

Program Outcome

Nongtalang college is affiliated to one of the central University of India, North Eastern Hill University. The University is responsible for framing the details of the Programmes and Courses which are clearly stated in the syllabus. The college offers only the BA program which comprises of subjects in the field of Economics, History, Sociology, Education, Philosophy, Khasi, English and Environmental Studies. The Outcomes of the Programme are as follows:

1. The Programme aim to groom the students through the related subjects to compete in examinations for gainful employment in the Government, public or private sector.
1. The Programme also aim to groom the students in developing the spirit of enterprise in the field of business and research
2. The program intends to make the students socially, politically, morally and environmentally aware and responsible.
3. Keeping in mind the urgent need for sustainable development, the program is design to equip the students with the knowledge to strive not only for the progress of themselves but also of others and for posterity.
4. Last but not the least, the program aims to equip the students with knowledge to be responsible citizen of the country and to put into use the skill and knowledge towards nation building.

The details outcome that each academic field wishes to achieved can be understood under the following ways:

EDUCATION DEPARTMENT:

Specific Outcome

Paper I:- Educational psychology

- 1. To enable the students to understand the nature of Educational psychology.**
2. To enable them to understand different aspects of Personality and it's development.
3. To develop an understanding of the process of learning.
4. To enable them to understand the nature, scope and importance of Guidance and Counselling.

Paper II:- Foundations of Education

1. To develop an understanding of the meaning, aims and objectives of Education.
2. To develop an understanding of the role of philosophy and sociology in Education.
3. To develop an understanding the major philosophy of Education.
4. To enable the students to understand the cultural heritage of India.
5. To develop the knowledge of the structure and function of society and the process of social interaction for a change towards better human relationships.

Paper III:- Educational System in India.

1. To develop an understanding of the evolution of the Educational System in India.
2. **To develop familiarity with the legal and constitutional provisions in Education.**
3. **To create an awareness of the main challenges and problems faced by the system.**

Paper IV:- Educational Thought and Practices

1. To familiarize the students with the Educational thought of ancient thinkers.
2. To familiarize the students with the Educational thought and practices of contemporary Indian thinkers.
3. To expose the students with the educational thought and practices of western thinkers.
4. **To acquaint the students with the innovative practices in education.**

Paper V:- Educational Evaluation & Statistics.

1. To enable the students to understand the concept of measurement and evaluation as applied to Education.
2. To familiarize the students about the various types of Educational and psychological tests.
3. **To enable the students to develop the competency in solving various statistical problems.**

Paper VI :- Contemporary Indian Education.

1. **To familiarize the students with some interventions in elementary education.**
2. To acquaint the students with the efforts made regarding Secondary Education.
3. To familiarize the students with some quality issues in higher education.

4. To enable the students to understand some recent issues and trends in education.
2. To acquaint the students about the various innovations in Educational Technology.
3. To enable the students to understand the functions, principles and operations of teaching
4. To familiarize the students about various levels & skills of teaching

Paper VII:- Educational Technology.

1. To enable the to understand the nature and scope of Educational Technology.

Paper VIII:- School Management.

1. To develop knowledge and understanding of the concept of school management.
2. To enable the students to understand the process of school management.
3. To develop the familiarity with the concept, Need and scope of Educational planning.
4. To enable the students to understand the concept, Determinants and principles of Curriculum construction.

Programme outcome

1. Discuss the meaning, need, nature scope of Educational psychology.
2. Discuss the concept, and theories of intelligence and creativity.
3. Explain the concept of personality and factors influencing personality development.
4. Describe the meaning, concept of learning it's theories and factors affecting and application of learning theories in the field of education.
5. Describe the meaning of guidance, types, needs and importance of guidance services in school.
6. Describe the meaning of counselling, scope and types, steps and techniques of counselling.
7. Discuss the Educational view of different western school of philosophy namely idealism, Naturalism and pragmatism.
8. Discuss the concept of Educational philosophy and relation between Education and philosophy.
9. Explain the concept of Democracy, Freedom and Discipline.
10. Briefly explain the Components of Education.

