



(University of Delhi)
Shyam Lal College



Programme Specific Outcomes and Course Outcomes

BA (H) Political Science

Programme Specific Outcomes

Programme	Programme Specific Outcome	Programme Specific Outcomes are Attained by
<p>B.A. (H) Political Science</p>	<p>PSO-1: Demonstration of a coherent understanding of Political Science, its different areas and applications, and its linkages with related disciplinary areas/subjects; procedural and substantive knowledge that readies students for entering professions related to the subject- in teaching and research, development, social work, and government and public service.</p> <p>PSO-2: Effective use of knowledge and skills to identify problems, collect relevant data quantitative and/or qualitative – using methods appropriate to the subject, analyse and evaluate the data, and formulate evidence-based arguments.</p> <p>PSO-3: Communication of the results of studies undertaken in an academic field in a range of different contexts, using the concepts, constructs and techniques of the discipline, in language that can be understood by people within and outside the academy.</p> <p>PSO-4: The initiative and capacity to meeting one’s own learning needs, drawing on a wide range of research and sources.</p> <p>PSO-5: Application of one’s disciplinary knowledge and transferable skills to new and unfamiliar contexts, rather than merely replicate curriculum content knowledge.</p> <p>PSO-6: Graduates in Political science have engaged in and pursued diverse</p>	<p>1. The students are encouraged to read the main text to understand the basic concepts of Political Science.</p> <p>2. The students are required to attend lecture and make presentation and submit assignments and projects etc.</p> <p>3. The papers taught offered for the BA Honours students are theoretical in nature. It consists mostly of lectures, projects, assignments, presentations , Field study/trip etc.</p>

	<p>career paths. Some of these include: * Academics * Bureaucracy * Social Work * Law * Journalism both print and visual * Management * Policy Making * Designing and Conducting surveys The students are encouraged to read the main text to understand the basic concepts of Political Science. The students are required to attend lecture and make presentation and submit assignments and projects etc. The papers taught offered for the BA Honours students are theoretical in nature. It consists mostly of lectures, projects, assignments, presentations, Field study/trip etc. * Human Resource Development * Advocacy * Performing Arts * Research *Political representatives</p>	
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Course Outcomes

(Semester 1)

Course Name	Course Outcome	Teaching Learning Process
<p>Understanding Political Theory DSC-1</p>	<p>CO-1: Understand the various traditions and approaches of political theory and appreciate how they get reflected in organising social living.</p> <p>CO-2: Understand multiple frames by which the idea of political community is debated.</p> <p>CO-3: Understand the significance of theorising and relating theory to practice.</p> <p>CO-4: Acquire the critical analytical vocabulary to address political questions in a reflected and theoretically informed way.</p> <p>CO-5: Know how political theory provides a normative framework to</p>	<p>1. The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases.</p> <p>2. Teaching would also involve methods like power point and film screening.</p>

	resolve various social and political problems and issues.	
Ideas and Institutions of Indian Political Thought DSC-2	<p>CO-1: The knowledge of ideas of Indian political thought.</p> <p>CO-2: Acquaintance with institutions of Indian political thought.</p> <p>CO-3: Comprehensive understanding of Indian political thought.</p> <p>CO-4: Challenging the colonial mindset of underestimating India's rich historical past.</p>	<p>1. The teaching learning process will include creative and constructive methods. On the one hand teachers will use original excerpts of the indicated texts and on the other hand they shall help the students to understand the relevance of these works in present time.</p> <p>2. Class lectures will use discursive techniques that will encourage critical thinking and help students undertake comparisons or correlations between various topics.</p> <p>3. Power point presentations and critical questioning emphasizing the importance of traditions/ Thinkers will break the monotony of history and help them see the present in relation to past.</p>
Colonialism and Nationalism in India DSC-3	<p>CO-1: Show an understanding of the nature of colonial rule in India and the various Developments through which it consolidated itself. Demonstrate awareness of the specific impacts of colonialism on Indian economy.</p> <p>CO-2: Show knowledge of the gradual emergence of the nationalist movement in India in response to the colonial rule.</p> <p>CO-3: Demonstrate an understanding of the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases.</p> <p>CO-4: Show awareness of the various social movements, the kind of questions</p>	<p>1. Students will have interactive lectures on the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions.</p> <p>2. The course begins discussion on the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and</p>

	they raised and their contributions in the nationalist movement.	Independence. 3. In the process, the students engage with detailed discussion on various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.
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Course Outcomes

