps to familiarize the student with the quantitative and qualitative strategies of research in social science. After completing this course, the student should also be able to develop a research project and work with a research problem
SEMESTER-8			
20			
21			
22			
23			
Paper Titles with code are yet to be offered from Nagaland University to be taken up in 8th Semester.			