11. Discuss the meaning, nature and scope of Educational sociology and Education as social process.
12. Discuss the need for sociological approach to education and school as social sub- system.
13. Explain social change and its impact on education.
14. Explain education as an instrument of social change.
15. Define social groups, socialization and interaction.
16. Discuss education and cultural heritage of India.
17. Explain the Educational thought in Ancient and Medieval India.
18. Discuss the education in colonial India (1813-1882) and (1902-1947).
19. Discuss the education in post- independence India.
20. Discuss the problems and issues of education in North East India with reference to Meghalaya.
21. Explain the Ancient Education thought and practices with reference to Upanishads, Ancient Greece and Ancient Rome.
22. State the Indian, Western and Modern educational thought.
23. Discuss the educational practices of Froebel's kindergarten, Montessori method, Dewey's project method and Gandhi's basic education.
24. Describe the innovative practices in Education.
25. Explain the concept of measurement and evaluation in education and their differences.
26. Explain Bloom's Taxonomy of educational objectives under cognitive domain.
27. Discuss the different psychological test in education.
28. Explain the Graphical representation of grouped data.

Department of Economics:

Course Outcomes

1. The department of Economics offers the following courses in the subject, which includes Introductory Economic Theory, Development and Environmental Economics and Indian Economy as Elective papers in Economics. Mathematics for Economists, Advanced Economic Theory,

International Economics, Statistics and Public Economics as Honours papers in Economics.

2. Economics graduates are expected to be absorbed to job and employment opportunities. The placement rates of Economics graduates will be up to the optimum levels.
3. Faculty members of the department are encouraging to be more productive in terms of teaching and learning. Research grants and funding levels is important to increase its productivity.
4. Students are taught to equip with the knowledge on the subject, based on economic principles such as consumer's behaviour, producer's behaviour, market structures, etc. Students are also familiar with the Statistical and Mathematical tools and methods, used and applied in Economics
5. Economics graduates are able to understand the concept of public finance, revenue collection in terms of taxation and its principles and incidences, forms of business enterprises. They should have the basic knowledge on development, growth, models of development, contribution of education, health, nutrition in economic development, rural development and entrepreneurship development, tourism, sustainable development and environmental sustainability. Students are able to develop ideas of basic features of Indian Economy and various economic problem in respect of structural change, income inequality, poverty, unemployment, population, infrastructure, balance of payment, money and banking, financial institutions such as IMF, World Bank, WTO, etc.
6. Economics graduates should be able to understand the concept of probability, sampling and hypothesis testing and basic concept of econometrics. They should have the basic knowledge on computer operating system and basic statistical software application. Based on statistics and statistical software, students would be able to investigate and prepare project works and reports related to economic matters.
7. To understand economic growth and development.
8. To understand the concept of sustainable development.
9. To look into gender related issues in contemporary India.
10. To understand the overall development of the scope and subject matter of the Economics.

Department of Philosophy

Specific outcomes:

After the completion of the course, the students will be capable of:

1. Understanding the Meaning, nature and scope of philosophy.
2. Developing and enhancing the power of logical reasoning.
3. Developing the capacity to analyze concepts, definitions, argument and problems.
4. Understanding the nature and scope of ethics. They will also become familiar with the moral concepts such as good, right, duty and virtue and other issues in applied ethics.
5. Understanding the application of philosophical knowledge in other area such as political science, psychology, religion, etc.
6. Developing the capacity to broaden his or her outlook and hence his or her outlook become more comprehensive.
7. Becoming aware of major figures and development in the history of philosophy.
8. Understanding the definition and division of orthodox and heterodox schools of Indian Philosophy.
9. Understanding the different philosophical theories regarding the relation between mind and body.
10. Understanding the nature of social and political philosophy, the major political concept, social and political ideas, political concepts and the nature of transformation.

Course outcome:

Students completing BA in philosophy should achieve the following competencies:

1. Ability in critical thinking skills. This skill is carried out through all philosophy courses.
2. Understanding the concept of right, wrong, good and bad; understanding of moral principles and their application in everyday life.
3. Ability to read and interpret philosophical texts.
4. Ability to recognize, express and analyze arguments in philosophical texts

5. Ability to summarize and explain difficult ideas and concepts. This goes hand in hand with the previous competency. It is achieved through analysis and critical thinking.
6. Ability in writing that reflects careful attention to language, logic and reasoning.
7. Ability to understand reality from different perspectives and thus to understand that different people will define issues in different ways.