(Semester 2)

Course Name	Course Outcome	Teacher Learning Process
<p align="center">Perspective on Public Administration DSC-4</p>	<p>CO-1: Have a comprehensive understanding of the conceptual roots of the discipline of Public Administration.</p> <p>CO-2: Understand how theorising is done in this discipline Understand how new perspectives like that of gender influence the orientation of both theory and practice in the discipline.</p>	<p>1. Public Administration by engaging them in classroom lectures using Experiential Learning (EL) Perspective.</p> <p>2. It prioritises and emphasises on student's passion and cognition. It opts for pragmatism in teaching and integrates theory and practice.</p> <p>3. Students are encouraged to interact in the classroom by critically engaging with the thinkers taught to them and relate it to complex everyday worlds to understand the continuity and change in the discourse.</p> <p>4. In this programme apart from classroom lecture delivery the different mediums adapted to transfer the knowledge includes Power Point presentations, use of audiovisual resources such as screening of movie/documentary. Additionally, the weekly</p>

		<p>seminars held in Department foster an opportunity for students to participate in discussions on arrays of issues.</p>
<p>Methods and Approaches of Comparative Political Analysis DSC-5</p>	<p>CO-1: An understanding of the nature, scope, methodology, and legacy of the sub-discipline.</p> <p>CO-2: Awareness of the evolution of the sub-discipline of comparative politics and the challenge of Eurocentrism in the discipline.</p> <p>CO-3: An in-depth understating of various approaches to the study of politics in a comparative framework.</p> <p>CO-4: A basic training in comparative research.</p>	<p>1. Primarily theory class with power point presentations.</p> <p>2. Theory classes with a focus on critical analysis of historical development of the field of Comparative politics.</p> <p>3. A comparative approach on different forms of government through a discussion in class.</p>
<p>Introduction to International Relations: Theories, Concepts and Debates DSC 6</p>	<p>CO-1: Familiarisation with key theories, concepts, and debates of International Relations.</p> <p>CO-2: Comprehensive rereading of the origin of IR and its mainstream theories and concepts, with basic tools to question statist ontology andreification of eurocentrism.</p> <p>CO-3: Appreciation of decolonial accounts that challenge the mainstream and parochial International Relations.</p> <p>CO-4: Understanding of the genealogy and contributions of the IR scholarship in India to the disciplinary debates through a re-reading of its classical texts and, contemporary writings.</p> <p>CO-5: Analysis of the assumptions and key concepts of IR such as power, sovereignty, empire and international order.</p>	<p>1. In this course the purpose is to equip students with the basic intellectual tools for understanding International Relations by introducing them to some of the most important theoretical approaches 18 in the discipline.</p> <p>2. One of the important goals of the teaching-learning process in this course is to make students aware of the implicit Euro-centralism of International Relations by highlighting certain specific perspectives from the Global South.</p> <p>3. In this course the</p>

	<p>CO-6: Learning about the new directions in IR via a critical engagement with Global IR and the relational turn in IR.</p>	<p>teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates.</p> <p>4. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.</p>
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<p>Nationalism in India GE-3</p>	<p>CO-1: Gain an understanding of the different theoretical views on the emergence and development of nationalism in India and the tensions that existed between them.</p> <p>CO-2: Demonstrate knowledge of the historical trajectory of the development</p>	
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	<p>of the nationalist movement in India, with specific focus on its different phases.</p> <p>CO-3: Understand the contribution of various social movements in the anti-colonial struggle.</p> <p>CO-4: Demonstrate awareness of the history of partition and independence.</p>	
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Course Outcomes

(Semester 3)

Course Name	Course Outcome	Teaching Learning Process
<p>Political Theory: Concepts and Debates DSC-7</p>	<p>CO-1: Understand the dimensions of shared living through these political values and concepts.</p> <p>CO-2: Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.</p> <p>CO-3: Instigate further developments of these concepts in new ways.</p> <p>CO-4: Develop an insight to some of the core political issues.</p> <p>CO-5: Develop critical analytical skill to evaluate core political debates and issues.</p> <p>CO-6: Brings conceptual understanding and clarity to social, political, economic and cultural issues.</p>	
<p>Ancient and Medieval Indian Political Thought DSC8</p>	<p>CO-1: What were the major institutions of government in ancient India and how did they function?</p> <p>CO-2: How thinkers like Manu, Shukra, Brihaspati and Kautilya</p>	