Environmental Studies Department

Specific outcome

The Environmental studies program at Nongtalang College focuses on the Local and global environmental challenges.

Through the inter disciplinary academic course, and co-curricular activities students become concern for the environment sustainability and environment management. With the focus on environmental justice, students develop critical thinking skills, analyze real world problems, and understand the power of narrative to create sustainable solutions for local and global communities.

Aim and objective

1. Provide opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.
2. To help students understand, responsible environmental policy and practice, and to engage them in ethical reflection regarding environmental problems in local regional, national and global communities.
3. To equip students with the knowledge and skill related to the multi-faceted nature of the environmental studies
4. To provide students with a broad art frame work for understanding the relationship between humans and their environment.
5. To motivate students to participate in environment protection and improvement.

6. To provide the students awareness and curiosity about the environment and courage active participation in resolving environmental problems. Students will integrate knowledge from multiple disciplines representing physical and life sciences perspectives, political and economic perspectives and social and cultural perspectives on human's interactions with their environments.

Course outcome

1. Many students indulge themselves in NGOs related to environmental organisation.
2. Students started Imparting basic knowledge about the environment and its allied problems.
3. Creating the awareness about environmental problems among people.
4. Use critical thinking, problem-solving, and the methodological approaches of the social sciences, natural sciences, and humanities in environmental problem solving
5. Reflect their roles, responsibilities and identities as citizens, consumers and environmental in a complex, interconnected world.

DEPARTMENT OF HISTORY

Specific Outcome

1. To familiarize the students with the broad socio-economic and political developments in Indian sub-continent from the Harappan civilization upto the early Medieval period.
2. The course offers the trends of developments in the filed of economy, polity and society during the Medieval period.
3. The course is design to introduce the students to the main trends of development in India from the 18th to the 20th century (1757-1947).
4. To familiarize the students with the developments in the trends of historical writings.
5. To introduce the students to the major political, social, economic and scientific development in the modern world from the 15th century to the contemporary world.

6. The course is design to familiarize the students to the rise of the United States from its humble beginning as a British colony to the major world power.
7. To familiarize the students with the major historical changes in North East India from 1824-1972.

Course Outcome

1. The Syllabus prescribe by the University is design in such a way to provide the students with knowledge of the major historical developments in the world, country and region. This will enable future of the Nation to steer the future keeping in minds to rectify improved the mistakes of the past.
2. Students who aspire to compete in Civil Services and other competitive examination, the knowledge of history will become handy providing an extra competitive edge to others.
3. The course is designed to raise the level of historical curiosity among the students. This will help the students who are interested in the field of historical research and teaching.
4. With the growing interest in historical knowledge, the students trained in the history of the region can be the best tourist guide to people who seek to know more about the history of the region.

SOCIOLOGY AS A SUBJECT

PROGRAMME OUTCOME

- The Syllabus itself is designed to help learners to reflect on what they hear and see in the course of everyday life.
- To enable a constructive attitude towards Society in change.
- To equip a learner with concepts and theoretical skills for the purpose.
- To enable the learner to understand dynamic of human behavior in all its complexities and manifestations.
- In the process of understanding the Real Social World, the learners of today need answers and explanation to satisfy the questions that arise in their mind. In this regards familiarity with the society in which the learners live (like family, kinship, class, caste, tribe religion and region) and the study of society in sociology brings a double edged experience for the students.
- The interrogative and critical character of sociology also makes it possible to understand both other cultures as well as relearns about one's own culture. The Syllabus provides ample opportunity to make students familiar with excitement of field works, survey of sociology as well as its theoretical significance for the very discipline of Sociology.
- Its field work tradition also entails large scale survey method as well as rich ethnographic traditions.
- The Syllabus makes it possible to connect the Reality of the students with social structures and social processes that sociology studies.
- The Syllabus itself enables learners to relate classroom teaching to their outside environment.
- The subject itself as the scientific study of the Society and its basic concept enable the students to observe and interpret social life.
- It helps the students to be aware of the complexities of social process.
- To appreciate diversity in society in India and the World at large.
- To build the capacity of students to understand and analyse the changes in contemporary Indian Sociological Concepts.