	<p>perceived the role of statecraft in society?</p> <p>CO-3: What was the Nitisar tradition? How did it mark a difference from the Arthashastra tradition?</p> <p>CO-4: The students will be able to answer how Kabir epitomised the syncretic traditions of India.</p> <p>CO-5: What was the political and economic idea of Tiruvallur and what was his take on ethics?</p>	
<p>Constitutional Government and Democracy in India DSC 9</p>	<p>CO-1: understanding the specificities of Indian constitutionalism through a reading of the Constituent Assembly debates.</p> <p>CO-2: Familiarity with the debates around constitutional architecture, institutional design and practice, and constitutional democracy.</p> <p>CO-3: Awareness of the manner in which government functions through its various organs • understanding of the division of power between various organs of the government at different levels.</p>	
<p>Introduction to the Indian Constitution GE-2</p>	<p>CO-1: Knowledge of the origin and contents of the Indian Constitution.</p> <p>CO-2: Awareness of the rights and duties of the citizens and the obligations of the state.</p> <p>CO-3: Familiarity with the functioning of constitutional governance in India and the division of power between different tiers of the government.</p>	
<p>VAC 1: Constitutional Values And</p>	<p>CO-1: Understand the Constitution and its relevance.</p>	<p>1. Reflections on some of the constitutional values/fundamental duties and its</p>

<p>Fundamental Duties</p>	<p>CO-2: Appreciate the values and goals embedded in the Constitution. Pre-requisite of the course NIL.</p> <p>CO-3: Recognise the importance of Fundamental Duties enshrined in the Constitution.</p> <p>CO-4: Apply the spirit of fundamental values and duties in everyday national life.</p>	<p>contemporary relevance in day-to-day national life through group discussions and projects.</p> <p>2. Conduct workshops to spread awareness on the Fundamental Duties and Values.</p> <p>3. Students are required to conduct a survey (minimum 25respondents) on assessing the awareness of the constitutional duties amongst the citizens.</p> <p>4. Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.</p> <p>5. Any other Practical/Practice as decided from time to time</p>
<p>VAC-1 Gandhi and Education</p>	<p>CO-1: Value Gandhian perspective on education.</p> <p>CO-2: Appreciate the significance of education in Indian languages.</p> <p>CO-3: Evaluate the application of Gandhian thoughts in NEP 2020.</p> <p>CO-4: Realise the principles of NEP 2020 in vocational and skill oriented education.</p>	<p>1. Regular visits to Gandhi Museum and library to gain insight on Gandhi.</p> <p>2. Excursion to Gandhi Ashrams located in different places like Sewagram, Wardha, Sabarmati, Ahmedabad etc.</p> <p>3. Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Smriti and Darshan, Gandhi Peace Center. Ashrams based on innovation in village & cottage industry, Khadi, handicrafts, organic farming etc.</p> <p>4. Adoption of one place for Swachhta Mission or Skill Education.</p> <p>5. If required, students can share their experiences in the form of a Project</p>

		Report. 6. Any other Practical/Practice as decided from time to time.
SEC - Negotiation and Leadership	<p>CO-1: After studying this course, students will be able to apply negotiation skills to obtain desired results.</p> <p>CO-2: After studying this course, students will be able to understand the various aspects of a crisis situation for appropriate management.</p> <p>CO-3: After studying this course, students will be able to learn how to manage complex negotiation situations.</p> <p>CO-4: After studying this course, students will be able to understand the process of relationship building.</p> <p>CO-5: After studying this course, students will be able to test and judge the legitimacy of the terms of negotiation.</p>	1. Class participation, Assignments, Class tests, Projects, Field Work, Presentations.
SEC Political Communication and Leadership	<p>CO-1: After studying this course, students will be able to have a professional/careeroriented insight by facilitating their journey as Media managers, policy makers, political analysts, Journalists, Public relations officers in government agencies, political parties and higher education.</p>	1. Class participation, Assignments, Class tests, Projects, Field Work, Presentations.