Department of English

Specific Outcomes:

The study of English Literature will introduce the students to the literary of English literature and will provide the necessary background and basic knowledge of the English language and literature of the different eras and ages. The course will train the students to understand the key aspects of the subject, will develop an independent and creative thinking process and will also enhance their communication skills. A study of English literature allows the students to explore the different eras of English composition and prominent writers in those times. The language component will sensitize the students to the formal aspects of English language and also sheds light on the history, origin and how the language has developed over the ages.

The study of poetry will provide a comprehensive guide to English poetry, its development, its forms and movement throughout the ages.

The objective of studying fiction is to acquaint students with the emergence of the novel as an art form in the eighteenth century and its successive development throughout the eighteenth, nineteenth and the first half of the twentieth centuries.

The course on drama introduces drama as a literary as well as dramatic genre with due emphasis on dramatic elements. The course also aims to give students an understanding of the major works with a sense of their historical and cultural context and the techniques that inform them.

The objective of the course on Literary Criticism is to orient students with the study of significant texts on criticism and will introduce to students the critical reading of creative texts as an essential part of reading and skills to interpret literary text which is a reward part of a life-long commitment to literary.

The following objectives are:

1. To equip students with knowledge of English as a world language.
2. To equip student's analytical skills in linguistics, communications and literary criticism.
3. Recognize and appreciate the importance of major literary genres, subgenres and periods.
4. Increasing in depths knowledge of the core areas of the subject.
5. Train students for careers and advanced studies in a wide range of English, public relations or communication fields.

Course Outcomes:

Specific learning outcomes for English courses include the following:

1. Writing skills and process: Students will be able to write effectively for a variety of professional and social settings. They will practice writing as a process of motivated inquiry, engaging other writer's ideas as they explore and develop their own.
2. Critical approaches: students will express their own ideas as informed opinion that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.

3. Oral communications skills: Students will be able to prepare, organize and deliver an engaging oral presentation in English.

Khasi Department

General Outcome of Khasi as a subject:

Ka jingthmu jong ka jingpule ia ka subject Khasi ha ki college ka long ban kyntiew shuh shuh ia ka pule puthi khnang ba ki nongpule kin don ka jingñiewkor bad jingsngewthuh janai ia la ka ktien ka thylliej bad ki riti ki dustur. Lyngba ka jingpule ia ka Khasi, lah ruh ban wanrah ne translate ia kiwei pat ki jingnang jingtip bad jingthoh jingtar na kiwei pat ki ktien sha ka Khasi. Kane kan iarap shibun ha kaba kyntiew ia ka jingnang jingstad. Ka jingiai thrang jong ka jaitbynriew ban pynneh pynsah ia la ka ktien ka thylliej, ki riti ki dustur kan nym long kaba seisoh lynda la pynrung ia ka Khasi kum ka subject naduh ki kyrdan skul rit, haduh ki skul heh bad skul bah. Dei halor ka jingiai pynsawa "Im ka Ktien Im ka Jaitbynriew" ba la kyntiew kyrdan bad seng ia ka Department Khasi ha ka skul bah North Eastern Hill University.

Naduh ba la seng nyngkong ia ka Nongtalang College ha u snem 1988, ka Khasi ka la long kawei na ki subject ba la pynrung ha ka course. Ka la ioh ruh ia ka jingithuh na NEHU kum ka Honours ne Major subject. Naduh basdang hi ki la don bun ki khynnah kiba shim ia ka Khasi kum ka Honours subject. Ngi sngewsarong kum ka department ba ngi la pynmih ia ki nonghikai ha ki skul bad college, ki officer bad ki nongtrei kam lajong (business). Ki la don ruh kiba la leit pyntbit ha kiwei pat ki tnat jingpule kum ka Library Science, Tourism, Hospitality, Adult Education bad kiwei kiwei.

Ki Mat bad jingthmu ba kongsan jong ka Under Graguate Course ha ka Khasi

1. Culture in Khasi Literature

Kane ka paper ka thmu ban pynsngewthuh, ban ai jinghikai ha ka liang jong ka kolshor Khasi lyngba ka thoh ka tar. Kumta la kynthup ha ka course ia ka jingpule kaba iadei shaphang ka Jingiaipoikha, Ka Bishar Khasi, Ki Mawbyinna, Ki Jait Syiem Jait Lyngdoh, ki Khanatang bad kumjuh ruh halor ka rukom Pynieng ia ka Ksaw ka Kpong u Hynñiew Trep.