Course Outcomes

(Semester 4)

Course Name	Course Outcome	Teaching Learning Process
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<p style="text-align: center;">Public Administration in India DSC-10</p>	<p>CO-1: Have a clear picture of the complex institutional structure of Indian administration at present.</p> <p>CO-2: Understand the building blocks of local governance, in rural and urban areas.</p> <p>CO-3: Explain the processes by which different budgeting systems work for this structure</p> <p>CO-4: Analyse the processes of implementation of different social welfare policies by the administrative institutions.</p>	
<p style="text-align: center;">Concepts in Comparative Political Analysis DSC-11</p>	<p>CO-1: Acquire an understanding of a range of concepts such as nationalism and constitutionalism.</p> <p>CO-2: Learn how to distinguish between different kinds of political systems based on their electoral design and party systems.</p> <p>CO-3: Demonstrate knowledge of federal designs and ideas of political community based on different notions of nationalism.</p> <p>CO-4: Understand development models historically and empirically.</p>	

<p style="text-align: center;">Global Politics DSC 12</p>	<p>CO-1: A basic clarity on the meaning, nature and significance of global politics.</p> <p>CO-2: Ability to analyse global politics beyond its conventional Eurocentric accounts.</p> <p>CO-3: Conceptual tools to understand its dynamics in the contemporary context.</p> <p>CO-4: An understanding of the debates on the changing nature of global politics in terms of de-globalization and post-globalization along with territorialization and deterritorialization.</p> <p>CO-5: The ability to understand the operational aspects of geo-politics, geo-economics, and geo-strategy in the context of global politics.</p> <p>CO-6: The skills to analyse discourses on cultural frames of global politics.</p>	
<p style="text-align: center;">Gandhi and the Contemporary World DSE-2a</p>	<p>CO-1: What are the core principles of Gandhian thought on which he scrutinizes all actions?</p> <p>CO-2: How Gandhi applied those principles in shaping his positions on social, political, economic and religious questions?</p> <p>CO-3: The students will be able to answer how Gandhi presented the critique of the Western Civilization.</p> <p>CO-4: The students will be able to know the position of Gandhi on key questions of contemporary debates in India like Religious conversion, protection of cow, language issue and Hinduism.</p> <p>CO-5: The student will be able to</p>	

	<p>know how Gandhi's use of the term Swadeshi does not just limit to economic aspects but all gametes of national life.</p>	
<p>Politics of Globalisation GE-7</p>	<p>CO-1: Understand the nature, significance, and principal debates in the literature on globalisation and the concept of globalization as both a historical process and, a socio-cultural phenomenon.</p> <p>CO-2: Study various approaches which will augment student's knowledge on international political economy.</p> <p>CO-3: Demonstrate basic knowledge of the interconnectedness of global issues, processes, and dynamics.</p> <p>CO-4: Develop insight into the alternative understanding of globalisation and various critical aspects related to it like who are the beneficiaries in this process.</p> <p>CO-5: Understand diverse global challenges like global migration and epidemics.</p> <p>CO-6: Learn the ways in which globalization holds promise for a better world and a developed world and, at the same time, understand how it is laden with deep-seated tendencies to engender strands of inequalities and spur erosion of local cultures.</p>	
<p>VAC 1: Constitutional Values And Fundamental Duties</p>	<p>CO-1: Understand the Constitution and its relevance.</p> <p>CO-2: Appreciate the values and goals embedded in the Constitution. Pre-requisite of the course NIL.</p> <p>CO-3: Recognise the importance of Fundamental Duties enshrined in the</p>	<p>1. Reflections on some of the constitutional values/fundamental duties and its contemporary relevance in day-to-day national life through group discussions and projects.</p> <p>2. Conduct workshops to spread awareness on the Fundamental</p>

	<p>Constitution.</p> <p>CO-4: Apply the spirit of fundamental values and duties in everyday national life.</p>	<p>Duties and Values.</p> <p>3. Students are required to conduct a survey (minimum 25 respondents) on assessing the awareness of the constitutional duties amongst the citizens.</p> <p>4. Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.</p> <p>5. Any other Practical/Practice as decided from time to time</p>
<p>VAC-1 Gandhi and Education</p>	<p>CO-1: Value Gandhian perspective on education.</p> <p>CO-2: Appreciate the significance of education in Indian languages.</p> <p>CO-3: Evaluate the application of Gandhian thoughts in NEP 2020.</p> <p>CO-4: Realise the principles of NEP 2020 in vocational and skill oriented education.</p>	<p>1. Regular visits to Gandhi Museum and library to gain insight on Gandhi.</p> <p>2. Excursion to Gandhi Ashrams located in different places like Sewagram, Wardha, Sabarmati, Ahmedabad etc.</p> <p>3. Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Smriti and Darshan, Gandhi Peace Center. Ashrams based on innovation in village & cottage industry, Khadi, handicrafts, organic farming etc.</p> <p>4. Adoption of one place for Swachhta Mission or Skill Education.</p> <p>5. If required, students can share their experiences in the form of a Project Report.</p> <p>6. Any other Practical/Practice as decided from time to time.</p>

<p>SEC - Negotiation and Leadership</p>	<p>CO-1: After studying this course, students will be able to apply negotiation skills to obtain desired results.</p> <p>CO-2: After studying this course, students will be able to understand the various aspects of a crisis situation for appropriate management.</p> <p>CO-3: After studying this course, students will be able to learn how to manage complex negotiation situations.</p> <p>CO-4: After studying this course, students will be able to understand the process of relationship building.</p> <p>CO-5: After studying this course, students will be able to test and judge the legitimacy of the terms of negotiation.</p>	<p>1. Class participation, Assignments, Class tests, Projects, Field Work, Presentations.</p>
<p>SEC</p> <p>Political Communication and Leadership</p>	<p>CO-1: After studying this course, students will be able to have a professional/careeroriented insight by facilitating their journey as Media managers, policy makers, political analysts, Journalists, Public relations officers in government agencies, political parties and higher education.</p>	<p>1. Class participation, Assignments, Class tests, Projects, Field Work, Presentations.</p>

Course Outcomes

(Semester 5)

Course Name	Course Outcome	Teaching Learning Process
<p>Classical Political Philosophy (CC)</p>	<p>CO-1: Understand how to read and decode the classics and use them to solve contemporary socio-political problems.</p> <p>CO-2: Connect with historically written texts and can interpret it in familiar way (the way Philosophers think).</p> <p>CO-3: Clearly present their own arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.</p>	<p>1. The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases.</p> <p>2. Teaching would also involve methods like power point and film screening.</p>
<p>Indian Political Thought-1 (CC)</p>	<p>CO-1: Having successfully completed this course, student will be able to demonstrate knowledge and understanding of basic concepts of ancient and medieval Indian political thought that are prevalent traditions of thought in India and develop a comparative understanding of Indian and western political thought.</p> <p>CO-2: This course will also help students to identify and describe the key characteristics of Indian political thought and develop a strong understanding of selected historiographical debates.</p>	<p>1. The teaching learning process will include creative and constructive methods. On the one hand teachers will use original excerpts of the indicated texts and on the other hand they shall help the students to understand the relevance of these works in present time.</p> <p>2. Class lectures will use discursive techniques that will encourage critical thinking and help students undertake comparisons or correlations between various topics. Power point presentations and critical questioning emphasizing the importance of traditions/ Thinkers will break the monotony of</p>

		history and help them see the present in relation to past.
Citizenship in a Globalizing World Discipline Specific Elective - (DSE-1)	<p>CO-1: Develop a broad historical, normative and empirical understanding of the idea of citizenship.</p> <p>CO-2: Understand different trajectories of the development/evolution of the concept of citizenship.</p> <p>CO-3: Understand/assess some of the major ethical challenges that citizenship faces in the wake of globalization and the rapidly proliferating idea about the need of accommodating diversity in multicultural political settings.</p>	<ol style="list-style-type: none"> 1. The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. 2. Teaching would also involve methods like power point and film screening.
Development Process and Social Movements in Contemporary India (DSE)	<p>CO-1: Show knowledge of development policies and planning in India since independence.</p> <p>CO-2: Understand the development strategies and their impact on industrial and agricultural sphere.</p> <p>CO-3: Understand the emergence of social movements in response to the development policies adopted by successive governments.</p> <p>CO-4: Demonstrate awareness of the different trajectories of specific social movements in India, their demands and successes.</p>	<ol style="list-style-type: none"> 1. Students will engage in discussions on developmental processes in India since independence. They would have interactive lectures on the meanings and impacts of industrial and agrarian developmental strategies and would also be able to understand the diverse social movements that arose as a response to such strategies. 2. They will debate the pros and cons of the shift from planned economy to neo liberal economy. It also makes the students understand the division of economy and labour in two parallel sectors-organised and