2. History of Khasi Literature

Kane ka paper ka thmu kyrpang ban wad, ban tih ia ka jingroi jingsan jong ka thoh ka tar Khasi naduh basdang. Kata ha ka liang ka Prose, ka Drama, ka Fiction bad Poitri.

3. Khasi Language Study

Ha kane ka paper kaba iadei bad ka jingpule shaphang ka ktien Khasi la thmu kyrpang ban hikai ia ka rukom thoh bad pule ia ka ktien Khasi katkum ki kyndon kramar, ka rukom spel dak, ka rukom Pyniakhlad kyntien, ka Shynrong Klas, ka Shynrong Klos, ka Noun, ka Adjective, ka Verb, ki Jait verb, ka Aspect bad ia baroh ki Sawa bad Dur kyntien jong ka ktien Khasi.

4. Khasi Literary Criticism

Kano kano ka thoh ka tar ka lah ban roi bad kiew shaphrang dei lyngba ka jingdon jong ka Bishar Bniah lane ka Literary Criticism. Namarkata, la kynthup ha ka jingpule Khasi ia ka Thew ka Woh Ia ka Jingbishar Bniah, Ka Jingbatai Shaphang ka Novel, Ka Poitri bad Ka Drama.

5. Khasi Literature in Translation

Ka thoh ka tar ka roi bad ka kiew shaphrang dei lyngba ka jingshim kylliang, ka jingpynkylla ktien na kiwei pat ki jait ktien. Kumjuh ruh ka jingthaw thymmai (transcreation) ia kaei kaei kaba la don lypa ka nangkyntiew bad pynriewspah shuh shuh ia ka thoh ka tar Khasi.

Nongtalang College
Department of Political Science

Programme Specific outcome:-

- 1).Enable the students to grasp a comprehensive and upto date description and analysis to the fundamental concepts of political ideas .Elucidating the nature of politics as a process and highlights the contemporary rules of political science and political philosophy which inspires students to think for themselves rather than for a ready made solution.
- 2). A comprehensive study of the constitutions of the major countries of the world will enable students to grasp about the functioning of various forms of government ,to form an opinion as to which of the political system is worth adoption and which circumstances are congenial to the blossoming of a particular political system .This will help to cater various needs of students.
- 3).Learn about politics of India with constitutional structures and institutions .Enriches the knowledge of students about the western political thinkers of the ancients and medieval period.
- 4).Efforts are being made to appraise the global and regional politics along with the inter-state relationships. They are with the Indian political thought and movements from ancient to the medieval periods and became aware of the sociological and political issues including institutions and process . They are taught about the Organizations and theories of Public Administration with their applications in India.
- 5). Promote students linkage with society and engage in socially productive activities and treatment of this subject would meet the requirements of this course offered.
- 6)The concept and dimension of International Politics and highlight major debates within the different theoretical paradigms and aspect of balance of power among countries.

Course Outcome:

1. Familiarity with different approaches to the study of politics and an ability to apply these to contemporary collective and political problems, and political behaviour.
2. An ability to formulate and construct logical arguments about political phenomena and an ability to evaluate these through empirical and theoretical methods.
3. An understanding of how political institutions emerge, how they operate, how they interact with their external environment, and how they shape individual and collective behavioural knowledge of basic factual information about politics within an area of specialization including political behaviour, comparative politics, international relations, political theory and methodology.
4. Comprehend the basic structures and processes of government systems and theoretical underpinnings.
5. Analyze political problems, arguments, information, and/or theories.

6. Apply methods appropriate for accumulating and interpreting data applicable to the discipline of political science.
7. Connect with community , world outlook and global society.
8. Self awareness enables to understand weaknesses and strength and build a sense of self-esteem and self- confidence.
9. Understand within the ambit of internationalism and changing notion of justice and look afresh on democracy, feminism, environmentalism and development issue and active attention to the academic and other related community .



Principal

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