		<p>unorganised and the impact of development strategies on the social structure as can be seen in the emergence of new middle class in India.</p> <p>3. It also gives them insights on agrarian development strategy specially focussing on land reforms and green revolution and their impact on political economy in India. Moreover, it also sensitises students to the agrarian crises and its impact on farmers. The course concludes with understanding of varied social movements that emerged as a response by vulnerable sections challenging the exploitation and exclusion in social, economic and political spheres.</p>
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Course Outcomes

(Semester 6)

Course Name	Course Outcome	Teaching Learning Process
Modern Political Philosophy (CC)	<p>CO-1: Understand the idea of modernity and establish a connection between societal changes posed through modernity and its prescribed political suggestions.</p> <p>CO-2: Identify various tendencies in political philosophical discourse and</p>	<p>1. The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases.</p> <p>2. Teaching would also involve</p>

	manage to answer various fundamental questions through problem-solving aptitude.	methods like power point and film screening.
Indian Political Thought-2 (CC)	<p>CO-1: The course is aimed to equip students with critical understanding about modern Indian thought.</p> <p>CO-2: The thematic exploration of ideas is meant to locate the topical debates on important subjects on a historical trajectory and reflect over the diverse possibilities exhibited in the writings of the respective thinkers.</p> <p>CO-3: It is expected that at the end of the course the students will be able to think about issues and debates in contemporary India from multiple vantage points including its historical significance in the Indian tradition.</p> <p>CO-4: It would also help them develop toleration and respect for diverse opinion and at the same time, to admire and appreciate the plurality within the modern Indian intellectual tradition.</p>	<ol style="list-style-type: none"> 1. The teaching learning process will try to construct history of ideas of key concepts that is central to this paper. This will be done by using original writings of the thinkers and some commentaries. 2. The class lectures will use comparative method in power point presentations by trying to unearth similarities and subtle differences between two or more thinkers on the given topic. Talks and seminars involving interaction with experts working on thinkers will be used to highlight the nuances of the topic. This will thereby encourage students to think analytically about the material located and reading. It will also help students in writing, constructing arguments based on evidence.
Public Policy in India. Discipline Specific Elective-4	<p>CO-1: The student is introduced to the range of ideologies that influence the policy-making process.</p> <p>CO-2: The student learns how to relate public policies to politics.</p> <p>CO-3: The student learns how to relate public policies to the political economy.</p>	<ol style="list-style-type: none"> 1. This discipline Specific Elective paper is designed to allow the student to establish an integrative link to their understanding of political science, economic theory and the practical world of development and social

	<p>CO-4: The student is able to have a grasp of the role of social movements and interest groups in the making of public policy.</p>	<p>change. Each unit is planned in a way that prepares students to analytically map the theories of the state, comprehend models of decision making while giving them an introduction of Nehruvian vision.</p> <ol style="list-style-type: none"> 2. The teaching is modulated to bring in contemporary nuances of liberalisation and recent developments. Simulation activities in the classroom help students make connections between real world scenarios and theoretical concepts. 3. The weekly seminars expose students to contemporary academic undercurrents and provide scope to make a connecting point between theory and practical scope of the study in India.
<p>India's Foreign Policy in a Globalizing World. Discipline Specific Elective - (DSE)</p>	<p>CO-1: Students will learn about India's diplomatic manoeuvres in an essentially interest and power seeking global hierarchical relationship.</p> <p>CO-2: Students will also learn about the challenges India faces in securing its interests as a postcolonial state.</p> <p>CO-3: The study of India's ability to engage with powerful nations of the world like US, Russia and China will help students understand India's perspective on international relations.</p>	<ol style="list-style-type: none"> 1. This Discipline Specific Elective course is modelled to acquaint the students with India's foreign policy evolution and contemporary strategies. Therefore this paper will be highly engaging involving students at every stage. 2. Though the class will have power-point presentations and conventional lectures involving chalks and boards, students will be encouraged to have group discussions.

		<p>3. Students will be taught to strategic in a simulating international event which will help the students to understating India's decision making process. Distinguished persons engaged in statecraft will also deliver lecture to students on various issues.</p>
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